



THE UNIVERSITY *of* EDINBURGH

Electronic Senate

E-Senate will commence on Wednesday 14 September 2022
and close at noon on Wednesday 28 September 2022

AGENDA

ITEMS FOR NOTING OR FORMAL APPROVAL

1. **Court Resolution – Chairs** **e-S 22/23 1 A**

2. **Annual Report to the Scottish Funding Council on
Institution-led Review and Enhancement Activity 2021/22** **e-S 22/23 1 B**
To note and comment

3. **Conferment of the title of Professor Emeritus / Emerita** **e-S 22/23 1 C**
To approve

4. **Communications from the University Court** **e-S 22/23 1 D**
To note

5. **Report from Knowledge Strategy Committee** **e-S 22/23 1 E**
To note

Electronic Senate

14 - 28 September 2022

Court Resolutions - Chairs

Description of paper

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

Action requested / Recommendation

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

- No. 118/2022: Foundation of a Personal Chair of Computational Medicine
- No. 119/2022: Foundation of a Personal Chair of Data Arts and Society
- No. 120/2022: Alternation of the title of the Personal Chair of Data Science

3. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting "comment on e-S 22/23 1 A." These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Background and context

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

Discussion

4. The draft Resolutions are attached to this paper.

Resource implications

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

Risk Management

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

Responding to the Climate Emergency and Sustainable Development Goals

7. N/A.

Equality and Diversity

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

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

9. Via Senate's report to University Court.

Consultation

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

Further information

Author(s)

Kirstie Graham, Deputy Head of Court Services
September 2022

Presenter(s) (if required)

Freedom of information

Open paper

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 118/2022

Foundation of a Personal Chair of Computational Medicine

At Edinburgh, the Fifth day of December, Two thousand and twenty two.

WHEREAS the University Court deems it expedient to found a Personal Chair of Computational Medicine:

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

1. There shall be a Personal Chair of Computational Medicine in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Computational Medicine together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 July Two thousand and twenty two.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 119/2022

Foundation of a Personal Chair of Data Arts and Society

At Edinburgh, the Fifth day of December, Two thousand and twenty two.

WHEREAS the University Court deems it expedient to found a Personal Chair of Data Arts and Society:

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

1. There shall be a Personal Chair of Data Arts and Society in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Data Arts and Society together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 August Two thousand and twenty two.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 120/2022

Alteration of the title of the Chair of Data Science

At Edinburgh, the Fifth day of December, Two thousand and twenty two.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Data Science founded by Resolution 23/2022;

AND WHEREAS paragraph 5 of Part II of Schedule 2 to the Universities (Scotland) Act 1966, provides that the University Court may, after consultation with the Senatus Academicus and with the consent of the incumbent and patrons, if any, alter the title of existing professorships;

AND WHEREAS the Chair dealt with in this Resolution is in the patronage of the University Court itself:

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

1. The Chair of Data Science shall hereafter be designated the Chair of Statistics and Data Science
2. This Resolution shall come into force with effect from 1 August Two thousand and twenty two.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

Electronic Senate

14 - 28 September 2022

**Annual Report to the Scottish Funding Council on
Institution-led Review and Enhancement Activity 2021/22**

Description of paper

1. The paper is the University's annual report to the Scottish Funding Council (SFC) on institution-led review and enhancement activity 2021/22. The Senate Quality Assurance Committee (SQAC) approved the content at its meeting on 13 September 2022. Senate is invited to note and comment on the report. The report, accompanied by any comments from Senate, will be submitted to University Court for consideration and formal approval at its meeting on 4 October 2022.

Action requested / recommendation

2. To note formally and transmit any comments to University Court.
4. For E-Senate, members are invited to submit any comments, observations or reservations by email. A nil response is taken as assent. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting "comment on e-S 22/23 1 B". These comments will be published verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Background and context

3. Senate has overall responsibility for quality assurance. However, Senate delegates its powers to SQAC, which has responsibility for the University's quality assurance framework, and the annual report details the outcomes of quality assurance framework processes. SQAC has approved the contents of this report on behalf of Senate.
4. In accordance with SFC guidance on quality, the institution's governing body (in the University's case, Court) has responsibility for approving the annual report.
5. The report is being presented to Senate as electronic business due to the reporting deadline set by SFC, and on the basis that the content of the report has previously been approved by SQAC on behalf of Senate. The formal deadline for submitting reports to SFC is 30 September 2022, but SFC has granted the University a short extension to allow Court to approve the report on 4 October 2022.

Discussion

6. Senate is invited to note and transmit any comments on the report, which is attached as an appendix, to University Court.

Resource implications

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

Risk management

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

Equality & diversity

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

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

10. Senate Quality Assurance Committee has oversight of the implementation and communication of actions relating to quality assurance and enhancement activity.
11. Senate Support will transmit any comments received from Senate to the University Court.

Author

Professor Tina Harrison (Assistant Principal Academic Standards and Quality Assurance)
and Brian Connolly (Academic Policy Manager, Academic Services)
13 September 2022

Freedom of Information

Open.



The University of Edinburgh

Annual Report to the Scottish Funding Council (SFC) on Institution-led Review and Enhancement Activity 2021/22

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 internal periodic reviews (IPRs).

IPRs – 2021/22¹

- Biological Sciences (postgraduate research)
- Biological Sciences (undergraduate and postgraduate taught)+
- Data Science, Technology and Innovation online distance learning programme (postgraduate taught)
- Health in Social Science (all)+
- History, Classics and Archaeology (undergraduate)+
- Informatics (undergraduate and postgraduate taught)+
- Law (all)+
- The Royal (Dick) School of Veterinary Studies (postgraduate taught)
- The Royal (Dick) School of Veterinary Studies (undergraduate)

+ As a result of the Covid-19 pandemic and Enhancement-led Institutional Review, these IPRs were postponed from 2020/21.

Additionally, permission was sought and granted from QAAS and SFC to reschedule the following IPRs from 2021/22 to 2022/23:

- Divinity (postgraduate)
- GeoSciences (postgraduate taught)
- Edinburgh College of Art (undergraduate)
- Mathematics (taught)
- Philosophy, Psychology and Language Sciences (undergraduate)

For rescheduled IPRs, all provision will continue to be reviewed through annual monitoring, with School annual reports being considered by Colleges to inform their annual reports and a Sub Group which provides a report to Senate Quality Assurance Committee (SAQC). These existing processes will continue with any issues requiring attention being acted upon in the meantime.

¹ Reports available at: <https://www.ed.ac.uk/academic-services/quality/monitoringandreview/internal-review/reports>

All IPRs again took place online in 2021/22 and supporting guidance², informed by benchmarking with other Scottish higher education institutions, was developed. It is planned that all IPRs review visits will revert to in-person, on campus for 2022/23.

The panels that conduct IPRs include a minimum of two external members, two internal staff members and one student representative, plus the panel administrator. Student members are full panel members and the University pays them the same fee as the external members.

SQAC receives an annual report in September each year on areas of good practice and for further development from IPRs and remits actions as necessary³. A progress report on actions is then considered by SQAC at an appropriate point. The areas of good practice and for further development from 2021/22 reviews are:

Areas of good practice

- The dedicated commitment, collegiality, and support shown by both **academic and professional services staff**, including in challenging circumstances due to the pandemic, was recognised in 20 commendations across all nine reviews. Examples include:
 - The Graduate School Administrative Team and the Facilities Managers on their professional, dedicated and student focused approach, and their appreciation of, and respect shown towards, students [Biological Sciences PGR]
 - The work of the technical staff who are dedicated to the job and committed to providing high quality experiences in the labs [Biological Sciences UG and PGT]
 - The engaged and committed programme team and their efforts in engaging across multiple Schools [Data Science Technology and Innovation]
 - The dedication of academic staff, particularly during challenging circumstances, and their commitment and passion for their subjects [Health in Social Science]
 - The Professional Services staff of the School, specifically the Informatics Teaching Organisation and the Student Support Office [Informatics]
 - The cohesion between academic and professional services staff within the school, which enhances the overall operations of the School and underpins the student experience [Royal (Dick) School of Veterinary Studies UG]

- **Student support** as a theme was recognised 11 times across seven reviews, including four commendations relating to the Personal Tutor system. Aspects covered support structures, learning support, and the support provided by staff in key roles. Examples include:
 - The excellent pastoral follow up with students who make requests for extensions [Biological Sciences UG and PGT]
 - The School commitment to student support, including the appointment of two Disability Officers, and planned appointment of additional student support for PGT students [Law]
 - The clear dedication and commitment of the School Student Support Team and their student-centred approach [Health in Social Science]
 - The StatsGuru role which provides students with additional expert support for data and experiment design [Royal (Dick) School of Veterinary Studies PGT]

² <https://www.ed.ac.uk/files/atoms/files/ipr-digitalmeetings.pdf>

³ Example from last year [sqac-agendapapers-20210916.pdf \(ed.ac.uk\)](#) (Paper D)

- **Community building** was commended 9 times across five reviews. The strong sense of community and activities to build a sense of belonging were recognised across the reviews. Examples include:
 - The School for maintaining a sense of community under challenging circumstances [History, Classics, and Archaeology]
 - Initiatives to build community; the students clearly felt part of, and wanted to contribute to the academic community within the School [Law]
 - The School's strong and vibrant PhD student community [Health in Social Science]
 - The provision of live digital sessions which are much appreciated by students, and also help in fostering a sense of community for students [Royal (Dick) School of Veterinary Studies PGT]
- Approaches to listening and responding to the **student voice** were commended seven times across six reviews. Examples include:
 - The School on its attentive and responsive approach to the student voice [History, Classics, and Archaeology]
 - Several clear routes for dialogue between students and Programme Teams, for example through Student Staff Liaison Committees where agenda setting and minute taking is student-led [Royal (Dick) School of Veterinary Studies PGT]
 - There is a culture of openness and willingness to regularly seek suggestions and feedback from students [Informatics]

Areas for further development (identified in multiple reviews)

- **Staff support and development (11 recommendations across six reviews).**
Recommendations covered: guidance, training and support for postgraduate tutors and demonstrators; and fora for sharing practice.
- **Equality, diversity and inclusion (nine recommendations across six reviews).**
Recommendations related to attainment gaps (including using data to understand and address these gaps), widening participation, and accessibility requirements.
- **Allocation of staff workload (eight recommendations across five reviews).**
Recommendations related to ensuring the appropriate and equitable distribution of workload.
- **Student voice (five recommendations across five reviews).**
Recommendations covered closing the student feedback loop and proactively engaging students.

Annual monitoring, review and reporting – 2021/22⁴

A Sub Group of SQAC reviews School annual quality reports and submits a report to SQAC on the outcomes, identifying areas of good practice and for further development and remitting actions as

⁴ <https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting>

necessary⁵. Responses to the additional School-, College- and University-level actions arising from the review of School annual quality reports are then made available to SQAC.

2021/22

In April 2022, SQAC approved amendments to the reporting templates to support the continued suspension of normal annual monitoring, review and reporting processes due to the Covid-19 pandemic and the interim process to review and reflect on 2021/22. The light-touch process continued, focussing on the impact and learning from the Covid-19 pandemic as well as including updates on actions identified from previous years' reporting cycles and a reflection on other aspects of academic standards, student performance and the student learning experience.

Themes of positive practice for sharing at University level:

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

- **Community Building** - the sense of community and support that academic and professional service staff provided for their students and each other within Schools was again a strong positive theme throughout the reports. Examples include:
 - A number of community building initiatives in Moray House School of Education have received positive feedback and good up-take where offered, including: Peer Assisted Learning Scheme (PALs); Ed Buds; PGT Dissertation Buddies; Community Champions.
 - Community-building activities in the School of Literatures, Languages, and Cultures (LLC) including the appointment of cohort leaders to provide academic and pastoral support, research events, course playlists, picnics, and padlets.
 - Weekly "Discussion with Director of Teaching" sessions for undergraduate student representatives in the School of Biological Sciences, with all concerns raised are reported back on within a fortnight (most immediately in the discussions) and posted for access to all students in the relevant years on a year-specific LEARN site.
 - Weekly discussion meetings and InfConnect initiative has had a cohort building effect in the School of Informatics.
 - MathClans is a student-led initiative that helps new undergraduate students join and settle into the academic community in the School of Mathematics, in addition to a new Support and Wellbeing Newsletter.
 - bringing learners from the health and social care sectors to 'sample' online learning, by completing one or more courses was a great success for the Deanery of Molecular, Genetic and Population Health Sciences. Learners created a strong community, which was maintained after the courses ended and supported the cascade of impact within clinical/care environments.

- **Online/Hybrid Enhancements** - in response to the pandemic, Schools/Deaneries developed new approaches to teaching & learning and administrative systems and procedures. As the University transitioned back to 'business as usual' the reports highlighted innovations that Schools and Deaneries are seeking to adapt and maintain. Examples include:
 - online exams will be maintained in the School of Divinity because they believe they more closely replicate students' normal working conditions, are easy to share between

⁵ Example from last year <https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20210916.pdf> (Paper C)

- markers, moderators and external examiners, are always legible and do not require physical transits between locations.
- online meetings facilitated reform to the structure and operation of Board of Examiners and Board of Studies meetings in the School of Economics, introducing a substantial asynchronous element - a change was welcomed by the members of the boards, internal and external.
 - with the development of online teaching platforms (such as Microsoft Teams), distance participation training in the School of Health in Social Science remains a fully online synchronous and asynchronous teaching model providing a more equitable experience regardless of geography/trainee employer.
 - implementation of zero-credit courses in the School of Engineering has enabled students to catch-up on hands-on practical work missed during the pandemic.
 - retaining some of the best practices and the digital resources developed for online teaching over the last two years, and using these to support and supplement in-person classes this year, has enabled the School of Geosciences to diversify assessment practices and may also have contributed to the increased engagement and satisfaction reported by students in NSS and PTES this year.
 - regular meetings of year directors and other teaching leadership colleagues in the Royal (Dick) School of Veterinary Studies worked well through the pandemic to share practice and keep on top of student experience issues.
 - those courses that have retained online exams in the Deanery of Biomedical Sciences have redesigned assessment to address issues such as plagiarism and the Deanery has also produced a guide to designing assessment to assist course organisers in navigating these and other issues.
- **Assessment and Feedback** - Schools/Deaneries continue to seek innovative approaches to the design and management of assessment and feedback. Examples include:
 - building on a study that consulted students on their expectations and needs from feedback and Learning and Teaching priorities, Moray House School of Education implemented a range of mechanisms, support structures and processes to facilitate the creation of high quality, meaningful feedback and student feedback literacy.
 - Assessment and Feedback project in the School of Informatics to change and improve the design of assessments and the quality of feedback and learning outcomes.
 - Assessment calendar was launched in School of Mathematics as a first step towards a fuller review of the schedule of taught assessments.
 - Assessment structure of Lab programme in School of Physics and Astronomy changed to provide students with faster/earlier feedback to improve writing skills.
 - Guide to designing assessment produced by Deanery of Biomedical Sciences to assist course organisers, including both general principles for designing assessments and notes on a wide range of specific forms of assessment.
 - **Student Support** - Schools/Deaneries reported on initiatives and activities in relation to the current Personal Tutor system and wider support for students at the University. Examples include:

- ‘Students of Concern’ monitoring system was developed by the Edinburgh College of Art to provide structure in triaging students in need of support and reduce risk for the most vulnerable. This system has since come to be used more widely in the University.
 - new Head of Student Experience and two new Student Support Officers were appointed by the School of Chemistry to help manage the increasing numbers of students suffering mental (and physical) illness. Students requiring support often need immediate help/advice and the new team are able to respond much more effectively with sustained support.
 - Support and Wellbeing Newsletter was launched by the School of Mathematics this year and received positive feedback from the Student Staff Liaison Committee (SSLC).
 - Mental Health First Aid Training for postgraduate research student support teams was implemented by the Deanery of Clinical Sciences.
- **Student Voice** - the implementation of the new Student Voice Policy resulted in a number of initiatives and activities in response to the move to locally managed course level feedback. Examples include:
 - requirement in School of Biological Sciences to run mid-course feedback with good practice of students being in charge of the process. Plans to develop course evaluation around 4 clearly defined pillars.
 - School of Informatics engaged with students on a broad spectrum of platforms and enabled feedback through student reps in a more “real-time” fashion.
 - online MS Form in the School of Physics and Astronomy to gather information from the students was made available via ‘Have your say’ in Learn.
 - low survey completion rates addressed in School of Physics and Astronomy by encouraging students to complete the NSS survey in return for a School-branded fleece (response rates have increased to over 70%, meaning that the School has more robust qualitative and quantitative data, and issuing the fleeces will contribute to students’ sense of belonging).
 - a blend of formal and informal mechanisms was employed by the Royal (Dick) School of Veterinary Studies including the Student Staff Liaison Committee (SSLC) meetings, mid-course feedback and new decentralised end course questionnaire.
 - **Equality, Diversity and Inclusion** - there were a number of initiatives by Schools/Deaneries striving to promote an inclusive learning environment. Examples include:
 - Classroom Support Assistants (generally practitioners or PhD students) in Moray House School of Education play a key role in supporting students with Widening Participation backgrounds adjust to academic study and adopt academic writing skills.
 - The Skills Centre in the School of Philosophy, Psychology, and Language Sciences (PPLS) has been using feedback from Widening Participation students to develop guidance for all students.
 - PPLS has also made Decolonising the Curriculum a priority in the 2022-2025 PPLS EDI Action Plan, and the PPLS EDI Committee has launched a new annual speaker series featuring live talks about, and by speakers from, the Global South.
 - introductory course ‘Understanding Race and Colonialism’ was launched by the School of Social and Political Science (SPS), under the auspices of RACE.ED, open to students from across the University.

- a number of networks have been established in the School of Physics and Astronomy targeting Equality, Diversity and Inclusion: parents and carers; LGBTQ+; black, Asian and minority ethnic (BAME); EqualTea.

Areas for further development at the University level:

- **Extensions and Special Circumstances (ESC)** - the significant increase in students seeking extensions and special circumstances in the recent period is an increasing cause of concern across the Schools and Deaneries, in particular leading to knock-on effects in delays for marking and feedback turnaround times. Concerns were also raised about potential issues with communication between the recently developed central ESC system and local course teams in Schools making it difficult to manage expectations and local communications with students.
- **Resourcing** - a number of issues have been grouped under a broad theme of resourcing; including estates/space, IT/systems, and staff workload/welfare. As the University returned to campus and 'business as usual', reports noted difficulties accessing suitable teaching and office space particularly given the move towards new ways of hybrid working and the expansion of various professional service teams (due to the new student support approach). Reports also noted issues arising from the EUCLID system 'going down' at key times (e.g. welcome week and awards publication) and the knock-on effects of certain publication dates (particularly on Fridays). It was noted that these resource issues exacerbated existing concerns in relation to staffing and workload pressures and there is a need to consider these holistically.
- **On-Campus Transition** - Schools and Deaneries reported concerns that student on-campus lecture/class attendance remained relatively low compared to pre-pandemic levels. While the return to on-campus teaching was broadly welcomed, reports noted specific challenges related to teaching on-campus when Covid cases are high. It was also suggested that some students may be unused to on-campus teaching and may have struggled to attend for personal reasons and that some have adjusted to online provision and may prefer this mode of delivery for reasons of increased flexibility or accessibility.
- **Student Voice Policy** – the first year of operation of the new Policy, with a move from centralised to localised management of Course Evaluation Questionnaires (CEQs) (in response to requests from Schools/Deaneries) was welcomed, but it was acknowledged that this increased flexibility had created additional work for Schools. Schools took varying approaches to implementation with a number of Schools taking a School-wide approach. Further monitoring will continue to ensure effective approaches are taken in Schools and effective approaches are shared. Some Schools also queried how locally managed course evaluation data could be used as benchmarked evidence of excellence in teaching.

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

The reports identifying themes of positive practice for sharing and areas for further development at University level are passed to the Institute for Academic Development (IAD) to identify content for

Teaching Matters⁶ and the Learning and Teaching Conference. Examples of Teaching Matters blog posts that have been identified through quality processes are tagged⁷. Good practice is also shared at College-level⁸.

Ways in which support services were reviewed

Student Support Services Annual Review (SSSAR) – reporting on 2020/21

Student-facing support services are reviewed annually by a sub-committee of SQAC. The sub-committee usually submits a report on the outcomes of the review process to SQAC annually in early December, however this year the report was considered at the February meeting⁹. For reporting on 2020/21, the streamlined process was maintained and focused on impacts of industrial action and the Covid-19 pandemic. Services were invited to submit their reports from the end of August 2021 for a mid-November deadline to a SharePoint site, which facilitated sharing of experience and good practice.

Each service receives individual feedback on their report, including commendations and areas of good practice. As with the previous year, no sub-committee meetings were held but each service report was reviewed by the external and the Students' Association members. Common themes arising from service reports were:

- Staff response to challenges: staff commitment, flexibility and creativity provided an impressive response to the pandemic.
- Working across boundaries: increased collaborative working with other teams, services, Colleges and Schools.
- Digital processes for enhancement: digital processes provided improvements and streamlining.

The streamlined approach to reporting will continue for reporting on 2021/22 and we hope to hold an online event to share good practice and discuss themes.

Student Support Thematic Review

Thematic reviews focus on the quality of the student experience in relation to a particular theme or aspect of student support which can span both student support services and academic areas. They are reserved for significant issues requiring in-depth exploration that often cannot be achieved via IPRs or SSSAR. Topics are influenced by the outcomes of SSSAR and discussion with the Students' Association. As planned, no thematic review was carried during 2021/22, however, SQAC considered updates on actions from the thematic review of black and minority ethnic (BME) students' experiences of support at the University. Relevant actions from this review and the Mature Students and Parents and Carers review are being progressed by the SQAC Data Task Group which has been established to examine data and methodological options for the systematic monitoring of data in relation to the student journey (i.e. retention, progression, attainment data) with the aim of ensuring that all groups of students have an equitable experience during their time at the University. Additionally, the University's Equality, Diversity and Inclusion Committee is driving forward the recommendations from the thematic review of BME students' experiences of support at the University.

Role and nature of student engagement in institution-led review

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

⁷ <https://www.teaching-matters-blog.ed.ac.uk/tag/quality-enhancement-report-examples/>

⁸ For example [CMVM Good Practice Showcase 2021 Recording - Media Hopper Create](#)

⁹ <https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20220224-web.pdf> (Paper F)

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.

IPR and thematic reviews both include student members on review teams. The student is a full and equal member of a review team and, as with other team members, 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 IPRs 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 review areas on how to engage their students with reviews. The review area consults with students when defining their remit items.

Contextual information and key messages from analysis of data

Overall satisfaction rose in student surveys from 2021 to 2022 – 4.7% in the Postgraduate Taught Experience Survey (PTES) and 1.74% in the National Student Survey (NSS). In the NSS, this resulted in an increase of five positions in the overall satisfaction ranking of the Russell Group (RG), to 17, up from 21 in 2021. Edinburgh saw particular increase in satisfaction with learning resources (increase of 13%) and learning community (increase of 3%). However these themes were most heavily impacted by pandemic measures in 2021, and are still below satisfaction outcomes pre-pandemic. As a whole, Edinburgh remains below the Russell Group in all NSS themes; most markedly in Assessment and Feedback (8 percentage points lower than RG) and the Students' Union (12 percentage points lower than RG). There has also been a decline in satisfaction in Student Voice outcomes, with only 34% of students clear how their feedback on a course has been acted on, 11% below the RG average and 3% lower than last year. Open comments from these surveys highlight the variation in experience between students; with positive and negative themes arising regarding teaching quality and student support and communication. In-year Pulse Surveys have shown challenges in availability of support, especially around mental health and counselling wait times.

SQAC considers a report on degree classification outcomes in April each year. Any subject areas judged to have diverged substantially from either the University average or comparators in their discipline are then asked to specifically reflect on the issue, and any proposed remediation, in their School annual quality report. This approach ensures systematic University oversight whilst also encouraging Schools to engage with the specific data on attainment, reflect on the issues and context, and then seek appropriate local solutions. In April 2022 SQAC considered the annual analysis of degrees awarded by the University in the 2020-21 academic year, benchmarked against the Russell Group and including data on attainment gaps for key student groups. Edinburgh's proportion of Firsts awarded increased relative to Russell Group peers, and now sits at 5th highest in the group. Prior to 2019/20, Edinburgh broadly matched the Russell Group average. The attainment gap (Firsts awarded) for UK domicile black, Asian, and minority ethnic (BAME) students at the University has narrowed, but remains material (-10.3 to -4). While the gap between disabled and non-disabled students continues to narrow, the gap between male students and females continues to widen (with higher awards gained by female students). However, caution around trend data is required following impact from pandemic impact mitigation policies.

Analysis of progression data showed that the University markedly outperformed the Scottish sector average and the UK sector averages for the relevant HESA Performance Indicators (non-continuation and projected outcomes), and also outperformed the HESA benchmarks for these indicators. As part of a reset of the University's Equality and Diversity monitoring, patterns of retention and outcomes will be assessed through an E&D lens.

An analysis of 2020/21 undergraduate and taught postgraduate¹⁰ external examiners' reports shows that there continues to be a high number of commendations and a low number of issues across the University. The main theme commended in undergraduate reports across all three Colleges was the assessment process, with the sub-theme of good practice and innovation (in the programme development theme) most commented on. The main theme commended in taught postgraduate reports was also the assessment process. Many commendations were course or programme specific, however the most often occurring type of commendation related to the range, quality and diversity of teaching, learning and assessment. A small number of issues raised by external examiners related to the (often timely) provision of information to examiners. No University-level action was required.

We remain committed to widening access and our students from SIMD20 areas represent 11.4% of this past year's full-time Scottish-domiciled undergraduate intake (2021 entry) – this is a significant increase since 2015 when just 6% of our Scottish domiciled students were from SIMD20 background. We have also been pleased to notice a year on year increase in applications and acceptances from care-experienced students which we expect to be reflected in an increased number of care experienced students starting with us this September.

Summary

The previous year's IPRs and annual monitoring, review and reporting processes have identified good practice examples and it is important that these are shared across the University. Areas for further development have also been identified, and these will be considered and acted upon accordingly.

The University's approach to improving the learning, teaching and the student experience can be summarised in the ongoing and planned work outlined below, the pace and scale of which is being balanced according to the Enhancement-led Institutional Review recommendations and priorities and the ongoing effects of and pressures of the pandemic.

Actions Undertaken and Planned

Enhancement-led Institutional Review (ELIR)

The ELIR Action Plan, setting out the University's response to the review recommendations, was approved by Senate in October 2021 and an ELIR Oversight Group established to provide direction and oversight of the actions. The ELIR Oversight Group is convened by the Assistant Principal Academic Standards and Quality Assurance and the membership comprised of: Vice Principal Students; Edinburgh Students Association Vice President Education; Deputy Secretary Student Experience; Director of the Institute of Academic Development; Director of Strategic Change; and Head of Quality Assurance and Enhancement, Academic Services. The ELIR Oversight Group formally reports to the University Executive, advising on progress and any concerns, and also provides regular updates to Senate Quality Assurance Committee (SQAC).

The Action Plan takes a themed approach to the implementation of the ELIR recommendations in order to ensure alignment with existing learning and teaching priorities and senior leadership responsibility. Actions are grouped as follows:

- assessment and feedback;
- student support (the personal tutor system);

¹⁰ <https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers-20220224-web.pdf> (Paper C)

- strategy, growth and planning (encompassing the oversight and planning for growth of student numbers, and the strategic approach to the enhancement of learning and teaching);
- change management (and the pace of change);
- monitoring consistency of implementation of strategy, policy and practice (encompassing specifically oversight and implementation of policy and practice, and training for postgraduate research (PGR) students who teach);
- developing and promoting teaching excellence (encompassing the recognition and support for academic staff development, and promotion of academic staff based on teaching); and attainment gap monitoring.

Two of the recommendations (relating to assessment and feedback and student support) were prioritised for action over the course of the academic year. We have made significant progress in relation to these two areas in terms of establishing an agreed approach that will take effect from the start of the coming academic year (2022/23).

Assessment and feedback

The ELIR panel recommended that the University “*make demonstrable progress, within the next academic year, in prioritising the development of a holistic and strategic approach to the design and management of assessment and feedback.*” In response an Assessment & Feedback Task Group (co-convened by Professor Tina Harrison, Assistant Principal, and Dr Sabine Rolle, Dean for Learning and Teaching CAHSS, and reporting to the Curriculum Transformation Board) was established to take forward this work.

Following extensive research, external benchmarking and internal consultation throughout semester 1, the Task Group proposed a “*holistic and strategic approach to the design and management of assessment and feedback*” which was initially discussed at the 10th March 2022 Senate Education Committee and subsequently approved at the 12th May 2022 Senate Education Committee meeting. The overall approach (effective from the start of academic year 2022/23) comprises four key aspects: Assessment and Feedback Principles (that set out baseline expectations for quality); Assessment and Feedback Priorities (that set the strategic direction for enhancement and align with the direction of travel for Curriculum Transformation); Support/guidance for staff; Guidance for students (co-created with students). A recent Teaching Matters Blog, provides an overview of the principles and priorities.¹¹

In relation to the subsequent recommendation about ensuring consistency in implementation of policy and practice, we are in the process of identifying agreed baseline indicators from which we can track implementation and success, which will be embedded in the School Quality Assurance reporting.

Student Support

Another key area highlighted by the ELIR Panel was student support, with the recommendation that “*The University should make demonstrable progress within the next academic year in respect of ensuring parity of experience for students and effective signposting to support services and delivery of an agreed and consistent baseline level of provision. As part of its approach, the University is asked to develop an effective mechanism to monitor consistency of implementation and allow it to evaluate the impact of these changes on the student experience.*”

¹¹ <https://www.teaching-matters-blog.ed.ac.uk/welcome-to-july-august-lt-enhancement-theme-assessment-and-feedback-principles-and-priorities/>

At the time of the ELIR review, the timeline for the implementation of the new student support approach was planned for academic year 2023/24. We were asked “*to reflect on whether the current timescale for implementation is sufficiently ambitious.*” We did reflect on this and accelerated the timeline, which is on target for phased implementation across the University for new incoming students from September 2022, one year earlier. A Student Support Project Board has been established and there has been a commitment that the Board will continue for an agreed period beyond September 2023 in order to monitor consistency of implementation and evaluate the impact of these changes on the student experience. The current Personal Tutor (PT) system will remain in the short-term for continuing students and student experience of the PT system will continue to be monitored until it is fully phased out at the end of academic year 2022/23.

The new approach comprises a new layer of professionalised support, including the appointment of 35 Student Advisers and 20 Wellbeing Advisers. Wellbeing Advisers will be managed centrally (through a hub and spoke model) and will provide a layer of support between the School-based Student Advisers and the central specialist counselling and disability services. This is a transformational investment in mental health services for our students and will provide proactive and reactive wellbeing support. The completion of this recruitment has mitigated the highest risk within the project.

The academic support will be provided via a new ‘Cohort Lead’ role. This replaces the PT role as the single point of individualised support and forms part of an eco-system of support where the Cohort Lead provides an exciting opportunity through the oversight of a group of students to build community. The operation of Cohort Lead roles will be tailored to the specific academic needs of students within their programmes and disciplines.

Student Journey maps are being developed to provide an overview of the expected experience, touch points and the likely forks in the road where students will take different pathways. To ensure a baseline level of provision we have developed functional specifications in the form of a series of statements on what students can expect from both academic guidance and support and personal and wellbeing support.

Strategy and Strategic Projects

Curriculum Transformation Programme

The University has committed to undertaking a major Curriculum Transformation Programme. The programme, which began with a soft launch in April 2021, is a major long-term initiative for the University, closely aligned with the University Strategy 2030. The programme is moving through several distinct phases over the next 4 to 5 years. Over academic year 2021/22 the focus has been on creating a vision for the Edinburgh Graduate and Edinburgh Curriculum and developing curriculum design principles and curriculum archetypes that are currently being tested in co-design workshops with staff and students. Further information on the programme (including a selection of briefing papers and other resources) is available from the programme website.¹²

Student Voice

A new approach to course level feedback was implemented in 2021/22 academic year following the change from centrally managed Course Enhancement Questionnaires (CEQs) to locally managed course evaluation. The rationale for the new model was to give ownership of course level feedback to Schools, enabling local areas to gather feedback according to their own (and their students)

¹² <https://www.ed.ac.uk/staff/teaching-matters/curriculum-transformation-programme>

requirements and allow for closer staff-student interaction, while in alignment with the revised Student Voice Policy. A toolkit to support development of feedback mechanisms was developed centrally to support staff. Initial studies have been undertaken with both staff and students to understand the success of this approach, and further information has been gathered through quality assurance processes (reported earlier). The student guide on giving feedback has been reviewed as part of our work on the Enhancement Theme. Through this review, we realised that another version for postgraduate research students was needed and this was subsequently developed. The updated guides are available on the University's website. Additional resources both relating to feedback mechanisms, and analysis and closing the feedback loop are being developed as required in response to initial feedback.

At institutional level, Pulse Surveys continued to run, although reduced in frequency to October, December, February and April. The Pulse Survey is under review but it is likely it will be continued in some form while we remain in a transition period until there is development of a broader institutional survey. It continues to provide a useful barometer of student satisfaction across the academic year.

A light touch study was undertaken with the Student Panel to understand their views on Student Voice activity (course and institutional) in more depth. Outcomes will shape the future direction of the Pulse Survey for 2022/23, and future student voice activity. A holistic review of Student Voice activity is currently on-going.

The University continues to operate a Programme Representative system, delivered in partnership with the Students' Association, supporting approximately 1400 volunteer student representatives. All Programme Representatives continue to receive a two-part online training and induction package, consisting of an asynchronous self-study module, followed by a live, interactive training workshop delivered by staff within the Students' Association's Student Voice team. In 2021/22, 71.6% of Programme Representative completed both elements of the training, with 74.6% completing the self-study module and 84.4% attending a live training session. The Students' Association continues to provide on-going training and development opportunities for Programme Representatives, through the workshop calendar for volunteer student leaders, as well as access to multiple reward and recognition schemes, from HEAR recognition to the Edinburgh Award for Student Leadership, and for the first time this year, the nationally-recognised Saltire Award.

The Academic Representation Forum on MS Teams, which brought together Programme and elected School Representatives, allowing them to share and escalate feedback, continued to be well-used, although, as-expected, engagement did drop-off as in-person activity returned over the course of the academic year. In 2022/23 the Student Voice team will be introducing a Student Voice Forum, also on MS Teams, which will bring Programme Representatives together with the Students' Association's full cohort of over 90 Elected Representatives, responding to feedback from student representatives that they would like the opportunity to engage with a broader range of non-academic activity, particularly around inclusivity and sustainability.

In 2021/22, the Student Voice team also reviewed the handover process for Programme Representatives, and the more streamlined approach resulted in 46.7% of student representatives completing their handover documents. These documents, which highlight ongoing issues and key contacts, will be made immediately available to new Programme Representatives in 2022/23 as part of their induction, ensuring that student representatives are able to make an efficient and effective start in their roles.

Widening Access

As part of our ambition to establish more pathways into the University of Edinburgh for a more diverse student body we have begun new college partnerships and access routes (Articulation from Edinburgh College to MSC Health in Social Science) as well as new SWAP college routes for adult learners to Medicine and Veterinary Medicine (Scotland Widening Access Programme).

We recognise the challenges that the last few years have brought for students and have done all we can to mitigate for that within our admissions processes. We had a dedicated helpline for students on results day and rang all those who had received widening access offers with us to congratulate them on their offer and to offer any support and guidance with next steps. For 2023 entry we have also made changes to our contextual admissions criteria in order to address the underrepresentation from state school students, with a particular focus on students from the rest of the UK – recognising that the levels of underrepresentation in our own student body lies within those students coming from the rest of the UK outside of Scotland.

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 2021/22 10 professional bodies carried out reviews resulting in all programmes being successfully accredited/reaccredited (Appendix 2).

6 September 2022

Appendix 1 - Internal Periodic Review forward schedule

- 2022/23**
- Business (Postgraduate Taught and Postgraduate Research Provision)
 - Divinity (Postgraduate Taught & Postgraduate Research Provision) **rescheduled from 2021/22**
 - GeoSciences (Postgraduate Taught Provision) **rescheduled from 2021/22**
 - Ecological and Environmental Sciences (Undergraduate provision)
 - Economics (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision)
 - Edinburgh College of Art (all undergraduate provision) ¹³ **rescheduled from 2021/22**
 - History, Classics and Archaeology (Postgraduate Research & Postgraduate Taught provision)
 - Literatures, Languages and Cultures (all undergraduate provision) ¹⁴
 - Mathematics (Undergraduate & Postgraduate Taught provision) **rescheduled from 2021/22**
 - Moray House School of Education and Sport (all undergraduate provision) ¹⁵
 - Philosophy, Psychology and Language Sciences (all undergraduate provision) ¹⁶ **rescheduled from 2021/22**
 - Physics and Astronomy (Postgraduate Research provision)
- 2023/24**
- Biomedical Sciences (Undergraduate & Postgraduate Taught provision, inc Zhejiang)
 - Chemistry (Postgraduate Research provision)
 - Clinical Sciences (Postgraduate Taught Provision)
 - Engineering (Postgraduate Research provision)
 - Medicine (Undergraduate provision)
 - Molecular, Genetic and Population Health Sciences (Postgraduate Taught Provision)
 - Physics and Astronomy (Undergraduate & Postgraduate Taught provision)
 - Social and Political Science (all undergraduate provision) ¹⁷
- 2024/25**
- Earth Sciences (Undergraduate provision)
 - Edinburgh College of Art (Postgraduate Taught & Postgraduate Research Provision)
 - Engineering (Undergraduate and Postgraduate Taught provision)

¹³ To include Architecture, Music, Art, Design, History of Art

¹⁴ To include Asian Studies, Celtic & Scottish Studies, English Literature, European Languages and Cultures, Islamic and Middle Eastern Studies.

¹⁵ To include Applied Sports Science, Childhood Practice, Community Education, Physical Education, Primary Education with Gaelic, Sport and Recreation Management.

¹⁶ To include Psychology, Linguistics and English Language, Philosophy

¹⁷ To include Politics & International Relations, Social Anthropology, Sociology & Sustainable Development, Social Policy, Social Work (which will include the Master of Social Work programme)

- GeoSciences (Postgraduate Research Provision)
- College of Medicine and Veterinary Medicine (Postgraduate Research provision)
- 2025/26**
 - Business School (Undergraduate provision)
 - Centre for Open Learning (Undergraduate provision)
 - Chemistry (Undergraduate provision)
 - Divinity (Undergraduate provision)
 - Geography (Undergraduate provision)
 - Informatics (Postgraduate Research Provision)
 - Literatures, Languages and Cultures (Postgraduate Taught & Postgraduate Research Provision)
 - Social and Political Science (Postgraduate Research Provision)
- 2026/27**
 - Clinical Education (Postgraduate Taught provision)
 - Mathematics (Postgraduate Research Provision)
 - Moray House School of Education and Sport (Postgraduate Research & Postgraduate Taught provision)
 - Oral Health Sciences (Undergraduate provision)
 - School of Philosophy, Psychology and Language Sciences (Postgraduate Research & Postgraduate Taught provision)
 - School of Social and Political Science (Postgraduate Taught provision)
- 2027/28**
 - Biological Sciences (postgraduate research provision)
 - Biological Sciences (undergraduate and postgraduate taught provision)
 - Data Science, Technology and Innovation online distance learning programme (postgraduate taught provision)
 - Health in Social Science (including Nursing undergraduate provision, postgraduate taught & postgraduate research provision)
 - History, Classics and Archaeology (all undergraduate provision)
 - Informatics (undergraduate and postgraduate taught provision)
 - Law (undergraduate, postgraduate taught & postgraduate research provision)Moray House School of Education and Sport (postgraduate taught & postgraduate research provision)
 - The Royal (Dick) School of Veterinary Studies (postgraduate taught provision)
 - The Royal (Dick) School of Veterinary Studies (undergraduate provision)

Appendix 2 – Degree Programmes Accredited in 2021/22

Accredited Programmes	Accrediting Body Name
MBA Business Administration - 1 Year	Association of MBAs (AMBA)
MBA Business Administration - 16 Months	Association of MBAs (AMBA)
MSc Human Resource Management - 1 Year	Chartered Institute of Personnel and Development (CIPD)
MSc International Human Resource Management - 1 Year	Chartered Institute of Personnel and Development (CIPD)
Primary Care Ophthalmology (Online Distance Learning)(ICL) (MSc) - 6 years	Royal College of Nursing (RCN)
MSc Dance Science and Education with TQs - 15 Months	General Teaching Council for Scotland (GTCS)
BEng (Hons) Chemical Engineering	Institution of Chemical Engineers (IChemE)
MEng (Hons) Chemical Engineering	Institution of Chemical Engineers (IChemE)
MSc Advanced Chemical Engineering	Institution of Chemical Engineers (IChemE)
MSc Applied Psychology for Children and Young People - 1 Year	British Psychological Society (BPS)
MSc Psychology of Mental Health (Conversion) - 1 Year	British Psychological Society (BPS)
MSc Psychology of Mental Health (Conversion) (ICL) - 2-6 Years	British Psychological Society (BPS)
BEng (Hons) Computer Science	BCS the Chartered Institute for IT
Law (LLB Ord)	Law Society of Scotland
LLB (Hons) Law	Law Society of Scotland
LLB (Hons) Law and Accountancy	Law Society of Scotland
LLB (Hons) Law and Business	Law Society of Scotland
LLB (Hons) Law and Celtic	Law Society of Scotland
LLB (Hons) Law and Economics	Law Society of Scotland
LLB (Hons) Law and French	Law Society of Scotland
LLB (Hons) Law and German	Law Society of Scotland
LLB (Hons) Law and History	Law Society of Scotland
LLB (Hons) Law and International Relations	Law Society of Scotland
LLB (Hons) Law and Politics	Law Society of Scotland
LLB (Hons) Law and Social Anthropology	Law Society of Scotland
LLB (Hons) Law and Social Policy	Law Society of Scotland

LLB (Hons) Law and Sociology
 LLB (Hons) Law and Spanish
 LLB (Ord) Law (Graduate Entry)
 BSc (Hons) Psychology
 MA (Hons) Philosophy and Psychology
 MA (Hons) Psychology and Business
 MA (Hons) Psychology and Economics- 4 Years
 MA (Hons) Psychology and Linguistics
 MA (Hons) Sociology and Psychology
 BSc (Hons) Social Work
 MSW Social Work - 21 Months

Law Society of Scotland
 Law Society of Scotland
 Law Society of Scotland
 British Psychological Society (BPS)
 British Psychological Society (BPS)
 British Psychological Society (BPS)
 British Psychological Society (BPS)
 British Psychological Society (BPS)
 British Psychological Society (BPS)
 British Psychological Society (BPS)
 British Psychological Society (BPS)
 Scottish Social Services Council (SSSC)
 Scottish Social Services Council (SSSC)

Delayed Accreditations

The below programme was due to have its accreditations reviewed but was delayed as a result of Covid. It will be reviewed in academic year 2022/23:

PgCert Clinical Education (Online Learning) - 1 Year

Academy of Medical Educators (AoME)

Removed Accreditations

The following programmes are no longer accredited and/or no longer offered by the University:

Programme Name	Name of Accrediting Body	Status
MBA Executive Business Administration - 27 Months	Association of MBAs (AMBA)	Programme is now closed
MFA Film Directing - 21 Months	ScreenSkills	Programme is now closed
MA (Hons) Primary Education with Earth Sciences	General Teaching Council for Scotland (GTCS)	Programme is now closed
MA (Hons) Primary Education with History	General Teaching Council for Scotland (GTCS)	Programme is now closed
MA (Hons) Primary Education with Mathematics	General Teaching Council for Scotland (GTCS)	Programme is now closed
MA (Hons) Primary Education with Modern Languages (German)	General Teaching Council for Scotland (GTCS)	Programme is now closed

MA (Hons) Primary Education with Religious Studies	General Teaching Council for Scotland (GTCS)	Programme is now closed
MA (Hons) Primary Education with Scottish Studies	General Teaching Council for Scotland (GTCS)	Programme is now closed
MSc Transformative Learning and Teaching (P5 - S6 Physics) 21 months	General Teaching Council for Scotland (GTCS)	Programme is now closed
BEng (Hons) Computer Science and Electronics	Institution of Engineering and Technology (IET)	Programme is now closed
BEng (Hons) Electronics	Institution of Engineering and Technology (IET)	Programme is now closed
BEng (Hons) Electronics and Software Engineering	Institution of Engineering and Technology (IET)	Programme is now closed
BEng (Hons) Engineering for Sustainable Energy	Institution of Engineering and Technology (IET)	Programme is now closed
MEng (Hons) Electronics	Institution of Engineering and Technology (IET)	Programme is now closed
MEng (Hons) Engineering for Sustainable Energy	Institution of Engineering and Technology (IET)	Programme is now closed
BEng (Hons) Artificial Intelligence and Software Engineering	BCS the Chartered Institute for IT	No longer accredited
BEng (Hons) Artificial Intelligence with Management	BCS the Chartered Institute for IT	No longer accredited
BEng (Hons) Computer Science and Electronics	BCS the Chartered Institute for IT	No longer accredited
BEng (Hons) Computer Science with Management	BCS the Chartered Institute for IT	No longer accredited
BEng (Hons) Software Engineering	BCS the Chartered Institute for IT	No longer accredited
BEng (Hons) Software Engineering with Management	BCS the Chartered Institute for IT	No longer accredited
BSc (Hons) Artificial Intelligence	BCS the Chartered Institute for IT	No longer accredited
BSc (Hons) Artificial Intelligence and Computer Science	BCS the Chartered Institute for IT	No longer accredited
BSc (Hons) Artificial Intelligence and Mathematics	BCS the Chartered Institute for IT	No longer accredited
BSc (Hons) Cognitive Science	BCS the Chartered Institute for IT	No longer accredited
BSc (Hons) Computer Science	BCS the Chartered Institute for IT	No longer accredited

BSc (Hons) Computer Science and Management Science	BCS the Chartered Institute for IT	No longer accredited
BSc (Hons) Computer Science and Mathematics	BCS the Chartered Institute for IT	No longer accredited
BSc (Hons) Computer Science and Physics	BCS the Chartered Institute for IT	No longer accredited
MInf (Hons) Informatics	BCS the Chartered Institute for IT	No longer accredited
MSc Advanced Design Informatics - 21 Months	BCS the Chartered Institute for IT	No longer accredited
MSc Artificial Intelligence - 1 Year	BCS the Chartered Institute for IT	No longer accredited
MSc Artificial Intelligence - 2 Years	BCS the Chartered Institute for IT	No longer accredited
MSc Artificial Intelligence - 3 Years	BCS the Chartered Institute for IT	No longer accredited
MSc Cognitive Science - 1 Year	BCS the Chartered Institute for IT	No longer accredited
MSc Cognitive Science - 2 Years	BCS the Chartered Institute for IT	No longer accredited
MSc Cognitive Science - 3 Years	BCS the Chartered Institute for IT	No longer accredited
MSc Computer Science - 1 Year	BCS the Chartered Institute for IT	No longer accredited
MSc Computer Science - 2 Years	BCS the Chartered Institute for IT	No longer accredited
MSc Computer Science - 3 Years	BCS the Chartered Institute for IT	No longer accredited
MSc Design Informatics - 1 Year	BCS the Chartered Institute for IT	No longer accredited
MSc Informatics - 1 Year	BCS the Chartered Institute for IT	No longer accredited
MSc Informatics - 2 Years	BCS the Chartered Institute for IT	No longer accredited
MSc Informatics - 3 Years	BCS the Chartered Institute for IT	No longer accredited
MSc Book History and Material Culture - 1 Year	Chartered Institute of Library and Information Professionals (CILIP)	Programme is now closed
MSc Book History and Material Culture - 2 Years	Chartered Institute of Library and Information Professionals (CILIP)	Programme is now closed
MA (Hons) Psychology	British Psychological Society (BPS)	Programme is now closed

N.B. In relation to the Informatics school, the decision to withdraw programmes from accreditation by the British Computer Society (BCS) was influenced by a range of factors, including the tightening BCS restrictions which do not permit compensation – credits to be awarded on aggregate – in accredited programmes.

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2021/22

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 2021/22, 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.

.....
Janet Legrand QC (Hon)
Senior Lay Member of the University Court

.....
Date

Electronic Senate

14 – 28 September 2022

Conferment of the Title of Emeritus / Emerita Professor

Description of paper

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

Action requested / recommendation

2. For approval.
3. For E-Senate, a nil response is regarded as approval. A comment need only be submitted to raise an objection / suggest corrections. In this context any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 21/22 2 C.” These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Discussion

4. This Senate is invited to confer the title of Professor Emeritus / Emerita upon those professors listed below:

Professor R Andrews, Moray House School of Education and Sport
Professor I Clarke, Business School
Professor J Hardy, School of Physics and Astronomy
Professor U Martin, School of Informatics
Professor D Miell, Edinburgh College of Art
Professor E Milne, Royal (Dick) School of Veterinary Studies
Professor L Paterson, School of Social and Political Science
Professor S Renals, School of Informatics
Professor J Woolliams, Royal (Dick) School of Veterinary Studies

5. The Special Minutes are attached as an appendix.

Resource implications

6. None.

Risk management

7. Not applicable.

Equality & diversity

8. Not applicable.

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

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

Author

Senate Secretariat
September 2022

Freedom of Information

Open paper

Special Minute
Richard Andrews MA, PhD, PGCE
Emeritus Professor of Language Education

Professor Andrews has held chairs in English and Language Education since 1994 at the Universities of Middlesex, Hull, York, UCL Institute of Education (IOE), Anglia Ruskin and UEA before joining the University of Edinburgh as Professor in Education and Head of Moray House School of Education and Sport in 2019.

Following a degree in English Language and Literature at the University of Oxford as a Samuel Courtauld scholar, he gained a double distinction on the PGCE at the University of Leeds and then taught English for ten years in schools in Bedfordshire, Yorkshire, the East End of London and Hong Kong, where he was Head of English and Drama for four years in the 1980s.

Prizes during his career have included the Edwin Hopkins award for an article on democracy and argument for the National Council for Teachers of English (USA) and two poetry prizes: for the South China Morning Post (Hong Kong) and the Philip Larkin prize (East Riding Literary Festival).

As well as numerous articles, chapters and edited collections, he has published a number of research monographs including *The Problem with Poetry* (Open University Press, 1991); *Teaching and Learning Argument* (Cassell, 1995); *Argumentation in Higher Education* (2009), *Re-framing Literacy* (2010), *A Theory of Contemporary Rhetoric* (2014), *A Prosody of Free Verse* (2016), *Multimodality, Poetry and Poetics* (2018) – all with Routledge. More recently, he has published *Polyrhythmicity in Language, Music and Society* (Springer, 2021).

He was on the founding editorial team of the Cambridge School Shakespeare (Cambridge University Press) in the early 1990s, editing *The Comedy of Errors*, *Hamlet* and *As You Like it*. In 2005 he became series co-editor with Vicki Wienand and steered the publication of the 3rd edition in 2014. As chair of the international advisory board for the series, he proposed and series edited a Chinese bilingual edition which was completed in 2022 by Beijing Language and Culture University Press in association with CUP.

In terms of public and academic service, he has chaired the Universities Council of Teacher Education Research Committee (1999-2002), the working group for the National Evidence Centre for Education (DfE, 2005), the Editorial and Commissioning Advisory Board for the Teacher Training Resource Bank (2006-2010) and has been a member of the CBI Regional Council for the East of England (2014-15). He has held a number of external examinerships, including most recently for Hong Kong University (2018-2022) and as Academic Visitor (external evaluator) for the Chinese University of Hong Kong (2016-2022).

Professor Andrews has given 34 keynote lectures in New Zealand, Australia, Taiwan, China, Hong Kong, Portugal, Germany, Sweden, Norway and the USA, as well as in the UK. He is a Fellow of the Royal Society of Arts, Manufacturing and Commerce (RSA), an elected Fellow of the Academy of Social Sciences; a member of the All Souls Group (Oxford) on education policy; and a network member of the Centre for Science and Policy at Cambridge University. He regularly reviews for the Hong Kong Research Grants Council. While at Edinburgh he has been a member of the Scottish Council of Deans of Education and of the Global Education Deans' Forum. He continues to be on the management group of the Institute for Advanced Studies in the Humanities at Edinburgh.

Under his leadership at Moray House, the School has risen to 14th position in QS world subject rankings in Education and up to 3rd in the REF2021 research power rankings. He has supervised 21 successful PhDs and currently has ten doctoral students at Edinburgh which he plans to see through to successful completion as an assistant supervisor.

He will also work on the completion of a contracted book for Springer entitled *Choreography of the Poem* – an exploration of the correspondences between dance and poetic form.

Special Minute
Ian Clarke
PhD, ANU; BA Hons Wales; Fellow, AcSS, Fellow AIM, Fellow CIM
Emeritus Professor of Strategy

Professor Clarke has been a member of the University of Edinburgh Business School since he was recruited as Dean in 2012. He led the Business School until 2016, overseeing a strong improvement in research performance and the receipt of international 'triple accreditation' (AACSB, EQUIS, and AMBA). He is one of few business academics with a strong commercial record, having previously played a role as an advisor to TESCO PLC for 8-9 years.

His contributions to the life of the University and discipline – as a leader, scholar and teacher – have been substantial and varied.

Professor Clarke's research interests have been in two key areas. For both he has been successful in attracting substantive research funding. Grants (from EPSRC and ESRC) allowed him to conduct research into the consumer experience of retail restructuring through a combination of innovative qualitative and quantitative methods, with commentaries and insights in leading social science outlets like *Environment & Planning A*. His research attracted the then UK Competition Commission, and Ian was the only non-Economist on an invited CC 'round-table' ensuring the insights from his research on retail competition and local consumer choice were integrated into the heart of national regulatory changes. A second grant under the EPSRC-ESRC funded Advanced Institute of Management Research initiative in the 2000s allowed him to undertake ground-breaking ethnographies in senior management teams of two business units in BAE Systems in the UK and Australia, via an inter-disciplinary partnership with leading linguist Ruth Wodak (Lancaster) and more recently Eero Vaara (Said, Oxford).

In recent years, Professor Clarke has also rejuvenated two taught courses in the School, both at UG level (he is Course Organizer for *Strategic Management*, one of the School's largest courses) and MSc level (*Corporate Strategy*). On both, he has introduced the latest in flipped and blended pedagogy, a development which has helped School thinking, especially in response to Covid-19.

Professor Clarke has also made important external contributions to Business and Management, in two key respects. First, as a long-standing member of the Boards of the British Academy of Management and the UK Association of Business Schools (ABS), he aided career development initiatives focusing on the 'life course' of British management academics. Second, as a Dean he participated as Mentor and Assessor to the business school accrediting bodies worldwide – especially EQUIS (Europe), AACSB (USA), and AMBA (UK).

Professor Clarke was elected Fellow of the Chartered Institute of Marketing in recognition of his scholarly work in the field, as a Fellowship of the Academy of Social Sciences for contributions on research and his leadership role in BAM, and most recently, as one of 11 AIM Fellows in the council-funded Advanced Institute of Management initiative.

Professor Clarke will remain involved with the Business School at Edinburgh after his retirement in August 2022. He plans to maintain his research connections with the University of Edinburgh Business School and the national and international network of scholars and organizations that he has been working with outlined above.

Special Minute
Judy Hardy BSc Hons, PhD, FHEA
Emeritus Professor of Physics Education

Professor Judy Hardy joined the University of Edinburgh in 2001. After a period working in the Edinburgh Parallel Computing Centre (EPCC) she was appointed as a Lecturer (2012) in the School of Physics & Astronomy, and then promoted to Senior Lecturer in 2013. She was further promoted and appointed as the chair of Physics Education in 2014.

Judy spent the first part of her professional career working as a materials scientist in the commercial sector. She obtained her PhD from the University of Bristol (1980), having graduated with a BSc (Hons) in Chemical Physics, also from Bristol (1977).

Student education has always been central to Judy's professional life at Edinburgh, and she derives great personal satisfaction from teaching and working with students. Her research has focussed on teaching and learning in physics and related disciplines, with interests spanning conceptual understanding in physics, students as co-creators of content, active learning approaches, student experience of assessment and feedback, technology-based educational enhancements, and the embedding of research-informed teaching practices. She helped establish the Edinburgh Physics Education research group (EdPER) in 2008, has led the group since 2012, and contributed to the School's outstanding REF2021 submission. She has been successful in obtaining grant funding from the HEA (now Advance HE), ESRC, Jisc and the Institute of Physics, and her research has resulted in a steady stream of publications and other scholarly outputs.

As a staunch advocate of direct engagement with students alongside her leadership, Judy has taught a range of courses across all years of the degree programmes in the School of Physics & Astronomy and has been a Personal Tutor (and, before that, a Director of Studies) since 2004 (an unusually long period of exceptional service in this key student-facing role, especially given her growing leadership positions). As evidence of her sustained excellence in student support, Judy was awarded the EUSA Personal Tutor of the Year in 2021.

Judy has also contributed substantially to the work and life of the University through a range of important leadership roles. In Physics & Astronomy, she has been Director of Teaching (2014-19) and Senior Tutor (2012-14). In these roles she led a range of teaching and teaching-related enhancement initiatives, including the bedding-in of a major curriculum review of the School's undergraduate degree programmes and the introduction of the Personal Tutor system. Then, in 2019, Judy was appointed as the Dean of Learning and Teaching for the College of Science and Engineering. As Dean, she has been at the forefront in steering teaching provision in Schools across the College through a period of great change and instability (arising from restrictions imposed by the Covid-19 pandemic). She also appreciates the importance of good citizenship to the smooth running of the University and, over her time at Edinburgh, has willingly volunteered for numerous service 'duties' across the School, the College and the wider University.

Judy will retire in September 2022, and her numerous contributions and invaluable experience will be sorely missed. In retirement, she plans to continue to contribute to the life of the University through education-related activities and some continued research activity in Physics Education and Widening Participation. She is also looking forward to having more time to spend with her family. She will continue to sing and to cycle, with choral concerts and cycle tours already lined up.

Special Minute
Ursula Hilda Mary Martin
CBE FReEng FRSE FIET FBCS FIMA DSc PhD MA
Emerita Professor of Computer Science

Ursula Martin works at the interface of mathematics and computing, making significant contributions in core research with real world impact, and more broadly across culture and policy. She holds an undergraduate degree from Cambridge, and a Masters and PhD from Warwick, all in Mathematics, and after early career roles in mathematics at Queen Mary University of London and the University of Illinois at Urbana-Champaign, she moved to a lectureship in Computing in the University of Manchester. A move to Royal Holloway University of London followed, with appointment to a personal chair at the age of 37, as London's first, and the UK's second, female professor of computer science. In 1992 she moved to the University of St Andrews, as only the second female professor in any discipline, after gynaecologist Margaret Fairlie some 50 years before. She moved to Queen Mary University of London in 2002, where as Pro-Vice Chancellor for Science and Engineering 2005-2010, she had a track record of high-level policy work, intellectual and community leadership, successful university management, and sustained effective action for diversity. Returning to her research trajectory after major illness, she was supported from 2014-2022 by an EPSRC Senior Fellowship: she led a flourishing research group across Oxford and Edinburgh, initially with a personal chair role at Oxford and visiting status at Edinburgh, before reversing the roles in 2018 to hold a personal Chair at the School of Informatics in the University of Edinburgh.

She was appointed Commander of the Order of the British Empire in 2012, and is a fellow of the Royal Academy of Engineering (2017) and the Royal Society of Edinburgh (2017). She holds an honorary DSc from the University of London (2017), and an Honorary Fellowship from Royal Holloway University of London (2016).

Martin's research and impact have been wide-ranging: initial mathematical results in group theory and combinatorics are still cited today, and her work in theoretical computer science brought new logical insights into practical problems, with real-world impact in engineering software companies. She now works across disciplines to understand the culture and impact of mathematics, addressing, for example, explanation in mathematics, how the impact of mathematics comes about, and the contribution of female computing pioneers. Her work on Ada Lovelace's mathematics led to a popular book, the curation of displays at UK and US museums, and presentations at the Hay and Edinburgh Book Festivals. Thanks to her mentorship, 7 former post-docs from her fellowship now have tenure track roles in UK and EU universities, spanning history, philosophy, computing and mathematics.

Martin has served on a variety of national policy committees, including the UK Defence Science Advisory Council, and committees of the national academics in Scotland and the UK. She will continue similar roles in retirement. She served on two RAE/REF panels, and on UKRI's IDAP 2017-2022, which had oversight of assessment of interdisciplinary research for REF 2021. She was a board member for the 2018 UKRI/Innovate UK "Bond Review" of mathematics knowledge transfer, which drew heavily on her research on the impact of mathematics: its ambitious recommendations have been taken forward by the Council for Mathematical Sciences, BEIS and UKRI.

She has a sustained track record of work from women in science, for example as a founder member of the Women in Mathematics Committee of the UK's learned Society for Mathematics, inaugural winner of the Royal Society Athena Diversity Award in 2018; as a member of the steering group of SHEFCs WISET initiative, now seen as a precursor of

Athena Swan; and as chair of the Committee on women of the ACM, the leading international professional society for computing.

We wish Ursula Martin a long and productive retirement, and offer our heartfelt thanks for her outstanding and sustained contributions to academic research and leadership in Edinburgh and more broadly.

Special Minute
Dorothy Miell OBE FRSE, FBPS, C.Psychol.
Emerita Professor of Social Psychology

Professor Dorothy Miell has been Head of CAHSS since 2010 and has throughout her tenure served the University with great distinction. She oversaw the merger of the University with Edinburgh College of Art and has led on the visionary development of the Edinburgh Futures Institute, which is about to recruit its first full complement of PGT students.

Dorothy is highly respected and liked by staff across the University, as well as by key partners and stakeholders of the University across the city, where she has held important and influential positions including Board Membership at the Edinburgh International Festival. Dorothy has recently been elected as Chair of the Royal Conservatoire of Scotland and intends to remain in Edinburgh following her retirement continuing to support a number of organisations and continuing to champion the values of the arts and humanities in society.

Before her retirement Dorothy's research included work on collaborative, creativity music education music therapy and musical identities. She co-edited numerous texts included 4 published by Oxford University Press included Musical Identities (2002) Musical Communication (2005) Musical Imaginations (2012), and The Handbook of Musical Identities (2017) and these had a significant impact upon the international research community. She remains active in collaborating and inspiring young and emerging researchers who hold her in very high regard as both a friendly and wise mentor. A recent invitation to review the school of music at Monash University is evidence of the high esteem within which she is held within the international community. She is regarded as an inspirational and trusted colleagues whose experience and wisdom is sought after by prestigious institutions, peers and students alike. She would be a wonderful ambassador for Edinburgh University and since she is generous with her time and energy would make a very significant contribution to the life of the university and its reputation at home and abroad. Dorothy is passionate about social inclusion and widening access to the arts and education in general for excluded members of society.

I know that I speak for myself and fellow Heads of School when I say that we would very much like to support the ongoing formal connection and association with Dorothy that Emerita status would enable.

Special Minute
Elsbeth Milne BVM&S, PhD, DipECVCP, FRCPath,
FHEA, FRCVS
Emerita Professor of Veterinary Clinical Pathology

Professor Milne is one of the most experienced veterinary clinical pathologists in Europe and is internationally recognised in two fields, clinical pathology and equine grass sickness (EGS).

Starting as an equine medicine clinician at The University of Edinburgh, Professor Milne developed an interest in EGS, a disease of unknown cause affecting the autonomic nervous system and resulting in degeneration of autonomic neurons, especially in the intestinal tract. She has carried out extensive research into the pathology, epidemiology, mycology and clinical aspects of the disease. Her initial studies led her to develop a novel management regime for chronic cases of EGS which increased the survival rate from less than 20% to more than 50%. This regime is now used widely in clinical practice. This included objective evaluation of cisapride, the first therapeutic agent with a beneficial effect on gut motility in such cases. This led to a Fellowship of the RCVS by thesis.

During a period at the Scottish Agricultural College Veterinary Investigation Service, where she became manager of the Dumfries Centre, she took a leading role in the fight against foot and mouth disease which severely impacted the farming community in the region. On her return to Edinburgh as Head of Veterinary Pathology, she became one of the first Diplomates of the European College of Veterinary Clinical Pathology (ECVCP), and has since been at the forefront of developing this relatively new specialty in Europe, particularly with regard to the examination of DipECVCP candidates. As Head of Pathology, she was instrumental in developing the specialty of clinical pathology in the School from a single clinical pathologist to a team of three boarded clinical pathologists and currently two clinical pathology residents working in an ECVCP approved laboratory. The diagnostic clinical pathology and research support services have improved beyond recognition during this time.

She has also led development and recognition of this important specialty in undergraduate and postgraduate teaching. Since 2002, she has participated in numerous research projects with national and international collaborators, as well as conducting her own research programmes, and over a long academic career, Professor Milne has produced 134 refereed publications to date, including 42 on EGS. Collaborative projects include the pathology of induced pluripotent stem cells in horses and sheep, bone development and lipid metabolism in *Enpp1* null mice, and cytology of glue ear models in mice, many of which have relevance to human and animal health. One of her main current research interests is in the use of cell blocks made from cavitory effusions; this has led to improvement in diagnosis of mesothelioma in dogs, a neoplastic disease often difficult to differentiate from a reactive process. More recent work on EGS has identified a likely role for the interstitial cells of Cajal, the pacemaker cells of the intestinal tract, in maintaining gut motility for many years in horses which recover from EGS. This opens the possibility of future development of therapeutic agents to support the function of these cells in the face of substantial loss of intestinal neurons.

She also became a Fellow of the Royal College of Pathologists by examination, including a dissertation on the early cellular response in the local lymph node draining the site of infection with *Theileria parva* in cattle. In addition, she runs the Scottish Red Squirrel Disease Surveillance programme which has led to numerous national and international research publications, and is a public engagement asset to the School.

Special Minute
Lindsay Paterson, MA, PhD, FBA, FRSE
Emeritus Professor of Education Policy

Lindsay Paterson retired from the University of Edinburgh on 31st August 2022. He became Professor of Education Policy through the merger of the University with Moray House Institute in 1998, having occupied the same role there from 1995. He moved from Moray House to the School of Social and Political Science in 2012, where he was head of Social Policy between 2015 and 2018. Previously he had been a Research Fellow at the Centre for Educational Sociology in the University from 1989, a lecturer in Statistics at Heriot Watt University (1985-89), and a higher and senior scientific officer in the Agricultural Research Council Unit of Statistics (1981-85). He obtained a PhD in statistics from the University of Edinburgh in 1981, and an MA from the University of Aberdeen in 1978.

Professor Paterson's early research work, following his PhD, was in mathematical statistics, mainly in the field of design of experiments. In the mid-1980s he worked for several years on the Edinburgh Lead Study, a multi-disciplinary investigation of the effects of environmental lead exposure on children's development. Through this project, he developed in the late-1980s an interest in quantitative educational sociology, which led to his move to the Centre for Educational Sociology. While there, he used data from the internationally known Scottish School Leavers' Survey to investigate the expansion of higher education, the long-term effects of the introduction of comprehensive secondary schooling, and the transformation in education brought about by large-scale social change. While continuing to analyse the social context of education since then, he has also used survey data to investigate wider questions of the relationship between education and democratic citizenship, in particular in the context of the effects on policy of the new Scottish parliament after 1999.

Professor Paterson's research since the late-1980s has been mostly based on survey data, with particular attention to Scotland, using that kind of data and this focus to address large questions of social change, historical legacies, the gradualness of policy reform, and the crucial role of statistical measurement in any objective social science. He has been guided throughout this work by the history of scientific thought stretching back to the Scottish Enlightenment – not only its aspiration to a universal science of human kind, but also its assertion of the fundamentally contested nature of all claims to knowledge. His guiding methodological principle has been that statistical method, with its rigour and its attention to epistemological uncertainty, is one of the greatest ultimate legacies of that Scottish tradition of thought.

Professor Paterson's teaching, supervision and mentoring have concentrated on these same themes, whether in providing lectures on educational reform or research methods to large undergraduate classes, or specialist seminars to teachers and other professionals who have pursued postgraduate degrees as a means of enhancing their professionalism. The same principles of engagement between scholarship and public discussion has informed his many contributions to public debate – in public lectures, in the news media, and online. In recognition of this public work, as well as of his research, he was elected a Fellow of the Royal Society of Edinburgh in 2004 and a Fellow of the British Academy in 2013.

Professor Paterson will remain associated with Social Policy in the School of Social and Political Science, contributing mentoring and occasional lectures, and continuing with research on the topics which have engaged him throughout his academic life.

Special Minute
Steve Renals BSc, MSc, PhD
Emeritus Professor of Speech Technology

Following an undergraduate degree in chemistry from the University of Sheffield (1983-1986), Steve Renals moved to the University of Edinburgh, where he changed direction to study for a MSc in Information Technology: Knowledge Based Systems in the Department of Artificial Intelligence (1986-87), followed by a PhD in Speech Recognition and Neural Networks at the Centre for Speech Technology Research (CSTR) and the Department of Physics (1987-90).

He was a postdoctoral fellow at the International Computer Science Institute (ICSI), Berkeley (1991-92) and was then an EPSRC postdoctoral fellow in Information Engineering at the University of Cambridge (1992-94). He then moved to the University of Sheffield as lecturer, then reader, in Computer Science (1994-2003). In 2003 he returned to Edinburgh as the Professor of Speech Technology in the School of Informatics, where he remained until his retirement at the end of 2021.

Steve's research focuses on roughly two main categories: the development of novel data-driven, statistical models for speech and language processing; and integration of spoken language technologies in systems for information management applications. These two areas are synergistic. Improving component modules is essential for the success of a spoken language processing system, and assessing component technologies in the context of an application leads to valuable insights as to the relative importance of different components. Working in both areas has enabled his research to have an increased impact, compared to working on these problems in isolation.

Central to his work has been research on automatic speech recognition, which he has carried out for over 30 years. This includes work on approaches based on neural networks and deep learning, which have become dominant in recent years. His research achievements in this area include the development of new acoustic models, novel adaptation algorithms to enable speech recognition systems to match the current speaker using very small amounts of data, the development of cross-lingual speech recognition systems able to adapt to new languages using very limited training data from the target language, and rich transcription of broadcast speech. This has resulted in systems in multiple languages used by commercial partners such as the BBC, Deutsche Welle, and Bloomberg.

He has also developed approaches for distant speech recognition, in which the audio is recorded some distance from the talkers. This has been used for tasks such as recognising meeting recordings, and included the development of approaches to learn directly from multiple acoustic channels.

In order to achieve these advances, Steve's research activities have been highly complementary and have crossed multiple research areas. This was achieved through his development and leadership of several large scale projects, primarily sponsored by the EU and EPSRC, such as the AMI and AMIDA projects on meeting recognition, the Natural Speech Technology (NST) project on core speech science primarily based on the development of novel neural network approaches, and the SUMMA project for multilingual broadcast media monitoring. These projects included researchers from a variety of areas including natural language processing, human-computer interaction, machine learning, and signal processing, as well as speech processing.

Ensuring the impact of this research has involved collaboration with several commercial partners, as well as the development of startup companies arising from various projects. One of the most notable startups was Quorate Technology, arising from the AMI/AMIDA and NST projects, an automatic speech recognition company that was acquired by the London Stock Exchange Group in 2021.

Steve also developed several significant courses in the School of Informatics, including Inf2b, the second year course on learning and data (which ran from 2007-2020) and the Machine Learning Practical (developed in 2015). The latter course for final year undergraduates and master's students quickly grew to a course size of 400 students, each involved in small group projects, many at the scientific state of the art. The best project groups were each awarded a prize by IBM.

From 2003-2011, Steve was director of the Centre for Speech Technology Research (CSTR), a multidisciplinary research centre between the School of Informatics and the School of Philosophy, Psychology, and Language Sciences. From 2011-2015 he was director of the Institute for Language, Cognition, and Computation (ILCC) in the School of Informatics. He is a fellow of the IEEE and a fellow of ISCA. Post retirement, he is interested in ethical issues arising from speech and language processing research.

Special Minute
John Woolliams DSc, MA, Dip.Maths.Stats
Emeritus Professor of Mathematical Genetics

John has been a stalwart of the Roslin institute for over three decades, first while it was a BBRSC Institute and then as part of the University. Throughout this time John has been a pillar within the international animal genetics community and has been held in the highest regard by all in the livestock quantitative genetics field. He has been an inspirational scientist, brought on many a junior scientist and championed his field to numerous postgraduate students. John has decided it is now time to retire and has requested that he continues to serve and be an ambassador for the University. Specifically, John wishes to continue to mentor the quantitative genetics talent that is emerging in the Roslin Institute and provide teaching to the CSE's MSs course in Quantitative Genetics and Genome Analysis. This course is a primary recruitment route for bringing the rare individual who excels in this complex aspect of genetics to the Roslin Institute. John also aims to "at last have the time" to undertake specific theoretical quantitative genetic research projects and would seek to do this with colleagues at Roslin.

John has been a recognised leader in the science of quantitative genetics applied to animal breeding for four decades. He has made important contributions in several key areas, including the development of the quantitative genetic theory that underlies key principles of modern breeding programs; applied research to solve practical problems in breeding programs; and the training and mentoring of numerous students and scientists, many of whom are now leaders in the field. He began his career in 1977 at the UK government-funded Animal Breeding Research Organisation (ABRO) in Edinburgh and continued working there through various reorganizations that led to the Roslin Institute, which is now part of the Royal (Dick) School of Veterinary Studies at the University of Edinburgh.

It has long been recognized that the greater the genetic change through selection, the greater the danger of unintended side effects arising from erosion of genetic variability, genetic bottlenecks and inbreeding. Using the concept of genetic contributions, John developed a unifying framework for modelling genetic gain and inbreeding, leading to better predictions of the genetic gain and rate of inbreeding under selection programmes as well as the development of tools to implement the solutions in practice. Specifically, optimal contribution selection, developed and published in the late 1990s, provided the framework to achieve the highest gain while restricting the rate of inbreeding and thus the loss of genetic variability. This work has subsequently been extended to include genomic selection. Through industrial collaborations, John and colleagues implemented these solutions in leading breeding programmes.

John was also one of the first to recognise the potential of genomic selection. He subsequently contributed to theoretical developments that explain how and why genomic selection works and how it should be optimised. Specifically, he worked out how to predict accuracy of genomic selection based on a set of manageable and interpretable parameters and how genomic selection impacts inbreeding. John's research has provided crucial information for implementation of this game-changing technology in numerous breeding programmes.

Infectious disease control is one of the most promising applications of genomic selection, as it would allow identification of individuals that are genetically more resistant or less likely to transmit infections based on their genotypes alone. However, progress has been hampered by failure to unmask the genetic signal from notoriously noisy field disease data. John, together with colleagues at Roslin and beyond, has developed crucial statistical methodology to produce unbiased genetic risk estimates for acquiring and transmitting

disease. This methodology has led to the launch of a new selection index for resistance to bovine tuberculosis in dairy cattle introduced in the UK in January 2016. This index is an important contribution towards the UK government's goal to make the UK officially free of bovine tuberculosis by 2038, a goal that could not be achieved by existing control measures alone.

In addition to his extensive work on livestock breeding, John has made important contributions to breeding in other taxa, including dogs and conifers. Collaborations with The Kennel Club have led to the estimation of breeding values (EBVs) for hip and elbow dysplasia (two common and debilitating diseases) as well as the degree of genetic relatedness of potential mates (MateSelect), all of which are now available to dog breeders and owners and are having a direct impact on breeding decisions. He is currently working on a project to develop new tools for management of inbreeding in pedigree dogs. In addition, John co-led the first application of genomic prediction in dogs, for hip dysplasia in Labrador retrievers. John has also ventured into the area of forestry genetics to implement genomic selection in commercially grown Sitka spruce in the UK.

In addition to his cutting-edge research, John has been a teacher and mentor to numerous scientists throughout his career. He taught and supervised research projects in the MSc in Quantitative Genetics and Genome Analysis (previously, Animal Breeding and Quantitative Genetics) and has supervised over 20 PhD students. He has also mentored numerous postdocs and other researchers who have spent time in Edinburgh (including many of us who have stayed!) and he has continued to collaborate with many of these scientists. John has been extremely generous with his time and intellect and many of us have benefitted from his enthusiastic and helpful scribbling on notepaper.

Electronic Senate

14 – 28 September 2022

Communications from the University Court

Description of paper

1. To update Senate on certain matters considered by the University Court at its meetings held on 25 April 2022 and 13 June 2022.

Action requested / recommendation

2. Senate is invited to note the report.
3. For E-Senate, members are invited to submit any comments, observations or reservations by email. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 22/23 1 D”. These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Resource implications

4. Where applicable, as covered in the report.

Risk management

5. Where applicable, as covered in the report.

Equality and diversity

6. Where applicable, as covered in the report.

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

7. Regular reports on the Court’s work of interest to Senate will continue to be submitted.

Author

Dr Lewis Allan
Head of Court Services
13 September 2022

Freedom of Information

Open Paper

COMMUNICATIONS FROM THE UNIVERSITY COURT

25 April 2022

1 Introductory Remarks

Ellen MacRae, Students' Association President, Réka Siró, Students' Association Vice-President Activities & Services, and Frank Ross, Lord Provost and City of Edinburgh Council Assessor were thanked for their services to the Court and the wider University community on the occasion of their last meeting and wished well for the future.

2 Principal's Report

A summary of the Principal's main activities since the last Court meeting was noted, with following points discussed:

- The latest position on potential industrial action with regard to planned changes to the Universities Superannuation Scheme (USS) and on pay and conditions – the sector is awaiting an announcement from the University & College Union on potential further action. In the meantime, sector-wide pay negotiations are ongoing against a backdrop of rising inflation and its impact on costs for both employees and employers. With regard to USS, the 2020 valuation has now closed, with the next valuation due in March 2023;
- The rapid response of the University and the sector in support of Ukraine following the Russian Government's invasion was welcomed;
- The impact of the large number of strategic change projects on staff, as raised in a recent 'Town Hall' meeting, and ensuring sufficient resourcing at School level to manage implementation was highlighted – the impact on staff and the risk of 'change fatigue' was acknowledged, as well as the benefits the projects should bring to staff once fully implemented. As discussed at Knowledge Strategy Committee, improving the visibility and understanding of current projects and their expected impacts across the University to enable better coordination and planning is under active consideration and business cases for future change projects will include estimates of staff resourcing impacts across the University, including on 'business as usual' activities in local areas. In addition, building capacity for change and better integrating change projects within the overall five year planning cycle to aid prioritisation and resourcing decisions is also under active consideration;
- How the £500 exceptional payment to staff will apply to those on guaranteed hours contracts – the preceding 12 month period will be used to generate an average for a pro-rata payment, with further information on this now added to the University website; and,
- Space pressures on campus as the return to more in-person activities accelerates – the need for more student study space in particular is recognised and opportunities to repurpose existing spaces that may be less well used post-pandemic will be explored.

3 Student Experience Update

An update on the development of a framework to help structure, prioritise and support the implementation of work to enhance the student experience was reviewed. It was noted that interviews for new student support and wellbeing

advisers are underway and further investment is being made to enhance student mental health and wellbeing support services. An external consultancy firm has completed a project to assist in developing the framework and to identify areas where positive impacts can be realised in short timeframes. The following points were raised in discussion:

- Examples of quick impact actions that have been identified – drawing on existing good practice in the approach to creating a sense of belonging and in peer support activities and applying these more widely across the institution;
- Accountabilities and leadership at a strategic level – this flows from the Vice-Principal Students to the Heads of College to the Heads of School;
- Progress towards milestones set out earlier this year – these relate to the Enhancement-Led Institutional Review follow-up action plan and are on track;
- Differences between current approaches and previous approaches to enhance the student experience – the scale and sense of collective ownership and coherence is greater, as shown by the new student support model and the curriculum transformation programme;
- Building in more opportunities for student input to help shape the work;
- Making more data available to Court – the most recent Pulse survey data can be circulated along with a message to students on actions taken in response;
- Providing benchmarking information in relation to peer institutions was encouraged, along with considering the packaging and communication of changes planned or made to increase impact;
- Considering whether existing structures may need changes and other options that might benefit the student experience, e.g. if improved pay for marking would encourage the provision of more detailed feedback; and,
- Areas outside of the University's control that impact on student experience, such as the provision of private sector accommodation in the city and NHS funding for mental health.

4 Students' Association and Sports Union Reports

The regular reports from the Students' Association and Sports Union were noted. The City Council's consideration of potential rent control zones within Edinburgh was raised, with the Association keen to be engaged on the topic and a key concern of the Association being the reduction in suitable student rental properties in the city.

5 Investment Opportunity: Project Dolly Proceeds

A proposal for reinvestment in early stage commercialisation projects utilising a portion of the proceeds from a Roslin Institute spinout company in which the University was a shareholder, was reviewed. It was noted that the transaction provides a unique opportunity to improve the University's activities in this area, with the ambition to match the UK's leading institutions in generating impact from the expertise of staff and students for the benefit of all. Four initiatives were proposed: innovation engines (translating research expertise into intellectual property assets); pre-seed funding through an enterprise fund; increased seed funding through an expansion of the University's in-house venture investment fund, Old College Capital; and, later stage/flexible funding that would, for example, allow the

University to take up follow-on (pre-emption) rights in certain circumstances, further support existing programmes or consider wholly new opportunities. The fundamental goal is enhanced impact – the proposal is intended to support efforts to get the University’s ideas, technology and expertise into the world to make a difference.

Members welcomed the proposals and commented on the importance of access to initial funding and support for projects at an early stage, as well as continuing to invest in spin-outs as they mature, which can give confidence to potential external investors and avoid poorly timed dilution of the University’s position. Support was also expressed for the innovation engines initiative. It was noted that around 15% of the University’s principal investigators are currently involved in translational research, with great potential for this to increase with further support and funding. The proposals were endorsed.

6 Communications & Marketing Update Report

A second annual update on the work on the Department of Communications & Marketing, its strategic direction and next steps for future development was considered. The following points were raised in discussion:

- Resource allocation for communication and marketing activity across the University and the extent to which this is a centrally provided or locally provided resource – there is a mixed economy at present with a central Department and locally provided resource. The Department is seeking to better align existing resource distributed across different areas of the University, including through training and developing professional standards;
- Student and staff engagement levels with internal communications – it was agreed that there is scope for improvement in this area, such as improving the personalisation/tailoring of messaging; and,
- Developing benchmarked metrics was encouraged, with some benchmarking work on brand awareness having been completed.

7 International Partnerships

- **Security and Risks in International Partnerships Annual Update**
- **Partnerships with Russia**

A first annual update report on the management and mitigation of security and risk aspects across international activity, partnerships and collaboration was reviewed, alongside an overview of partnerships and collaborative activities in Russia. It was noted that the University supports the Universities UK statement on [Ukraine](#), with its condemnation of the Russian Government’s decision to invade Ukraine, expression of support for Ukrainian universities, staff and students and opposition to a blanket suspension of academic links, noting that many Russian students and academics have criticised the invasion at great personal risk. The University does not have any institutional-level partnerships with Russian universities or government, with some undergraduate student exchange agreements in place, currently suspended, and a small number of research collaboration projects supported by external funders rather than by the Russian universities involved.

Members discussed the following points:

- The establishment of a UK Government Research Collaboration Advice Team was welcomed in creating a single connection point with the UK Government on security matters in research;
- The extent to which the response of the University and the sector to the invasion of the Ukraine might be drawn upon should a similar event occur elsewhere in the world – while unlikely to be replicable given the unique nature of such events, it has illustrated the need to be prepared to respond to unexpected geopolitical events and to continue to scenario plan for these; and,
- Ensuring a consistency of response to conflicts in other countries – the intention is to take a humanitarian approach, including working closely with the Council for At Risk Academics (CARA) and communicating the University’s principles of global engagement to support a free exchange of ideas regardless of nationality or location.

8 Usher Institute – Reallocation of City Deal Funding

Proposals to reallocate City Deal funding from the Edinburgh BioQuarter Enabling Infrastructure project to the Usher Institute project budget in order to enable the fit out of the five shelled neighbourhoods within the Usher Institute were approved.

9 Resolutions

The following Resolutions were approved:

- No. 5/2022: Foundation of a Personal Chair of Translational Cognitive Neuroscience; and,
- No. 6/2022: Alteration of the title of the Chair of Accounting,

The following draft Resolutions were referred to Senate and the General Council for observations:

- No. 13/2022: Undergraduate Degree Programme Regulations; and,
- No. 14/2022: Postgraduate Degree Programme Regulations.

10 Senate Report

The outcome of the election for two Senate Assessors to join Court from 1 August 2022 was noted, along with a summary of the main presentation and discussion item (‘The Edinburgh Graduate Vision’) at the Senate meeting of 9 February.

13 June 2022

1 Introductory Remarks

New members Toby Kelly, Academic Staff Member; Niamh Roberts, Students’ Association President; Isi Williams, Students’ Association Vice-President Community; and new attendees Kim Graham, Provost, and Lucy Evans, Deputy Secretary Students, were welcomed to their first meeting, along with observers Shereen Benjamin and Richard Blythe, both Senate Assessors-elect.

Departing members Claire Phillips and Sarah Cooper, both Senate Assessors, and departing attendees Sarah Smith, Vice-Principal Strategic Change and Governance; and University Secretary (continuing as Vice-Principal Leadership Development); Jonathan Seckl, Senior Vice-Principal; Dorothy Miell, Vice-Principal & Head of College of Arts, Humanities & Social Sciences; Dave Robertson, Vice-Principal & Head of College of Science & Engineering; Lisa Dawson, Interim Deputy Secretary Students (continuing as Director of Student Systems and Administration) and Sabira Akram (in absentia), Governance Apprentice Programme, were thanked for their services to the Court and to University on the occasion of their last meeting and wished well for the future.

2 Principal's Report

A summary of the Principal's main activities since the last Court meeting was noted, with the following points raised:

- The outcome of the Research Excellence Framework 2021 (covered below) and the likely changes to University's allocation within the Scottish Funding Council's Research Excellence Grant as a result of this are highly positive. The Principal recorded his gratitude to all staff involved in the outcome and to Jonathan Seckl, Senior Vice-Principal, as senior lead for the submission to the Research Excellence Framework exercise;
- The University's position in the QS (Quacquarelli Symonds) World University Rankings 2023 has risen to 15th, the highest position to date;
- The local branch of the University & College Union has decided to not extend its action short of a strike to include a marking boycott and constructive discussions are continuing with the branch on a range of matters. A sector-wide aggregated ballot on possible industrial action relating to the 2021/22 and 2022/23 pay offer is expected and staff morale and student experience continue to be key areas of focus; and,
- The Principal recorded his appreciation to all members of the senior team completing their terms of office this summer for their service to the University and welcomed those joining.

3 Vice-Principal and University Secretary Appointment

Following recommendation by the Selection Panel and by Nominations Committee, Court approved the appointment of Leigh Chalmers as Vice-Principal and University Secretary from 1 September 2022. It was noted that the University Secretary appointment is open-ended, with the Vice-Principal title for a five year term in the first instance, in common with others holding the title of Vice-Principal.

4 Vice-Principals and Senior Staff

Following recommendation by the Principal, the extension of the term of office for the title of Vice-Principal or Deputy Vice-Principal for five years and a nomination to the Development Trust was approved for:

- Vice-Principal, Chief Information Officer and Librarian to the University Mr Gavin McLachlan until 31 July 2027
- Vice-Principal International Professor James Smith until 31 July 2027
- Vice-Principal Philanthropy and Advancement Mr Chris Cox until 31 July 2027
- Vice-Principal Data Science Professor Andrew Morris until 31 July 2027

- Deputy Vice-Principal International Mr Alan Mackay until 31 July 2027
- Provost, Professor Kim Graham, to be a Trustee of the University of Edinburgh Development Trust

5 Student Experience: Enhancement-Led Institutional Review (ELIR) Action Plan Update

Tina Harrison, Assistant Principal Academic Standards and Quality Assurance, introduced an update on the Action Plan developed in response to the Enhancement-Led Institutional Review (ELIR), with a twelve month follow-up report to be endorsed by Court in October 2022 before submission to the Quality Assurance Agency Scotland. The follow-up report will show progress made in a range of areas and in particular on:

- Greater institutional oversight and planning and monitoring of student numbers and actions taken to support areas with increased student numbers – the 2022/23 admissions process is being closely monitored; additional investment has been made to support the larger intakes of the current year and the preceding year; recruitment of Wellbeing Advisors and Student Support Advisors is underway;
- Student support – the full implementation of the new student support model is on target for September 2023, one year earlier than indicated during the ELIR review, with some phased implementation across the University for new students from September 2022; and,
- Assessment and feedback – an Assessment & Feedback Task Group has reported to the Senate Education Committee, with an overall approach approved at its meeting in May. Work is also progressing on a recommendation for a single Common Marking Scheme, with staff consultation planned before a new marking schema is proposed by the end of the year.

The following points were raised in discussion:

- Training for postgraduate research students who teach: whether tutors are consulted on proposals in this area and whether they are compensated for their time doing so and the wider issue of providing greater resourcing as well as training in this area – it will be confirmed whether tutors are part of the network. There is compensation for mandatory training undertaken but not for participation in wider career development work;
- Ensuring that there is successful implementation of changes in response to the ELIR report on a University-wide basis – there is recognition from Heads of School and all concerned with responding to the report on the need to respond in a consistent way and this is seen in the development of a common marking scheme and the new student support model;
- The balance between devolved and centralised approaches in responding to ELIR – the approach taken for the new student support model has employed a combination of both, with it being implemented using the devolved model but responding to the desire from students for a consistent professionalised support system across all Schools. For academic support there is recognition that it should be tailored to the discipline and will vary as a result of this.

6 Students' Association and Sports Union Reports

The regular reports from the Students' Association and Sports Union were noted. It was highlighted that student housing and the rising cost of living will continue to be a key priority for the Students' Association. The expansion of the University's rent guarantor scheme for the coming academic year was welcomed.

7 REF2021: the results

A summary of the outcomes from the UK's Research Excellence Framework (REF) 2021 results were presented. The University has achieved a stronger fourth position in the UK for research power (the measure most closely related to the Scottish Funding Council (SFC)'s Research Excellence Grant (REG) grant allocations), with 5 of the 28 submissions placing first, a further 16 in the top five, and all submissions in the top 21 of 157 institutions in the UK.

The outcome was welcomed and the following points raised in discussion:

- The focus on research power as the most suitable measure was agreed but it was noted that performance on the grade point average measure was less positive and whether there are risks associated with this given its use by some other institutions – it was posited that grade point average can produce distortions and that research power is recognised by funders and leading research-intensive institutions as the most suitable measure;
- Whether further analysis can be provided to Court in due course – this will be developed and submitted;
- Whether the REF outcome and future REF outcomes are included within the Strategy 2030 Key Performance Indicators – REF performance is one measure used but there is no set target for a position in the REF exercise or for any university league table; and,
- The funding system creates incentives for institutions to increase the volume of research but with a fixed funding total available diminishing returns must exist – the University's very strong performance relative to other Scottish institutions will likely lead to an increase in the REG allocation and increased scale can and has been achieved through joint submissions with other institutions where appropriate. There is also a second stream of research grant funding through the competitive award of research grants on a project-by-project basis and it is important to maintain access to both streams as these help balance each other.

8 University Digital Strategy Update

An update on work to develop a University Digital Strategy was noted. How change will be embedded and measured was raised, with a second round of consultation to take place then an implementation plan to be developed that will include Key Performance Indicators. The governance of digital projects more generally was raised, with the intention to bring together governance and decision-making for physical and digital estate projects.

9 Digital Estate

- **Procurement and Implementation of New Timetabling Systems**
- **Data Resilience: Recoverability of University Data**

Project budgets were approved for the:

- i) procurement and implementation of new timetabling systems to replace the existing legacy end-of-life systems; and,
- ii) delivery of additional recoverability to the existing two main centralised University services which hold University service and research data.

It was confirmed for the timetabling project that updated costs to include increased backfilling for Schools and Colleges had been calculated through analysis of the grades and expected time commitment of individual staff involved.

10 Elsevier Journals Licence Renewal

A three year renewal agreement for Elsevier Journals was approved.

11 Blackie Memorial Prize Endowment

A proposal from the School of Languages, Literatures and Cultures to use accumulated income and a proportion of capital funds to fund a five year Senior Lectureship in Celtic Linguistics, in addition to the continued award of Blackie Memorial student prizes in perpetuity, was approved.

12 Senate Report

The report, including the annual report from the Senate Standing Committees, was noted. It was noted that the Senate meeting of 25 May 2022 had been inquorate and that an additional meeting has been requested to consider business that could not be approved at the meeting.

13 Resolutions

- **Draft Resolution: Code of Student Conduct**

It was agreed to refer the following draft Resolution to the Senate and to the General Council for observations: Draft Resolution No. 117/2022: Code of Student Conduct. *Note: this will be submitted for consideration at the 12 October Senate meeting.*

- **Resolutions: Degree Programme Regulations**

Resolutions containing annual updates for the degree programme regulations were approved:

- No. 13/2022: Undergraduate Degree Programme Regulations
- No. 14/2022: Postgraduate Degree Programme Regulations

- **Resolutions: Chairs**

The following Resolutions to establish Chairs were approved:

- No. 7/2022: Foundation of a Personal Chair of Energy Systems

- No. 8/2022: Foundation of a Personal Chair of Matter and Motion
- No. 9/2022: Foundation of a Personal Chair of Ecology
- No. 10/2022: Foundation of a Chair of Epidemiological Statistics
- No. 11/2022: Foundation of a Personal Chair of Politics and Gender
- No. 12/2022: Foundation of a Personal Chair of Politics and International Relations
- No. 15/2022: Foundation of a Personal Chair of English Literature
- No. 16/2022: Foundation of a Personal Chair of Societal Aspects of Credit
- No. 17/2022: Foundation of a Personal Chair of Sociology
- No. 18/2022: Foundation of a Personal Chair of Women's and Gender History
- No. 19/2022: Foundation of a Personal Chair of Student Engagement in Higher Education
- No. 20/2022: Foundation of a Personal Chair of Sustainable Architecture
- No. 21/2022: Foundation of a Personal Chair of Sociology of Emotions and Relationships
- No. 22/2022: Foundation of a Personal Chair of Innovation
- No. 23/2022: Foundation of a Personal Chair of Data Science
- No. 24/2022: Foundation of a Personal Chair of Kantian Philosophy
- No. 25/2022: Foundation of a Personal Chair of Modern and Contemporary Literature
- No. 26/2022: Foundation of a Personal Chair of Experimental Linguistics
- No. 27/2022: Foundation of a Personal Chair of European Politics
- No. 28/2022: Foundation of a Personal Chair of the History of Medicine
- No. 29/2022: Foundation of a Personal Chair of International Child Protection Research
- No. 30/2022: Foundation of a Personal Chair of Contemporary Curating
- No. 31/2022: Foundation of a Personal Chair of Modern Poetry
- No. 32/2022: Foundation of a Personal Chair of Sociology of Medicine and Technology
- No. 33/2022: Foundation of a Personal Chair of Sociolinguistics
- No. 34/2022: Foundation of a Personal Chair of Historical Phonology
- No. 35/2022: Foundation of a Personal Chair of Bible and Literature
- No. 36/2022: Foundation of a Personal Chair of Music and Politics
- No. 37/2022: Foundation of a Personal Chair of Gaelic Ethnology and Linguistics
- No. 38/2022: Foundation of a Personal Chair of History and Theory of Psychology
- No. 39/2022: Foundation of a Personal Chair of Human-Data Interaction
- No. 40/2022: Foundation of a Personal Chair of Children and Technology
- No. 41/2022: Foundation of a Personal Chair of Romantic Literature and Philosophy
- No. 42/2022: Foundation of a Personal Chair of Comparative Social Policy
- No. 43/2022: Foundation of a Personal Chair of Physical Activity
- No. 44/2022: Foundation of a Personal Chair of Organisational Behaviour
- No. 45/2022: Foundation of a Personal Chair of Language and Cognition
- No. 46/2022: Foundation of a Personal Chair of Student Learning (Interdisciplinary Education)
- No. 47/2022: Foundation of a Personal Chair of Private International Law

- No. 48/2022: Foundation of a Personal Chair of Political Theory
- No. 49/2022: Foundation of a Personal Chair of Modern Literature and Critical Theory
- No. 50/2022: Foundation of a Personal Chair of Modern and Contemporary German Art
- No. 51/2022: Foundation of a Personal Chair of African Religions and World Christianity
- No. 52/2022: Foundation of a Personal Chair of Chinese Art
- No. 53/2022: Foundation of a Personal Chair of Clinical Education
- No. 54/2022: Foundation of a Personal Chair of Translational Neuroscience
- No. 55/2022: Foundation of a Personal Chair of Medical Cardiology
- No. 56/2022: Foundation of a Personal Chair of Translational Farm Animal Biology
- No. 57/2022: Foundation of a Personal Chair of Colorectal Cancer Genetics
- No. 58/2022: Foundation of a Personal Chair of Molecular Epidemiology and Global Cancer Prevention
- No. 59/2022: Foundation of a Personal Chair of Mathematical Modelling and Global Food Systems
- No. 60/2022: Foundation of a Personal Chair of Global Health and Nutrition
- No. 61/2022: Foundation of a Personal Chair of Equine Cardiovascular Medicine
- No. 62/2022: Foundation of a Personal Chair of Molecular Epidemiology of Aging
- No. 63/2022: Foundation of a Personal Chair of Avian Reproductive Technologies
- No. 64/2022: Foundation of a Personal Chair of Cilia Biology
- No. 65/2022: Foundation of a Personal Chair of Molecular Neuroscience
- No. 66/2022: Foundation of a Personal Chair of Veterinary Surgery and Remote and Rural Medicine
- No. 67/2022: Foundation of a Personal Chair of Visual Neuroscience
- No. 68/2022: Foundation of a Personal Chair of Veterinary Radiology
- No. 69/2022: Foundation of a Personal Chair of Nucleolar Signalling and Cancer Prevention
- No. 70/2022: Foundation of a Personal Chair of Maternal and Fetal Health
- No. 71/2022: Foundation of a Personal Chair of Medical Dermatology
- No. 72/2022: Foundation of a Personal Chair of Molecular Anatomy
- No. 73/2022: Foundation of a Personal Chair of RNA and Infection Biology
- No. 74/2022: Foundation of a Personal Chair of Programme Languages and Systems
- No. 75/2022: Foundation of a Personal Chair of Research Software Policy and Practice
- No. 76/2022: Foundation of a Personal Chair of Structural Biology and Gene Expression
- No. 77/2022: Foundation of a Personal Chair of Biogeochemistry
- No. 78/2022: Foundation of a Personal Chair of Electrical Power Systems

- No. 79/2022: Foundation of a Personal Chair of Artificial Intelligence
- No. 80/2022: Foundation of a Personal Chair of Applied Geophysics and Computational Electrodynamics
- No. 81/2022: Foundation of a Personal Chair of Quantitative Genetics
- No. 82/2022: Foundation of a Personal Chair of Computational Physics
- No. 83/2022: Foundation of a Personal Chair of Chromosome Organisation
- No. 84/2022: Foundation of a Personal Chair of Categorical Symmetry
- No. 85/2022: Foundation of a Personal Chair of Agile Energy Systems
- No. 86/2022: Foundation of a Personal Chair of Regenerative Neurobiology
- No. 87/2022: Foundation of a Personal Chair of Supramolecular Chemistry
- No. 88/2022: Foundation of a Personal Chair of Applied Electromagnetic Theory
- No. 89/2022: Foundation of a Personal Chair of Net Zero Emission Technologies
- No. 90/2022: Foundation of a Personal Chair of Biomolecular Simulation
- No. 91/2022: Foundation of a Personal Chair of Climate Change Ecology
- No. 92/2022: Foundation of a Personal Chair of Parallel Computer Architecture
- No. 93/2022: Foundation of a Personal Chair of Digital Health
- No. 94/2022: Foundation of a Personal Chair of Evolutionary Genetics
- No. 95/2022: Foundation of a Personal Chair of Theoretical Particle Physics
- No. 96/2022: Foundation of a Personal Chair of Disease Ecology
- No. 97/2022: Foundation of a Personal Chair of Theoretical High Energy Physics
- No. 98/2022: Foundation of a Personal Chair of Derived Algebraic Geometry
- No. 99/2022: Foundation of a Personal Chair of Stochastic Analysis and Algorithms
- No. 100/2022: Foundation of a Personal Chair of Computational Psychiatry
- No. 101/2022: Foundation of a Personal Chair of Mirror Symmetry
- No. 102/2022: Foundation of a Personal Chair of Noncommutative Algebra
- No. 103/2022: Foundation of a Personal Chair of Planetary Astronomy
- No. 104/2022: Foundation of a Personal Chair of Bioinspired Engineering
- No. 105/2022: Foundation of a Personal Chair of Mathematics of Machine Learning
- No. 106/2022: Foundation of a Personal Chair of Sustainable Catalysis
- No. 107/2022: Foundation of a Personal Chair of Natural Language Processing
- No. 108/2022: Foundation of a Personal Chair of Fluid Mechanics and Bioinspired Engineering
- No. 109/2022: Foundation of a Personal Chair of Biological Education
- No. 110/2022: Foundation of a Personal Chair of Engineering Education
- No. 111/2022: Foundation of a Personal Chair of Energy and Society
- No. 112/2022: Foundation of a Personal Chair of Public Law

- No. 113/2022: Foundation of a Personal Chair of European Archaeology
- No. 114/2022: Foundation of a Personal Chair of Meta Science and Translational Medicine
- No. 115/2022: Foundation of a Personal Chair of Structural Cell Biology
- No. 116/2022: Foundation of a Personal Chair of Financial Computing (Risk Modelling)

Electronic Senate

14 – 28 September 2022

Report from Knowledge Strategy Committee

Description of paper

1. The paper reports on the Knowledge Strategy Committee meeting held on a hybrid basis on 24 May 2022.

Action requested / recommendation

2. Senate is invited to note the report.
3. For E-Senate, members are invited to submit any comments, observations or reservations by email. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 22/23 1 E”. These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Resource implications

4. Where applicable, as covered in the report.

Risk management

5. Where applicable, as covered in the report.

Equality & diversity

6. Where applicable, as covered in the report.

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

7. Regular reports on aspects of the Committee’s work of interest to Senate will continue to be submitted.

Author

Dr Lewis Allan
Clerk to Knowledge Strategy Committee
9 September 2022

Freedom of Information

Open paper

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

24 May 2022

1 Introductory Remarks

Members and attendees were welcomed to the meeting and apologies noted. Court member Claire Phillips and Students' Association Vice-President Education Tara Gold (in absentia) were thanked on the occasion of their last meeting for their contributions to the work of the Committee.

2 Chief Information Officer Update

Key activities and updates since the last meeting were reported, including:

- New and emerging software platforms that have proved popular with staff and students have been reviewed to determine their suitability for the purchase of institution-wide licences. Miro, a visual collaboration platform popular in the arts and humanities, is currently being considered for an institutional licence, with work to consider accessibility elements ongoing;
- The owner of Collaborate, a virtual classroom software package used by the University, has announced its sale to another company. The University uses Microsoft Teams and Zoom in addition to Collaborate and is also upgrading the Learn virtual learning environment to Learn Ultra, which includes integration with Microsoft Teams for videoconferencing/virtual classrooms, which should provide suitable alternatives in case required;
- The global shortage of computer chips is continuing and is affecting the supply of laptops and networking equipment. A buffer stock of laptops continues to be held and a sizeable advance purchase of networking equipment has been made, which will provide the great majority of equipment needed for the network replacement project. Equipping new buildings will be prioritised until the remaining equipment is delivered; and,
- The Elsevier journals licence renewal (covered below) was welcomed as a significant development for the UK higher education sector, with a price decrease and other improvements requested by the sector agreed to.

The Elsevier journals licence renewal was discussed, noting the positive impact of decisions made by many funding bodies to ensure that the outputs of research they have funded be made available on an open access basis.

3 EdHelp Future Plans

An update was presented on the EdHelp service. The service was first planned in 2018 and launched in 2020 as part of the on-going student experience programme with the objective of providing a "one stop shop" hosted in some of the University's libraries for student enquiries relating to Library, IT, student finance and student administration. Following a successful launch and positive feedback from students (with an 88% student satisfaction level) the service is now planned for expansion. Since the launch in 2020, service performance has improved from 53% of queries being resolved first time in the 2020/21 academic year to 72% in 2021/22 as staff become more experienced and the knowledge base drawn upon has improved, a trend which should continue to improve.

The following points were raised in discussion:

- Interaction with the student information points in Old College and Charles Stewart House – these continue to provide a valuable service in resolving more complicated or confidential queries that cannot be resolved by the EdHelp service, as well as

requirements for printed documents, e.g. many international students require printed letters from the University to visit the EU given visa conditions but there is scope for further co-ordination and this will be considered further;

- Communicating to students in advance where their queries can best be resolved to continue to increase the first time resolution rate;
- Providing laptops loans to students at all EdHelp service desks; and,
- Improving access levels to various University systems could further increase the proportion of queries resolved first time and will be explored, noting that EdHelp staff are trained in data protection requirements and in handling sensitive financial data.

4 University Digital Strategy – Consultation Update

The outcomes from the first and largest consultation period for a new University digital strategy were reported. Direct engagement has taken place with 450 staff and students in various themed meetings, with 48 online surveys completed and thousands of visits to the consultation's SharePoint site. Key themes/principles emerging from the consultation are:

1. Get the basics right / Simplicity
2. Coherence, consistency & continuity – and standardisation
3. Flexibility/Agility (noting that there may be tensions at times between standardisation and flexibility)

Items raised that will be considered in more detail in a second consultation phase include digital skills within the curriculum, the digital offering for non-matriculated students (e.g. those on short courses such as executive education), increasing access by Schools to centrally-held University data and decision-making principles around the use of open source or commercial software. Items raised in relation to equality, diversity, inclusion and digital ethics included countering digital disenfranchisement, the effect of screen time on wellbeing and ensuring digital offerings are accessible. In relation to the digital estate, establishing principles for decision-making on the provision of central systems versus local systems using central data and the join between the physical and digital estate were raised. Gaps in the digital estate that were raised included the absence of an events management system and the lack of an intranet.

The following points were raised in discussion:

- Support for linking digital skills with the curriculum transformation programme;
- Support for improving the digital offering of those on short courses;
- Considering resource needs for Schools and local areas to implement the digital strategy within the second phase of the consultation;
- Upskilling staff in digital skills is necessary but will add to workloads and should be included in workload allocations – noting that a collective agreement exists for guaranteed hours to be paid for induction and mandatory training and that this should include information security training. Clarity will be sought on this point with Human Resources, with training needs for major new systems to be considered within the resourcing requirements for the project; and,
- The timing for the second phase of the consultation – this should begin in June/July and run for a three to four month period.

5 EDINA Current and Future Main Products

Janet Roberts, Director, EDINA, presented an overview of some of the key services provided by EDINA, a centre of digital expertise for UK higher education within the University of Edinburgh. EDINA hosts 13 authoritative data collections, including the Ordnance Survey master map and provides educational services such as Digimap, which is used by 500,000 school pupils and 80,000 users in higher education, including 2,000 users at the University of Edinburgh. Geospatial consultancy services are also offered and EDINA has produced a digital map of the

University's estate to show travel times between buildings by foot, bicycle and public transport with real time information. An increasingly popular resource is Noteable, a cloud based digital resource for computational teaching and learning for those in the early stage of programming/data science learning, which is also becoming popular in other areas.

The potential for Noteable to be used to analyse student survey data such as free text comments using sentiment analysis and other techniques was discussed, with a proof of concept being trialled at present in the Business School using questionnaire data. Encouraging the use of services such as Noteable while being clear about the limitations of the service for those who wish to use it beyond its intended purpose was discussed.

6 Digital Estates bid – Timetabling Full Business Case

A full business case for the Timetabling project (a project to procure and implement new timetabling systems to replace the existing legacy end-of-life systems) was reviewed, with business case approval to be sought at Estates Committee and funding approval from Court on the recommendation of Policy & Resources Committee. Widening the composition of the project board to add user representation was suggested as a learning point from the People & Money programme – the board is intended to widen when the project moves beyond the procurement phase and into the implementation phase but early stage involvement of user representatives drawn from the most complex Schools for timetabling was encouraged.

7 Other items

It was agreed to recommend for approval by Court expenditure for a new multi-year renewal agreement for Elsevier Journals, as discussed earlier in the meeting. Minor changes to the University Computing Regulations were reviewed and recommended for approval by Court. Regular updates on information security, the implementation of the People & Money system, the hybrid working programme, the network replacement programme, the replacement of enterprise infrastructure and reports from the IT Committee and the University Collections Advisory Committee were noted. Staff workload in relation to digital activities was raised following discussion earlier in the meeting. It was agreed that an update on strategic change projects will be submitted to the next meeting and the Convener and the Director of Strategic Change will also meet with a Committee member to consider this further.