

The University of Edinburgh

Electronic Senate

Agenda

Electronic Senate will commence on Tuesday 8 September 2015 and close at noon on Wednesday 16 September 2015

FORMAL BUSINESS

1. Minutes from the Senate Meeting 3 June 2015 **e-S 15/16 1 A**
- a) Special Meetings and Graduation Ceremonials on 26, 27, 29 and 30 June and 1, 2, 3 and 4 July 2015 (available from Student Administration)
2. Membership of Senate **e-S 15/16 1 B**
3. Conferment of the title of Professor Emeritus Professor J M Rotter, School of Engineering
4. The University of Edinburgh Baseline Statement on Quality Arrangements **e-S 15/16 1 C**

COMMUNICATIONS AND REPORTS

5. Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2014/15 **e-S 15/16 1 D**
6. Communications from the University Court **e-S 15/16 1 E**
7. Resolutions – Chairs **e-S 15/16 1 F**
8. Report of the Central Academic Promotions Committee **e-S 15/16 1 G**
9. Report of the Senate Exception Committee **e-S 15/16 1 H**
10. Quality Assurance Committee Terms of Reference **e-S 15/16 1 I**
11. Senate Membership of the Knowledge Strategy Committee **e-S 15/16 1 J**
12. Membership of the University Library Committee **e-S 15/16 1 K**

The University of Edinburgh

Electronic Senate

8 – 16 September 2015

Minutes of Senate meeting held on 3 June 2015

Executive Summary

The paper provides the minutes of the Senate meeting held on 3 June 2015.

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

Action requested

The Senatus is invited to approve the minutes.

How will any action agreed be implemented and communicated? Decisions were communicated via the Senate Committees' Newsletter to stakeholders on the distribution list: <http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/newsletter.pdf>.

Resource/Risk/Compliance

1. Resource implications

This paper does not have resource implications.

2. Risk assessment

This paper does not include a risk assessment.

3. Equality and Diversity

Not relevant.

4. Freedom of Information

Open paper

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 15/16 1 A." These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Anne Marie O'Mullane
Senate Secretariat
September 2015

MINUTES OF AN ORDINARY MEETING OF THE SENATUS ACADEMICUS held in the Swann Lecture Theatre, the King's Buildings on 3 June 2015

Sederunt: The Principal, Professors D Arnot, H Critchley, J Danbolt, R Fisher, T Fawcett, D Fergusson, P Foster, D Gray, M Hogg, C Jeffery, J Kallestrup, E Klein, L McAra, C Lyall, J Norman, S Osborne, I Pirie, C Pulham, D Reay, J Rees, G Reid, S Rigby, K Sawin, S Tudhope, W Williams, L Yellowlees, Drs M Bailey, T Bailey, S Clark, M Cullen, A Grohmann, M Gallagher, C Harlow, T Harrison, D Livingstone, J Lowrey, S Morley, P Norris, S Riley, I Seiferheld, J Turner, I M Viola, P Walsh, Mr M Akyol, Mr S Amanfo, Mr G McLahlan,

Associate members: Mr T Kerr, Ms E Livingston, Mr D Sekhar

In attendance: Dr C Alexakis, Dr P Bailey, Mr R Bartlett, Mr B Cameron, Dr A Carter, Mr D Casey, Dr D Cavanagh, Dr J Collins, Dr M Corley, Ms M Craft, Dr A Cross, Dr H Cruickshanks, Dr J Curtis, Dr P Docherty, Mr S van den Driesche, Mr G Ferris, Dr L Fletcher, Ms J Furness, Dr R Galloway, Ms M Gibson, Ms N Gilbert, Ms E Greville-Williams, Dr A Haley, Ms K Harris, Ms L Henderson, Ms J Holtan, Dr D Houston, Mrs A Hunter, Mrs L Isbel, Mrs J Kemp, Mr G Kinnear, Dr M Kirkup, Miss I Lavers, Mr G Lee, Dr M McDougall, Mr G McCabe, Dr R McIntosh, Dr H McQueen, Dr E Mijers, Ms J Miller, Mr G Muir, Mr B Neilson, Ms K Nicol, Ms S Orr, Dr C Phillips, Mrs J Rennie, Ms R Rice, Ms H Robertson-Dick, Dr S Rolle, Dr P Smith, Ms S Smith, Dr E Stevenson, Dr J Tait, Dr K Traill, Dr Nadia Tuzi, Mr A Verhoeven, Ms A M O'Mullane (minutes), Mr T Ward, Ms S Welham, Ms F Ziolkowska,

The moment of reflection was delivered by Dr Zoe Marks, Chancellor's Fellow and Co-director of the MSc in African Studies. Dr Marks read a quote by Audre Lorde on privilege, power, responsibility and change.

A. Vision for Learning and Teaching

1. Introduction

Professor Sue Rigby, Vice Principal for Learning and Teaching, outlined the aims contained in the Emerging Vision for Learning and Teaching (hereafter "Emerging Vision"), the rationale for the aims and the consultation process that had taken place over the last two years.

2. EUSA's response

Mr Dash Sekhar, EUSA Vice President Academic Affairs, welcomed the student centred Emerging Vision and the level of student participation in drafting. The Emerging Vision provided an opportunity to bring together and share best practice for learning and teaching and would allow the institution to use its strengths in the area of research and the use of technology. Mr Sekhar considered the student body ready for the changes envisaged by the Emerging Vision.

3. School of Divinity response

Professor Paul Foster, Head of School of Divinity, discussed the main levers that the School used to support student learning which aligned with the aims of the Emerging Vision. These included the School's building infrastructure and an effective personal tutoring system. Professor Foster discussed the importance of skills based learning particularly for the Humanities where graduates are likely to embark on varied careers. The role of the Personal Tutor as a guide was also important for supporting student learning. Professor Foster emphasised that it was critical for students to engage in research topics and learn from

failure without penalties being applied. The learner journey could also involve bespoke degrees that capitalised on the genuine breadth of subject choices.

4. Information Service' Response

Mr Gavin McLachlan, Chief Information Officer and Librarian to the University, outlined the key Information Services Group (ISG) projects which will ensure that its systems and services support the Emerging Vision. These included significant investment in mainstreaming the learning from Massive Open Online Courses and distance education for on campus provision, providing Schools and students with digital IT skills and information skills, providing Schools with sustainable capability to create online and digital offers, transforming learning and teaching spaces, innovation funds to help fund innovative learning projects and improving tools and data for feedback and assessment. Mr McLachlan highlighted the new ISG division dedicated to Learning, Teaching and Web Services.

5. Business School Response

Professor Malcom Kirkup, Director of MBA Programmes & Educational Innovation, described the ways in which the Business School currently supported the Emerging Vision. These included the School's focus on the preparation of students for work and life, extending students' skills and employability, increasing interaction and engagement, co-creating learning and integrating online learning. Professor Kirkup highlighted the School's new focus on achieving its priorities for learning and teaching. These included innovations in the Masters portfolio for both content and delivery, recognising excellence in teaching, a clear strategy for skills and student experience, extending partnerships with professions/employers and strategic collaborations with international partners.

6. School of Geoscience's response

Professor Wyn Williams, School Director of Teaching, explained the ways in which the School was utilising the Emerging Vision as a cornerstone for restructuring the School's degree programmes and noted in particular the restructuring of the Earth Sciences degree programme. The aim for the restructure was to put active and engaged students at the heart of their own journey through a degree programme. Professor Williams explained the philosophy for the new curriculum where pre-honours focussed on knowledge and comprehension, junior honours on building skills and abilities, and senior honours on applications and analysis. Professor Williams advised that students must have room to find out what they are good at and then excel at it. Students must also have opportunities to integrate knowledge from a variety of different courses, utilise adaptive learning, acquire transferrable skills and employability skills including developing emotional intelligence. Student Led Individually Created Courses (SLICCS) had been a successful initiative piloted in honours years, which have explored some of these key features.

7. Royal (Dick) School of Veterinary Studies

Dr Claire Phillips, School Director of Quality, discussed how the School considered and responded to the Emerging Vision. The School has identified projects which would support delivery of the Emerging Vision and some current projects which already fitted within its framework. The School has recognised that accreditation body requirements limited the scope for flexibility in degree paths. However, the School also recognised the opportunities

presented by the Emerging Vision which included the fostering of active learners at the beginning of their studies. Dr Phillips noted that the development of a student research component and the introduction of student selected rotation aligned with the aims of the Emerging Vision.

8. Close

Vice Principal Rigby closed the presentation section by noting that the Emerging Vision allowed for a nuanced approach which was subject specific and open to extension to suit the needs of the subject area.

Discussion

Senate members were supportive of the Emerging Vision, recognising that it was flexible and nuanced enough to accommodate subject specific needs. The following points regarding the further development and implementation of the vision were made during the discussion section of the meeting:

- There should be a focus on the synergies between research and teaching, and on providing students at all levels with opportunities to undertake research.
- Staff development will play an important role in supporting the effective implementation of the Emerging Vision.
- Implementation should take account of students' expectations regarding contact time with academic staff.
- Schools should ensure that the volume of summative assessment is appropriate, since excessive assessment can reduce the student experience.
- The University's quality assurance processes should enable staff to innovate in teaching.
- The University should take account of the Emerging Vision as it develops its estate and IT infrastructure.
- The Personal Tutor role was crucial to the successful implementation of the Vision.

B. Race Equality Charter Mark – Focus Group Findings and Action Plan

Professor Jane Norman, Vice Principal (People and Culture), explained that the University has submitted an application for the Charter Mark, and highlighted findings from data analysis and focus groups regarding race equality. Further information can be found at: www.ed.ac.uk/embrace-diversity.

[NOTE: Members of Senate are reminded that copies of the presentation materials are available on the Senate wiki at <http://tinyurl.com/5pkruz>. An audio recording of the presentations and discussion will be available from the same location in due course.]

FORMAL BUSINESS

1. Report of E-Business conducted between 12 – 20 May 2015

No comments were received in relation to E-Senate business. All items were therefore approved or noted as required.

2. Special Minute

The posthumous Special Minute for Professor Magda Midgley was adopted.

3. Annual Report of the Senate Committees

Senate noted the major items of committee business from 2014/15 and approved the ambitions of the Senate Committees for the next academic year and beyond.

4. ELIR Reflective Analysis & Case Studies

Senate approved the ELIR Reflective Analysis and Case Studies.

5. Designing a dashboard to assist Schools to enhance learning and teaching - progress and future plans

Barry Neilson, Director of Student Systems, explained the aim of the planned management dashboard. Senate members welcomed this development as a key part of the agenda for improving the student experience. Senate members indicated that the dashboard should be not be overcomplicated, and that, in addition to providing aggregate data at subject and School level, it should allow managers to review student data associated with individual academic staff.

6. Changes to Senate Committee Terms of Reference

Senate approved changes to the composition of the Senate Quality Assurance Committee.

7. Membership of the Appeal Committees Academic Year 2015/16

Senate approved the membership of the Student Appeal Committee and Student Fitness to Practise Appeal Committee. Senate noted that the Curriculum and Student Progression Committee has approved revised Student Appeal Regulations which come into effect in 2015/16. In future, under the new Regulations, CSPC will approve the membership of the Appeal Committees.

8. Taught Assessment Regulations 2015 - 16 (feedback)

Senate noted that the Senate Curriculum and Student Progression Committee had recently approved a change to the Taught Assessment Regulation regarding feedback deadlines, which made it clear that Schools are required to provide students with feedback on summative assessment within fifteen working days. Following discussion Senate endorsed the change in regulation, and emphasised that Colleges should only consider opt-outs from this regulation where the scale of the marking task or factors outside a School's control prevented it from meeting the deadline. An approved opt-out should be communicated to the students via their programme handbook at the beginning of the year and the underlying reason for the opt-out should be readily understandable by the affected students.

9. Report of the Honorary Degrees Committee

Senate approved the recommendations for the award of Honorary Degrees.

The University of Edinburgh

Electronic Senate

8 – 16 September 2015

Membership of the Senatus

Executive Summary

The paper lists the new members of Senate.

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

Action requested

The Senate is invited to note the membership.

How will any action agreed be implemented and communicated?

Those who were added to the Senate list by the 20 August 2014 were invited to a Senate induction event. Those added later than this will receive a copy of the Senatus Academicus Governance Handbook and slides from the induction.

Resource/Risk/Compliance

1. Resource implications No

2. Risk assessment No

3. Equality and Diversity

Professorial members of staff who hold a Substantive or Personal Chair are automatically members of Senate. There will be equality and diversity issues in the appointment to Chairs which will be taken into account in accordance with HR processes. Eligible staff are invited to put themselves forward for election to vacancies. Ex Officio vacancies are filled with equality and diversity issues being taken into account.

4. Freedom of Information

Open paper

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 15/16 1 B." These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Academic Services
September 2014

Membership of the Senate

Professorial

All appointments are with effect from 1 August 2015.

Professor R Andrew	Personal Chair of Pharmaceutical Endocrinology
Professor E Bomberg	Personal Chair of Environmental Politics
Professor H Bond	Personal Chair of Christian Origins
Professor N Carragher	Personal Chair of Drug Discovery
Professor S Clark	Personal Chair of Economics
Professor V Coltman	Personal Chair of eighteenth-century History of Art
Professor S Cowan	Personal Chair of Feminist and Queer Legal Studies
Professor E Delaney	Personal Chair of Modern History
Professor B Dutia	Personal Chair of Virus Pathogenesis
Professor C French	Personal Chair of Microbial Biotechnology
Professor M Gallagher	Personal Chair of Microbial Science and Education
Professor R Ganeshram	Personal Chair of Geochemistry
Professor E Gardi	Personal Chair of Theoretical Physics
Professor A Grohmann	Personal Chair of Contemporary Spanish Literature
Professor K Halliday	Personal Chair of Systems Physiology
Professor T Harrison	Personal Chair of Financial Services Marketing and Consumption
Professor K Heal	Personal Chair of Catchment Biogeochemistry
Professor N Henderson	Personal Chair of Tissue Repair and Regeneration
Professor R Henderson	Personal Chair of Electronic Imaging
Professor L Jackson	Personal Chair of Modern Social History
Professor W Johnson	Personal Chair of Differential Development
Professor J Kaarbo	Personal Chair of Foreign Policy
Professor S Khochfar	Personal Chair of Theoretical Astrophysics
Professor S Lewis	Personal Chair of Medical Statistics
Professor L Llewellyn-Jones	Personal Chair of Ancient Greek and Iranian Studies
Professor J Love	Personal Chair of Molecular Inorganic Chemistry
Professor N Mabbott	Personal Chair of Immunopathology
Professor D Marenduzzo	Personal Chair of Computational Biophysics
Professor A Marston	Personal Chair of Cell Biology
Professor M Massimi	Personal Chair of Philosophy of Science
Professor C Michelon	Personal Chair of Philosophy of Law
Professor N Mills	Personal Chair of Cardiology
Professor S Pirie	Personal Chair of Equine Clinical Sciences
Professor T Ratnarajah	Personal Chair of Digital Communications and Signal Processing
Professor K Rice	Personal Chair of Computational Astrophysics
Professor N Robertson	Personal Chair of Molecular Materials
Professor C Semple	Personal Chair of Computational Biology
Professor C Smith	Personal Chair of Neuropathology
Professor S Viglas	Personal Chair of Data Management on New Hardware
Professor G West	Personal Chair of Scottish Ethnology

Additional Out of Cycle Chair Appointments

Professor E Morgera	Personal Chair of Global Environmental Law	1 March 2015
Professor D Campopiano	Personal Chair of Industrial Biocatalysis	1 July 2015
Professor C Sangwin	Chair of Technology Enhanced Science Education	1 July 2015
Professor Y Zheng	Chair of Chemical Reaction/Catalysis Engineering	1 July 2015
Professor D Sridhar	Personal Chair of Global Public Health	1 August 2015

Non-Professorial Representatives

Medicine and Veterinary Medicine

Dr S Morley School of Clinical Sciences
(Reappointment for a further three years 2015-18)

Ex-Officio Membership

Medicine and Veterinary Medicine

Mr M Akyol	Director of MBChB Admissions
Professor J Stewart	Director, Biomedical Sciences Teaching Organisation
Dr G Pearson	BVM&S Senior Tutor
Dr F Kristmundsdottir	Dean of Pastoral Care (Medicine)
Dr M Cullen	MBChB Senior Tutor

The University of Edinburgh

Electronic Senate

8 - 16 September 2015

**Annual Report to the Scottish Funding Council on
Institution-led Review and Enhancement Activity 2014/15**

Executive Summary

The paper is the baseline statement of the University's quality arrangements. The statement is produced in alignment with the Scottish Code of Good Higher Education Governance, the Scottish Funding Council's guidance on public information about quality and the Quality Assurance Agency UK Quality Code Part C, Information about Higher Education Provision. The statement is reviewed annually. The statement has been amended to reflect current Vice Principal and Assistant Principal roles, Court's approval of the Reflective Analysis and Case Studies for the ELIR in Semester 1 2015/16 and the meeting of the conveners of the standing committees of Senate and Court. The statement has been approved by Senate Quality Assurance Committee and is being transmitted in parallel to Court for approval.

How does this align with the University/College School/Committee's strategic plans and priorities? The paper is relevant to the University's Strategic Plan Goal of 'Excellence in Education'.

Action requested: For approval.

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

Resource/Risk/Compliance

- 1. Resource implications:** No specific implications are identified.
- 2. Risk assessment:** The paper does not include a risk assessment. However, failure to align the University's review activity with SFC and QAA expectations and take action on findings would constitute an institutional risk.
- 3. Equality and Diversity:** The paper does not require an Equality Impact Assessment. Equality Impact Assessments are carried out on quality processes.
- 4. Freedom of Information:** The paper is open.

Any other relevant information, including keywords

Scottish Funding Council, SFC, internal review, enhancement, annual report.

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-s 15/16 1 C." These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Dr Linda Bruce, Academic Services, 7 September 2015



THE UNIVERSITY *of* EDINBURGH

THE UNIVERSITY OF EDINBURGH STATEMENT ON QUALITY ARRANGEMENTS

The University of Edinburgh's statement on quality arrangements is published in alignment with the Scottish Code of Good Higher Education Governance and the Scottish Funding Council's guidance on public information about quality and the Quality Assurance Agency UK Quality Code Part C, Information About Higher Education Provision. It is kept under review and updated when relevant.

The statutory framework: the Universities (Scotland) Acts

In common with the other 'ancient' Scottish universities, the University of Edinburgh's governance structures are prescribed by the Universities (Scotland) Acts 1858 to 1966 that, *inter alia*, set out the powers and responsibilities of the University Court and the Senatus Academicus (Senate).

Senate, in accordance with these Acts, has responsibility for the regulation and supervision of teaching and as such has set up arrangements for the quality assurance and enhancement of teaching. Court, as the governing body of the University and in accordance with statute, can review decisions of Senate, and through the Resolution process Court approves the establishment of new degrees, the regulations for the awarding of degrees, student admission, and the recognition of teaching and its regulation by other than Edinburgh University staff.

Within this framework, the Court has recognised that it has significant responsibilities in this area. The quality of teaching is clearly linked to the University's reputation and brand and is of strategic importance. Court therefore requires to be informed of the arrangements made by the Senate for teaching quality assurance and enhancement and to review those arrangements from time to time. Currently Court considers reports on the student experience. Moreover, if there were serious concern about any aspect of the Senate's Quality Assurance and Enhancement arrangements Court could enquire as to the action being taken to address the situation.

Court and Senate structures

The Court and the Senate have committee/group structures which enable them to exercise their responsibilities; these committees and groups operate in accordance with approved terms of reference and reporting arrangements, with some reporting

to both Court and Senate. There are also arrangements for direct communications between Court and Senate on items of mutual interest by way of reports on discussion at meetings and, in the case of Senate, on the outcome of the electronic circulation of non-contentious papers. Members of Court are able to attend meetings of Senate and have access to open papers. The Principal, as well as being a member of Court, is also President of Senate and four Assessors, elected by Senate, are full members of Court. The student body is represented on both Senate and Court and many of their committees/groups.

The internal University structure

The University also operates a highly devolved internal system of governance, having established three Colleges: Medicine and Veterinary Medicine; Science and Engineering; and Humanities and Social Science and three Support Groups: University Secretary's Group; Information Services Group; and Corporate Services Group.

The Heads of the Colleges are Vice-Principals appointed by Court for a defined period, following an approved procedure which includes external advertisement. They have overall managerial responsibility for their College combining resource management with academic leadership, including formal responsibility for teaching quality and enhancement issues. The University has a number of thematic Vice-Principals and Assistant Principals who have responsibility for strategic leadership in a particular area or areas, serving on a part-time basis. Thematic Vice-Principals and Assistant Principals are designated by the University Court on the recommendation of the Principal. The University's Senior Vice-Principal has strategic oversight of student experience, and learning and teaching. The remits of the Vice-Principal, Curriculum Innovation, Assistant Principal Academic Standards and Quality Assurance, Assistant Principal Learning Developments and Assistant Principal Researcher Development are relevant to teaching quality and enhancement.

Reporting on assurance and enhancement arrangements

In accordance with its responsibility for the regulation and supervision of teaching, Senate puts in place arrangements in respect of quality assurance and enhancement of education provision and reports on these to Court as necessary. The Annual Institutional Statement of Internal Review Activity to the Scottish Funding Council provides Court with assurances of the effectiveness of these arrangements.

Matters of sufficient importance concerning the quality of the University's teaching and student experience provision may be brought to Court's attention, where appropriate, by the Principal, the Senate Assessors and the Student Representatives or indeed by any other member.

The responsibility for the setting of the strategic direction of the University, principally by approving the University's Strategic Plan, is led by Court. The University's mission as contained in its currently approved Plan states:

The mission of our University is the creation, dissemination and curation of knowledge. As a world-leading centre of academic excellence we aim to:

- *enhance our position as one of the world's leading research and teaching Universities and to measure our performance against the highest international standards;*
- *provide the highest quality learning and teaching environment for the greater wellbeing of our students and deliver an outstanding educational portfolio;*
- *produce graduates fully equipped to achieve the highest personal and professional standards; and*
- *make a significant, sustainable, and socially responsible contribution to Scotland, the UK and the world, promoting health, economic and cultural wellbeing.*

The Strategic Plan is built around three strategic goals, one of which is Excellence in Education, and three enablers to deliver these goals: exceptional people, high-quality infrastructure and financial sustainability. Six strategic themes assist in directing the University's approach to achieving these goals. Progress towards achieving the targets set within the Strategic Plan is monitored by the Central Management Group, Policy and Resources Committee and Court. The next Strategic Plan is currently under development.

The Colleges' and Support Groups' annual planning submissions, which are used as part of the resource allocation process, are based around the vision of the Strategic Plan and ensure that Court can be satisfied of the actions being taken to deliver against it.

The University's Risk Register and the work of the Internal Audit service as reported to the Audit and Risk Committee, also provide Court with further monitoring of, and assurances about, University activities related to quality arrangements.

Equally as important as the monitoring performed through the range of mechanisms outlined above, quality targets are also subject to day-to-day oversight by individual senior managers: quality assurance permeates the day-to-day activities of those delivering teaching, learning and student services activities.

Senate oversight of quality

Excellence in Education is a core strategic goal in both the University's current (2012-2016) and previous (2008 to 2012 and 2004 to 2008) strategic plans.

Senate exercises ultimate control of quality assurance. In order to strengthen academic governance and enhance the student experience, Senate devolves powers to four committees which take forward discussion, decision-making and action within specific strategic remits: Senate Learning and Teaching Committee, Senate Quality Assurance Committee, Senate Curriculum and Student Progression Committee, and Senate Researcher Experience Committee. Representatives of the student body are members of these committees. Court receives the annual report of the Senate committees. A meeting of the Conveners of the Standing Committees

of Senate and Court took place during 2014/15 in order to promote information sharing on the work and priorities of the respective committees.

Senate Quality Assurance Committee is convened by the Assistant Principal Academic Standards and Quality Assurance. It is responsible for the University's academic quality assurance framework. The committee oversees the monitoring and review arrangements of colleges and student support services, and acts as a planning forum for the discussion and promotion of developments in academic quality assurance, whether internally driven or externally indicated. Along with the other Senate committees, Quality Assurance Committee reports annually to Senate on its actions and proposes future activity for endorsement within the framework of the University's Strategic Plan. Senate Quality Assurance Committee includes representatives of all three Colleges, of Schools, an external member from within the Scottish Higher Education system, representatives of EUSA, of the Institute for Academic Development, the University Secretary or nominee, a representative of a student support service, and a member with expertise in distance learning and e-learning. Up to three additional members may be co-opted onto the Committee

University-led monitoring and review of quality and standards

The University's quality assurance framework is based on a set of key principles:

Every member of staff involved in learning and teaching has a role to play in ensuring teaching quality; monitoring and review should add value and should not be formulaic or 'tick-box'; monitoring and review should lead to enhancement of the student experience; monitoring and review should take place as close as possible to delivery; assurance that monitoring and review is comprehensive and that consequent appropriate action is taken should be undertaken at the next closest level.

Formal responsibility for routine monitoring of teaching quality at the University is largely devolved to the three colleges. This affords greater flexibility to the colleges to operate slightly different approaches to reflect the particular structure and context of the college, while at the same time operating within the University's framework for quality assurance and enhancement. This framework is constructed in alignment with the Quality Assurance Agency's expectations and indicators as set out in the UK Quality Code. The Quality Assurance Agency's periodic review of the Code provides the University with the opportunity to map its detailed alignment through its policies and procedures, and to carry out enhancements if necessary. Senate Quality Assurance Committee has oversight of this process.

The University's annual monitoring process covers all credit-bearing provision, and all schools conduct annual monitoring. An overview of issues arising (positive and areas for further development) from this monitoring feed in to the annual school quality report to the appropriate college. Good practice is identified for wider dissemination, and recommendations are made where development needs are identified. Colleges in turn report to Senate Quality Assurance Committee on key trends arising from annual monitoring as part of their broader report on the assurance of quality. The Senate level committee similarly identifies commendations and recommendations, and uses these to inform its activity.

Student services which support the student learning experience are reviewed annually by Senate Quality Assurance Committee. The outcomes are discussed at the same meeting as those from school and college annual monitoring, thus enabling interlocking themes and actions to be identified.

Periodic review of academic and support service provision is carried out on a cycle of not more than six years, and align in frequency and content with Scottish Funding Council guidance (SFC/14/2012). Review reports contain commendations which form the basis of highlighting good practice for wider dissemination in the University, and recommendations for further development which may be directed to the academic area, the college, or any part of the University. Progress with recommendations is monitored at set points following the reviews until completion. The impact of reviews on the student learning experience is strengthened by collaboration with the Institute for Academic Development, which provides support to schools in taking forward recommendations where appropriate and capacity-building workshops based on good practice commended in reviews take place annually.

Effective student representation is a vital aspect of the University's quality assurance processes and the University and Edinburgh University Students' Association (EUSA) work in partnership to promote student representation and engagement. The EUSA and University Student Engagement Statement sets out the joint commitment in this respect. The University is committed to providing an outstanding student experience and recognises the important role of its students as co-creators of their own academic experience. Students are encouraged to play an active role in ensuring their University experience is an excellent one. Students are critical members of a thriving and vibrant academic community which is constantly evolving and developing. Staff at the University work in partnership with EUSA to ensure that students are central to governance, decision making, quality assurance and enhancement, providing opportunities for our students to become active participants and giving our students a voice. Crucial to this is the engagement of students at every point in the student journey, at every level of the University, and in both the formal curriculum as well as in co-curricular activities.

Feedback from students on their learning experience forms a key part of annual monitoring and periodic review. Further student views are gathered annually through the Edinburgh Student Experience survey, sent to all pre-final year undergraduate students, and through external surveys including the National Student Survey, the Postgraduate Taught Experience Survey, the Postgraduate Research Experience Survey and the International Student Barometer. Course surveys gather students' views on their experience at this level.

Externality is a key feature of the University's monitoring and review processes and takes account of external examiners, external subject specialists on internal reviews, professional, statutory and regulatory bodies (PSRBs) and other external bodies including employers.

The University reports annually to the Scottish Funding Council on its monitoring and review activity, including reviews held by PSRBs during the year. The report highlights the key messages from review activity, institutional actions and the impact

of these, and is aligned with other relevant Scottish Funding Council monitoring and reporting arrangements. Court receives the report for endorsement, via Senate Quality Assurance Committee and Senate. In endorsing the report, Court confirms that it is satisfied the University has effective arrangements to maintain standards and to assure and enhance the quality of its provision, and that the standards and quality of the learning provision continue to meet the requirements set by the Council.

The effectiveness of the University's management of quality and standards is subject to external scrutiny through the periodic Enhancement-Led Institutional Review (ELIR) operated by the Quality Assurance Agency in Scotland. At its most recent ELIR the University received the highest possible outcome of 'confidence in the [...] current, and likely future, management of the academic standards of its awards and the quality of the student learning experience it provides'. Court receives information on the ELIR outcome, to endorse the University's approach to these reviews and to consider the outcomes. The University's next ELIR takes place in October/November 2015. Court has approved the Reflective Analysis and Case Studies which form a key part of the evidence base for the review.

Conclusion

Court is content that the primary overall responsibility for teaching quality assurance and enhancement rests with Senate, and that the University's reporting framework is such that Court has sufficient access to information and papers to enable it to monitor the effectiveness of these arrangements and to raise any matters of serious concern should these arise.

September 2015

The University of Edinburgh

Electronic Senate

8-16 September 2015

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2014/15

Executive Summary

The paper is the University's annual report to the Scottish Funding Council on institution-led review and enhancement activity 2014/15, as required by SFC Circular 14/2012. The report includes a statement of reviews by professional, statutory and regulatory bodies and their outcomes. The paper has been approved by Senate Quality Assurance Committee. The report is transmitted simultaneously to Court for endorsement and addition of a statement of assurance signed by the Vice Convener of Court, as required by the Funding Council.

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

The paper is relevant to the University's Strategic Plan Theme of 'Excellence in Education'.

Action requested

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

How will any action agreed be implemented and communicated?

Senate Quality Assurance Committee has oversight of the implementation and communication of actions relating to internal review activity.

Resource/Risk/Compliance

- 1. Resource implications** - No specific implications are identified.
- 2. Risk assessment** - The paper does not include a risk assessment. However, failure to align the University's review activity with SFC and QAA expectations and take action on findings would constitute an institutional risk.
- 3. Equality and Diversity** - The paper does not require an Equality Impact Assessment. Equality Impact Assessments are carried out on internal review processes.
- 4. Freedom of Information** - The paper is open.

Any other relevant information, including keywords

Scottish Funding Council, SFC, internal review, enhancement, annual report

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 15/16 1 D." These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Dr Linda Bruce, Academic Services, 7 September 2015



The University of Edinburgh

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2014/15

1. Summary of principal quality assurance and enhancement activities, including self-evaluation processes undertaken in preceding academic year

The University's quality assurance and enhancement activity operates in alignment with the devolved structure of the institution. The University's statement on quality arrangements is published on the University website and reviewed annually.

<http://www.docs.sasg.ed.ac.uk/GaSP/Governance/QualityReport2014.pdf>

The University continues to operate annual monitoring and periodic internal subject review aligned with the Council's guidance and the framework set by the UK Quality Code. The periodic internal review process is evaluated annually on the basis of feedback from areas which have undergone review and from review teams, and enhancements are made in response. Promising practice identified in internal review is the focus of an annual 'Learning from Internal Review' event. The 2014/15 event focused on 'The Student Voice', and in particular communication of actions in response to student feedback, and 'Diverse and Interactive Assessment'. Both topics generated considerable discussion and exchange of practice based on the presentations.

Ongoing review of data to support quality reporting and action has led to further enhancements during 2014/15 to the suite of standard data reports available to schools and colleges.

The Student Support Service Quality Assurance Framework sub-committee of Senate Quality Assurance Committee undertook a review of its annual reporting format. A streamlined template with an increased focus on key issues has been introduced for reporting in 2015/16. Following two periodic reviews of student support services in 2013/14 and 2014/15, Senate Quality Assurance Committee agreed that future periodic reviews would be conducted on a thematic rather than a service basis. This is intended to strengthen the University's approach to managing the holistic student experience and ensures student support is evaluated from the student perspective.

Following the conclusion of the Enhancing Student Support project in July 2015, governance and reporting arrangements for the Personal Tutor system are being embedded within existing processes and structures to ensure alignment with the Expectation of Chapter B4 of the UK Quality Code (Enabling Student Development and Achievement). Senate Quality Assurance Committee has established an interim group with responsibility for quality assurance oversight of the Personal Tutor system. The group will operate for one year initially after which it will be reviewed. Revised templates for School and College annual quality assurance and enhancement reporting have been

introduced with effect from academic year 2015/16. These include reporting against a baseline Key Performance Indicator (KPI) for student satisfaction with their Personal Tutor experience and actions planned to improve student satisfaction further. Schools and subject areas will reflect on their performance against the KPI as part of the periodic internal subject review process.

2. List of subject areas/programmes reviewed by PSRBs etc

A list of subject areas/programmes reviewed by professional, statutory and regulatory bodies and the review outcomes is attached as an appendix.

3. Ways in which support services were reviewed

Student-facing support services are reviewed annually by a sub-committee of Senate Quality Assurance Committee. The reporting framework is designed to:

- Facilitate reflection on the strategic and operational role of services in relation to their impact on the student experience;
- Promote reflection on the ways in which services engage with students and other stakeholders to monitor and improve the quality of services;
- Support reflection on the ways in which the services promote high quality learning and continuous quality enhancement;
- Take account of the requirements of professional, statutory and regulatory bodies where appropriate;
- Provide a forum for the sharing and dissemination of good practice.

The sub-committee reports annually to the meeting of Senate Quality Assurance Committee which also considers the annual college reports. Senate Quality Assurance Committee approves commendations and recommendations for each support service. Following reorganisation of the former Registry, Student Administration and Student Systems were included in annual reporting as separate services for the first time, bringing the total number of services reviewed to 14. A periodic review of the Student Disability Service was carried out in 2014/15.

4. Key messages derived from monitoring and analysis of performance indicators and other data and from feedback from students and action taken

All periodic internal subject reviews consider a data suite which forms the basis for reflection on student performance, progression and attainment. The University remit for all reviews includes consideration of 'key features of the student population and implications for the learning and teaching/research experience'. School and college annual quality monitoring includes reflection on data covered by this heading. Analysis of progression data showed that the University outperformed the Scottish sector average and the UK sector averages for the relevant HESA Performance Indicators (non-continuation and projected outcomes).

Senate Curriculum and Student Progression Committee and Senate Quality Assurance Committee consider data annually on the degree classification outcomes of the University's undergraduate students, in the context of recent trends in the University's outcomes and HESA data on Russell Group research-intensive institutions. Consideration will be given in 2015/16 to clarifying the focus of each committee's scrutiny of the data as part of broader work to develop a dashboard of data to support strategic and operational management of courses and programmes.

The University's internal student survey, the Edinburgh Student Experience Survey, gathers feedback from all pre-final year undergraduate students on a range of satisfaction indicators. The 2015 results show that satisfaction with the overall student experience is stable, with most other results being within 2% of the previous year. The survey results point to students becoming more satisfied with the quality of learning and teaching over the course of their degree, more satisfied with the academic advice they are receiving, and more satisfied with the provision of learning resources. They become more confident in their skills and better prepared for future employment. However the survey shows a decline in satisfaction with assessment and feedback as students progress through their degree. Satisfaction also declines with the organisation of courses and with provision of information. Sustained work is underway to deliver improvements to the student experience through the Student Experience Project <http://www.ed.ac.uk/staff-students/staff/enhancing-student-experience/initiatives/sep>.

The National Student Survey results for 2015 have very recently been received at the time of preparing this report. Initial analysis shows that the overall satisfaction score has risen, and University level scores have either gone up or remained constant. The largest improvement has been in the area of assessment and feedback, where a range of University-wide initiatives are in place. Areas that had declined in 2013 and 2014 are returning to levels achieved in previous years, and the majority of indicators have noticeably improved when compared to the 2012 results. Another key factor in the improvement has been the close and productive partnership with EUSA. The response rate has been our highest ever, thus helping to ensure that the survey reflects the views of a representative sample of respondents. Overall the positive trends are encouraging and consideration is now being given to actions to take advantage of this positive momentum to enhance our students' experience further.

The Postgraduate Taught Experience Survey results for 2015 show overall satisfaction at the same level as the previous year. As for the NSS, with the very recent receipt of results, consideration will now be given to actions in response.

The Postgraduate Research Experience Survey 2015 results show increased student satisfaction across all themes, with the largest increase being in satisfaction with supervision and closely followed by research culture, research skills and professional development. All are areas which have seen targeted action since the last ELIR.

5. Any significant issues relating to development needs or good practice identified as a result of these review processes

Annual review processes have identified the following areas for development.

- The need for ongoing enhancement to data to support school annual quality reporting, in particular postgraduate research progression monitoring. This is being addressed through the current Business Intelligence project and through scoping of a data dashboard which will support a range of strategic and operational information needs.
- The need to enhance PhD completion rates in some areas, especially in the context of the University's target to increase the ratio of students: eligible supervisors to 2.5:1. Senate Researcher Experience Committee continues to oversee developments in the postgraduate research student experience.
- Further development of training and induction for external examiners. This has been addressed through the External Examiner project which introduced on-line reporting for

external examiners and enhancements to training and induction including online resources for external examiners.

- Enhancements to processes supporting collaborative activity. These have been delivered through a project in 2014/15 and include a revised suite of standard Memoranda of Understanding and Agreement for collaborative activities, updated guidance for academic and non-academic approval processes for new collaborative programmes, an enhanced digital repository for recording all types of learning and teaching-based collaborative agreements and improvements to existing arrangements for recording collaborative programmes on the student record system.
- The need to undertake a review of the University's quality framework, with a view to streamlining and deriving maximum benefit from activity. This will be undertaken following the outcome of ELIR and the outcome of the SFC review of quality arrangements in the sector.

6. Role and nature of student involvement in review processes and in student engagement more broadly

All periodic internal reviews, both of academic disciplines and student support services, include student members in review teams. Student members are drawn both from student representatives and students in the wider student body. The student member of a review team will typically convene one or more meetings during the review. Membership of a review team is included in the student's HEAR. Engagement of students within academic disciplines under review is regarded as an essential part of the review method. Briefing material aimed at students outlines ways in which they can engage with reviews and actions taken in response. Parallel briefings guide schools on how to engage their students with reviews. The remits for all reviews include items proposed by students.

Edinburgh University Students' Association (EUSA) and the University work in partnership to ensure that students are central to academic governance, decision-making and quality assurance and enhancement. The joint EUSA-University Student Engagement Statement is regularly reviewed to reflect ongoing developments. The current version was reviewed during 2014/15 and is published on the University's website at

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Quality/studentengagement/StudentEngagementStatement.pdf> .

7. Reflective overview of key findings from previous year's reviews, including areas of strength and issues for further development across whole institution or in specific areas or aspects of provision, and comments on 'distance travelled' and the impact of previous enhancement measures

Areas of strength

- Embedding graduate attributes in the curriculum
- Ongoing enhancement of student support provision, including the Personal Tutor system
- Supporting student transitions through tailored support for the needs of specific student cohorts
- Training and support for postgraduate tutors
- Activity to build academic and social community

- Tracking student engagement in the curriculum with a view to early intervention in case of problems
- Student engagement in representative structures
- Online distance learning provision, including student support for distance students

Issues for further development

- Training and support for postgraduate tutors
- Embedding postgraduate student progression milestones
- Student support for specific groups of students and ongoing development of the Personal Tutor system
- Exploring the scope for interdisciplinary teaching
- Reviewing programme sustainability
- Workload allocation models

Previous enhancement measures, including work on graduate attributes, student support, the Personal Tutor system, and training and support for postgraduate tutors have led to enhancements in provision which are now providing evidence of good practice. The Personal Tutor system in particular continues to be refined in response to student and staff feedback. Attention continues to be devoted to areas which have been identified for further development.

A pilot periodic review of a sample of taught postgraduate online distance learning provision in the College of Medicine and Veterinary Medicine took place in 2014/15. This had the dual aim of reviewing the academic provision and assessing the appropriateness of the review process for the online distance student experience. The review is currently being evaluated with a view to informing the development of the review method.

Senate Quality Assurance Committee receives an annual report on good practice and areas for development from annual reviews, and remits actions as necessary.

<http://www.ed.ac.uk/academic-services/committees/quality-assurance/agendas-papers>

The report from review activity in 2014/15 will be considered at the meeting of 3 September 2015 and papers will be available at the link above from that date.

8. Alignment of University and PSRB quality assurance processes

Alignment of University and relevant external quality assurance processes is considered systematically in the University's quality assurance framework. Annual reporting by schools and student support services includes outcomes of PSRB reviews. During 2014/15 the School of Law Teaching Programme Review and Postgraduate Programme Review aligned with PSRB processes through membership of the review team by the Accreditation Officer for the Law Society of Scotland, and through inclusion of PSRB review and review outcome material in the documentation for the University's review. Material for the periodic review of the Student Disability Service included the Needs Assessor Validation submission to the Scottish Government.

9. Student Support Services Quality Assurance Framework: reviews of student support services

The University provides a comprehensive and high quality range of services to students. The services are well used by students, with the consistent theme across several years of reporting being increased demand for services. Many services noted the need to connect with other Student Support Services and evidence of good practice in partnership working was noted. The use of staff

secondments was identified as an area of good practice in partnership working and is extending to include a wider range of services with a number expressing interest in engaging further. With structures in place for pastoral support for students expanded to include both academic and support staff in schools it is clear that training in student mental health awareness is equally relevant to staff in student support services. This is currently being progressed through the Student Mental Health Strategy Group.

Indicators of quality include several external indicators:

- Finance achieved the Investors in People (IIP) Silver Award at initial application in November 2014; it is unusual to receive Silver at initial award and this reflects the hard work of the Finance Transformation Programme (FTP).
- Student Systems achieved recognition as “Tribal University of the Year” based on improvements to the student experience, innovative use of technology and improvements in efficiency and effectiveness.
- The Advice Place was accredited to the matrix Standard during 2013/14.
- The Careers Service was successfully re-accredited to the matrix Standard in February 2014 following a two day visit and input from key stakeholders.
- The Centre for Sport and Exercise gained the IIP Bronze Award. The swimming pool operation is managed according to criteria laid down by the Royal Life Saving Society which requires annual accreditation by external RLSS examiners and compliance to exacting industry standards. The Firbush Outdoor Centre is required to comply with statutory quality measures dictated by the ‘adventure activities licensing authority.’
- Student Administration has recently gained the IIP Bronze award.
- The Student Counselling Service is an organisational member of the British Association for Counselling and Psychotherapy (BACP). Since 2006 the service has been a BACP Accredited Service. It is currently the only student counselling service of any Scottish university and one of four Russell group university counselling services to have BACP accreditation.
- The Student Disability Service was re-validated by the Scottish Government in January 2015.
- All services receive good ratings in external and internal surveys.

Services were asked to report on the mini-theme of ‘Use of Technology’ as a means of identifying and sharing good practice in this area. A number of the services noted technology improvement and its increased use and role in service enhancement as a key priority moving forward. It is clear that technology is being used in a variety of ways to drive efficiencies, to widen access and reach, and to enhance support to students. Developments in many cases respond to the impact of the increase in online distance learning student numbers on student support service provision noted in last year’s report to the Funding Council. Use of technology is also proving effective in some cases in managing numbers and smoothing out supply and demand and making more effective use of limited resources. Specific examples of good practice included:

- Use of online tools to increase process efficiency, used by the Careers Service, the Student Counselling Service, International Office, Student Recruitment and Admissions, Accommodation Services and Finance. In addition to streamlined processes, users have benefited from increased access and availability.
- Increased engagement through use of social media, building and maintaining contact and client relationships and building communities. Tools used include Facebook, Twitter, You Tube, Pinterest and blogs. Social media have also been used to support personalisation of accounts for various activities.
- Supporting remote/online service delivery. A number of services are delivering their service remotely to students, some of this specifically catering to distance students. Examples

include email counselling (Student Counselling Service) email, Skype and telephone pastoral support (Chaplaincy) and Skype consultations (Student Disability Service) and appointments (Career Service). Virtual classroom sessions are being used for Open Days (Careers Service). An online version of the Student Information Points (i-SIPs) has been developed. Student Administration's Electronic Document Service enables students and graduates to view and send key documents such as transcripts (HEAR), council tax exemption letters, academic statements and certificates of matriculation, securely and easily online.

- Increased use of data management, analysis and reporting systems.
- Increased use of online learning resources for staff supporting the student experience, using tools such as Learn, Collaborate and Camtasia.
- Provision of self-help/self-service. Examples include the use of eBooks by the Student Counselling Service and Careers Service, the use of online spiritual resources (Chaplaincy) and the Big White Wall (Student Counselling Service).

The periodic review of the Student Disability Service took place in 2014/15, the second such review of a student support service. The review resulted in a very wide range of commendations, including:

- The high standards that are set and attained
- The inclusive and open approach of the Service
- Partnership work between the Service, Student Systems and Information Services in developing a service road map focused on process improvement, and with services and academic disciplines in general
- Implementation of the University's Accessible and Inclusive Learning Policy
- Skilled front-line staff, and a strong staff training and performance management framework
- Work to maximise the usefulness of KPIs
- Initiatives around student mental health
- Contribution to the development of a thematic website for student experience services
- Service self-reflection, resulting in restructuring and development
- Improvements to internal administrative systems

Recommendations aimed at further enhancement of provision included:

- Further work on implementing and embedding the Accessible and Inclusive Learning Policy across the University
- The need to ensure effective communication by all stakeholders to ensure that the Service, EUSA disability societies and disability access specialists are able to contribute effectively to estates developments
- Further engagement by schools with the timetabling service in relation to accessibility of buildings by disabled students
- Enhancement of student engagement on disability issues, through existing student-staff liaison committees and other relevant committees and groups
- Clarification of lines of responsibility for ensuring adjustments are implemented
- Consistent uptake of training sessions by staff in schools
- Addressing resource issues around peak pressure times and mental health mentoring.

A year-on response on progress with recommendations will be made to Senate Quality Assurance Committee.

Following reflection on the mechanism for periodic review of student support services, from 2015/16 reviews will be conducted on a thematic basis rather than a service by service basis. This will ensure a focus on the student experience and need for support and allow the quality of the service experience to be evaluated holistically, especially where support is shared across service units and academic departments.

Reviews of learning provision in 2014/15

Teaching Programme Review (undergraduate unless otherwise stated)

- Archaeology
- Architecture
- Biological Sciences (undergraduate and taught postgraduate provision)
- History
- Informatics (undergraduate and taught postgraduate provision)
- Music
- Oral Health Sciences

Postgraduate Programme Review

- Health in Social Science (taught postgraduate and research postgraduate provision)
- Mathematics (research postgraduate Provision)
- Pilot review of Online Distance Learning taught postgraduate programmes (College of Medicine and Veterinary Medicine)

Combined Teaching and Postgraduate Programme Review

- Law (undergraduate, taught and research postgraduate provision)

Periodic student support service review in 2014/15

- Student Disability Service

Reviews of learning provision scheduled for 2015/16

Teaching Programme Review (undergraduate unless otherwise stated)

- Celtic and Scottish Studies
- Mathematics (Undergraduate and Taught Postgraduate Provision)
- Veterinary Studies
- Psychology
- Applied Sport Science and Sport and Recreation Management

Postgraduate Programme Review

- Biological Sciences (Postgraduate Research Provision)
- Divinity (Taught Postgraduate and Postgraduate Research Provision)
- Veterinary Medicine (Taught Postgraduate Provision)

The Teaching Programme Review of Initial Teacher Education was due to take place in 2015/16. Because of major internal and external reviews in the area, together with a wish to hold a single combined review of Initial Teacher Education, Community Education and Childhood Practice in order to maximise the holistic benefit of the review, a request was made to the Scottish Funding Council to hold the review in 2017/18. This was agreed, with the request that there should be specific scrutiny of Initial Teacher Education provision until the review had taken place in 2017/18. Senate Quality Assurance Committee thus gave specific consideration to the annual school quality assurance and enhancement report by the Moray House School of Education at its meeting of 22 April 2014, and confirmed that it was content with the oversight of Initial Teacher Education. See item 6 at <http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/QAC/2014-15/20150422Minute.pdf>

Thematic student support service review in 2015/16

- Student Mental Health support

Professional, statutory and regulatory body review

A list of accreditations by professional, statutory and regulatory bodies which took place in 2014/15 and their outcomes, and a schedule for reviews in 2015/16 is attached as an appendix. A new system has been developed to collect accreditation data which provides outputs for several purposes, including the Key Information Sets. Some terminology may have changed between the current report and previous years.

September 2015

University of Edinburgh Annual Review Statement to SFC Appendix 2015

Accreditations by Professional, Statutory and Regulatory Bodies

Accredited in 2014/15

Degree Programme Title.	Name_of_Accrediting_Body	URL_of_Accrediting_Body	Accredited 2014-2015 - Outcome
MA (Hons) Accounting and Finance	Association of Chartered Certified Accountants (ACCA)	http://www.accaglobal.com/	Partial Accreditation Category 1
MA (Hons) Accounting and Finance	Chartered Institute of Management Accountants (CIMA)	http://www.cimaglobal.com/	Partial Accreditation Category 2
MA (Hons) Accounting and Finance	Chartered Institute of Public Finance & Accountancy (CIPFA)	http://www.cipfa.org.uk/	Partial Accreditation Category 1
MA (Hons) Accounting and Finance	Institute of Chartered Accountants in England and Wales (ICAEW)	http://www.icaew.com/	Partial Accreditation Category 1
MA (Hons) Accounting and Finance	Institute of Chartered Accountants in Scotland (ICAS)	http://icas.org.uk/default.aspx	Partial Accreditation Category 1
MA (Hons) Business and Accounting	Association of Chartered Certified Accountants (ACCA)	http://www.accaglobal.com/	Partial Accreditation Category 1
MA (Hons) Business and Accounting	Association of International Accountants (AIA)	http://www.aiaworldwide.com/	Partial Accreditation Category 1
MA (Hons) Business and Accounting	Chartered Institute of Management Accountants (CIMA)	http://www.cimaglobal.com/	Partial Accreditation Category 2
MA (Hons) Business and Accounting	Chartered Institute of Public Finance & Accountancy (CIPFA)	http://www.cipfa.org.uk/	Partial Accreditation Category 1

MA (Hons) Business and Accounting	Institute of Chartered Accountants in England and Wales (ICAEW)	http://www.icaew.com/	Partial Accreditation Category 1
MA (Hons) Business and Accounting	Institute of Chartered Accountants in Scotland (ICAS)	http://icas.org.uk/default.aspx	Partial Accreditation Category 1
MSc Banking and Risk - 1 Year	The Chartered Institute of Bankers in Scotland	http://www.charteredbanker.com/	Recognised
BSc (Hons) Chemical Physics	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
BSc (Hons) Chemistry	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
BSc (Hons) Chemistry with Environmental and Sustainable Chemistry	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
BSc (Hons) Chemistry with Materials Chemistry	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
BSc (Hons) Medicinal and Biological Chemistry	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Chemistry	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Chemistry with Environmental and Sustainable Chemistry	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Chemistry with Environmental and Sustainable Chemistry and Industrial Experience	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Chemistry with Environmental and Sustainable Chemistry and a Year Abroad	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Chemistry with Industrial Experience	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Chemistry with Materials Chemistry	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation

MChem (Hons) Chemistry with Materials Chemistry and Industrial Experience	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Chemistry with Materials Chemistry with a Year Abroad	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Chemistry with a Year Abroad	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Medicinal and Biological Chemistry	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Medicinal and Biological Chemistry with Industrial Experience	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChem (Hons) Medicinal and Biological Chemistry with a Year Abroad	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChemPhys (Hons) Chemical Physics	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChemPhys (Hons) Chemical Physics with Industrial Experience	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
MChemPhys (Hons) Chemical Physics with a Year Abroad	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
School of Chemistry	Royal Society of Chemistry (RSC)	http://www.rsc.org/	Full Accreditation
BSc (Hons) Oral Health Sciences	General Dental Council (GDC)	http://www.gdc-uk.org/Pages/default.aspx	Full Accreditation
MA (Hons) Economics and Accounting	Association of Chartered Certified Accountants (ACCA)	http://www.accaglobal.com/	Full Accreditation
MA (Hons) Economics and Accounting	Association of International Accountants (AIA)	http://www.aiaworldwide.com/	Full Accreditation
MA (Hons) Economics and Accounting	Chartered Institute of Management Accountants (CIMA)	http://www.cimaglobal.com/	Full Accreditation

MA (Hons) Economics and Accounting	Chartered Institute of Public Finance & Accountancy (CIPFA)	http://www.cipfa.org.uk/	Full Accreditation
MA (Hons) Economics and Accounting	Institute of Chartered Accountants in England and Wales (ICAEW)	http://www.icaew.com/	Full Accreditation
MA (Hons) Economics and Accounting	Institute of Chartered Accountants in Scotland (ICAS)	http://icas.org.uk/default.aspx	Full Accreditation
BEng (Hons) Civil Engineering	Chartered Institute of Highways & Transportation (CIHT)	http://www.ciht.org.uk/	Full Accreditation
BEng (Hons) Civil Engineering	Institute of Highway Engineers (IHE)	http://www.theihe.org/	Full Accreditation
BEng (Hons) Civil Engineering	Institution of Civil Engineers (ICE)	http://www.ice.org.uk/	Full Accreditation
BEng (Hons) Civil Engineering	Institution of Structural Engineers (IStructE)	http://www.istructe.org/	Full Accreditation
BEng (Hons) Electrical Engineering with Renewable Energy	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
BEng (Hons) Electrical and Mechanical Engineering	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
BEng (Hons) Electronics	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
BEng (Hons) Electronics and Electrical Engineering	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
BEng (Hons) Electronics and Electrical Engineering (Communications)	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
BEng (Hons) Electronics and Electrical Engineering with Management	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
BEng (Hons) Electronics and Software Engineering	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
BEng (Hons) Engineering for Sustainable Energy	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation

BEng (Hons) Structural Engineering with Architecture	Chartered Institute of Highways & Transportation (CIHT)	http://www.ciht.org.uk/	Full Accreditation
BEng (Hons) Structural Engineering with Architecture	Institute of Highway Engineers (IHE)	http://www.theihe.org/	Full Accreditation
BEng (Hons) Structural Engineering with Architecture	Institution of Civil Engineers (ICE)	http://www.ice.org.uk/	Full Accreditation
BEng (Hons) Structural Engineering with Architecture	Institution of Structural Engineers (IStructE)	http://www.istructe.org/	Full Accreditation
BEng (Hons) Structural and Fire Safety Engineering	Chartered Institute of Highways & Transportation (CIHT)	http://www.ciht.org.uk/	Full Accreditation
BEng (Hons) Structural and Fire Safety Engineering	Institute of Highway Engineers (IHE)	http://www.theihe.org/	Full Accreditation
BEng (Hons) Structural and Fire Safety Engineering	Institution of Civil Engineers (ICE)	http://www.ice.org.uk/	Full Accreditation
BEng (Hons) Structural and Fire Safety Engineering	Institution of Structural Engineers (IStructE)	http://www.istructe.org/	Full Accreditation
MEng (Hons) Civil Engineering	Chartered Institute of Highways & Transportation (CIHT)	http://www.ciht.org.uk/	Full Accreditation
MEng (Hons) Civil Engineering	Institute of Highway Engineers (IHE)	http://www.theihe.org/	Full Accreditation
MEng (Hons) Civil Engineering	Institution of Civil Engineers (ICE)	http://www.ice.org.uk/	Full Accreditation
MEng (Hons) Civil Engineering	Institution of Structural Engineers (IStructE)	http://www.istructe.org/	Full Accreditation
MEng (Hons) Electrical And Mechanical Engineering	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
MEng (Hons) Electrical Engineering	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
MEng (Hons) Electrical Engineering with Renewable Energy	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
MEng (Hons) Electronics	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation

MEng (Hons) Electronics and Computer Science	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
MEng (Hons) Electronics and Electrical Engineering	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
MEng (Hons) Electronics and Electrical Engineering (Communications)	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
MEng (Hons) Electronics and Electrical Engineering with Management	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
MEng (Hons) Electronics and Software Engineering	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
MEng (Hons) Electronics with Bioelectronics	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
MEng (Hons) Engineering for Sustainable Energy	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
MEng (Hons) Structural Engineering with Architecture	Chartered Institute of Highways & Transportation (CIHT)	http://www.ciht.org.uk/	Full Accreditation
MEng (Hons) Structural Engineering with Architecture	Institute of Highway Engineers (IHE)	http://www.theihe.org/	Full Accreditation
MEng (Hons) Structural Engineering with Architecture	Institution of Civil Engineers (ICE)	http://www.ice.org.uk/	Full Accreditation
MEng (Hons) Structural Engineering with Architecture	Institution of Structural Engineers (IStructE)	http://www.istructe.org/	Full Accreditation
MEng (Hons) Structural and Fire Safety Engineering	Chartered Institute of Highways & Transportation (CIHT)	http://www.ciht.org.uk/	Full Accreditation
MEng (Hons) Structural and Fire Safety Engineering	Institute of Highway Engineers (IHE)	http://www.theihe.org/	Full Accreditation
MEng (Hons) Structural and Fire Safety Engineering	Institution of Civil Engineers (ICE)	http://www.ice.org.uk/	Full Accreditation
MEng (Hons) Structural and Fire Safety Engineering	Institution of Structural Engineers (IStructE)	http://www.istructe.org/	Full Accreditation

MSc Structural Engineering and Mechanics - 1 Year	Chartered Institute of Highways & Transportation (CIHT)	http://www.ciht.org.uk/	Full Accreditation
MSc Structural Engineering and Mechanics - 1 Year	Institute of Highway Engineers (IHE)	http://www.theihe.org/	Full Accreditation
MSc Structural Engineering and Mechanics - 1 Year	Institution of Civil Engineers (ICE)	http://www.ice.org.uk/	Full Accreditation
MSc Structural Engineering and Mechanics - 1 Year	Institution of Structural Engineers (IStructE)	http://www.istructe.org/	Full Accreditation
MSc Structural and Fire Safety Engineering - 1 Year	Chartered Institute of Highways & Transportation (CIHT)	http://www.ciht.org.uk/	Full Accreditation
MSc Structural and Fire Safety Engineering - 1 Year	Institute of Highway Engineers (IHE)	http://www.theihe.org/	Full Accreditation
MSc Structural and Fire Safety Engineering - 1 Year	Institution of Civil Engineers (ICE)	http://www.ice.org.uk/	Full Accreditation
MSc Structural and Fire Safety Engineering - 1 Year	Institution of Structural Engineers (IStructE)	http://www.istructe.org/	Full Accreditation
BEng (Hons) Artificial Intelligence and Software Engineering	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Artificial Intelligence with Management	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Computer Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Computer Science and Electronics	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Computer Science and Electronics	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
BEng (Hons) Computer Science with Management	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Software Engineering	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BEng (Hons) Software Engineering with Management	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation

BSc (Hons) Artificial Intelligence	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BSc (Hons) Artificial Intelligence and Computer Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BSc (Hons) Artificial Intelligence and Mathematics	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation Category 3
BSc (Hons) Cognitive Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation Category 3
BSc (Hons) Computer Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BSc (Hons) Computer Science and Management Science	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation Category 3
BSc (Hons) Computer Science and Mathematics	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation Category 3
BSc (Hons) Computer Science and Physics	BCS the Chartered Institute for IT	http://www.bcs.org/	Partial Accreditation Category 3
MInf (Hons) Informatics	BCS the Chartered Institute for IT	http://www.bcs.org/	Full Accreditation
BSc (Hons) Geophysics and Geology	Royal Meteorological Society (RMetS)	http://www.rmets.org/	Approved
MSc Psychology of Mental Health (Conversion) (ICL) - 24-72 Months	British Psychological Society (BPS)	http://www.bps.org.uk/	Full Accreditation
MSc Psychology of Mental Health (Conversion) - 1 Year	British Psychological Society (BPS)	http://www.bps.org.uk/	Full Accreditation
BEng (Hons) Computer Science and Electronics	Institution of Engineering and Technology (IET)	http://www.theiet.org/	Full Accreditation
LLB (Hons) Law and Accountancy	Association of Chartered Certified Accountants (ACCA)	http://www.accaglobal.com/	Full Accreditation
LLB (Hons) Law and Accountancy	Association of International Accountants (AIA)	http://www.aiaworldwide.com/	Full Accreditation
LLB (Hons) Law and Accountancy	Chartered Institute of Management Accountants (CIMA)	http://www.cimaglobal.com/	Full Accreditation

LLB (Hons) Law and Accountancy	Chartered Institute of Public Finance & Accountancy (CIPFA)	http://www.cipfa.org.uk/	Full Accreditation
LLB (Hons) Law and Accountancy	Institute of Chartered Accountants in England and Wales (ICAEW)	http://www.icaew.com/	Full Accreditation
LLB (Hons) Law and Accountancy	Institute of Chartered Accountants in Scotland (ICAS)	http://icas.org.uk/default.aspx	Full Accreditation
BSc (Hons) Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/	Full Accreditation
MA (Hons) Philosophy and Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/	Full Accreditation
MA (Hons) Psychology	British Psychological Society (BPS)	http://www.bps.org.uk/	Full Accreditation
MA (Hons) Psychology and Business	British Psychological Society (BPS)	http://www.bps.org.uk/	Full Accreditation
MA (Hons) Psychology and Business Studies	British Psychological Society (BPS)	http://www.bps.org.uk/	Full Accreditation
MA (Hons) Psychology and Economics-4 Years	British Psychological Society (BPS)	http://www.bps.org.uk/	Full Accreditation
MA (Hons) Psychology and Linguistics	British Psychological Society (BPS)	http://www.bps.org.uk/	Full Accreditation
BSc (Hons) Astrophysics	Institute of Physics (IOP)	http://www.iop.org/	Full Accreditation
BSc (Hons) Mathematical Physics	Institute of Physics (IOP)	http://www.iop.org/	Full Accreditation
MPhys (Hons) Mathematical Physics	Institute of Physics (IOP)	http://www.iop.org/	Full Accreditation
MPhys (Hons) Physics with Year Abroad - 5 Years	Institute of Physics (IOP)	http://www.iop.org/	Full Accreditation

Notes:

Partial Accreditation Category 1: Accredited for the purpose of exemption from some professional examinations

Partial Accreditation Category 2: Accredited for the purpose of exemption from some professional examinations through the Accredited degree accelerated route

Partial Accreditation Category 3: Accredited by BCS, the Chartered Institute for IT for the purposes of partially meeting the academic requirement for registration as a Chartered IT Professional

Partial Accreditation Category 4: Accredited by the Association to Advance Collegiate Schools of Business

Expected to be Accredited 2015 -2016

Degree Programme Title	Name_of_Accrediting_Body	URL_of_Accrediting_Body	Current Accreditation Status	Expiry Date 2015-16
Business School	European Quality Improvement System (EQUIS)	http://www.efmd.org/	Complete	11-Jun-16
MSc Accounting and Finance - 1 Year	Chartered Financial Analyst Institute (CFA)	https://www.cfainstitute.org/pages/index.aspx	Complete	01-Sep-15
MSc Finance and Investment - 1 Year	Chartered Financial Analyst Institute (CFA)	https://www.cfainstitute.org/pages/index.aspx	Complete	01-Sep-15
BVMS Veterinary Medicine	American Veterinary Medical Association (AVMA)	https://www.avma.org/	Complete	13-Nov-15
BVMS Veterinary Medicine	Royal College of Veterinary Surgeons (RCVS)	http://www.rcvs.org.uk/home/	Complete	13-Nov-15
MSc Transfusion, Transplantation and Tissue Banking - 3 Years	Institute of Biomedical Science (IBMS)	http://www.ibms.org/	New being sought	31-Jul-15
BEng (Hons) Chemical Engineering	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/	Complete	31-Jul-16
BEng (Hons) Chemical Engineering with Management	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/	Complete	31-Jul-16
MEng (Hons) Chemical Engineering	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/	Complete	31-Jul-16
MEng (Hons) Chemical Engineering with Environmental Engineering	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/	Complete	31-Jul-16
MEng (Hons) Chemical Engineering with Management	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/	Complete	31-Jul-16
LLB (Hons) Law	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and Accountancy	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and Business	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and Celtic	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and Economics	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16

LLB (Hons) Law and French	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and German	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and History	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and International Relations	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and Politics	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and Social Anthropology	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and Social Policy	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and Sociology	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
LLB (Hons) Law and Spanish	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16
Law (LLB Ord)	Law Society of Scotland	http://www.lawscot.org.uk/	Complete	31-Jul-16

The University of Edinburgh

Senatus Academicus

30 September 2015

Communications from the University Court

Executive Summary

This report deals with certain matters considered by the University Court at its meeting on 22 June 2015.

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

Action requested

Senate is invited to note the report.

How will any action agreed be implemented and communicated?

Not applicable.

Resource/Risk/Compliance

1. Resource implications

Where applicable, as covered in the report.

2. Risk assessment

Where applicable, as covered in the report.

3. Equality and Diversity

Where applicable, as covered in the report.

4. Freedom of Information

Can this paper be included in open business? Yes.

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 15/16 1 E." These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Ms Kirstie Graham, Deputy Head of Court Services
September 2015

COMMUNICATIONS FROM THE UNIVERSITY COURT

22 June 2015

1 Designation of Assistant Principals

On the recommendation of the Principal, Court approved the following:

- Professor Susan Deacon's term of office as Assistant Principal to be extended for 2 years until 31 July 2017 and her designation to be amended to Assistant Principal External Relations;
- Professor Natascha Gentz to be appointed for an initial period of 3 years with effect from the 1 August 2015 to 31 July 2018 to the new position of Assistant Principal – China.

2 Business Planning Round 2015-2018

Court noted the further development of the proposals following discussion at its last meeting and the actions being taken forward around income generation and research and commercialisation activities. The final College and Support Group plans were approved.

3 Enhancement-Led Institutional Review (ELIR) – Reflective Analysis and Case Studies

Court noted the process to review learning and teaching and that as part of this review process, the University was required to submit a Reflective Analysis and Case Studies. Court endorsed these impressive documents on the recommendation of the Senate Quality Assurance Committee, noting that Senate had also endorsed these documents at its meeting on 3 June 2015.

4 Education Act 1984

Court noted the work undertaken to confirm that the University was currently compliant with the Act in respect of its provision around student unions/associations and was content that the necessary assurances had been provided.

5 SRUC

Court noted the due diligence exercise, the documentation produced and the work of the Court Sub-Group. Following detailed consideration Court agreed that while wishing to maintain collaborative working between the two institutions, it was not appropriate to proceed further at this stage with the strategic alliance.

6 A Vision for Learning and Teaching

Court welcomed the current planning around a vision on learning and teaching and noted the consultation undertaken across the University to further develop the draft vision. Court noted the ambitious vision being proposed and the transformational nature of the proposed approach, particularly the challenges around student-led individually created courses (SLICCS) given the number of undergraduates and the number of Schools within the University.

7 Academic Report

Court noted the report.

8 Senate Committees' Annual Report

Court noted the report.

9 Strategic Plan 2016-2021 - Update

Court noted and was content with the process to take forward the development of the next Strategic Plan.

10 SFC Strategic Plan Forecast 2014-2018

Court approved the University's Strategic Plan Forecast 2014-2018 and approved its submission as required to the Scottish Funding Council.

11 Resolutions

Court approved the following Resolutions:

Resolution No. 10/2015: Foundation of a Chair of Chemical Reaction/Catalysis Engineering

Resolution No. 11/2015: Foundation of a Chair of Applied Control Engineering

Resolution No. 12/2015: Foundation of a Chair of Tropical Livestock Genetics and Health

Resolution No. 13/2015: Foundation of a Personal Chair of Global Environmental Law

Resolution No. 14/2015: Foundation of a Chair of Cyber Security and Privacy

Resolution No. 15/2015: Alteration of the title of the Chair of Epigenetics

Resolution No. 16/2015: Abolition of the Waddington Chair of Systems Biology

Resolution No. 17/2015: Foundation of a Chair of Materials Engineering

Resolution No. 18/2015: Boards of Studies

Resolution No. 19/2015: Code of Student Conduct

Resolution No. 20/2015: Postgraduate Degree Programme Regulations

Resolution No. 21/2015: Undergraduate Degree Programme Regulations

Resolution No. 22/2015: Degree of Doctor of Clinical Dentistry (DClinDent)

12 Donations and Legacies

Court noted the donations and legacies received by the Development Trust from 24 April to 4 June 2015.

The University of Edinburgh

Electronic Senate

8 – 16 September 2015

Resolutions - Chairs

Executive Summary

This report is presented to Senate in accordance with the procedures for the creation of new chairs, renaming of existing chairs and the process for personal chairs.

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

Action requested

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

How will any action agreed be implemented and communicated?

It will be communicated in Senate's report to University Court.

Resource/Risk/Compliance

1. Resource implications

Where applicable, as covered in the report.

2. Risk assessment

Where applicable, as covered in the report.

3. Equality and Diversity

There will be equality and diversity issues in the appointment to chairs which will be taken into account in accordance with HR processes.

4. Freedom of Information

Can this paper be included in open business? Yes.

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 15/16 1 F." These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Kirstie Graham
Deputy Head of Court Services
September 2015

Senate

Resolutions – Chairs

Establishment of Chairs (Appendix 1)

The Central Management Group at its meeting on 1 September 2015 approved the creation of the following new Chairs:

Draft Resolution No. 66/2015: Foundation of a Chair of Future Infrastructure
Draft Resolution No. 67/2015: Foundation of a Chair of Structural Engineering

Personal Chairs (Appendix 2)

These Personal Chairs require to be created as a result of the deliberations of the University's Central Academic Promotions Committee:

Draft Resolution No.64/2015: Foundation of a Personal Chair of Biocatalysis
Draft Resolution No.65/2015: Foundation of a Personal Chair of Global Public Health

All the above Resolutions will be considered in final form at the Court meeting on 7 December 2015.

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 66/2015

Foundation of a Chair of Future Infrastructure

At Edinburgh, the Seventh day of December, Two thousand and fifteen.

WHEREAS the University Court deems it expedient to found a Chair of Future Infrastructure:

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 Chair of Future Infrastructure 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. This Resolution shall come into force with effect from 1 October Two thousand and fifteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 67/2015

Foundation of a Chair of Structural Engineering

At Edinburgh, the Seventh day of December, Two thousand and fifteen.

WHEREAS the University Court deems it expedient to found a Chair of Structural Engineering:

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:

4. There shall be a Chair of Structural Engineering in the University of Edinburgh.
5. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
6. This Resolution shall come into force with effect from 1 October Two thousand and fifteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 64/2015

Foundation of a Personal Chair of Biocatalysis

At Edinburgh, the Seventh day of December, Two thousand and fifteen.

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

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:

7. There shall be a Personal Chair of Biocatalysis in the University of Edinburgh.
8. 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 Biocatalysis 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 fifteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 65/2015

Foundation of a Personal Chair of Global Public Health

At Edinburgh, the Seventh day of December, Two thousand and fifteen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Global Public Health:

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:

9. There shall be a Personal Chair of Global Public Health in the University of Edinburgh.
10. 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 Global Public Health 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 fifteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

The University of Edinburgh

Electronic Senate

8 – 16 September 2015

Report from Central Academic Promotions Committee

Executive Summary

This paper reports on:

- Personal Chair recommendations of the Central Academic Promotions Committee meeting of 21st May.
- Out of Cycle Personal Chair recommendations of the Central Academic Promotions Committee.

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

Action requested

For information.

How will any action agreed be implemented and communicated?

No further action is necessary. Outcomes of the Central Academic Promotions process have already been communicated and implemented.

Resource/Risk/Compliance

1. Resource implications No

2. Risk assessment

This paper does not include a risk analysis.

3. Equality and Diversity

Equality and diversity is central to the considerations of the Central Academic Promotions Committee.

4. Freedom of Information

Can this paper be included in open business? Yes

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 15/16 1 G." These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Martyn Peggie, Deputy Director of HR (Reward, Systems, Business Information and Resourcing), UHRS

REPORT FROM THE CENTRAL ACADEMIC PROMOTIONS COMMITTEE

At the annual meeting of the Central Academic Promotions Committee on 21st May 2015 the following Personal Chairs were awarded (all with effect from 1st August 2015):

Professor R Andrew	Personal Chair of Pharmaceutical Endocrinology
Professor E Bomberg	Personal Chair of Environmental Politics
Professor H Bond	Personal Chair of Christian Origins
Professor N Carragher	Personal Chair of Drug Discovery
Professor S Clark	Personal Chair of Economics
Professor V Coltman	Personal Chair of Eighteenth Century History of Art
Professor S Cowan	Personal Chair of Feminist and Queer Legal Studies
Professor E Delaney	Personal Chair of Modern History
Professor B Dutia	Personal Chair of Virus Pathogenesis
Professor C French	Personal Chair of Microbial Biotechnology
Professor M Gallagher	Personal Chair of Microbial Science and Education
Professor R Ganeshram	Personal Chair of Geochemistry
Professor E Gardi	Personal Chair of Theoretical Physics
Professor A Grohmann	Personal Chair of Contemporary Spanish Literature
Professor K Halliday	Personal Chair of Systems Physiology
Professor T Harrison	Personal Chair of Financial Services Marketing and Consumption
Professor K Heal	Personal Chair of Catchment Biogeochemistry
Professor N Henderson	Personal Chair of Tissue Repair and Regeneration
Professor R Henderson	Personal Chair of Electronic Imaging
Professor L Jackson	Personal Chair of Modern Social History
Professor W Johnson	Personal Chair of Differential Development
Professor J Kaarbo	Personal Chair of Foreign Policy
Professor S Khochfar	Personal Chair of Theoretical Astrophysics
Professor S Lewis	Personal Chair of Medical Statistics
Professor L Llewellyn-Jones	Personal Chair of Ancient Greek and Iranian Studies
Professor J Love	Personal Chair of Molecular Inorganic Chemistry
Professor N Mabbott	Personal Chair of Immunopathology
Professor D Marenduzzo	Personal Chair of Computational Biophysics
Professor A Marston	Personal Chair of Cell Biology
Professor M Massimi	Personal Chair of Philosophy of Science
Professor C Michelon	Personal Chair of Philosophy of Law
Professor N Mills	Personal Chair of Cardiology
Professor S Pirie	Personal Chair of Equine Clinical Sciences
Professor T Ratnarajah	Personal Chair of Digital Communications and Signal Processing
Professor K Rice	Personal Chair of Computational Astrophysics
Professor N Robertson	Personal Chair of Molecular Materials
Professor C Semple	Personal Chair of Computational Biology
Professor C Smith	Personal Chair of Neuropathology
Professor S Viglas	Personal Chair of Data Management on New Hardware
Professor G West	Personal Chair of Scottish Ethnology

Additionally the following Out of Cycle awards of Personal Chairs have been made since the last report to Senate:

Name	Chair	With effect from
Professor Dominic Campopiano	Personal Chair of Industrial Biocatalysis	1 July 2015
Professor Elisa Morgera	Personal Chair of Global Environmental Law	1 March 2015
Professor Devi Sridhar	Personal Chair of Global Public Health	1 August 2015

Martyn Peggie
Deputy Director of HR (Reward, Systems, Business Information and Resourcing)
UHRS
4 September 2015

The University of Edinburgh

Electronic Senate

8 – 16 September 2015

Report of the Senate Exception Committee

Executive Summary

The paper outlines business approved by the Senate Exception Committee since the last meeting of Senate.

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

Action requested

Senate is invited to note business approved by the Senate Exception Committee.

How will any action agreed be implemented and communicated?

The decision taken on the Resolutions paper was communicated to University Court. Procedures for processing an Emeritus Professor award were followed.

Resource/Risk/Compliance

1. Resource implications

There are no specific resource implications associated with this paper. Part of the approval process involved confirmation that funding was in place to support these new Chairs.

2. Risk assessment

There are reputational considerations in establishing and renaming Chairs and updating regulations, which were considered as part of the University's approval processes.

3. Equality and Diversity

There are equality and diversity issues in the appointment to chairs which were taken into account in accordance with HR processes.

4. Freedom of Information

Open Paper.

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 15/16 1 H." These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Anne Marie O'Mullane, Academic Services, September 2015

**Report of the Senate Exception Committee:
business conducted 22 June 2015**

1. Resolutions (Paper SEC 14/15 4 A)

Senate Exception Committee provided no observations on the following resolutions:

Establishment of Chairs

Draft Resolution No. 63/2015: Foundation of a Chair of Molecular Cancer Pathology

Personal Chairs

Draft Resolution No.23/2015:	Foundation of a Personal Chair of Environmental Politics
Draft Resolution No.24/2015:	Foundation of a Personal Chair of Christian Origins
Draft Resolution No.25/2015:	Foundation of a Personal Chair of Economics
Draft Resolution No.26/2015:	Foundation of a Personal Chair of Eighteenth Century History of Art
Draft Resolution No.27/2015:	Foundation of a Personal Chair of Feminist and Queer Legal Studies
Draft Resolution No.28/2015:	Foundation of a Personal Chair of Modern History
Draft Resolution No.29/2015:	Foundation of a Personal Chair of Contemporary Spanish Literature
Draft Resolution No.30/2015:	Foundation of a Personal Chair of Financial Services Marketing and Consumption
Draft Resolution No.31/2015:	Foundation of a Personal Chair of Modern Social History
Draft Resolution No.32/2015:	Foundation of a Personal Chair of Differential Development
Draft Resolution No.33/2015:	Foundation of a Personal Chair of Foreign Policy
Draft Resolution No.34/2015:	Foundation of a Personal Chair of Ancient Greek and Iranian Studies
Draft Resolution No.35/2015:	Foundation of a Personal Chair of Philosophy of Science
Draft Resolution No.36/2015:	Foundation of a Personal Chair of Philosophy of Law
Draft Resolution No.37/2015:	Foundation of a Personal Chair of Philosophy of Scottish Ethnology
Draft Resolution No.38/2015:	Foundation of a Personal Chair of Pharmaceutical Endocrinology
Draft Resolution No.39/2015:	Foundation of a Personal Chair of Drug Discovery
Draft Resolution No.40/2015:	Foundation of a Personal Chair of Virus Pathogenesis
Draft Resolution No.41/2015:	Foundation of a Personal Chair of Medical Statistics
Draft Resolution No.42/2015:	Foundation of a Personal Chair of Immunopathology
Draft Resolution No.43/2015:	Foundation of a Personal Chair of Equine Clinical Sciences
Draft Resolution No.44/2015:	Foundation of a Personal Chair of Computational Biology
Draft Resolution No.45/2015:	Foundation of a Personal Chair of Cardiology
Draft Resolution No.46/2015:	Foundation of a Personal Chair of Neuropathology
Draft Resolution No.47/2015:	Foundation of a Personal Chair of Microbial Biotechnology
Draft Resolution No.48/2015:	Foundation of a Personal Chair of Microbial Science and Education
Draft Resolution No.49/2015:	Foundation of a Personal Chair of Geochemistry
Draft Resolution No.50/2015:	Foundation of a Personal Chair of Theoretical Physics
Draft Resolution No.51/2015:	Foundation of a Personal Chair of Systems Physiology

Draft Resolution No.52/2015:	Foundation of a Personal Chair of Catchment Biogeochemistry
Draft Resolution No.53/2015:	Foundation of a Personal Chair of Electronic Imaging
Draft Resolution No.54/2015:	Foundation of a Personal Chair of Theoretical Astrophysics
Draft Resolution No.55/2015:	Foundation of a Personal Chair of Molecular Inorganic Chemistry
Draft Resolution No.56/2015:	Foundation of a Personal Chair of Computational Biophysics
Draft Resolution No.57/2015:	Foundation of a Personal Chair of Cell Biology
Draft Resolution No.58/2015:	Foundation of a Personal Chair of Digital Communications and Signal Processing
Draft Resolution No.59/2015:	Foundation of a Personal Chair of Computational Astrophysics
Draft Resolution No.60/2015:	Foundation of a Personal Chair of Molecular Materials
Draft Resolution No.61/2015:	Foundation of a Personal Chair of Data Management on New Hardware
Draft Resolution No.62/2015:	Foundation of a Personal Chair of Tissue Repair and Regeneration

2. Conferment of the Title Emeritus Professor and Special Minute

Senate Exception Committee conferred the award of Emeritus Professor on Professor Pete Kaiser. Senate Exception Committee accepted the Special Minute for Professor Pete Kaiser, Emeritus Professor of Animal Infectious Diseases.

The University of Edinburgh

Electronic Senate

September 2015

**Changes to Terms of Reference for
Senatus Quality Assurance Committee**

Executive Summary

The paper puts forward a proposal recommending a minor change to the current remit and terms of reference for Senatus Quality Assurance Committee. It is proposed that Clause 10 of Section 5 Composition of the Senatus Quality Assurance Committee Terms of Reference be amended as follows:

“The Committee shall appoint a member from a student support service, and a member with expertise in the area of ~~collaborative academic provision~~ distance learning and e-learning”.

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

Action requested

For approval.

How will any action agreed be implemented and communicated?

The outcome will be communicated to relevant stakeholders and implemented as appropriate by the committee.

Resource/Risk/Compliance

- 1. Resource implications:** There are no resource implications.
- 2. Risk assessment:** Not applicable
- 3. Equality and Diversity:** There are no equality and diversity implications.
- 4. Freedom of Information:** Open paper.

Any other relevant information, including keywords

Terms of Reference

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting “comment on e-S 15/16 1 I.” These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Brian Connolly, Academic Policy Officer, Academic Services
7 September 2015

The University of Edinburgh

Senatus Quality Assurance Committee – Remit and Terms of Reference

Purpose and Role

1.1 The Quality Assurance Committee is responsible, on behalf of Senatus, for the academic quality assurance framework as it relates to all types and levels of study within the University.

1.2 The Committee acts as a planning forum for the discussion and promotion of developments in academic quality assurance, whether internally driven or externally indicated.

2. Remit

2.1 Assurance and standards

Oversee the delivery of the University's quality assurance framework, including:

1. periodic internal subject reviews.
2. reviews of student support services in the context of the services' impact on the student experience.
3. annual reporting from Schools and Colleges, ensuring that quality assurance procedures within Colleges meet the needs of the University and the requirements of outside bodies.
4. external examiner system.
5. internally and externally derived information and data, including feedback from students and reviews of academic and student support service provision
6. systems used by Colleges and Schools for establishing appropriate standards of courses and programmes and the validation of new courses and programmes.

2.2 Student Engagement in Quality systems

In partnership with Edinburgh University Students' Association (EUSA), define and keep under review student engagement in the University's quality framework, including:

1. Ensuring effective development of effective arrangements for the representation of the individual and collective student voice in the University's quality framework.

2.3 Strategic Enhancement relating to the Quality Assurance Framework

Lead the strategic enhancement relating to the University's Quality Assurance Framework including:

1. Disseminating good practice in quality assurance, as identified through the work of the Committee.
2. Overseeing and monitoring the effective implementation of review recommendations and the dissemination of enhancements identified in reviews.
3. Arising from its quality assurance overview and monitoring, identify and promote enhancement of academic provision and its supporting processes, and of student support provision.

4. Arising from its consideration of internally and externally derived data, identify trends recommend action aligned with the University's Strategic Plan and national and European quality assurance frameworks and promote specific innovations in these areas.

2.4 Strategic Planning

1. Approve local developments which articulate with University strategy or policy or with University level services and/or operations.

2. Provide strategic direction to relevant staff within the University on institutional and national quality assurance frameworks.

2.5 Engagement with external Quality Assurance Frameworks

Lead the University's engagement with external quality assurance frameworks, including:

1. The University's engagement with periodic Quality Assurance Agency (QAA) Enhancement-Led Institutional Reviews, including monitoring the effective implementation of review recommendations.

2. University compliance with the UK Quality Code and ongoing mapping of activity as required by the QAA.

3. Ensuring, through the engagement of its members with external activities, that the University plays a constructive role in developing national and European quality assurance frameworks.

4. Overseeing the University's response to consultations, initiatives and requirements of relevant external bodies, including the Quality Assurance Agency for Higher Education and the Scottish Funding Council.

3. Governance

1. The Committee will act with authority, as delegated by the Senatus, in order to take decisions in the area of quality assurance and academic standards.

2. In taking forward its remit, the Committee will seek consistency and common approaches where these are in the best interests of students and staff, while supporting diversity and variation where this is beneficial to the student experience.

3. The Committee shall report direct to the Senatus as necessary, but at least annually.

4. The Committee shall liaise with relevant Court Committees and with specific managers and offices in respect of issues or instances where matters of academic policy intersect with management issues.

5. The Committee shall identify and agree the ways in which it will periodically interact and exchange information with relevant committees and academic and student services in matters relating to the quality assurance of the student experience.

6. The Committee shall have a standing sub-committee with delegated authority for monitoring the quality assurance of student support services in relation to the student learning experience. The sub-committee will report an overview of its findings annually to Senate Quality Assurance Committee. The sub-committee will liaise with the student support services and Colleges in respect of the student learning experience as issues and instances are identified through the Student Support Services Quality Assurance Framework.

4. Operation

1. The Committee will meet at least three times per annum. The Committee will also interact electronically, as is necessary for its business to be effectively progressed.
2. The Committee may also meet electronically to note formal items or to take forward discussion as appropriate.
3. The Committee will follow a strategic agenda informed by the University's Strategic Plan and relevant external quality assurance frameworks. This is set prior to the start of the Academic Year and agreed through consultation with Committee members, the Conveners of the other Senate Committees, other relevant members of the University community, and the Senate.
4. Limited life Task Groups will take forward as relevant the detailed examination of, and consultation on, the strategic issues which make up the majority of the Committee's work.
5. Task Groups will be given a clear brief and will consult as appropriate during their work in order to ensure the confidence of the Committee, the Senate, and the wider University Community in the resulting conclusions and recommendations.
6. Information on Task Group activities will be made available electronically to ensure that members of the University Community are kept informed and can contribute to specific developments.
7. Agenda, papers and approved minutes will be published on the University's web pages in accordance with the University's agreed publication scheme and the status of the above listed in respect of freedom of information legislation. This will include details of the membership of the Committee.
8. The Conveners of the other Senatus Committees shall receive papers for the Committee and can attend any of the meetings.
9. The University Secretary or his/her nominee will be responsible for ensuring the provision of secretariat support for the Committee.

5. Composition

1. The Committee shall be convened by the Assistant Principal Academic Standards and Quality Assurance.
2. At its first annual meeting the Committee shall identify a Vice-Convenor for the Committee from amongst its membership. The Vice-Convenor should serve for a period of at least one year.
3. The Committee shall appoint an external member from within the Scottish Higher Education system with experience in quality assurance matters. The term of office of the external member shall be a maximum of three years. Due to the nature of the role, reappointment of the external member shall not be permitted until a period of four years has elapsed.
4. The Conveners of each College Quality Assurance Committee (or equivalent) will be ex officio members of the Committee.
5. The Colleges shall each nominate a further member of staff within the College who has experience of, and an interest in, quality assurance at school level.

6. An Edinburgh University Students Association (EUSA) sabbatical officer shall be an ex officio member of the Committee.
7. A Permanent member of Edinburgh University Students Association (EUSA) staff shall be an ex officio member of the Committee
8. A member of staff of the Institute for Academic Development (IAD) shall be an ex officio member of the Committee
9. The University Secretary or his/her nominee shall be an ex officio member of the Committee. The University Secretary or his/her nominee shall also identify a member of staff to act as the expert academic quality member of the Committee.
10. The Committee shall appoint a member from a student support service, and a member with expertise in the area of ~~collaborative academic provision~~ distance learning and e-learning.
11. Up to 3 additional members may be co-opted onto the Committee by the Convenor depending on the expertise required. Co-opted members will normally serve a three year term.
12. The Convenor may invite individuals for specific meetings or agenda items.
13. Substitutions of members (ie due to an inability to attend) shall be at the discretion of the Convenor of the Committee.

6. Responsibilities and Expectations of Committee Members

All members of the Committee:

1. Are expected to be collegial and constructive in approach.
2. Should attend regularly and participate fully in the work of the Committee and its Task Groups. This will involve looking ahead and consulting/gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.
3. Will need to take collective and individual ownership for the issues under the Committee's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Committee, members must take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.
4. Are expected to be committed to communicating the work of the Committee to the wider University Community.

June 2015

The University of Edinburgh

Electronic Senate

8 – 16 September 2015

Senate Membership of Knowledge Strategy Committee

Executive Summary

This paper outlines recommendations for Senate representation on Knowledge Strategy Committee, a joint committee of Court of Senate. The paper also informs Senate of changes to Court representation on Knowledge Strategy Committee and provides a link to further information on the Committee available on the University website.

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

Action requested

Senate is invited to approve Senate representation on Knowledge Strategy Committee. Senate is invited to note changes to Court membership on Knowledge Strategy Committee.

How will any action agreed be implemented and communicated?

Confirmation will be communicated to the Committee Secretary of Knowledge Strategy Committee.

Resource/Risk/Compliance

1. Resource implications Not applicable

2. Risk assessment Not applicable

3. Equality and Diversity

Senate representation on Knowledge Strategy Committee is organised to ensure College representation and also Senate Committee representation. There is a limited pool of candidates eligible for recommendation for Senate Committee representation. We will continue to monitor representation as it changes.

4. Freedom of Information

Open paper

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 15/16 1 J." These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Anne Marie O'Mullane, Senate Clerk, Academic Services
4 September 2015

Senate Membership of Knowledge Strategy Committee

1. Senate is invited to approve the proposed Senate membership on the Knowledge Strategy Committee, a joint committee of University Court and Senate:

- Prof Richard Coyne (CHSS and REC)
- Professor Alan Cumming (CMVM and CSPC)

The term of office of Senate members will be for a maximum of three years, starting from 1 August 2015.

2. Senate is invited to note changes to Court representation on Knowledge Strategy Committee:

- Ms Doreen Davidson - Convener of Knowledge Strategy Committee (1 August 2015 - 31 July 2017)
- Ms Alison Grant (1 August 2015 - 31 July 2018)
- Mr Peter Budd (1 August 2015 - 31 July 2016)

3. Further Information on the Committee is available at the following URL:

<http://www.ed.ac.uk/schools-departments/governance-strategic-planning/governance/university-committees/jointsentatandcount/knowledgestrategycommittee/agendas-papers-minutes>

The University of Edinburgh

Electronic Senate

8 - 16 September 2015

University of Edinburgh Library Committee Membership 2015/16

Executive Summary

This paper details the proposed Library Committee members for the session 2015/2016.

Action requested

For formal approval

How will any action agreed be implemented and communicated?

Any agreed actions should be communicated to the Secretary of the Committee who will ensure communication with relative stakeholders.

Resource/Risk/Compliance

1. Resource implications

The paper has no resource implications.

2. Risk assessment

Not applicable.

3. Equality and Diversity

Yes, we anticipate no negative impact on any of the protected characteristics. Membership of this committee was chosen on the basis of those staff able to speak for their relevant areas. The committee is able to seek specialist advice on the protected characteristics if they feel they are not fully represented on the committee e.g. Information on disability from the IS disability information officer.

4. Freedom of Information

This paper can be included in Open Business.

Any other relevant information, including keywords

No other relevant information.

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 15/16 1 K." These comments will be added verbatim at <https://www.ed.ac.uk/academic-services/committees/senate/senate-restricted>

Originator of the paper

Louise Tierney, Secretary to the Library Committee, Library and University Collections
September 2015

University of Edinburgh Library Committee

Membership List for 2015/16

Expiry

Student Representatives:

Ms Imogen Wilson (Vice President Academic Affairs)	2016
Ms Sonali Verghese (Undergraduate Representative)	2016
Ms Chloe Edmundson (Undergraduate Representative)	2016
Vacant (Postgraduate Representative)	2016
Vacant (Postgraduate Representative)	2016

Nominated by the Senatus Academicus:

Mr Gavin McLachlan (Convener/Chair)

College of Humanities & Social Science:

Professor James Loxley (Convener of College Library Committee)	
Ms Alex Laidlaw	2018
Dr Ulf-Dietrich Schoop	2018

College of Medicine & Veterinary Medicine:

Dr Steven Morley (Convener of College Library Committee)	
Ms Michelle Evans	2018
Ms Sharon Boyd	2018

College of Science & Engineering:

Professor Simon Parsons (Convener of S&E College Library Committee)	
Dr Gail Duursma	2017
Mr Steve Scott	2018

Library Staff Representatives:

Mr Gavin Willshaw (Library and University Collections)	2018
Ms Christine Love-Rodgers (User Services)	2018

Ex Officio:

Mr Jeremy Upton (Director of Library & University Collections)

In Attendance:

Mr Richard Battersby (Library Academic Support, User Services Division)
Ms Susan Graham (University Records Manager)
Mr Stuart Lewis (Head of Research and Learning Services & Deputy Director of Library and University Collections)
Mrs Jo Craiglee (Head of Knowledge Management and Planning)
Mrs Louise Tierney (Secretary to the Committee)
Mr Wayne Connelly (External representative)

To Receive Papers (not in attendance):

Ms Michelle Gunn (michelle.gunn@ed.ac.uk – PA to Director of Library and University Collections)

Miss Tanya Lubicz-Nawrocka (Tanya.lubicz-nawrocka@eusa.ed.ac.uk – EUSA administration support)

Vacancy – PA to Chair