



THE UNIVERSITY of EDINBURGH

Senatus Academicus

Wednesday 22 May 2024 at 2-5 pm
Larch Lecture Theatre, Nucleus Kings Buildings or Teams

AGENDA

FORMAL MEETING OF SENATE		
1.	Convener's Communications – 15 minutes	Verbal Update
2.	Senate Minutes & e-Senate Reports – 5 minutes For approval <ul style="list-style-type: none">Minutes of 7 February 2024Report of 24 April- 8 May e-Senate 2024 - <i>To follow on 15 May</i>	S 23/24 2A
3.	Matters Arising – 10 minutes - Senate Action Log	S 23/24 2B
ITEMS TO COMMENT		
4.	College of Medicine and Veterinary Medicine Modernisation programme – 15 minutes To comment	S 23/24 3C
5.	People & Money Improvement Plan 24-26 – 10 minutes To comment	S 23/24 3D
6.	Court Resolutions – 5 minutes To comment <i>To follow on 15 May</i>	S 23/24 3E
ITEMS FOR APPROVAL		
7.	Conferral of Awards – 5 minutes <ul style="list-style-type: none">School of Literature, Languages and CulturesUndergraduate Medicine and Veterinary Medicine (MVM) students - <i>To follow on 15 May</i> For approval	S 23/24 3F S 23/24 3G CLOSED
8.	Report from the Honorary Degrees Committee – 10 minutes For approval	S 23/24 3H CLOSED
9.	Award of degrees: delegation of authority to Boards of Examiners – 10 minutes For approval	S 23/24 3I CLOSED
5 minute break at approx. 3:25pm		

10.	Senate Committee Administration – 30 minutes For approval: <ul style="list-style-type: none"> - Senate Exception Committee Membership & Terms of Reference (5 minutes) - Senate Standing Committee Membership (5 minutes) - Senate Standing Committee Priorities (10 minutes) For information: <ul style="list-style-type: none"> - Senate Standing Committee Upcoming Business (10 minutes) 	S 23/24 3J S 23/24 3K S 23/24 3L S 23/24 3M
11.	Taught Postgraduate Curriculum Framework – 25 minutes For approval	S 23/24 3N
12.	Senate Task and Finish Group Update & Proposals – 15 minutes For approval	S 23/24 3O
13.	Research and Partnerships in the Defence Sector – 20 minutes For approval	S 23/24 3P
ITEMS FOR INFORMATION		
14.	Report of the Central Academic Promotions Committee For information <i>To follow on 15 May</i>	S 23/24 3Q
ITEMS FOR NOTING		
15.	Senate Election Results To note <i>To follow on 15 May</i>	S 23/24 3R
16.	Annual Internal Effectiveness of Senate To note	S 23/24 3S
17.	Student Partnership Agreement To note	S 23/24 3T
18.	Communications from the University Court To note	S 23/24 3U
19.	College Management Structure 2024-25 To note	S 23/24 3V

Members attending the meeting in person are asked to please bring a device to enable them to access electronic voting which will be undertaken using Woolclap, if required.

Senate

22 May 2024

Senate Minutes and e-Senate Reports

Description of paper

1. The paper provides the minutes of Senate meetings held on 7 February 2024
2. The report of electronic business conducted between 24 April – 8 May 2024 will also be provided and will follow on 15 May 2024.

Action requested / recommendation

2. For approval.

Discussion

3. The minutes of the 7 February 2024 meeting have been updated in response to corrections raised by members.
4. The report of electronic business for the 24 April – 8 May 2024 will be drafted and circulated to Senate on 15 May. The report of business was not available to include in the first circulation of papers on 8 May.

Resource implications

5. None.

Risk management

6. Not applicable.

Equality & diversity

7. Not applicable.

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

8. Senate minutes are published on the Senate website:
[Senate agendas, papers and minutes](#).
9. Papers and minutes related to meetings of Senate Standing Committees have been circulated via email to Senate members.

Author

Senate Secretariat
May 2024

Freedom of Information

Open paper



THE UNIVERSITY of EDINBURGH

Senatus Academicus

Wednesday 7 February 2024 at 2-5 pm
G.03, 50 George Square or Teams

Unconfirmed Minute

Attendees: Peter Adkins, Gill Aitken, Mteeve Amugune, Ruth Andrew, Jonathan Ansell, David Argyle, Kate Ash-Irisarri, Sharan Atwal, Nikos Avramidis, Vansh Bali, Michael Barany, Matthew Bell, Shereen Benjamin, Philip Best, Laura Bickerton, Clare Blackburn, Sophia Blum, Richard Blythe, Christina Boswell, Julian Bradfield, Laura Bradley, Mary Brennan, Aidan Brown, Tom Bruce, Lauren Byrne, John Cairns, Rory Callison, Jane Calvert, Celine Caquineau, Leigh Chalmers, Neil Chue Hong, Martin Corley, Juan Cruz, Brenda Cundy, Jo Danbolt, Jamie Davies, Ricardo De Oliveira Almeida, Luigi Del Debbio, Jonny Dennis, Chris Dent, Charlotte Desvages, John Devaney, Simone Dimartino, Hannah Dong, Kevin Donovan, Claire Duncanson, Agata Dunsmore, Olivia Eadie, Jite Eferakorho, Constantinos Eleftheriou, Tonks Fawcett, Valentina Ferlito, Manuel Fernandez-Gotz, Emily Ford-Halliday, Chris French, Vashti Galpin, Stuart Gilfillan, Benjamin Goddard, Justin Goodrich, Iain Gordon, Kim Graham, Richard Gratwick, Patrick Hadoke, Katie Hardwick, Colm Harmon, Tina Harrison, Helen Hastie, David Hay, Thorunn Helgason, Sarah Henderson, Melissa Highton, James Hopgood, Jenny Hoy, Andrew Hudson, Emma Hunter, David Ingram, Jakov Jandric, Itamar Kastner, Jim Kaufman, James Keeley, Meryl Kenny, George Kinnear, Andy Law, Tom Leinster, Steff Lewis, Jason Love, Ewa Luger, Sophia Lycouris, Cait MacPhee, Sam Marks, Rebecca Marsland, Peter Mathieson, Mike McGrew, Avery Meiksin, Carmel Moran, Steven Morley, Susan Morrow, Chris Mowat, Simon Mudd, Rachel Muers, Rupert Nash, Pau Navarro, Bryne Ngwenya, Max Nyman, Steven O'Hagan, Diana Paton, Josephine Pemberton, Natalia Penar, Sarah Prescott, Jon Pridham, Colin Pulham, David Quinn, Ricardo Ribeiro Ferreira, Ken Rice, Aryelly Rodriguez Carbonell, Hollie Rowlands, Maximilian Ruffert, Eberhard Sauer, Bernd Schroers, Pablo Schyfter Camacho, Sue Sierra, Geoff Simm, Sean Smith, Stewart Smith, Antonella Sorace, Kirstin Stuart James, Emily Taylor, Melissa Terras, Tamara Trodd, Uzma Tufail-Hanif, Nadia Tuzi, Pia Wahi-Singh, Dylan Walch, Patrick Walsh, Stephen Warrington, Michele Weiland, Christopher Weir, Iain Wright, Qingchi Wu, Alper Yildirim, Ingrid Young, Ansgar Zoch

In attendance: Adam Bunni, Scott Davidson, Lisa Dawson, Sinead Docherty, Arlene Duffin, Lucy Evans, Olivia Hayes, Nichola Kett, Cristina Matthews, Dean Pateman, Lucy Patterson

Apologies: Marialuisa Aliotta, Arianna Andreangeli, Mariam Javed Asghar, Tom Booth, Matthew Bailey, Holly Branigan, Siddharthan Chandran, Jeremy Crang, Hilary Critchley, Sarah Cunningham-Burley, Murray Earle, Darrick Evensen, Susan Farrington, Stuart Forbes, Beatrix Frissell, Gillian Gray, Carl Harper, Elaine Haycock-Stuart, Pia Helbing, Laura Jeffery, Alma Kalina Rießler, Aarnesh Kapoor, Catherine Kidner, Ashley Lloyd, Wendy Loretto, Antony Maciocia, Catherine Martin, Gavin McLachlan, Heather McQueen, Andrew Morris, Cheryl Patrick, Ewelina Rydzewska-Fazekas, Ash Scholz, Jo Shaw, Mike Shipston, David Smith, James Smith, Alex Thomson, Rosemary Townsend, Jeremy Upton, Frank Venter, Ben Wynne

The Convener, Principal Sir Professor Peter Mathieson, opened the meeting and confirmed that Senate had reached quorum.

1.	Convener's Communications
----	----------------------------------

	<p>The Convener confirmed that there would be no updates provided under Convener's Communications and referred to his recent New Year's message for news and updates.</p>
2.	<p>Senate Minutes & e-Senate Reports - S 23/24 2A</p> <p>To approve</p> <ul style="list-style-type: none"> • Minutes of Senate meeting held on 29 March 2023 • Report of E-Senate held from 26 April – 10 May 2023 • Minutes of Senate meeting held on 24 May 2023 • Report of E-Senate held from 13 – 27 September 2023 • Minutes of Senate meeting held on 11 October 2023 • Report of E-Senate held from 10-24 January 2024 <p>The Convener highlighted the volume of minutes that Senate was being asked to approve at the 7 February meeting. He stated that the non-approval of minutes at previous meetings has the potential to impair the effectiveness of Senate and impact on onward reporting to Court and other interested bodies.</p> <p>Senate are receiving six sets of minutes dating back to 29 March 2023 for approval. The minutes of the 29 March and 24 May meetings have been modified to incorporate corrections approved by Senate via an electronic process.</p> <p>Clerk's note: The electronic consideration of the 29 March minutes took place in November – December 2023 and reached a quorum of 84 members. Members were invited to consider six amendments, with the outcome of each amendment as follows:</p> <ol style="list-style-type: none"> 1. Amendment to Item 1: Senate Minutes - S 22/23 4A - Point 4: approved by a majority of 85% 2. Amendment to Item 2: Matters Arising: Senate Elections and Amendment to Senate Election Regulations – paragraph 2: approved by a majority of 89% 3. Amendment to Item 2: Matters Arising: Senate Elections and Amendment to Senate Election Regulations – paragraph 6: approved by a majority of 79% 4. Amendment to Item 2: Matters Arising: Legal Context of Senate Motions/ Context of Some Recent Member Contributed Papers – paragraph 1, points 1 and 2: approved by a majority of 75% 5. Amendment to Item 2: Matters Arising: Legal Context of Senate Motions/ Context of Some Recent Member Contributed Papers – paragraph 3: approved by a majority of 74% 6. Amendment to Item 5: Senate Role in the Response to People and Money Crisis – S 22/23 4C – paragraph 1: approved by a majority of 89%. <p>The minutes of the 11 October meeting have been revised to incorporate corrections.</p> <p>The Convener invited Senate to approve the 29 March 2023 minutes as presented. Senate approved the minutes as presented without requiring a vote.</p> <p>The Convener invited Senate to approve the Report of E-Senate for 26 April – 10 May 2023 as presented. Senate approved the report as presented without requiring a vote.</p> <p>Clerk's note: The electronic consideration of the 24 May minutes took place in November – December 2023 and reached a quorum of 99 members. Members were invited to consider fourteen amendments, with the outcome of each amendment as follows:</p>

1. Amendment to Item 2: Convener's Communications - Verbal update – point 5: approved by a majority of 83%
2. Amendment to Item 3: Senate Minutes – S 22/23 5A – paragraph 1: approved by a majority of 74%
3. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – paragraph 4: approved by a majority of 85%
4. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – point 2: approved by a majority of 84%
5. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – point 9: approved by a majority of 84%
6. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – point 10: approved by a majority of 69%
7. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – point 11: approved by a majority of 86%
8. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – under consideration of Motion 2.4: approved by a majority of 72%
9. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – under consideration of Motion 2.5: approved by a majority of 77%
10. Amendment to Item 5: Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 5B – under consideration of Motion 2.6.1: approved by a majority of 75%
11. Amendment to Item 6: Honorary Degrees - S 22/23 5D CLOSED: approved by a majority of 74%
12. Amendment to Item 6: Conferment of degrees for undergraduate Medicine and Veterinary Medicine (MVM) students - S 22/23 5C CLOSED & Item 7: Honorary Degrees - S 22/23 5D CLOSED: adopted without requiring a vote
13. Amendment to Item 11: Context of Some Recent Member Contributed Papers - S 22/23 5H – paragraph 2: approved by a majority of 77%
14. Amendment to Item 12: Senate Oversight of Estates Provision for Academic Offices - S 22/23 5I – consideration of Motion 5.3: approved by a majority of 86%

The Convener invited Senate to approve the 24 May 2023 minutes as presented. Senate approved the minutes as presented without requiring a vote.

The Convener invited Senate to approve the Report of E-Senate for 13-27 September 2023 as presented. Senate approved the report as presented without requiring a vote.

The Convener invited Senate to approve the 11 October 2023 minutes as presented. Senate approved the minutes as presented without requiring a vote.

The Convener invited Senate to approve the Report of E-Senate for 10-24 January 2024 as presented. Senate approved the report as presented without requiring a vote.

3. Matters Arising

	<ul style="list-style-type: none"> • Senate Actions Log (available via the Senate Members Portal) <p>The Convener highlighted the Senate Actions Log as a new approach to handling actions arising from Senate. The Action Log has been developed in response to comments from Senate.</p> <p>A member welcomed the Senate Actions Log as a step towards greater transparency and communication of Senate’s work. They expressed a view that some items on the Action Log had been marked as complete when notification of Senate’s approval was communicated to the relevant area.</p>
ITEMS TO COMMENT	
4.	<p>Special Minute for former Senate member Professor John McCloskey - S 23/24 2B To approve</p> <p>The Convener noted the passing of Professor John McCloskey who was a former member of Senate. Senate agreed to approve the Special Minute for Professor McCloskey without requiring a vote.</p> <p>The Convener also notified Senate of the passing of Senate member, Professor Margarete Heck, who was a Professor of Cell Biology and Genetics. Professor Heck passed away in August 2023.</p> <p>The Convener requested that members please inform Senate Support if they become aware of any Senate members who pass away during their term so Senate can be notified of this.</p>
5.	<p>General Council Membership & Registration Ordinance - S 23/24 2C To comment</p> <p>The University Secretary, Leigh Chalmers, introduced this item.</p> <p>Ms Chalmers outlined the proposed changes to the Ordinance, which have been prepared by the General Council Secretary, Dr William Duncan. The changes include:</p> <ul style="list-style-type: none"> • Expanding the membership to include all those who graduate with academic awards approved by Senate. • The inclusion of the University Chaplain as an ex-officio member. • The removal of a reference to a registration fee which was discontinued in 2012. • Clarifying that staff can join the General Council on appointment, rather than after one year in post. • Use of the University Grade Scales to allow parity of membership for academic and professional staff. <p>Senate members were invited to comment via the consultation process which was circulated by email to members prior to Christmas. Any comments raised will be fed back to Court when the Ordinance returns to Court for approval on 26 February.</p> <p>No comments were raised during discussion of the item.</p>

6.	<p>Senate Standing Committees - Mid-Year Reflection on Committee Priorities and Upcoming Business - S 23/24 2D To comment</p> <p>This item was taken as read and members were invited to comment on the paper. The Standing Committee Conveners, Professor Colm Harmon, Professor Tina Harrison and Professor Patrick Hadoke were available to respond to any queries on this item.</p> <p>Senate members made the following points:</p> <ul style="list-style-type: none"> • A query was raised regarding the APRC mid-year update provided in Appendix 2. The update indicates that APRC will approve frameworks and guidance which relate to the Curriculum Transformation Programme (CTP). The member sought to clarify if APRC's approval would come prior to Senate decision making regarding CTP. The Convener of APRC, Professor Patrick Hadoke confirmed that this was raised at the January meeting of APRC and the approval process was clarified. APRC will not pre-empt these elements and these will go to Senate before returning to APRC. • A member expressed their appreciation to the Standing Committee Conveners for responding to the strong message from Senate that greater detail within the Standing Committee updates is useful to help develop Senate's understanding of the work of its committees. They expressed disappointment that the paper was for comment, rather than for approval, and stated that affirmative buy-in from the membership would be appropriate for good governance. They also highlighted that the plans to formulate the 2024/25 Committee plans appear to follow the same approach as previously and urged the Committees to take a more inclusive approach and for Senate to have an opportunity to input into these. The Convener of APRC, Professor Patrick Hadoke noted that the Committee priorities for 2023/24 were not approved at the 11 October meeting of Senate. He also highlighted that a significant volume of APRC business relates to external requirements, however the Conveners welcome any input from members on what areas of work Senate would like greater information. • Senate's approval of an amendment to the APRC priorities for 2023/24 which entailed an audit of academic standards was raised. The member stated that last academic year was significantly disrupted and that it would be useful to understand whether academic standards had been maintained through the temporary variations made to the University regulations. They also stated that it would be useful to understand the impact of the actions taken in response to the Marking and Assessment Boycott. Some Schools are concerned about the maintenance of academic standards and urged APRC to look back at how standards were maintained. The Convener of APRC, Professor Patrick Hadoke highlighted the University's existing processes for quality assurance and highlighted that the College Quality Reports and outcomes of degrees, both include specific queries regarding the impact of industrial action. The Convener agreed to feed the points back to APRC, though highlighted that this is already taking place as part of the processes identified. • Recognition of parity between teaching and research staff in promotion criteria contained in Appendix 3 was welcomed, however it was suggested
----	--

	<p>that this should go beyond parity in promotion and towards equity of opportunity. The Convener of SQAC, Professor Tina Harrison noted that this refers to recommendations from the recent QESR report, which the QAA has asked the University to look at. The wording is that of the QAA.</p>
7.	<p>Senate input to a proposed successor to the University’s Climate Strategy - S 23/24 2E CLOSED To comment</p> <p>The Deputy Director Social Responsibility and Sustainability (SRS) & Head of Sustainability, Scott Davidson introduced the paper. As the paper was for comment, no decision making on the item would be undertaken by Senate, but members were invited to give their views. Mr Davidson outlined two amendments to the paper which were received ahead of time and which were circulated to Senate via email:</p> <p><i>Amendment 1: Senate supports the principle of embedding climate and sustainability in degree programmes, where relevant and as appropriate to the discipline in question, with Schools to determine how. The Curriculum Transformation project should develop guidelines for Schools as part of its work, in line with recommendations from Senate.</i></p> <p><i>Amendment 2: Senate recommends the University should conduct an audit of Schools, investigating to what extent and in what ways climate and sustainability are addressed in existing degree programmes, and should use this information to help shape and inform any future strategy concerning Learning and Teaching in this area.</i></p> <p>In response to the two amendments, Mr Davidson reassured Senate that there is no intention to mandate the inclusion of sustainability within degree courses and it will be left to Schools to determine the best way to ensure all students can access, if they choose to, meaningful study of climate and nature, in line with the Curriculum Transformation Programme.</p> <p>Mr Davidson also highlighted the existing tools and support in place to support the development of sustainability within the curriculum, including the Environment and Sustainability Working Group chaired by the Deputy Director of the Institute for Academic Development, Dr Velda McCune. This group is working with SRS and the Curriculum Transformation Programme to consider what recommendations are needed to support the embedding of sustainability within the curriculum.</p> <p>Senate members raised the following points:</p> <ul style="list-style-type: none"> • The position regarding embedding sustainability within the curriculum was questioned and the decision on whether this is a mandatory component would be returned to Senate for a decision as this relates to core Senate business. The clarification that embedding sustainability within the curriculum would not be made mandatory was welcomed and confirmation was sought that further discussion would take place at Senate if this was to be considered mandatory. <p>Mr Davidson confirmed that should there be a proposed change to the non-mandatory nature of this component, it would be returned to Senate for discussion and a decision.</p> <ul style="list-style-type: none"> • A view was expressed that it would be unusual for sustainability to be embedded across all degrees within the UK, for example where a

programme is professionally accredited and must meet external requirements, such as Medical degrees. Further discussions should be had with Schools to understand how they are already doing this, and for Schools to be able to influence how to effectively embed sustainability within the curriculum.

Mr Davidson presented some slides titled 'Why embed sustainability in learning and teaching' and drew Senate's attention to the WEF 2023 Global Risks which indicate that 6 out of the 10 global risks over the next 10 years relate to climate or biodiversity. This position is also reflected in the UKRI Five Strategic Themes. The intention behind embedding sustainability within the curriculum for all programmes is to ensure students have had sufficient exposure to future issues, aiming to give graduates a competitive edge.

- A query was raised on why the paper was marked as closed. Mr Davidson highlighted that the paper contains sensitive details regarding the University's plans which are still to be signed off by the University Executive and therefore the paper is marked as closed until the Executive has considered the paper.
- The mandatory nature of the Sustainable Travel Policy was highlighted and a question posed to the Principal and Senior Management regarding the ambitious sustainability commitment made in paragraph 30 which relates to research and travel. The University's Sustainable Travel Policy does not promote sustainability and queried the Principal's use of business class flights for University travel. The progress of a review of the policy being undertaken by an external reviewer was queried, enquiring when Senate would receive the report.

The Principal confirmed that a review of the Sustainable Travel Policy is currently underway and the report, commissioned by the University Executive, is due by the end of March. The Principal stated that he understood the strength of feeling on the Sustainable Travel Policy at Senate, and agreed to share the report with Senate once it was available.

- The University's sustainability goals regarding business travel were queried. There is a need to balance sustainability goals and the limited time and funding available to staff to travel for research and conferences.
- A view was expressed that there is consensus on the importance of sustainability within the curriculum, however aspects of the Strategy, including embedding sustainability into the curriculum, is core Senate business and those elements should be approved by Senate before being adopted as strategy.
- The second proposed amendment was discussed with the suggestion that the University undertakes an audit on what is already embedded within the curriculum. There are numerous examples of good practice across the University at course and programme level which can be used to inform the Strategy and influence how these aims can be achieved whilst aligning with current practice.

Mr Davidson and Lucy Patterson (Climate and Sustainability in the Curriculum Coordinator) agreed that there are numerous examples of good practice already running across the University and outlined a programme which is currently in its pilot phase for six Schools. This programme is using student interns from within these Schools to audit the curriculum for sustainability to identify where this is taking place and what examples of good practice can be drawn on. The longer-term plan is to gather this information from across Schools on a regular basis, recognising that Schools will have different cultures and approaches.

	<ul style="list-style-type: none"> • A query was raised regarding the wider areas of sustainability interest for students which go beyond the curriculum. At present, food canteens charge students a premium for choosing plant-based products and embedding sustainability should go beyond the curriculum and encompass University Estates including food venues. Mr Davidson stated that there will be a sustainable food commitment and the next iteration of the Strategy will go further on this. This area is still to be considered alongside other considerations, such as the cost-of-living crisis. The Department is engaging with relevant experts to help inform decisions on a sustainable food commitment. • The motivation for developing the revised Strategy was queried, with concerns raised regarding potential accusations of greenwashing if there is insufficient evidence of the University making meaningful progress by leading on adapting structures and operations. The Strategy spans all areas of university business including curriculum, estates, staff travel and research and Mr Davidson emphasised that improving the university’s sustainability in core operations would remain one of their key priorities. Reservations were expressed regarding the approach outlined in the Strategy and concerns that the goals outlined in the Strategy would be forced upon Schools as a box ticking exercise and increased workload, rather than with meaningful results or outcomes. • A student member reflected on sustainability being a key issue for students and the wider University community. They suggested that greater clarity is required on how the Learning and Teaching goals outlined in paragraphs 24-27 align with the Curriculum Transformation Project and Strategy 2030. Students are actively engaged with and knowledgeable of climate solutions and urged the University to engage with its student community to help establish proactive and beneficial solutions. • Mr Davidson reassured Senate that work towards operational matters remains a priority to support the Strategy goals on learning, teaching and research. The proposed interim targets are to reach the goals by 2040 and Edinburgh is the only UK University to have set these out. The intention throughout the Strategy is to meaningfully embed sustainability into the curriculum and this is not a tick box exercise; a collaborative approach taken. The University’s track record on sustainability paints a positive picture with the University placed number one in Europe and number four in the world for sustainability. The Strategy is a commitment to sustainability with the University making significant investment towards this. <p>The Convener concluded the item and invited any further comments on the Strategy to be submitted to Mr Davidson via email.</p> <p>Action: University Executive to share the Sustainable Travel Policy Report with Senate once available.</p>
--	---

ITEMS FOR APPROVAL

8.	<p>Senate External Review – formation of a Task and Finish Group - S 23/24 2F To approve</p> <p>The University Secretary, Leigh Chalmers introduced this item, indicating that Senate was invited to approve the formation of the Task and Finish Group. The proposal for the Group has been reworked in response to comments raised at the</p>
----	--

11 October meeting. The revised proposal was shared via the Senate Members Portal and The University Secretary extended her thanks to members for engaging with the proposal via the Members Portal.

The University Secretary noted that five amendments were submitted for this item, four of which were circulated to Senate via email.

The fifth amendment had proposed that a process of consent (in lieu of the drawing of lots) be facilitated to confirm the elected representatives for the Task and Finish Group. Following discussion with the proposer the paper authors agreed to incorporate this amendment and Senate Support was charged with taking this forward.

Members expressed appreciation for the work that has gone into the proposal and agreed it was a logical next step to take forward the recommendations arising from the External Review of Senate.

Senate considered the following amendments:

- to the Membership section, proposed by Dr Richard Blythe and seconded by Dr Vashti Galpin.

In view of the scale and complexity of the task, and the importance of identifying effective long-term solutions, members of the Group should be compensated in a manner appropriate to their role in the University for the substantial time commitment.

Ahead of a decision on this amendment the proposer observed that the work the group is tasked with is challenging and suggested appropriate compensation is necessary for those involved, particularly for student members to ensure they are not giving up part-time work to participate in the group. In response the Convener expressed the view that staff time is determined according to local workload allocation.

Senate agreed to accept the amendment without requiring a vote.

- to the 'Action Requested' section, proposed by Dr Michael Barany and seconded by Dr Vashti Galpin:

The formation of a Senate External Review Task and Finish Group shall not preclude members of Senate from separately raising matters and developing proposals for improving the effectiveness of Senate and its committees.

Ahead of a decision on this amendment the proposer sought to clarify that the formation of the group does not preclude proposals relating to Senate arising from other forums.

Senate agreed to accept the amendment without requiring a vote.

- to the 'Terms of Reference' section, proposed by Dr Michael Barany and seconded by Dr Tamara Trodd:

	<p><i>As part of proposal development, to facilitate discussion and consensus among Senate members so that reforms are based on a shared and inclusive understanding of Senate priorities.</i></p> <p>Ahead of a decision on this amendment the proposer sought to clarify that this amendment acknowledges that there is likely to be more than one view for what constitutes an effective Task and Finish Group. The proposer explained that the amendment seeks to make the group more facilitative and able to understand the wider needs and concerns surrounding proposed changes and enhancements ahead of these being brought to Senate for decision making, with an effective group able to undertake the consensus building required to make proposals a success. The Task and Finish Group would be responsible for establishing the methods to consult and build consensus with the wider membership.</p> <p>Senate agreed to accept the amendment without requiring a vote.</p> <ul style="list-style-type: none"> to the 'Composition section, proposed by Dr Michael Barany and seconded by Dr Vashti Galpin: <p><i>change 4 elected members to 8 elected staff members, with at least two from each College.</i></p> <p>Ahead of a decision on this amendment the proposer explained that the amendment sought to rebalance the composition of the Task and Finish Group to reflect the composition of Senate, which is comprised of two-thirds of elected academic staff. The proposer explained that this amendment also sought to share the workload more widely and to reflect the increased responsibility of elected academic members to represent across Colleges and different career stages.</p> <p>The following points were made in discussion of the amendment:</p> <ul style="list-style-type: none"> An increase in the size of the group may impact on the student contribution to the group. It may also have practical implications such as difficulties in reaching quorum. <p>Senate approved the amendment via a vote of 82%.</p> <p>Senate agreed to the formation of the Senate External Review Task and Finish Group without requiring a vote and subject to the approved amendments.</p>
9.	<p>Senate Elections 2024/25 & Senate Standing Committee Elections 2024/25 - S 23/24 2G To approve</p> <p>The Senate Clerk, Olivia Hayes introduced this item. She outlined that this was a routine paper that sought approval for the operation and arrangements for the Senate and Senate Standing Committee Elections. The arrangements for the elections are in line with those approved in previous years, and do not preclude alternative methods of Committee membership and appointment from being considered in the future.</p> <p>The paper also sought approval for two revisions to the Senate membership which had arisen from the recommendations of the Senate External Review.</p>

The Clerk clarified that the proposal for nine junior research staff reserved positions in paragraph 5 would be revised to nine 'prioritised' positions with any unfilled positions being opened to the wider pool of nominees in the non-Professorial category. The Election Regulations would be redrafted to reflect these positions as being 'prioritised' rather than reserved.

Candidates eligible for the junior research staff positions would also be eligible to stand for election and vote in the wider non-Professorial election.

The Clerk confirmed that Senate Support would review the existing membership to confirm whether the one and two-year terms referred to in paragraph 24 can be filled from within the existing membership, before seeking to fill these prioritised places in the forthcoming election.

The Clerk outlined the final request contained within the paper, which was the approval of the Senate Election Regulations. The Regulations have been revised to clarify the position of Senate Assessors and the Academic Staff member to Court within the Election Regulations. She highlighted that if a member holds an ex-officio position, they will not be able to stand for election to Senate until their ex-officio term is due to conclude.

Senate members made the following points in discussion of the item:

- The workload allocation for junior research staff was raised. Principal Investigators determine workload, not the School. A clearer definition of what constitutes 'junior research' staff is required for these positions.

The Senate Clerk confirmed that the Vice-Principal Research would be consulted to agree what positions and staff are considered junior research staff. The Senate Members Portal would be used to communicate with Senate regarding the definition agreed for junior research staff.

- A query was raised on why early career research staff are favoured over early career teaching staff in the proposal. It was suggested that a decision on the proposal should be held over until after the junior research staff positions are clarified, and there is clarification of how research sits alongside teaching within the representation on Senate and the Standing Committees.

The Senate Clerk clarified that the proposal has been drawn from the recommendations contained within the external review, and the recommendation identified junior research staff specifically as being underrepresented.

- A preference was expressed that a decision on this proposal be taken at this meeting to avoid further delay to move towards increasing the representation of staff in junior research staff positions on Senate.
- The term "junior" is considered regressive and this term should be revised to "early career" in the final proposal.
- An indication of the time requirement involved for Senate would support line managers in discussing Senate membership with interested colleagues. A specific allocation for Senate membership to be used across the University would be helpful. It was noted that given the different approaches to workload management across the University such discussions are best held at a local level involving relevant line managers, and with input from Heads of School.

The Principal agreed that the time commitment to Senate work can be taken into account by line managers when assessing workload and subjective assessments of an individual's motivation should not be a factor.

- A query was raised regarding the eligibility of Doctoral Students to stand for election to these positions.

	<p>The Senate Clerk explained that the Students' Association are responsible for determining student positions and that this recommendation would also be referred to them for consideration.</p> <p>Senate approved the proposal to prioritise nine positions for junior research staff in the non-Professorial category via a vote of 66%.</p> <p>The remaining proposals contained within the paper were approved by Senate without requiring a vote.</p> <p>Action: Senate Support to revise the Senate Election Regulations.</p> <p>Action: Senate Support to review the existing membership and seek to fill the one and two-year terms for the early career prioritised places from within the existing membership.</p> <p>Action: The Senate Members Portal to be used to communicate with Senate regarding the definition agreed with the Vice-Principal Research for "early career" research staff.</p>
10.	<p>Curriculum Transformation Project To approve</p> <ul style="list-style-type: none"> • Response from some Elected Academic Members of Senate to the Curriculum Transformation Briefing - S 23/24 2H • Curriculum Transformation Project (CTP) Reflection paper - S 23/24 2I <p>Dr Tamara Trodd introduced the first item, Response from some Elected Academic Members of Senate to the Curriculum Transformation Briefing. Dr Trodd outlined the background leading to the development of the paper, and identified where there were differences between each paper and the motions contained within these. She highlighted a core principle that the content of programmes should be determined by the expertise of staff within subject areas and expressed concerns regarding the impact of the proposed introduction of large, compulsory pre-Honours challenge courses on the quality of degree programmes and student experience. She also expressed concern that existing smaller scale pre-Honours courses may be forced to close if large-scale compulsory pre-Honours courses are introduced, with negative consequences for the richness and breadth of the curriculum.</p> <p>The Vice-Principal Students, Professor Colm Harmon introduced the second item, Curriculum Transformation Project (CTP) Reflection paper. He reiterated a clear commitment to phasing and that there was no intention to introduce mandatory elements without:</p> <ul style="list-style-type: none"> • adequate piloting • testing • consideration of staff and student feedback. <p>The proposals will be taken through the appropriate governance pathways, however there is still considerable work towards the final shaping of proposals.</p> <p>Dr Jon Turner, Project Lead for the Curriculum Transformation Project, outlined the position for the Taught Postgraduate Framework and explained that a formal proposal would be presented to the May meeting of Senate. He outlined the current position on the Undergraduate Framework, which is that the Project team is undertaking further engagement with stakeholders and the framework will evolve as a result of this. He endorsed the position that Schools will retain disciplinary</p>

ownership and the Project is eager to ensure the Undergraduate Framework is flexible enough for Schools.

Senate members made the following points in discussion of the item:

- A query was raised regarding mandatory elements and compulsory courses arising from the CTP.
The Project Lead for CTP confirmed that a decision regarding mandatory elements has not been made and this would be considered during the piloting and phasing of the CTP.
The Vice-Principal Students stated that programme archetypes seek to enable greater consistency across programmes.
- Several members sought clarification on the nature of challenge courses and the potential for these being made compulsory. Student feedback indicates a preference for smaller group face-to-face teaching, and challenge courses appear at odds with this.
- Several members queried the potential for 40 credits of mandatory courses to be reserved for challenge courses and expressed concerns regarding the high volume of credits creating unintended consequences. Specific concern was expressed regarding these creating constraints within the curriculum for degree programmes and reducing the ability for diversity and breadth within programmes, a decision which should be at the discretion of Schools. The example of language programmes was given with many students having limited opportunity to study languages prior to entering university.
The Vice-Principal Students outlined Motion 7 (regarding Challenge Courses) and confirmed that any decisions which relate to these being mandatory would be reserved to Senate. He explained that the intention of challenge courses is for students to have an opportunity to broaden their knowledge and bring this back to their central disciplines and programmes. Work on the format and means of delivery for challenge courses is ongoing and this may not reflect a traditional lecture format. The Project is seeking a phased implementation with decisions regarding challenge courses and the mandatory nature of these to follow at a later stage.
- Student members reflected on their experience and reason for choosing to study at Edinburgh. They value the flexibility within programmes and scope to choose outside and elective courses. Student members on structured programmes including Law and Medicine reflected on the value of having an opportunity to study courses from outside their discipline, and the benefits of this to those students.
Concern was expressed regarding the potential format of challenge courses and these being a means to increase student numbers by teaching at scale. Comparison was drawn to teaching during Covid-19 which was largely delivered online and the student experience associated with this. An overhaul of various elements which relate to CTP was suggested, including mental health support, student retention rates and improved community building.
- Navigating existing University structures is challenging for students and adding greater complexity to these may increase these challenges.

Ahead of vote on this item, the paper authors outlined their final comments. Dr Trodd welcomed the aspirations of CTP but sought to amend the parameters of the Project to remove the compulsory elements of the Undergraduate Framework.

The Vice-Principal Students welcomed the constructive nature of discussions to date and affirmed that the primary driver of the Project is to deliver excellence within

	<p>the curriculum. He reiterated that the intention is to undertake piloting and review student and staff feedback before considering next steps.</p> <p>Senate approved Motions 2.1 and 2.2 within the Elected Academic Members paper, and as endorsed by the CTP Reflections paper, without requiring a vote.</p> <p>Senate approved Motion 2.3 within the Elected Academic Members paper via a vote of 86%</p> <p>Senate approved Motion 2.4 within the Elected Academic Members paper via a vote of 86%</p> <p>Senate approved Motions 2.5 within the Elected Academic Members paper via a vote of 86%</p> <p>Senate approved Motions 2.6 within the Elected Academic Members paper via a vote of 89%</p> <p>Senate approved Motion 5 within the CTP Reflections paper via a vote of 52%</p> <p>Senate approved Motion 6 within the CTP Reflections paper via a vote of 52%</p> <p>Senate did not approve Motion 7 within the CTP Reflections paper via a vote of 58%</p>
11.	<p>Motion on Suppressed Items from Senate Business - S 23/24 2J To approve</p> <p>The Convener outlined that he has received legal advice on this item and this advice is that as President of Senate the he would not be bound by the outcome of a decision on this item due to his legal obligations surrounding individual items. The Convener is responsible for setting the Senate agenda and is responsible for the prioritisation of business.</p> <p>The paper author, Dr Michael Barany clarified that the paper does not contest the legal advice, however outlines that Senate should be informed of when items of business are not taken forward, with an explanation of why this decision has been made.</p> <p>The Convener agreed that paper authors should receive an explanation of where a paper submitted is not included on the Senate agenda. The Convener acknowledged that this expectation had not been upheld in the past and expressed his apologies to the paper author for this.</p> <p>The Convener disagreed that the information should be made available to the entirety of Senate and that paper authors should have a right of reply. The legal advice that he has received is that as President of Senate, he is able to determine what items are and are not included on the Senate agenda.</p> <p>Senate approved Motions 3.1 and 3.2 contained within the paper via a vote of 79%.</p>
12.	<p>Senate Role in the Response to People and Money External Review - S 23/24 2K To approve</p>

	<p>Dr Stuart Gilfillan introduced this item. He explained that this continues paper S22/23 4C (Senate Role in the Response to People and Money Crisis), noting the findings of PA Consulting's 'People and Money External Review' and articulates an ongoing prerogative to be fully informed and involved in the response to the external review, and indeed to the underlying crisis, as an academic matter. The paper contains fifty pages of comments which outline the ongoing impacts of the People and Money system across the University. Many of the concerns raised align with those highlighted by PA Consulting's 'People and Money External Review analysis, with many of the issues continuing provide significant impacts on the day-to-day activities of the University.</p> <p>Senate was invited to comment and no comments were raised.</p> <p>Senate approved Motion 4.1 contained within the paper via a vote of 95%.</p> <p>Senate approved Motion 4.2 contained within the paper via a vote of 91%.</p> <p>Senate approved Motion 4.3 contained within the paper via a vote of 89%.</p> <p>Senate approved Motion 4.4 contained within the paper via a vote of 94%.</p> <p>The Convener explained that the University Court would be informed of Senate's decision on this item via the next routine Court Report.</p> <p>Action: Senate Clerk to ensure that Senate's approval of these motions are recorded in the next routine Court report.</p>
ITEMS FOR INFORMATION	
13.	<p>Senate Standing Orders - S 23/24 2L For information</p> <p>Senate noted the paper.</p>
14.	<p>Quality Enhancements and Standards Review Report - S 23/24 2M For information</p> <p>The Convener invited Senate to raise any comments on the item.</p> <p>The following points were raised:</p> <ul style="list-style-type: none"> • A query was raised regarding the immediate implications of the QESR Report and how actions will be taken forward, with specific reference to Assessment and Feedback. <p>The Deputy Vice-Principal, Enhancement and Convener of the Senate Quality Assurance Committee (SQAC), Professor Tina Harrison explained that the report will be discussed in greater detail at SQAC and that a joint oversight group will be established between the Senate Quality Assurance and Senate Education Committees. This group will have College representation and its purpose will be to oversee the actions developed in response to each of the recommendations and establish timelines for these. There is a need to address what the Quality Assurance Agency (QAA) has asked for, which includes addressing feedback turnaround times. The</p>

immediate focus will be on prioritising what the QAA have asked for in the short term.

- A query was raised regarding monitoring improvement on Assessment and Feedback turnaround times and how improvement will be demonstrated. A view was expressed that School Boards of Studies do not enforce the Assessment and Feedback Principles and Priorities and therefore these are not reflected in feedback turnaround times. The Head of School of the Edinburgh College of Art rejected this view stating that there are Board of Studies pathways which work through these principles. Professor Harrison explained that this will be monitored at a local level with ownership within Schools. The QAA has indicated that policies are not being delivered consistently across the University. The University has principles and policies in place, and there is a clear need to deliver and adhere to these consistently across the University.
- The Provost has held conversations with the Vice-Principal Students and Heads of Colleges regarding the implementation of key points within the report and this needs to be implemented in collaboration with Colleges and Heads of Schools.
- The Head of the College of Arts, Humanities and Social Science stated that this is a top priority at College level and the College Education Committee will be communicating expectations regarding Assessment and Feedback turnaround times and ensuring that the principles are in place and being acted on as a priority.
- A concern was expressed regarding Attainment gap monitoring and the ability to keep a metric on this at a local level in the absence of granular EDI information. The Head of the College of Science and Engineering confirmed that they are acting on this at a College level.

ITEMS FOR NOTING

The following items were provided to Senate for noting:

15. Research Strategy Group Report - S 23/24 2 2N

16. A Member-Led Approach to Senate Effectiveness - S 23/24 2 2O

17. Corrections and Qualifications to the External Senate Review Report - S 23/24 2P

18. Revised paper deadlines for 22 May 2024 Senate meeting - S 23/24 2 2Q

Clerk's note: Following publication of the agenda and papers for the 7 February 2024 meeting of Senate, an error was identified in paragraph 8 of *Revised paper deadlines for 22 May 2024 Senate meeting*.

The May meeting of Senate will take place on 22 May, not 24 May as indicated in paragraph 8 of the paper.

A student member queried the absence of an abstain option for voting which was discussed at the previous meeting.

Action: The Convener and Senate Clerk agreed to review this ahead of the next Senate meeting.

Senate Action Log 2023-24: Update on ongoing Actions

Meeting date	Paper	Paper status	Action	Responsible	Target date	Action status	Update
11-Oct-23	Annual Report of the Senate Standing Committees: S 23/24 1C	OPEN	Action: Senate members to highlight to Standing Committee Conveners areas where greater information on Committee business is sought for future Annual Reports.	Members of Senate	In time for inclusion in the next Annual Report, normally presented to the May meeting of Senate	Ongoing	The Annual Report of Standing Committees is expected for the first meeting of 2024/25. Members are reminded of the ongoing action ahead of the report being drafted and presented to Senate.
07-Feb-24	Senate input into a proposed successor to the University's Climate Strategy: S 23/24 2E	CLOSED	Action: University Executive to share the Sustainable Travel Policy Report with Senate once available.	University Executive	Once the report is available	Ongoing	The Report is expected in mid-May and Senate will receive a copy after the University Executive has formally received the report.

Actions completed since the previous meeting

Meeting date	Paper	Paper status	Action	Responsible	Target date	Action status	Outcome
11-Oct-23	Senate Standing Committee Composition	OPEN	Action: Senate Clerk to share the motions submitted with the proposed Senate External Review Task and Finish Group once formed.	Senate Clerk	Once the Task and Finish Group is formed	Complete	The motions have been published on the documentation for the Senate External Review Task and Finish Group and will be highlighted to the group ahead of their second meeting.

	2023-24: S 23/24 1E						
January 2024 e- Senate	Conferment of the title of Professor Emeritus/ Emerita: e-S 23/24 2A	OPEN	Formal confirmation of Senate's conferral of the title of Professor Emeritus / Emerita to those Professors approved by Senate	Senate Support	ASAP	Complete	The Senate Secretariat have notified all those awarded an Emeritus/Emerita title.
07-Feb- 24	Senate Elections 2024/25 & Senate Standing Committee Elections 2024/25: S 23/24 2G	OPEN	Action: Senate Support to revise the Senate Election Regulations.	Senate Clerk	By next meeting of Court held on 26 February	Complete	The Senate Clerk revised the Senate Election Regulations to align with the proposals approved by Senate in relation to membership. The Regulations were approved at the 26 February meeting of the University Court.
07-Feb- 24	Senate Elections 2024/25 & Senate Standing Committee Elections 2024/25: S 23/24 2G	OPEN	Action: Senate Support to review the existing membership and seek to fill the one and two-year terms for the early career prioritised places from within the existing membership.	Senate Clerk	Ahead of Senate Elections commencing on 28 February	Complete	The Senate Clerk reviewed the existing membership ahead of the Senate Elections taking place to fill one and two-year terms for early career prioritised places from within the membership.

07-Feb-24	Senate Elections 2024/25 & Senate Standing Committee Elections 2024/25: S 23/24 2G	OPEN	Action: The Senate Members Portal to be used to communicate with Senate regarding the definition agreed with the Vice-Principal Research for "junior" research staff.	Senate Clerk	Ahead of Senate Elections commencing on 28 February	Complete	Senate received an update via the Senate Members Portal which confirmed that the proposal regarding 'junior research staff' was revised as follows, in consultation with the Vice-Principal Research and College Deans with responsibility for research. The proposal was revised and this reflected in the Senate Election Regulations: <i>A total of nine (9) positions are to be prioritised for staff who hold an early career academic position. The nine positions are to be equally split across each College, with a total of three (3) positions in each College.</i>
07-Feb-24	Senate Role in the Response to People and Money External Review: S 23/24 2K	OPEN	Action: Senate Clerk to ensure that Senate's approval of these motions are recorded in the next routine Court report.	Senate Clerk	By next meeting of Court held on 26 February	Complete	The Senate Report to Court provided Court with an overview of business conducted at the 7 February meeting of Senate. This report noted the approval of the individual motions contained within Paper S 23/24 2K Senate Role in the Response to People and Money External Review.
07-Feb-24	Not associated with a paper.	OPEN	Action: The Convener and Senate Clerk agreed to review the request for the inclusion of an abstention option for votes ahead of the next Senate meeting.	The Convener and Senate Clerk	By 22 May meeting of Senate	Complete	An abstention option will be included for votes taking place at the 22 May 2024 meeting onward.

Senate**22 May 2024****College of Medicine and Veterinary Medicine - Modernisation programme****Description of paper**

1. This paper provides an update for Senate on the College of Medicine and Veterinary Medicine (CMVM) plans to modernise its governance and structures.

The driver for these changes is to simplify our ways of working, to enable greater transparency, equity and to deliver the outcomes set out in Strategy 2030.

Action requested / recommendation

2. This paper forms part of CMVMs ongoing consultation on plans to modernise the College. Senate are asked to note the proposed changes and are invited to comment.

Background and context

3. CMVM is one of the three Colleges in the University of Edinburgh and its underpinning strategy of 'One Biology, One Medicine, One Health' focusses on delivering transformational impact in research, innovation and education.
4. We work with colleagues across all Colleges and University areas. We work extensively with external partners including the NHS, academic institutions around the world, industry (small and large), research charities, philanthropy, SMEs, social enterprise and both local and global communities. We work closely with Edinburgh Innovations as we translate research in to commercial opportunities and work closely with our communities to shape our research and policy impacts.
5. CMVM is currently comprised of 2 Schools (Royal Dick School of Veterinary Studies and Edinburgh Medical School) and 3 Deaneries (School equivalents – Clinical Sciences, Biomedical Sciences and Molecular Genetics and Population Health Sciences) which includes 5 major research institutes. The College is located across four main geographical sites (EasterBush, BioQuarter, George Square/ Teviot and Western General Hospital). Across CMVM there are 3500 staff (3000 FTE) and a population of 8200 students (4100 undergraduate, 3000 postgraduate taught and 1100 post graduate research). In 2022/23 restricted income & expenditure was £146.4m & £129.2m and unrestricted £175.8m & £151.3m. In the same year we were awarded a total of £260m in external grants, some Research Council 5 year strategic investments including renewed funding for the MRC Human Genetics Unit at the Western General Hospital and the BBSRC Roslin Institute at EasterBush. Our staff are split 53%:47% between unrestricted and restricted funding and our tuition fee income for 2022/23 was £59.9m
6. Our current operating model and structure (Appendix A) has evolved over the past 22 years following the implementation of College structures across the University. In this time CMVM, the UK HEI landscape, medical, biomedical and veterinary sectors have evolved considerably and grown in size, legislative frameworks and general complexity. Our current governance and ways of

working have not kept pace with these changes. Accountabilities and structures are not always clear, joined up or easy to navigate. Our current ways of working do not make it easy for us to manage the increased complexity in the system and effectively deliver on our academic mission in a sustainable way, nor is it easy to deliver on our commitments to enhance equity and diversity and develop the careers and skills of our students and staff. In addition, and to map to major research challenges, our research institutes are also going through major changes to remove silos and to increase interdisciplinarity.

7. Over the past eighteen months we have worked in partnership with staff, students, and university colleagues to develop our vision for a modernised College, a summary of the various discussions and meetings are detailed in Appendix B and included focussed discussions with professional services staff, research and teaching teams. In early 2023 CMVM College Executive Group agreed that a Governance review should be undertaken.
8. As a first step a principle led framework was co-created with College Operations Group to guide our approach to this review. These principles have, and will continue to, frame how we work. They help us with the development of indicators and to hold ourselves to account as we shape the future. The principles are:
 - *People and community first.* People centric strategic planning, enhanced focus on community, equity, diversity, inclusivity and openness. Emphasis on career development & career transitions and the multiple facets of leadership.
 - *Join up where it makes sense to do so.* Simplifying complexity in processes and structures, addressing barriers where they prevent us working effectively. Local management and decision making by default.
 - *Clear governance and openness in decision making.* Holistic management of opportunities and risk. Decisions and data to be as open as possible, and as closed as necessary. Focus on building greater sense of community and agency with clarity on accountabilities and responsibilities.
 - *CMVM as a learning organisation.* Build feedback into ways of working, seek to understand experience on the ground. Build learning into ways of working at all levels. Evolve use of indicators (qualitative and quantitative) mindful of the systemic nature and the impact of what we do.
 - *CMVM as an effective partner.* Work to embed our values in our approach to partnerships. Enhance parity of esteem/ equity across staff groups.

This paper summarises progress to date in CMVM in the development of the modernisation programme.

Discussion

Overall approach to Modernisation:

9. Modernisation Timeline: Appendix B provides a timeline starting in November 2022 to the current day and summarises 25 separate ways in which we have engaged, listened to and sought feedback from our academic and professional services community. Appendix D provides a high-level timeline of activities for 2024. Reports from the various meetings are available on request and can be found [here](#).

10. The consistent themes arising from all consultations were
 - Throughout the College, superb work is being carried out by exceptional people
 - Research in the Institutes is thriving and doing well
 - The term Edinburgh Medical School and Royal (Dick) School of Veterinary Studies are important and should be kept as individual School names.
 - The names of our institutes are globally recognised and highly valued and should be retained.
 - College Strategy is not well developed or well known, and is seen as 'woolly'
 - Our current structure is confusing and not fit for purpose
 - Whilst the Deaneries carry out excellent work, they are large in size, the operating model is not well understood and can lead to confusion / extra work
 - Processes and procedures across College are seen as non-existent
 - Decision making is thought to rest only with the Head of College, with a lack of delegated authority or budgets
 - Research led teaching is challenging to deliver as teaching is perceived to be of lesser value
 - Job roles, reporting lines and responsibilities are not clear
 - There is a lack of succession planning
 - Promotions and regrading are seen as inequitable and unfair
 - There is poor or challenging relationship management with external partners, including University and NHS

11. Our overall approach to modernisation has been to first identify where as a College we are strong, where to focus in order to seize opportunities and how to manage risks in order to have maximum impact and deliver on 2030.

12. Following extensive discussion across College, with SLT in November 2023 and as articulated in our College Plan our priority is to focus on a limited number of interlinked academic themes that build on our strengths are cognate and easily identifiable. These themes are:
 - i. Neuro, cardiovascular and metabolic sciences
 - ii. Genetics, cancer and drug development
 - iii. Veterinary medicine, veterinary education, animal biosciences, agriculture, and food security
 - iv. Tissue regeneration and repair
 - v. People, populations and data
 - vi. Medical, biomedical and healthcare education and research

Further detail is in Appendix C. These themes are inter-linked and embedded in our cross-cutting approach to research-led undergraduate and postgraduate teaching. They reflect our strengths and where we required joined up operational support to drive progress in a complex environment.

13. Our proposed modernisation involves re-organising CMVM into six schools focussed around the strategic themes (i – vi above). This will be achieved by dissolving Deaneries and introducing a more consistent school structure to each area with clear accountabilities, expectations and approaches to leadership. Each school will be balanced in terms of complexity, breadth of partnerships etc giving each equivalence in the new structure. Establishing equity across the management entities within the College is one of the aims of the modernisation. We will embed the principle of delegation closest to the point of delivery and will work with colleagues across the University to develop our RACI matrix (Responsible, Accountable, Consulted, Informed) with clarity on what is delegated to each school, and which matters are reserved for College or University.

This can be summarised as follows (and is not a direct mapping):

	Current School / Deanery structure	Proposed Future School Structure (TITLES tbc)
i	Edinburgh Medical School	Edinburgh Medical School (Incorporating BMS)
ii	Royal Dick School of Veterinary Studies (RDSVS)	R(D)SVS
iii	Deanery of Biomedical Sciences	Neuroscience and Cardiovascular Sciences
iv	Deanery of Clinical Sciences	Tissue Regeneration and Repair
v	Deanery of Molecular Genetics and Population Health	Genetics and Cancer
vi	Deanery of Molecular Genetics and Population Health	People, Populations and Data

14. Our modernisation programme would impact Senate modestly, through one additional ex-officio member of Senate. This is summarised below:

Committee	Current CMVM Representation	Change as a result of modernisation
Senatus Academicus	Head of College 5 Heads (Deanery & School) 5x nominated staff	1 x additional Head of School
Senate Education	1 x CMVM Head of School/ Deanery 2x L&T 1x PGR	No change
APRC	3 x L&T Senior Staff 1 x PGR 1 elected senate member	No change
Quality Assurance Committee	1 x Academic Lead - Quality 1x Professional Services	No change

15. To date we have focussed on developing an overall framework for a modernised college starting with governance, leadership roles and associated structures required to co create and lead next steps (Figure 1 below). Specifically, we have:
- Revamped terms of reference for our College Executive Group (CEG) and Operations Group, enabling clearer decision making and more transparency. The College Executive Group operates as the senior decision-making body across the College, being informed by and able to delegate to the College Operations Group.
 - Restructured our College Dean roles to align better with other College and University approaches with clear accountabilities and responsibilities and an increased emphasis on equity, transparency and community.

- Reviewed and re-aligned our professional services leadership roles across College into an explicit team each with clear accountabilities and responsibilities, forming our College Professional Services Professoriate. This team, made up of DoPs/COOs/ College level professional services leadership, together with University Business Partners makes up the College Operations Group (COG).



Figure 1 – Revised College structure and leadership

16. School Management in proposed new structure

Each school will have a Head of School and a DoPs equivalent, we plan to develop a broadly consistent professional services structure in each school enabling greater join up, alignment and strategic planning across College(s) and with partners. Schools will be the managerial and budgetary units across College and will have responsibility for plans for income and expenditure, for research and teaching, staff and student numbers. They will work across College to integrate plans to contribute to a coherent strategy at College and University level. Each school will have teaching, research and innovation embedded within them and each school will retain a director of teaching, a director of quality and a director of students alongside professional services leads.

College modernisation is required to deliver our current academic mission and will not result in academic changes to the teaching offerings at postgraduate or undergraduate levels. As with all Colleges CMVM are discussing the overall size and shape of the teaching portfolio, if any changes result these will be considered separately through usual governance processes. The precise nature of how teaching distribution will operate will be determined in the next phase of our work. Our focus is to ensure research led teaching and community inspired research are embedded alongside each other.

Resource implications

- One of the key drivers for modernisation is the aim to understand the drivers of staff workload issues and address the barriers to effective and manageable workloads across the College. The modernisation programme will deliver clear roles and responsibilities for staff along with a pragmatic approach to workload allocation to ensure equitable and balanced contributions to our overall academic

mission. Whilst promotions and PDR offer opportunities for local review this will not be enough. Wider indicators and monitoring will be important and may well require us to take experimental approaches, working with business experts across the university as we evolve.

18. The College modernisation will not require additional staff to deliver across the six schools. It will inevitably result in a change to current roles / responsibilities in some instances and opportunities we hope for wider career development. We will continue to take a people centred approach to our work. Whilst informal discussions have occurred, we will embed trade union engagement and plan for consultation later this month, this will be crucial in helping us shape next steps.

Risk management

19. We continue to embed feedback to inform risk management and work with Internal Audit and the university risk team to refine our work, with College Executive oversight of strategic risk management. We have mitigated risks to date associated with the implementation of change through extensive consultation, engagement and refinement. More detailed mapping for each area will take place in the next phase of discussions over the summer with leads, unions and university colleagues to address concerns and ensure alignment with university ambitions.
20. As our academic strengths and reputation builds on investment and planning that began often 10 or more years ago. A major risk to our ability to lead and be competitive is not to implement this programme of modernisation. Not only would we miss opportunities/be unable to deliver against KPIs we risk a major loss of trust across our College community who have trusted us to take forward this programme of modernisation.

Responding to the Climate Emergency & Sustainable Development Goals

21. The college modernisation for the first time allocates specific responsibility for academic and professional services leadership for climate, sustainability and the SDGs, complementing the co-ordinating and advisory role College Operations group has in shaping operational policy across College and for advising College executive. This will ensure SDG goals and climate emergency mitigations are embedded across the way we work.

Equality & Diversity

22. A full Equality Impact Assessment will be carried out for each of the new schools and for the College following detailed planning when the full equality impact can be assessed. The new role of a College Dean of Equity, Inclusion and Community reflects the importance we place on the work of the EDI committee and the importance of inclusion being at the heart of the College culture.

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

23. The proposed changes have been a result of a college wide governance review, that interviewed over 70 leaders across the College and the wider University. Over 400 staff contributed to the governance review through away days, workshops and surveys. The resultant College modernisation proposal was shared with the University leadership team in November 2023, following this a

period of consultation with all CMVM staff resulted in updating the proposed model to the one presented in this paper. Staff were consulted through a series of townhalls, surveys, presentations and voice notes with the option of providing direct feedback through a dedicated inbox. Trade Unions have been engaged throughout the process and formal consultation will take place once the next stage of detailed planning through further consultation with College staff is concluded. This is prior to implementing the recommended outcomes. The iterative approach means that staff have been engaged throughout and have openly welcomed the opportunity to comment and shape the direction of the College. This approach will continue.

Author

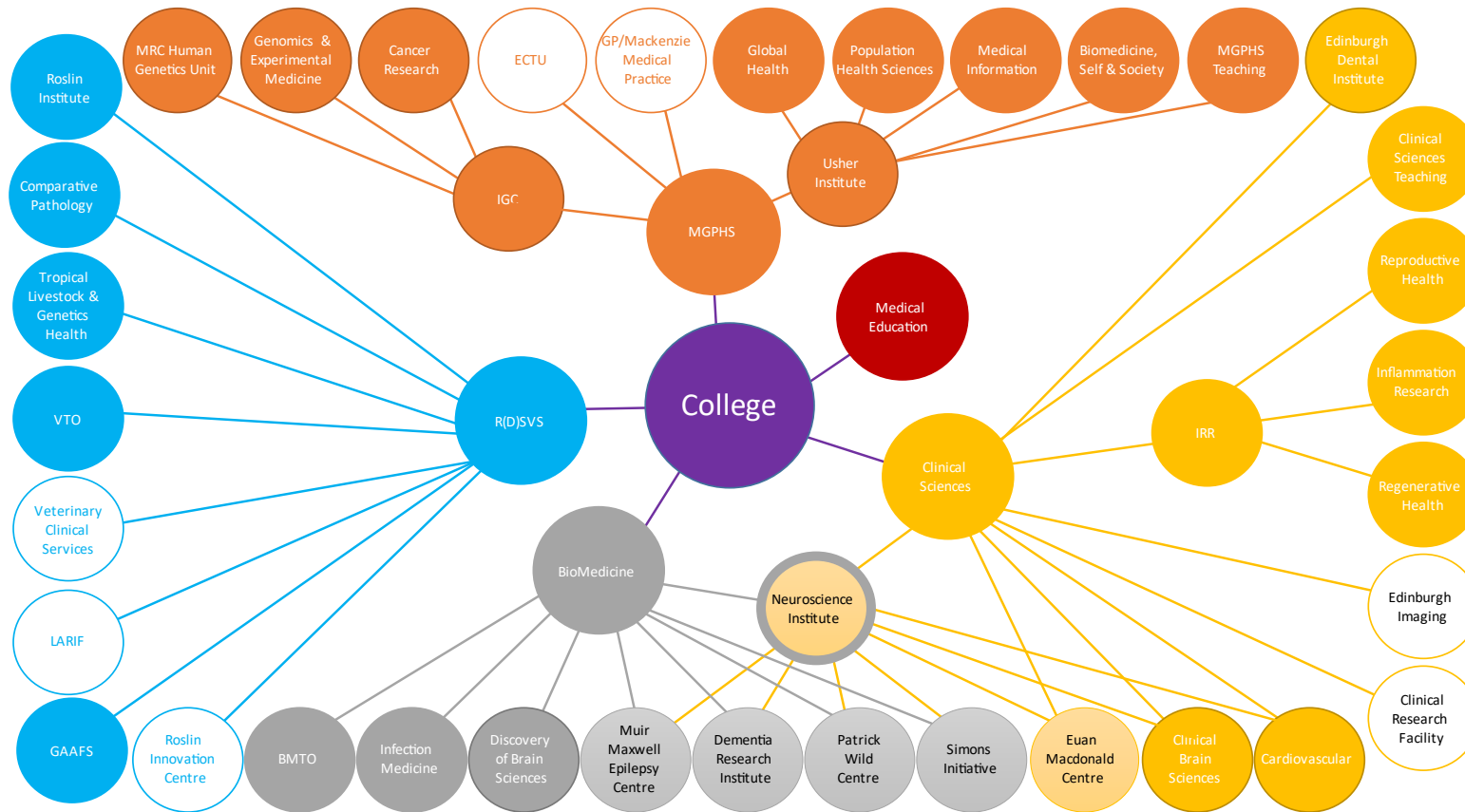
Dr Anne-Marie Coriat
03/05/24

Presenter

*Professor David Argyle – Head of
College*
*Dr Anne-Marie Coriat – College
Registrar*

Freedom of Information Open

Appendix A – Current Structure for CMVM



Appendix B – School Strategic Themes

1. **Neuro and Cardiovascular Sciences**

The evolving Institute of Neuroscience and Cardiovascular Research (INCR, working title) brings together the University of Edinburgh's world-leading neuroscience, metabolic and cardiovascular researchers under a unified mission to address major health challenges affecting the heart and mind. The Institute comprises of the Centres of Clinical Brain Sciences, Discovery Brain Sciences and Cardiovascular Science which have an integrated whole-body life-course approach to the understanding, diagnosis, treatment, and prevention of neurological, cardiovascular, and psychiatric conditions. These diseases represent the commonest and most important causes of morbidity and mortality that we face across the world today and include heart and circulatory diseases, serious mental illness, neurodevelopmental disorders, neurodegenerative disease, multiple sclerosis and motor neuron disease. To address these leading causes of disability, ill-health and mortality, its vision is to use the latest science and emerging technologies that include imaging across scales, cutting-edge cellular and animal models, cohort-led discovery science, population level data, artificial intelligence, and clinical trials.

2. **Genetics and cancer**

One of the greatest biomedical challenges we are faced with is how to determine how genetic mutations drive molecular and cellular dysfunction that result in disease. We have a long history and world-leading reputation for our innovation in research, clinical studies and our teaching on understanding the molecular mechanisms of genetic disease and cancer. This research and understanding are critical to deliver pathways targetable by future therapies resulting from research, teaching, and clinical studies that span nanoscale to population; from biochemistry to in vivo; and from bedside to AI.

The strategic focus for our investment in this area is the Institute for Genetics and Cancer. The IGC hosts the MRC Human Genetics Unit and includes major strategic partnerships including with CRUK through the Scotland Centre (a joint Edinburgh and Glasgow partnership), the CRUK Brain Tumour Centre of Excellence (joint with UCL), a collaboration with University of Oxford and the Massachusetts Institute of Technology to identify new drug targets and drug combinations to treat glioblastoma, Nuvectis Pharma (clinically relevant drugs for cancer treatment), NHS Scotland (the Cancer Health Policy & Genetics Diagnosis Service), the MRC (mouse networks for Cancer, degeneration and congenital abnormalities), the UK Covid Genomics consortium GENOMICC, the UK Gene Therapy Consortium and spin outs including BioCaptiva.

3. **Veterinary medicine, veterinary education, animal biosciences, agriculture, and food security**

Our goal is to improve the health and welfare of animals and humans. Our expert interdisciplinary teams and infrastructure at Easter Bush are uniquely positioned to work across animal, biomedical, public, social and digital health domains, bringing together complex interdependencies to advance protection of the environment and to support safer and more secure food supplies and more resilient rural communities across the globe. Our uniqueness is our ability to integrate across medicine, teaching and research reflecting interdependencies across humans, animals and the environment striving for innovation in technical, social, and academic advances. As one of the few universities in the UK with both veterinary and medical expertise embedded side-by-side, we have many opportunities including the integration of computational medicine and pandemic preparedness, such as

our collaborative regional outbreak work and work on the National Avian Flu map. We have a unique infrastructure that sets us apart including our own veterinary practices, crucial for education and research: from small animals to equine and farm practices.

Major strategic collaborations include our partnerships with the Biotechnology and Biological Sciences Research Council (BBSRC) and other BBSRC Institutes. The Centre for Tropical Livestock and Genetics Health partner with International Livestock Research Institute (ILRI) and Scotland's Rural College (SRUC) which receives multimillion-pound funding from the Bill and Melinda Gates Foundation, and government. A strategic partnership with the Department for Environment, Food and Rural Affairs (DEFRA) has resulted in a significant award for avian flu.

We have strong local Community Partnerships including with Midlothian Science Zone (STEM and outreach), and many industry partnerships. Industry is the biggest area of growth with strategic funding partnerships securing long term investment over several years in our research in a range of areas: Genus (pigs), Cobb Vantress (chicken), Hendrix (fish) and J&J (biomedical models).

There are several partnerships in place with other Universities overseas for the delivery of student placements or training of courses in veterinary clinical syllabus. Including a partnership with Gujarat (along with Biological Sciences) – setting up a new postgraduate university.

The strategic driver for our work in this area is the Royal Dick School for Veterinary Studies which incorporates the Roslin Institute and the Global Academy for Agriculture and Food Systems (GAAFS).

4. Tissue regeneration and repair

The strategic driver for our work in this area is the Institute for Regeneration and Repair which is a world-leading centre for regeneration and repair and the only institute of its kind. This creates incredible opportunities. Our strategic focus is on understanding what happens to organs and tissues when they are damaged through a deep analysis of complex biological mechanisms through to treatment through the development of biologically led therapies for currently untreatable diseases. The Institute for Regeneration and Repair is uniquely positioned to do this work combining as it does radical interdisciplinarity by design, from fundamental research in flies, mice and human tissue through to the development of cell therapies and clinical studies. The Institute for Regeneration and Repair has also pioneered the development of the Healthcare Technology Accelerator Facility to expedite the development and commercialisation of healthcare technology bridging physics, engineering, chemistry, biology and clinical studies alongside policy and regulation. We have a unique opportunity to drive transformation and to diversify our strategic partnerships through research funding, partnership with industry and philanthropy, and spin out companies and industrial collaborations. The Institute for Regeneration and Repair hosts the UK Cell and Gene Therapy Catapult bringing global profile to Edinburgh and increased opportunities for innovative collaborations and diversification of income.

5. People, populations, and data

CMVM's strategic focus on transforming health in society by addressing life course inequalities by working with people, populations and data is truly interdisciplinary. We have an exciting research base to build on that integrates across Colleges. Our work in this area spans an enormous breadth enabling us to be one of the few locations globally that can take

a systems-based view to understanding complex systems, their interactions, and the implementation of interventions. We do this through the integration of behavioural science, applied social science, data-driven approaches, and epidemiology and implementation science. The aims of our investments in this area are to build on our Scottish roots to support and to maintain a community of skilled people contributing to improving local and global health. We will create a vibrant and nurturing learning environment, based on research-led student focussed teaching. We support open collaborations across and between disciplines to deliver high quality data-driven research. We also connect with communities of policy makers, practitioners, patients and the public to create, to develop and to share knowledge. We innovate to find new ways to address pressing issues in health and social care.

The strategic driver and focus for our work in this area is the Usher Institute which includes the Data-Driven Innovation (DDI) health and social care innovation hub, Centre for Population Health Sciences, Biomedicine, Self and Society, Global Health, Medical Informatics, and Edinburgh Clinical Trials Unit. Some of its major collaborations include National Institutes for Health and Care Research for AI and Multimorbidity, Global Research Unit, IMP2ART supporting Asthma self-management, Rescue Respiratory Syncytial virus Consortium in Europe with Astra Zeneca, Pfizer, GSK and Janssen. EAVE II a collaboration with Public Health Scotland and Tackling Infections to Benefit Africa (TIBA) working with multiple African Universities.

6. Edinburgh Medical School.

Modern medicine has undergone a significant evolution in current years. Edinburgh is at the forefront of innovative approaches such as preventative medicine, personalised medicine, health and social care data driven innovation, e-health, genomics, regenerative medicine and global health. The meaningful use of health data, in which Edinburgh is a world-leader, is transforming our understanding and management of disease. The role of mental health and wellbeing on overall human health is now better understood than ever before. Researchers are discovering ways in which external factors such as poverty, social mobility, food security, conflict and crisis affect health on an individual and population level. As a medical school we need to build innovation into all we do, into how we train, engage, innovate and embed research to develop the leadership teams of the future and to improve health. Bringing together our unique strengths across animal and human systems, health care teams and partners (including the NHS and industry) in an equitable manner offers the opportunity to transform impact and outcomes.

Our strategic ambitions are to transform healthcare education, in partnership, redesigning it to deliver doctors and professionals necessary to deliver leadership that will deliver future strategic needs of populations and an evolving healthcare system.

The landscape for healthcare education is changing rapidly, as are the needs of the NHS with three big shifts identified as; chronic ill-health and frailty, the need for people to have greater involvement in their own health and wellbeing, and the opportunities offered by new technology, data, and modern forms of care. System improvements in healthcare rely on a complex interrelatedness between pedagogical research, modernisation of curricula, and integration of training across healthcare teams all in partnership with NHS. The University and municipal vision for the BioQuarter campus centred on world-leading healthcare education at the heart. Our strategic driver for our work in this area will be the new School incorporating Edinburgh Medical School and will continue to involve strategic partnerships with the NHS (including NHS Lothian), professional bodies, academies, Government and Royal Colleges.

Our vision is to build on our pioneering history of excellence and the National role we already play (through Professor David Kluth's leadership at the UK Medical Schools Council) to firmly establish Edinburgh Medical School as the UK's leading destination for training strategic thinkers and leaders in healthcare. Our goal is to be known for our inclusive community, our leadership in equitable ways of working, the quality of our research-led teaching and pedagogical research, the impact of our cutting-edge research and innovation, and for facilitating career transitions where our graduates can apply their skills and have impact. The debate around realistic healthcare is an important inflexion point in how we train and consider leadership skills required for the future.

This is a complex and high-profile area. Working with the NHS is fundamental to our ability to deliver with nearly 200 additional sessional staff in the NHS contributing to University of Edinburgh teaching, performed in the context of the governments drive to increased trainee numbers. The Edinburgh Medical School is a key integrator for College working across all our management units, the NHS, and other Colleges to deliver research-led teaching.

Developing and enhancing the vision and impact for the Edinburgh Medical School requires prioritisation as it evolves to create an educational hub for the College that includes undergraduate and postgraduate teaching from biomedical sciences, clinical sciences and molecular genetics and population health.

Biomedical Sciences (BMS) delivers cross disciplinary biomedical teaching across CMVM with over 1000 undergraduates in Edinburgh and 500 in Zhejiang, integrating research led teaching throughout. BMS leads the Zhejiang University-University of Edinburgh Institute (ZJU-UoE Institute), a collaboration in the field of Biomedical Sciences between UoE and ZJU, at the International Campus of Zhejiang University in Haining. It provides education programmes that promote academic excellence, leadership, innovative and global vision for the next generation of Biomedical Scientists on themes which tackle some of the major global health challenges facing society.

Appendix C - Consultation Activities

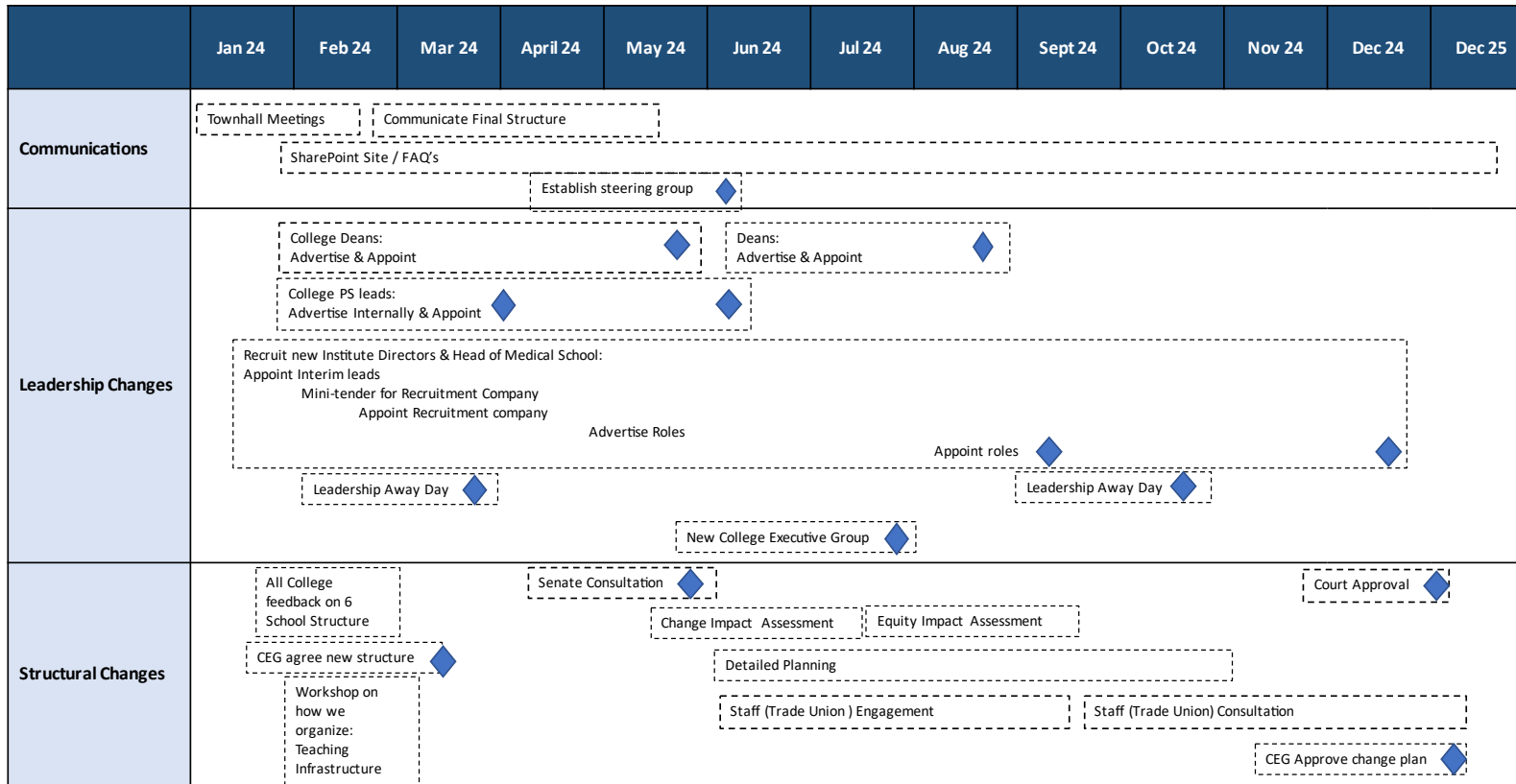
	Activity	When	Who (include approx. numbers)
	Pre- governance Review		
1	College Executive Strategy Away Day	21 st November 2022	Members of the College Exec & College Operations group (50)
2	Learning & Teaching Away Day	1 st December 2022	Directors of learning & teaching (UG & PGT), quality, heads of teaching organisations, deans, head of schools including EUSA VP/students reps.
3	College Executive Strategy Away Day	7 th December 2022	Members of the College Exec & College Operations group (50)
4	Professional Services Staff Away day	14 th December 2022	250 members of professional services staff
5	Governance Review		
6	Senior management meeting	3 rd Feb 2023	8 members senior management team agreed to undertake governance review
7	College office meeting	7 th Feb 2023	8 members of college office team
8	Individual meetings with leaders	Mar – Oct 2023	72 leaders across the college and university
9	College Operations group governance review workshop	18 th May 2023	25 members of COG
10	Learning and teaching governance workshop	24 th may 2023	24 College Deans for teaching and learning and students, Directors of teaching (UG & PGT), EUSA VP, College professional services teaching organisation leads
11	CEG/COG workshop on governance review	30 th May 2023	Members of the College Exec & College Operations group (50)
12	College office meeting	19 th June 2023	8 members of college office team
13	CEG/COG/Deans away day of governance review	28 th June 2023	Members of the College Exec & College Operations group, College Deans & EUSA VP (60)
14	College Deans Meeting	4 th October 2023	15 College Deans
15	CMVM Professional services and operations away day	11 th December	400 members of professional services & operations staff
16	CEG/COG meeting	18 th December	Members of the College Exec & College Operations group (50)
	College Modernisation 2024		
17	Town halls	11 th Jan – WGH 15 th Jan – Bioquarter	All staff invite to attend town halls re College modernisation plan.

		1 st Feb – Easterbush 5 th Feb – Central	
18	SharePoint Site Launched	8 th – current	With SLT paper, voice note from David Argyle on modernisation (960 views), Question and answers, steering committee remit. Voice note from Anne-Marie Coriat (976 views), added 15 th Feb
19	College modernisation feedback survey	11 th Jan – 29 th February	All staff invited (37 responses)
20	College modernisation email for feedback & questions	11 th Jan – ongoing	All staff
21	Organising our teaching workshop	29 th Feb	16 staff from Directors of Teaching, Teaching Organisation Staff, & College Professionals Services Teaching and learning
22	CEG/COG away day	11 th March	Included 2 nd workshop on organising teaching (attendees similar roles to above – 20) Members of the College Exec & College Operations group (50)
23	Organising our infrastructure workshop	13 th March	All staff invited – 20 signed up – 5 attended
24	CEG meeting	18 th march 2024	Decision on new structure for College
25	Townhall	14 th May 2024	Planned townhall for all staff to communicate new structure

Appendix D – Timeline for College Modernisation

CMVM Modernisation Timeline

Key: Milestone 



Senate**22 May 2024****People and Money Improvement Plan 24-26****Description of paper**

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

Action requested/recommendation

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

Background and context

3. Our new finance processes launched in People and Money on 31 August 2022. As well as the system changes and the processes they underpin, we formed new teams to help with the buying of goods and services (Procurement Operations), how we get money into and out of the University (Finance Operations) and how we support new budget areas (Finance Business Partners), along with the introduction of a new Chart of Accounts.
4. We established and communicated the set of priorities we worked to during the 2023 calendar year. These were:
 - a. Our first set of priorities in 2023 focussed on the critical business as usual finance activities including financial year end/audit (including subsidiaries) and regulatory returns, budget and forecasting for 2023/24, and ongoing maintenance of payments, new supplier set up and supply of goods and services; as well as ongoing core stabilisation of research finance processes and activities.
 - b. Our second set of priorities in 2023 focussed on the incremental improvements to the purchase to pay process, implementation of the collections module and completion of handover to InoApps managed service.
 - c. While significant progress has been made, we knew there would be more to do so we committed to developing a programme of work – a roadmap/improvement plan – which would set out our next set of priorities.
5. The Senior Leadership Team welcomed and accepted the recommendations arising from the [People and Money External Review](#) conducted by PA Consulting and shared with colleagues on 7 December 2023.
6. As well as the broader recommendations on future change programmes, the report set out specific recommendations for People and Money, which will be

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

7. The December 2023 meeting of the University Executive endorsed the emerging priorities for the People and Money Roadmap 24-26; provided initial comment on the proposed governance and endorsed the recommendation received to proceed with two areas of work in advance of the full roadmap being presented (these are titled 'Knowledge and Engagement – Understanding the Processes; and 'Research grants/projects – continuous improvement of finance processes').
8. The January 2024 meeting of the University Executive approved the post-Enactment Group governance group/model which met for the first time on 28 March 2024. [The membership and the terms of reference are published.](#) This governance model will report into the [University Initiatives Portfolio Board \(UIPB\)](#). The UIPB reports into the University Executive and recognising that People and Money will continue to be a topic of interest, escalations will come through the UIPB to University Executive and then material items reporting into Court via the more appropriate of Policy & Resources Committee or Audit & Risk Committee depending on the item.
9. In February 2024 the University Executive approved the direction set out in the Finance and HR processes roadmap document, which is summarised in this paper in the table below paragraph 17, noting the comments from the Enactment Group, priorities, resource, and risks; and approved the recommendations from the Enactment Group on the two outstanding impact assessment from the Principal's external advisor, on cost centre access and financial approvals, and the next steps set out for these (see paragraphs 18-22). The papers presented at the February University executive went to Policy & Resources Committee in March 2024 and University Court in April 2024.

Discussion

10. The Finance and HR improvement plan 24-26 sets out the roadmap for our key Finance, Procurement, Payroll and HR processes and a prioritised set of activities that need to be undertaken to deliver these; the approach to engagement, training and support; reporting; outcomes from impact assessments; governance; risks; issues and assumptions; and forecast/estimated resourcing requirements.
11. When developing the roadmap we received feedback from several sources, including but not limited to:

- a. Feedback from colleagues, following the implementation of phase 1, 2, and 3 and most recently through engagement with Implementation Groups, on priorities for Finance and HR processes;
 - b. Known scoping decisions either pre- or post-implementation;
 - c. Input from colleagues in Finance, Human Resources, Information Services Group;
 - d. Governance groups including the University Executive, the Enactment Group, Implementation Group, the Research Stabilisation Group; and from other governance bodies such as Senate letters/papers which were shared through the Enactment Group;
 - e. Recommendations received by the University from review activity during 2023; and
 - f. Other informal feedback, meetings, and continuous improvement logs.
12. The Enactment Group endorsed the Roadmap at its final meeting on 6 February 2024 and made several key comments as part of that endorsement to the University Executive in February 2024. These included:
- a. At this stage we need to accept that the roadmap sets the direction and priorities and we recognise that this work is not straightforward and not all elements have a neat solution.
 - b. There is an acceptance that the level of detail in some areas of the roadmap will become clearer as we complete some of the more detailed specification work and commence the work with colleagues – for example reporting changes or the implementation of new processes for allocating salaries to research projects.
 - c. The limitations expressed at this stage in the estimation of resource required for the work to be completed and the confidence levels are noted and the most effective way to build confidence will be the appropriate programme/project controls being utilised in advance of starting the work.
 - d. Budget area capacity and resource requirement is not fully captured and will be addressed as we progress with the work, which in most cases required deep engagement with budget holders.
 - e. It is important that this work aligns with the new University Initiatives Portfolio Board and the positive discussions at its initial meeting. The roadmap outlines a pragmatic set of priorities but it can be difficult to assess these in isolation and to maintain focus as others emerge. Alignment with planning round expectations and process is required.
 - f. The importance of lessons learned from the People and Money external Review has been noted, both in general terms and in relation to the specific recommendations relating to this next phase of work. For example, the approach to engagement through the new user groups is a critical aspect to help build trust and deploy a more engaging approach to design of processes. We need to ensure this is effectively delivered and supported.
13. As we move into delivery of the roadmap, it will be important to break the work down into specific areas of focus and within that deliverable project/work that needs to be completed. These areas of activity are then underpinned by change and project management support and technical support.

14. The focus of the roadmap, and the governance model, starts with the end-to-end business process, engagement and support, rather than with the system itself, with the intention of fully embedding the processes and organisational design. We have taken this approach because our key processes are in different states of maturity and the actions set out in the roadmap will reflect that not all actions require systems work. This focus aligns with one of our Strategic Performance Indicators and our intention as set out in Strategy 2030 'to have more user-friendly processes and efficient systems to support our work.'
15. More information has been set out in the [governance terms of reference](#) which have been shared with the University community, but the focus on people and their experience of the end-to-end processes has several key characteristics that include but are not limited to:
 - a. Standard Operating Procedures available with clearly defined roles and responsibilities;
 - b. Training, guidance and support to fully embed the design and ways of working is available, including escalation for end-users to agreed standards and is being delivered in a consistent way;
 - c. Greater user engagement and support, and ensuring developments are reviewed with a range of representative business perspectives and scenarios so that organisational change leads the system implementation;
 - d. Metric(s) to help measure effectiveness and efficiency of process and alignment with organisational goals.
16. Feedback on priorities areas was consistent. The table below provides a summary of these and this table was shared through an all staff email on 18 April 2024.
17. As of April 2024, we have prioritised the following areas of work from the table of priorities. The work on these priorities has just started.
 - a. Increase capacity to support the work required to set up research grants in People and Money and support the key processes such as the creation of portfolio codes and burdening schedules;
 - b. Set up the project which will deliver improvements to the allocation of salaries to research process (this project is called Research Salary Management Project);
 - c. Set up the first three end-to-end processes where we will develop and deliver standard operating procedures for purchase to pay, academic promotions, and research collaborator payments;
 - d. Set up the work to improve the good-receipting process by giving targeted colleagues access to receipt transactions other than their own Purchase Orders (POs), supported by appropriate training and support;
 - e. Start work to scope the reports that will enhance visibility for colleagues outside finance, particularly relating to visibility of general ledger information.

S 23/24 3D

Area of focus	Where we are now	Where we want to be	What we're doing
Knowledge and engagement – understanding the process	Key processes and documentation are different across the organisation	Business processes and operating procedures that are consistent and easy to understand	<ul style="list-style-type: none"> • Publish standard operating procedures in a user-friendly format • Have the appropriate guidelines and training in place to help you use these processes. • Provide initial support to help you adopt the processes and guidelines and overcome any challenges • Provide ongoing support and engagement
Research grants/projects – continuous improvement of finance processes	<p>Projects not set up quickly enough and are manual, complex and not well-understood</p> <p>Difficult to manage projects in the most effective way.</p>	We have processes in place which are simple, well understood and work quickly so that we save time, maximise the recovery of external funds and add more value.	<ul style="list-style-type: none"> • Assess and tackle backlogs to support set-up, management and visibility, allocation of income and forecasting, closure. • Allocation of salaries to research: Improve current processes before implementing a change to both process and system which will be called the Research Salary Management Project. • Collaborator partner payments: Improve existing process before implementing a change to both process and system so the payments can be made at the point of signing.

S 23/24 3D

			<ul style="list-style-type: none"> • Improve systems integrations between Wortribe and People and Money. • Fully develop processes and procedures leading to providing better support, engagement and training to key users of research elements – PIs, School/Institute research teams and ERO.
<p>Financial planning and operations</p>	<p>Inconsistent ways of working across budget areas.</p> <p>Reporting improvements needed.</p> <p>Decision making in key areas can be challenging.</p>	<p>Processes which clearly identify roles/responsibilities from start to finish and best practice in place consistently across all areas.</p> <p>This will help enable effective, well-informed decisions to be made.</p>	<ul style="list-style-type: none"> • Improve management and reporting on staffing, including salary forecasting. • Payroll changes including Form 13 and 100 processes. • Improvements to processes where HR and Finance overlap. • Improvements to planning and budgeting, including student income and expenses forecasting. Improvements to standardised system reporting. • Updated delivery approach for finance reports (including the general ledger) which will enable us to improve reporting, provide more visibility to colleagues outside finance to help ensure the right information is available to the right people at the right time.

S 23/24 3D

			<ul style="list-style-type: none"> • All underpinned by improved training and support.
<p>Improvements to purchase to pay and non-trade payments</p>	<p>Multiple routes to generate payment.</p> <p>Payments not always made on time.</p> <p>More reporting needed to support management of this process.</p>	<p>Clear processes and differentiation of the available payment routes and the advantages of each.</p> <p>Process improvements and any related system changes implemented and working effectively.</p>	<ul style="list-style-type: none"> • Put in place engagement, training and support on our purchasing and payment processes, focussing on key areas. • Make improvements to the purchase-to-pay process, including: <ul style="list-style-type: none"> ○ Invoice handling including electronic scanning of invoices, with the objective of achieving a smoother journey from invoice received to payment of our suppliers. This includes how we can improve efficiency by reducing the number of invoices that fail checks and are placed on hold. ○ Improve the use of our supplier portal to streamline the purchasing and payment process for the benefit of suppliers and the University. ○ Review of VAT processes. ○ Process efficiencies and improvements for high volume suppliers. • Improve four key processes in accounts payable (including non-trade creation, non-trade payment and student

S 23/24 3D

			<p>expenses/payments) and two in accounts receivable (including credit memo and improvements to sales invoice) through introduction of system workflows.</p> <ul style="list-style-type: none"> • Make improvements to processes for PGR student expenses, simplified non-trade payment approval and review process.
Additional capacity to support continuous improvement in our HR processes			

For Human Resources

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

S 23/24 3D

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

Impact Assessments

18. There were two outstanding recommendations which were received from the Principal's external advisor which have been impacted assessed and discussed with the Enactment Group with recommendations set out below approved at the February 2024 meeting of the University Executive. These recommendations are now being aligned with the work that will be delivered through the roadmap. These were two complex impact assessments and stand-alone reports were produced for the Enactment Group.
19. The first impact assessment focussed on cost centre access. The Enactment Group agreed the following wording for the recommendation to be impact assessed: *Access should be allocated based on cost centres and enable limited trained resource outside team finance to find and clear issues directly in the system, and establish the level of oversight/control required to be able to ensure this is being done consistently with best practice.* Two options were compared:
 - a. Leave access as it is (as has been defined and modified through to September 2023). If this option is chosen then we must also define ways of solving ongoing current operational issues.
 - b. Change to access based on cost centre allocations. If this option is chosen, we must have clarity on the change implied through the organisation, chart of accounts and People and Money.
20. The Enactment Group and the University Executive agreed with the recommendation in the impact assessment that no further work or progress should be undertaken with regards to change the access based on cost centre allocation, in short this starts to deviate substantially from our configuration of the Oracle system. Instead, there are a number improvements which can be progressed within our current configuration, including: updated delivery approach for finance reports (including general ledger) which will enable us to improve reporting and provide more visibility to colleagues outside finance; improve access to support the Goods Receipting process; and continue to improve response rates through the finance helpdesk so that any problems identified are fixed quickly.
21. The second impact assessment focussed on the process of financial approvals. *The Enactment Group agreed the following wording for the recommendation to be impact assessed: the authorisation route for financial transactions should be directed to budget holders and not to line managers. The control structure within People and Money should be amended to reflect budget holder cost structure.* Two options were compared:
 - a. Leave the authorisation route for the finance transactions with the line manager. If this option is chosen then we must also define the ways of solving the ongoing current operational issues.
 - b. Change the authorisation route for finance transactions to budget holder. If this option is chosen, we must have clarity on the changes implied to the organisation, chart of accounts and People and Money.

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

Resources

23. The scope of work, the inter-dependencies, the system underpinning the processes, and the structure of the University, mean that this remains a complex and challenging set of deliverables to resource, plan and incorporate into a roadmap.
24. We have set a planning horizon of two years, recognising that some of our work will be effective in a shorter time – this will emerge as we break down the specific area of focus and the deliverable project/work that needs to be completed. The financial estimates have been provided through University Executive, Policy & Resources Committee, and University Court papers and are subject to the decisions made through the University planning round process.
25. The external review of People and Money has made several recommendations relating to improved planning, prioritisation and co-ordination; that sufficient resourcing should not be under-estimated and needs to be planned in plenty of time, from both internal and external perspectives; and scope and security of resource. The lessons learned are being implemented and that will mean ongoing improvement in the estimation and forecasting of the individual elements in addition to the appropriate project/programme controls being implemented through the new Implementation Board and the University Initiatives Portfolio Board.

Risk Management

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

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

Communication

28. The Finance and HR Process and System Implementation Board has ongoing support from colleagues in Communication and Marketing to help with the implementation of an ongoing communication plan, which is in line with the new approach to change and communications which has been established as part of the review of strategic change and continuous improvement.
29. An all staff email was issued on 24 April 2024 which updated staff on our plans to improve our Finance and HR processes underpinned by People and Money. This included links to:
- a. [Improvement plan SharePoint](#)
 - b. [Finance and HR Process and Systems Implementation Board](#)
30. We will be keeping colleagues informed as the plan progresses. We are planning a series of in-person events across all campuses in early summer 2024 to introduce the improvement plan, listen to feedback and answer questions. The SharePoint site will be regularly updated with our progress.
31. The External review of People and Money conducted by PA Consulting, and our own review of Strategic Change and Continuous Improvement, have set out the need to enhance our approach to how we engage with leaders, managed and affected staff. As we make progress on this improvement plan, we will be engaging directly with those colleagues who work closely with Finance, HR and the Edinburgh Research Office. We will be setting up engagement groups for these colleagues over the coming weeks and months and details will be added to the SharePoint site once they're available.

Further information

Author

Barry Neilson
Director of Strategic Change
Co-Chair Implementation Group

Presenter

Dave Robertson
Personal Chair in Applied Logic
Co-Chair Implementation Group

Dave Robertson
Personal Chair in Applied Logic
Co-Chair Implementation Group

Freedom of Information

32. Open

Senate**22 May 2024****Senate Exception Committee Terms of Reference and Membership****Description of paper**

1. Minor update to the Senate Exception Committee Membership

Action requested / recommendation

2. Senate is asked to approve the updated Membership. The Terms of Reference are unchanged and are attached for information.

Background and context

3. The Senate Exception Committee operates under delegated authority, to make urgent formal business decisions which would otherwise require Senatus approval between meetings.

Discussion

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

Resource implications

5. None

Risk management

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

Equality & diversity

7. The membership of the Committee is largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

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

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

Author

Olivia Hayes
Academic Policy Officer
30 April 2024

Freedom of Information: Open

Appendix 1:

Senate Exception Committee Terms of Reference

1 Purpose

1.1 Under delegated authority, to make urgent formal business decisions which would otherwise require Senatus approval between meetings of Senatus subject to defined principles and on the understanding that any matter so referred can be referred to the full Senatus should this be the wish of the Exception Committee.

2 Composition

2.1 The Committee shall consist of at least six members.

2.2 The Principal, the Provost, the Vice-Principal Students, the Convener of the Research Strategy Group, and the Convener of each of the Standing Committees of Senate shall be ex officio members of the Committee.

2.3 Unless otherwise represented, the membership of the Committee must also include six elected academic staff Senate members, including at least one such member from each College, and a representative of the Edinburgh University Students' Association (normally the President).

2.4 The term of office for Senate members, where they are not ex officio members of the Committee, will be no longer than their membership of the Senatus and will be for a maximum of three years.

2.5 Edinburgh University Student Association annually nominate one fully matriculated student to be a member of the Exception Committee; this is normally one of the elected Students' Association sabbatical officers.

2.6 Previous members are eligible for re-appointment up to a normal maximum of two consecutive terms of office.

2.7 The Principal shall be appointed Convener of the Committee.

2.8 The Vice-Principal Students shall be appointed Vice-Convener of the Committee.

3 Meetings

3.1 The Committee will be convened only if required and much of its business is expected to be conducted through correspondence.

3.2 The aim will be to circulate minutes, agendas and papers to members of the Committee at least five working days in advance of the meeting or prior to the conclusion of the consultation period. Notice of business shall be given to the Senatus to the extent possible, and papers made available upon request so that comments can be given to a member of the Committee. In cases of extreme urgency, which is likely to be the case given the nature of this Committee, and with the agreement of the Convener, papers may be tabled at meetings of the Committee. If being conducted by correspondence the consultation period may be no shorter than a 24 hour period.

3.3 Papers will indicate the originator/s and purpose of the paper, the matter/s which the Committee is being asked to consider and any action/s required and confirm the status of the paper in respect of freedom of information legislation.

3.4 Four members of the Committee shall be a quorum. This number must include the Principal or Vice-Principal Students and an elected academic staff Senate member.

3.5 A formal minute will be kept of proceedings and submitted for approval as soon as practicable to members of the Committee. The draft minute will be agreed with the Convener of the Committee prior to circulation.

4 Remit

4.1 To consider any matter between meetings of the Senatus that cannot await the next such meeting and with the delegated authority of Senatus to make a decision on the matter on behalf of the Senatus insofar as a decision cannot be deferred to a meeting of the Senatus.

4.2 The Committee in reaching a decision must be satisfied regarding the following:

- there is evidence of the consideration given to the equality impact of the matter under consideration; and
- there is a robust rationale for the proposals or options being presented by the identified lead senior officer or officers including information on the outcome of any consultation undertaken.

5 Other

5.1 A report on issues discussed at each meeting or concluded via correspondence will be provided to the next available Ordinary Meeting of the Senatus.

5.2 Membership of the Committee will be published on the University's website.

Approved by Senate on 11 October 2023

Senate Exception Committee Membership 2024-25

Name	Position/School	Term of office	Composition Section
Professor Peter Mathieson (Convener)	Principal	Ex Officio	2.2
Professor Kim Graham	Provost	Ex Officio	2.2
Professor Colm Harmon (Vice Convener)	Convener of the Education Committee, Vice Principal Students	Ex Officio	2.2
Professor Patrick Hadoke	Convener of Academic Policy and Regulations Committee	Ex Officio	2.2
Professor Tina Harrison	Convener of Senatus Quality Assurance Committee, Deputy Vice-Principal, Students (Enhancement)	Ex Officio	2.2
Professor Christina Boswell	Convener of the Research Strategy Group	Ex Officio	2.2
Dr Michael Barany	Elected academic member of Senate, College of Arts, Humanities and Social Sciences	December 2022 – 31 July 2025	2.3
Dr Stuart Gilfillan	Elected academic member of Senate, College of Science and Engineering	December 2022 – 31 July 2025	2.3
To be confirmed	Elected academic member of Senate	1 August 2024 – 31 July 2027	2.3
Dr Steven Morley	Elected academic member of Senate, College of Medicine and Veterinary Medicine	December 2022 – 31 July 2025	2.3

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

Senate**22 May 2024****Senate Standing Committee Membership 2024/25****Description of paper:**

1. Senate Standing Committee Membership for 2024/25.

Action requested / recommendation:

2. The Membership of each Standing Committee are presented to Senate for approval.

Background and context:

3. Under the Senate Standing Orders (22a), Senate may appoint Committees and delegate powers to these committees. Senate approves the membership of these committees annually.
4. Senate currently delegates powers to three Standing Committees: Senate Education Committee (SEC), Senate Quality Assurance Committee (SQAC), and Senate Academic Policy and Regulations Committee (APRC).
5. The membership for SEC is presented to Senate annually for approval. Due to the timing of the 22 May Senate and subsequent Standing Committee meetings for APRC on 23 May and SQAC on 16 May, Senate is receiving a copy of the draft membership for approval. It is possible there will be further amendments to the membership following APRC and SQAC's meetings. Any subsequent amendments to the membership will be reported to Senate at the next Ordinary meeting, usually held in October.
6. Senate Standing Committees formally report to Senate annually in addition to providing updates on recent and forthcoming business at each ordinary meeting of Senate. These committees feed into and out of College level committees (Undergraduate Education, Postgraduate Education, Quality Assurance) and specialist Support Services (the Institute for Academic Development, Careers Service, Student Recruitment and Admissions, Registry Services) via committee membership. Therefore, a number of committee roles are ex officio, to ensure that committee members have the appropriate knowledge, expertise, responsibility and accountability to fulfil the committee remit.
7. In October 2022, Senate agreed to expand the membership of each Standing Committee to include three elected Senate members. An election is held annually to fill the three positions. All committees include student representation.
8. Senate members who are not included in the Senate Committees' membership may have opportunities to contribute to the work of these committees as co-opted members or as members of working groups.
9. Senate members receive notification via email when papers for Senate Standing Committees are available. Members are encouraged to feed into Standing

Committee's by sharing comments or feedback with either their College representative, or in their absence, the relevant Standing Committee Convener.

10. The terms of reference for each Committee are available on the [relevant Committee page](#)
11. Two diagrams are appended below for information:
 - a. University Court and Senate Committee structure (extracted from the [University Committees webpage](#))
 - b. An overview of the Senate and College Committee structure

Discussion

12. The Committee membership for the Senate Education Committee is provided below. Any changes to the membership are highlighted in yellow.
13. The draft Committee membership for the Senate Quality Assurance Committee is provided below. Any known changes to the membership are highlighted in yellow, there may be further changes to the membership following the final meeting to take place on 16 May 2024.
14. The draft Committee membership for the Academic Policy and Regulation Committee is provided below. Any known changes to the membership are highlighted in yellow, there may be further changes to the membership following the final meeting to take place on 23 May 2024. The election of the Convener and Vice-Convener, will be confirmed at the final meeting of APRC, in line with APRC's Terms of Reference.
15. All changes to membership will take effect from 1 August 2024.
16. The Standing Committee webpages will be updated with membership once all positions are confirmed.
17. In 2022/23 Senate was the subject of an externally facilitated review. The results of this review were formally received at the 11 October 2023 meeting of Senate. The review contained two recommendations which relate to Senate Standing Committees including a recommendation that a review of the Terms of Reference, coverage, and scope of the three Senate Committees be undertaken. It was recommended these recommendations be adopted, however delegated to the Senate External Review Task and Finish Group to provide oversight and drive the recommendations forward (see [Paper S23/24 1!](#)).
18. The formation of the Task and Finish Group was approved at the 7 February 2024 meeting of Senate and the first meeting of the group took place on 15 April 2024. The group discussed the prioritisation of recommendations with reference to the Standing Committee recommendations. The Group intend to consider, consult, and develop proposals for Senate with the intention of bringing proposals to future meetings of Senate (see Paper S 23/24 3O).
19. At its 11 October 2023 meeting, Senate agreed an action that Senate Standing Committees be formed in accordance with the Senate Standing Orders. Senate

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

Resource implications

20. No amendments with resource implications are proposed.

Risk management

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

Equality & diversity

22. The composition of the Senate Committees is largely determined according to defined role-holders (e.g. defined Assistant or Vice-Principal, Director of a defined Support Service or delegate) or as representatives of particular stakeholders (e.g. a College or the Students' Association). The membership of SEC is therefore largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

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

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

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

Author

Olivia Hayes
Senate Clerk
May 2024

Presenters

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

Freedom of Information: Open

**The University of Edinburgh
Senate Education Committee**

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

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

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

**The University of Edinburgh
Senate Academic Policy and Regulation Committee**

Role on APRC	Position	Name	Term of Office
3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels	Dean of Quality Assurance and Curriculum Validation (CAHSS)	Dr Emily Taylor	
3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels	Dean of Students (CAHSS)	Professor Jeremy Crang	
3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels	Head of Taught Student Administration and Support (CAHSS)	Cat Morley	
3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels	Dean of Learning and Teaching (CSE)	Professor Tim Stratford	
3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels	Dean of Student Experience (CSE)	Professor Stephen Warrington	
3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels	Head of Academic Affairs (CSE)	Alexandra Laidlaw	

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

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

**The University of Edinburgh
Senate Quality Assurance Committee**

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

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

Senate**22 May 2024****Senate Standing Committee Priorities 2024/25****Description of paper**

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

Action requested / recommendation

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

Background and context

3. Senate received the Annual Report of Standing Committees for 2022/23 at its 11 October 2023 meeting. This report contained the Standing Committee priorities for 2023/24 however Senate did not approve this item by a vote of 51%.
4. Following a review of feedback raised by Senate members and in line with the efforts toward continuous improvement and enabling greater oversight of Standing Committee work for Senate, a revised approach is being taken to Committee Priorities and the Annual Report of Standing Committee business.
5. The Annual Report of Standing Committee business will be presented to the first Senate meeting of 2024/25. This change to sequence has been made to allow the full Committee cycle to take place prior to the report being drafted and presented to Senate. The report will be drafted with consideration of the feedback raised at the 11 October 2023 meeting, Senate Standing Committee Conveners will hold discussions with the Senate representatives elected onto their Committee or 2023/24 to identify areas where greater information may be helpful.
6. Senate receive a Standing Committee Upcoming Business report at each meeting of Senate and are notified when the agendas, papers and minutes are published for Senate Standing Committees.
7. At its 7 February 2024 meeting, Senate received a paper (Paper S23/24 2D) which outlined the plans for developing Standing Committee priorities for 2024/25.
8. In line with these plans, each Standing Committee has received a paper with the draft proposed Committee priorities with adequate time provided at meetings for discussion of Committee priorities. The development of the priorities for each Committee is outlined in paragraphs 9-11.
9. SEC received a paper outlining the draft proposed committee priorities at its 7 March 2024 meeting. The feedback provided by members at the meeting was used to develop a further iteration of the proposal priorities which was shared on the Committee's SharePoint site for further comment. Comments received on this

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

10. APRC received a paper outlining the draft proposed committee priorities at its 21 March 2024 meeting. The feedback provided by members at the meeting was used to develop a further iteration of the proposal priorities which was shared with APRC for further comment. The finalised proposed priorities for APRC presented in paragraph 13.
11. SQAC received a paper outlining the draft Committee priorities ahead of its April meeting for consultation. The paper was then formally discussed by SQAC at its 25 April meeting. The feedback provided by members was used to develop a further iteration of the proposed priorities which was shared on the Committee's SharePoint site for further comment. Comments received on this iteration have been used to finalise the proposed priorities presented in paragraph 14.

Discussion

12. Senate Education Committee proposed Committee priorities 2024/25

Proposed priority	Curriculum Transformation
Rationale and fit with remit	Curriculum Transformation is a major University strategic priority which aligns to Strategy 2030. It is also relevant to the committee remit: 2.1 Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners 2.2 Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations
Area of focus and objectives	<ul style="list-style-type: none"> • Committee to contribute to and guide development and adoption of UG and PGT Curriculum Frameworks • Committee to have oversight of priority areas for enhancement linked to Curriculum Transformation (e.g. programme level assessment, sustainability & climate, accessibility & inclusion)
Regulatory/external requirement?	No
Proposed priority	Student experience – actions taken in response to student survey results

Rationale and fit with remit	<ul style="list-style-type: none"> • Relevant to committee remit 2.3: Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback • Feedback from Senate via elected members (January 2024, Paper F) • Also fits with Senate Quality Assurance remit 2.6 Identify areas for innovation and enhancement of the student experience and ensure that these inform Senate Education Committee's policy development.
Area of focus and objectives	<ul style="list-style-type: none"> • For the Committee to continue to receive and consider updates on work undertaken to improve the student survey results from the Deputy Secretary (Students). • By the end of AY 24/25, for the Committee to have worked in partnership with Senate Quality Assurance Committee to facilitate the sharing of good practice and successes in relation to improving student survey results to support Schools, including in relation to core learning skills.
Regulatory/external requirement?	Yes – Quality Code advice and guidance Student Engagement

Proposed priority	Assessment and feedback
Rationale and fit with remit	<ul style="list-style-type: none"> • Relevant to committee remit 2.3: Oversee policy relating to students' academic experience and proactively engage with high-level issues and themes arising from student feedback. • Also fits with Senate Quality Assurance remit 2.5 Support the University's engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives.
Area of focus and objectives	<ul style="list-style-type: none"> • Ensure ongoing implementation of the Assessment and Feedback Principles and Priorities, with a focus on principles: <ol style="list-style-type: none"> 1. Assessment will be fit for purpose; 3. Assessment and feedback will be inclusive, equitable and fair; and 6. Feedback on assessment will be constructive, developmental and timely <ul style="list-style-type: none"> ○ Ensure mechanisms are in place for the continued monitoring of feedback turnaround times (to the three-week standard) ○ Ensure mechanisms are in place for the continued monitoring of feedback quality

	<ul style="list-style-type: none"> Consider School-level data and evidence against assessment and feedback priorities, including timeliness and quality/usefulness of feedback.
Regulatory/external requirement?	Yes – This was a recommendation in the QAA ELIR 2021 Report and has been re-emphasised in the QAA QESR Report (published January 2024).

Proposed priority	Learning and Teaching Strategy
Rationale and fit with remit	<ul style="list-style-type: none"> Relevant to committee remit 2.1 Promote strategically-led initiatives and university-wide changes designed to enhance the educational experience of students and learners Relevant to committee remit 2.2 Promote innovations in learning, teaching and assessment, embrace new teaching methods and consider cross-cutting themes such as research-led and technology-enhanced learning, digital and information literacy, education for employability, internationalisation and lifelong learning. Consider and promote local developments or initiatives with substantial implications for University learning and teaching strategy, policy, services or operations.
Area of focus and objectives	<ul style="list-style-type: none"> Launch a Learning and Teaching Strategy from AY 2024/25 that aligns with Strategy 2030 Provides strategic direction for learning, teaching Facilitate curriculum development, student engagement and inspire and support teaching excellence.
Regulatory/external requirement?	Yes – This was a recommendation in the QAA ELIR 2021 Report and has been re-emphasised in the QAA QESR Report (published January 2024).

Members also identified the following areas of focus for the Committee. These will be added to the Committee's forward agenda for discussion initially which will inform further work.

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

or postgraduate research students, and those involved in non-standard programmes) may diverge from that of others)

- Estates and space
- Look at data across the student journey, including but not limited to awarding gaps

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

Proposed priority	Curriculum Transformation Programme
Rationale and fit with remit	The Curriculum Transformation Programme is a major University strategic priority which aligns to Strategy 2030. It is also relevant to the committee remit: 2.1 Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities. 2.2 Ensure that the academic regulatory framework continues to evolve in order to meet organisational needs and is responsive to changes in University strategy, and in the internal and external environments.
Area of focus and objectives	<ul style="list-style-type: none"> • Consider and approve relevant policies to articulate the PGT programme archetypes (contingent on approval of the archetypes by Senate); • Consider regulatory implications of elements of the PGT curriculum, including progression points, awarding criteria, programme length, and Recognition of Prior Learning.
Regulatory/external requirement?	No

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

	compliance and legal frameworks, particularly in relation to equality and diversity.
Area of focus and objectives	<ul style="list-style-type: none"> • Consider regulatory options for handling cases where students' progress with their research is severely hampered over a prolonged period. • Ensure regulations and policies take account of adjustments which may be offered to students with disabilities. • Take steps to ensure the Annual Review process focuses on academic matters.
Regulatory/external requirement?	We have an anticipatory duty under the Equality Act 2010 to ensure that our regulations and policies do not discriminate against students with disabilities, and other protected characteristics.

Proposed priority	Scheduled review of policies
Rationale and fit with remit	<p>APRC revised the schedule of reviews for policies in March 2023 to group these more thematically and address a backlog in reviews generated during the pandemic period. Maintenance of the framework of policies and regulations is central to APRC's remit:</p> <p>2.1 Oversee the development, maintenance and implementation of an academic regulatory framework which effectively supports and underpins the University's educational activities.</p>
Area of focus and objectives	<p>Policies scheduled for review during 2024/25 include the following:</p> <ul style="list-style-type: none"> • Authorised Interruption of Study Policy • Dual, Double, and Multiple Awards Policy • Handbook for External Examining of Research Degrees • Visiting and Non-Graduating Student Policy and Procedure • Withdrawal and Exclusion from Studies Procedure
Regulatory/external requirement?	Yes. Regular review of core practices as enshrined in policy is an expectation under the QAA UK Quality Code.

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

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

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

Proposed priority	Responding to 2023 Quality Enhancement & Standards Review
Rationale and fit with remit	<p>This priority responds to the recommendations following the 2023 QESR and is relevant to the committee remit:</p> <p>2.1 Oversee the delivery and enhancement of the University's quality assurance framework, ensuring that it meets external requirements.</p> <p>2.5 Support the University's engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives.</p>
Area of focus and objectives	<ul style="list-style-type: none"> • Committee to focus on the progress required against the QESR recommendations: <ul style="list-style-type: none"> i) Assessment & Feedback (turnaround times and quality of feedback)

	<ul style="list-style-type: none"> ii) Implementation of the Tutors & Demonstrators training policy iii) Promotion of academic staff based on teaching iv) Learning & Teaching Strategy v) Attainment gap monitoring vi) Pace of change: make progress on recommendations from external reviews which can be evidenced in the next academic year. <ul style="list-style-type: none"> • Committee to support and monitor the work of the QESR oversight group who are taking action to progress the above recommendations. The group will report to SQAC and SEC to allow the Senate Committees to monitor progress against recommendations and ensure that appropriate action is being taken. • Committee will also update wider Senate on developments and progress in order to facilitate understanding of QESR and related external QA requirements. • Committee to give particular focus to progress against Assessment & Feedback and T&D training which have been identified as time critical recommendations following the external review.
Regulatory/external requirement?	Yes. This is in response to recommendations made in the QAA ELIR 2021 Report and the later QAA QESR Report (published January 2024).

Proposed priority	Responding to the outcome of the Scottish Funding Council’s Tertiary Quality Review
Rationale and fit with remit	<p>A sector-wide Tertiary Quality Enhancement Framework (TQEF) for implementation within 2024-25 is being developed (the University has been represented during this development). As above, this fits with the remit:</p> <ul style="list-style-type: none"> • 2.1 Oversee the delivery and enhancement of the University’s quality assurance framework, ensuring that it meets external requirements. • 2.5 Support the University’s engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives.
Area of focus and objectives	<ul style="list-style-type: none"> • Committee to focus on identifying where policy, guidance and practice is updated to align with changes to the TQEF • In line with its remit, the Committee is expected to promote the quality assurance framework as an

	<p>important part of the University's activities and ensure that the outcomes inform relevant University business.</p> <ul style="list-style-type: none"> • Committee will also update wider Senate on developments and changes in order to facilitate understanding and engagement with the new TQEF.
Regulatory/external requirement?	Yes – mapping to SFC Guidance on Quality is an external requirement.

Proposed priority	Evaluation and monitoring of the implementation and effectiveness of the new student support model (SSM)
Rationale and fit with remit	<p>Relevant to committee remit:</p> <ul style="list-style-type: none"> • 2.5 Support the University's engagement with external quality requirements and activities, including: Enhancement-Led Institutional Review, the UK Quality Code, and responses to consultations and initiatives. • 2.6 Identify areas for innovation and enhancement of the student experience and ensure that these inform Senate Education Committee's policy development.
Area of focus and objectives	<ul style="list-style-type: none"> • Oversight of the evaluation of the implementation of the model (continuation from 2023/24 academic year). The Committee will look to ensure consistency and identify good practice & lessons learned from the use of the SSM. Any relevant lessons learned from implementation will be shared with the University's change management group. • Oversight of the development of an evaluation mechanism as the model transitions to business as usual – including how this mechanism integrates with existing quality assurance processes. • Committee to be responsible for assessing the effectiveness of the SSM, through the evaluation model and supported by data to evidence the impact.
Regulatory/external requirement?	<p>Yes. The University has made progress on the recommendation in ELIR 4 to progress with student support services. Under this recommendation, the University was asked to develop an effective mechanism to monitor consistency of implementation and allow it to evaluate the impact of these changes on the student experience.</p> <p>Equally, evaluation and institutional oversight of the SSM will be an ongoing piece of work that will be the responsibility of SQAC as a quality measure once the project team completes its work.</p>

Proposed priority	Progression and Attainment Monitoring
Rationale and fit with remit	<p>Relevant to committee remit:</p> <ul style="list-style-type: none"> • 2.6 Identify areas for innovation and enhancement of the student experience and ensure that these inform Senate Education Committee's policy development. • 2.7 Consider the implications of the Committee's work and its decisions in the context of external initiatives and compliance and legal frameworks, particularly in relation to equality and diversity.
Area of focus and objectives	<p>The Committee established a task group in 2019/20 but the work was impacted by Covid-19 disruption. The Committee intend to revive the task group with the objective to adopt a systematic approach to monitoring student, progression and attainment data. This will include focus on quality data and high standards of evidence collection and use. Where appropriate, the Committee will consult with APRC to understand relevant policies, behaviours & EIQA analysis.</p> <p>Some aspects of the work of this task group are in alignment with the attainment monitoring recommendation of the QESR. The QESR report requires the University to:</p> <ul style="list-style-type: none"> • Complete the recommendation on attainment gap oversight, coordination and monitoring from ELIR 4, expediting progress to ensure that the work being undertaken is effective. • Pay particular attention to sharing good practice and supporting staff in understanding the causes of attainment gaps and taking effective action.
Regulatory/external requirement?	<p>Yes. This was a recommendation in the QAA ELIR 2021 Report and has been re-emphasised in the QAA QESR Report (published January 2024).</p> <p>Furthermore, it is an area of work that the Committee has identified for focus in previous years and now looks to prioritise the package of work that is required.</p>

Resource implications

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

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

Risk management

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

Responding to the Climate Emergency & Sustainable Development Goals

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

Equality & diversity

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

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

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

Author

Olivia Hayes
Senate Clerk
30 April 2024

Presenter

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

Freedom of Information Open

Senate

22 May 2024

Senate Standing Committees - Upcoming Business

Description of paper

1. This paper informs Senate of the main points of activity and business that we anticipate that the Senate Standing Committees will consider between May and October 2024.

Action requested / recommendation

2. Senate is invited to comment on the upcoming business of the Standing Committees.

Background and context

3. As has been established as practice, a note of upcoming key items of business from the Senate Standing Committees is a standing item on the agenda for Ordinary meetings of Senate. This is intended to facilitate Senate awareness and oversight of Standing Committee activity. This note does not include a comprehensive overview of all business that the Standing Committees may consider during this period.

Discussion

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

Resource implications

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

Risk management

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

Responding to the Climate Emergency & Sustainable Development Goals

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

Equality & diversity

8. This paper does not propose any actions. The equality and diversity implications any actions which arise from the discussion would need to be outlined and considered by the relevant Standing Committee.
9. Any Equality and Diversity issues related to Standing Committee business will be raised at the relevant Committee.

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

10. Any comments raised by Senate will be reported to the Standing Committees at their next meeting. Comments and feedback raised by Senate members will be taken into account when drafting the Senate Annual Report.
11. Additionally, the Senate Committees' Newsletter is prepared after each round of Committee business and this will provide information on business undertaken by Senate and its Committees to the wider University community.

Author

Adam Bunni, Academic Policy Manager
Brian Connolly, Academic Policy Manager
Sinead Docherty, Academic Policy Officer
Olivia Hayes, Academic Policy Officer
Nichola Kett, Interim Director of Academic Services
Cristina Matthews, Academic Policy Officer

Presenter

Prof Patrick Hadoke, Convener of APCR
Prof Colm Harmon, Convener of SEC
Prof Tina Harrison, Convener of SQAC

Professor Colm Harmon, Convener of Senate Education Committee
Professor Tina Harrison, Convener of Senate Quality Assurance Committee
Professor Patrick Hadoke, Convener of Academic Policy and Regulation Committee

May 2024

Freedom of Information Open

S23/24 3M

Appendix 1:

Senate Standing Committees: upcoming business May – October 2024

All committees:

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

<u>Senate Education Committee (SEC)</u>	
Upcoming business:	Brief description and context:
1. Curriculum Transformation	This is a standing item on SEC agendas and a Committee priority for 2023/24 and 2024/25. The exact nature of the business that SEC will consider during this period will depend on the decisions and advice that the project requires.
2. Student Experience	This is a standing item on SEC agendas in 2023/24.

S23/24 3M

	<p>Student Experience and actions taken in response to student survey results will be a Committee priority for 2024/25.</p> <p>Watch That Gap Project Report – May 2024</p> <p>A report on the short-term research project ‘Watch That Gap’ will be presented to the Committee for information and for comment. The project was undertaken to explore the learning and assessment needs of students with caring responsibilities.</p> <p>National Student Survey 2024 Results – September 2024</p> <p>The initial findings of the annual National Student Survey will be presented to the Committee to note. The NSS gathers students’ opinions on the quality of their courses. The survey asks students questions about a range of factors related to their academic experience, including the teaching on their course, assessment and feedback, and how well courses are organised.</p> <p>Student-Staff Academic Relationships</p> <p>A report on the developments around how the University is considering, developing and promoting initiatives to strengthen staff-student academic relationships will be provided at the September meeting of SEC.</p>
<p>3. Assessment and Feedback Groups</p>	<p>This is a Committee priority for 2023/24 and 2024/25. Two task groups had been coordinating institutional activities around assessment and feedback (one focussing on strategy and policy, the other on guidance, procedures, data, systems and evaluation). At the January 2024 meeting, SEC approved the proposal to disband the operational group and allow the strategy group to refine its remit, and take forward the activities required. The activities will include the action required to respond to the recommendations made in the</p>

S23/24 3M

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

S23/24 3M

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

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

S23/24 3M

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

<u>Senate Academic Policy and Regulations Committee (APRC)</u>	
Upcoming business:	Brief description and context:
1. Annual review of Assessment Regulations	At its May meeting the Committee will consider and approve, as appropriate, amendments to the following sets of regulations as part of the annual review cycle: <ul style="list-style-type: none"> - Taught Assessment Regulations - Postgraduate Research Assessment Regulations
4. Periodic review of policies	The Committee will consider proposals for essential changes and enhancements to policies due for periodic review in 2023/24. These include: <ul style="list-style-type: none"> - Handbook for Boards of Examiners for Taught Courses and Programmes

S23/24 3M

	<ul style="list-style-type: none"> - Performance Sport Policy - Work-Based and Placement Learning Policy
5. Academic Misconduct Investigation Procedures	The Committee will receive minor amendments to the Academic Misconduct Investigation Procedures for approval at its May meeting.
6. Exceptional Circumstances Communication Plan	The Committee approved a final version of the policy at its March meeting and will receive a Policy Communications Plan at its May meeting.
7. Postgraduate Taught Curriculum Framework – Regulatory questions	The Committee will receive a paper detailing regulatory questions for consideration in the event that Senate approves the Postgraduate Taught Framework at its May meeting.
8. Support for Study	The Committee will receive a amendments to the Support for Study policy for approval at its September meeting.
9. Policy updates contingent on Curriculum Transformation	The Models of Degree Types, Framework for Curricula, and the Degree Programme Specification Guidance will need to be reviewed as part of the Curriculum Transformation Programme. These frameworks and guidance were due for review in 2023/24, however will be considered in 2024/25.

Senate

22 May 2024

Taught Postgraduate Curriculum Framework

Description of paper

1. This paper sets out proposals for a new University Taught Postgraduate (PGT) Curriculum Framework developed as part of the University Curriculum Transformation Project (CTP)¹. The paper includes a description of the Curriculum Framework and an initial set of model programme structures, together with plans for its introduction and associated regulatory changes. The framework has been designed to be broad, adaptable and responsive, supporting a range of programme structures and modes of study, able to meet the current and future requirements of different educational contexts and purposes, domestic and international demand for postgraduate study and lifelong learning.
2. The introduction of the Taught Postgraduate Curriculum Framework will contribute to Strategy 2030 outcomes iv, v, vi, ix, xii and xiii.

Action requested / recommendation

3. For approval and discussion.
4. Senate is asked to formally approve the introduction of the Taught Postgraduate Curriculum Framework. This will enable Senate Academic Policy & Regulations Committee (APRC) to take forward the technical implementation and detail of policy changes.
5. Senate members are invited to comment on all aspects of the paper and proposed framework, including views on specific model programme structures and applications of the framework that should be prioritised during the transitional phase in preparation for its adoption by all programmes from September 2026 onwards.

Background and context

6. Curriculum Transformation is a major long term investment project for the University. At its heart is the development and introduction of a new Curriculum Framework.
7. The development of an initial proposition for the PGT Framework and archetypes was led by the Curriculum Transformation Taught Postgraduate Working Group² who drew on a wide range of internal and external insights, including Internal Periodic Reviews and other Quality Assurance processes. The first iteration of the proposed PGT Framework was published in August 2022. The reaction to this, particularly the programme archetypes, was positive.
8. Further in-depth engagement between August and December 2023, including College and University workshops, discussions with Schools, programmes and other groups, informed the development of the revised set of PGT programme archetypes presented in this paper. Ongoing engagement with Schools and Colleges has led to the identification of a set of model programme structures enable by the archetypes (Appendix 1) that will be prioritised for support ready for rollout of the framework from September 2026.
9. At its meeting on 7th February 2024 Senate approved the following motion:
“Acknowledging that the PGT proposals attracted many positive comments from members at the January special session, CTP leadership will prepare formal proposals

¹ <https://uoe.sharepoint.com/sites/CurriculumTransformation>

² Two reports produced by the group are available from the curriculum transformation hub:
<https://uoe.sharepoint.com/sites/CurriculumTransformation/SitePages/Workstreams-Overview.aspx#postgraduate-group>

for the PGT Framework and bring these to Senate for approval as a priority action, with separate proposals for the UG Framework to follow at a later date.”

10. The proposal presented in this paper was endorsed by the Curriculum Transformation Project Board on 6th February 2024 and by Senate Education Committee (SEC) on 7th March 2024.
11. The Quality Assurance, monitoring and review, regulatory and approval implications and requirements of the PGT Framework have been discussed by Senate Quality Assurance Committee (SQAC) at its meeting on 22nd February 2024, with the Convenor of APRC and Academic Services. A workshop, led by Dr Paul Norris and involving colleagues from SQAC, APRC and Colleges, is being held on 7th May 2024 to further explore these topics. A paper setting out the key policy and regulatory topics likely to require consideration and action to support the introduction of the PGT Curriculum Framework is being prepared ready for consideration by APRC at its meeting on 23rd May 2024.
12. Discussions with Schools to plan for the introduction of the framework, identify priorities for programme development and understand the likely scale of work are underway, coordinated at College level.
13. If approved, Schools and programmes will be able to begin using the PGT Curriculum Framework, archetypes and model programme structures to support programme design and development from the start of AY24/25, looking towards September 2026 (AY26/27) for its university wide adoption.

Discussion

Outcomes from Autumn 2023 engagement

14. The latest phase of engagement has gone well and provided a wealth of insight and worked examples that have been used to develop a formal proposal for a new Taught Postgraduate Curriculum Framework. Several high-level themes have come through particularly clearly.
15. We already have a broad and diverse range of provision at taught postgraduate level. Every indication is that we will need this diversity and breadth to expand further in the future. A major challenge that we face is that our current diverse provision operates within an institutional paradigm that is dominated by the sense that PGT education is synonymous with Masters education; and that Masters education equates to programmes that are full time, on campus, with two semesters of taught courses and an academic research-based dissertation or project. While this structure is and will continue to be important, we need to change the paradigm and fully embrace a vision for PGT education that is broad, adaptable and responsive.
16. We need a Curriculum Framework that supports a wide range of provision (including stand-alone courses, collections of courses, Certificates, Diplomas and Masters); with multiple and flexible modes of study (on-campus, online, hybrid; full time, part time, stackable); and with regulations, systems and processes that support and reflect this vision and diversity. The Framework needs to be adaptable and responsive to the requirements of different educational contexts and purposes, domestic and international demand for postgraduate study and lifelong learning, and the needs of our students and educators.
17. Other significant findings include the importance to many programmes of bridging content. This includes pre-arrival teaching and support to prepare students for postgraduate study (sometimes provided as an entry requirement or pathway to entry). It includes support for transitions, cohort building, mentoring, academic writing and other skills and methods training around week 0 and running alongside and between the credit bearing elements of programmes throughout the academic year. Bridging content is often provided as stand-alone sessions, is sometimes optional and co-curricular, occasionally credit-bearing. What is apparent is the need to develop processes and systems (e.g. timetabling) able to accommodate these bridging elements alongside core

credit-bearing courses. There are also examples and opportunities to share bridging elements across multiple programmes or cohorts.

18. Block teaching, where material is taught intensively over a shorter period of time (e.g. two full days rather than 1 hour for ten weeks), is often used to provide bridging content. There are other examples of block teaching in current programmes (e.g. for methods training or field work) and interest in developing this further, particularly through the stackable Mode 3 archetype where organising teaching in intensive blocks would be beneficial for specific cohorts. The level of interest and potential for block teaching means we should build this style of teaching into the Curriculum Framework and its supporting infrastructure.
19. Engagement has helped to identify other key enablers needed to support the successful adoption of the archetypes and Curriculum Design Principles. It has highlighted questions and concerns that colleagues have about when and how these enablers will be implemented and capacity within and outwith programme teams to fully adopt the archetypes and design principles.
20. This phase of engagement confirmed a high level of comfort and confidence that the archetypes and Framework will meet the current and future requirements of taught postgraduate provision across the University. This is being reinforced in our ongoing engagement with Schools and Colleges.
21. In workshops, with programmes, Schools and other groups, we encouraged colleagues to think about what will be needed from a Curriculum Framework in 5-10 years as well as now and in the shorter term. It was encouraging to see a number of immediate and early priorities for the development of regulatory flexibility and associated rules and guidance that would be enabled by these proposals, together with areas where the proposed changes will generate immediate or rapid benefits. Several areas and programmes have flagged their desire to adopt the archetypes at the earliest opportunity. Looking further ahead the potential of the stackable archetype to support flexible pathways to postgraduate entry and lifelong learning has attracted significant levels of interest.

Proposed Framework

22. Recent engagement has confirmed that the three proposed archetypes have the potential to meet current and future structural requirements. There is no need to develop additional archetypes.
23. The three proposed archetypes are:
 - Mode 1 – Course Based;
 - Mode 2 – Activity Based (research, professional or creative practice);
 - Mode 3 – Stackable.
24. Rather than view these as three separate and discrete archetypes we are proposing that the Taught Postgraduate Curriculum Framework should be built around these three interconnected archetypes and an accompanying set of Curriculum Design Principles (Figure 1).
25. The Mode 1 archetype considers the construction of provision from sets of connected courses, Mode 2 is focussed on individualised student or learner led activities (creative or professional practice, research etc), and Mode 3 concentrates on mechanisms to build additional flexibility into the design of provision by supporting stackable credits.
26. While much of our current and future provision fits in one or other of these archetypes it is the overlap and interconnectivity between the archetypes where there is the greatest scope for innovation and future proofing.

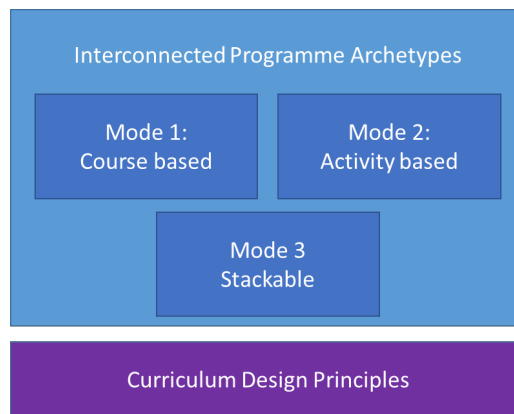


Figure 1
Proposed PGT Curriculum Framework

27. Once the framework has been approved by Senate we will move into a 2-year transitional phase as we prepare for the full roll out of the framework for all PGT provision for students beginning programmes in September 2026 (Academic Year 26/27). During this transitional period we will identify a small number (5-10) of programme structures likely to be of most interest to colleagues as the framework is rolled out. Descriptions of an initial set of five model programme structures are included in Appendix 1. This includes the flexible mode 1 and mode 2 archetypes. The majority of current on-campus and online Masters programmes are aligned to the mode 1 archetype (model structure A).
28. For the first iteration of the PGT Framework the thinking behind the Mode 3 archetype was to support more flexible and longer (potentially open-ended) study periods, and to develop a structure that would make it easier to bring together credit from multiple sources, that could be used to explore connections to micro-credentials and build links from CPD or PPD³ into credit bearing programmes. In discussions with colleagues the major concerns with the original version of this archetype were risks around coherence, in maintaining the currency and value of learning, and of students losing their sense of connection and belonging over such an extended or open-ended study period, as well as the administrative costs and risks associated with open-ended matriculation and access to systems and services.
29. We have therefore re-framed Mode 3 to focus on the concept of stackable credit and how this could be implemented. This includes the introduction of an appropriately robust quality assured Recognition of Prior Learning (RPL) mechanism that would allow standalone CPD courses or other relevant micro credentials to count as a stepping stone to study on a credit-bearing award. It also includes the introduction of stackable blocks of learning, where students have several years to complete 60 credits of learning. Students could be charged on a course by course basis during this period and on completion would have 60 credits of learning linked to a PG award. With appropriate governance and Quality Assurance arrangement in place these learning blocks could be stacked for an aggregate award over an extended period.
30. Taken together these options for stackable blocks of learning could be used as the foundation to build long term learning relationships with individuals and organisations. The Mode 3 archetype provides the space we need to explore how micro credentials and CPD could be aligned with other areas of the PGT framework, including thinking around Executive Education and short courses, and opportunities to add value and surface skills for Masters students. The Mode 3 archetype could be used to test and support models for block teaching as part of the credit bearing core of programmes or as bridging content pre-arrival or alongside credit bearing courses.

³ Continuing Professional Development and Personal Professional Development

31. The PGT Framework includes a set of **Curriculum Design Principles** intended to guide decision making and planning for curriculum design, development and support for courses, programmes, Schools/Deaneries and the institution (Figure 2).

Curriculum Design Principles

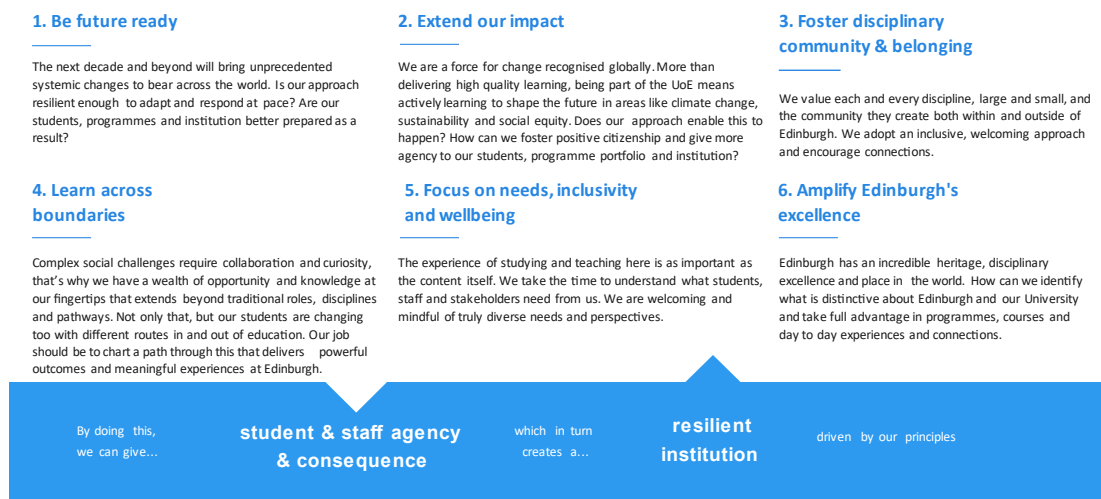


Figure 2 Curriculum Design Principles

32. The Curriculum Design Principles are shared across both the Undergraduate and Taught Postgraduate Curriculum Frameworks and were developed through an iterative process as part of the Curriculum Design Principles & Architecture workstream. They are intended to speak directly to the content of the Edinburgh Student Vision and consultation. This includes consideration of how our curriculum helps students to be future ready and able to learn across boundaries, how we can amplify and play to Edinburgh's strengths, and with a focus on wellbeing, inclusivity and societal impact.
33. Discussion with Schools and other groups indicates a good alignment between the Curriculum Design Principles and priority areas for Schools and the questions colleagues have. The Curriculum Design Principles are intended as prompts to assist programme and course teams, teaching organisations and support services in developing and supporting the curriculum and approaches to teaching and assessment. This includes the introduction of the Assessment & Feedback Principles & Priorities and approaches that support learning at programme level. Guidance and resources (including examples of practice from across the University and sector) are being developed to inform the use of the principles by different individuals and groups (e.g. programme director, course organiser, teaching office, lecturer, teaching assistant, support service) for specific tasks (e.g. programme design, review, communication, prioritisation & planning). This includes guidance on how the different archetypes and model programme structures can be used to appeal to different international and domestic markets for postgraduate study.
34. Together the programme archetypes and Curriculum Design Principles provide a framework to support consistent action in support of priority areas and themes across the institution. Adoption of the framework, together with the local and institutional discussions that will accompany this, provide an opportunity for consistent, contextualised and concerted action across the institution.

Phased Rollout

35. The Outline Business Case (OBC) for Curriculum Transformation proposes a phased rollout of the PGT Curriculum Framework (Figure 3).

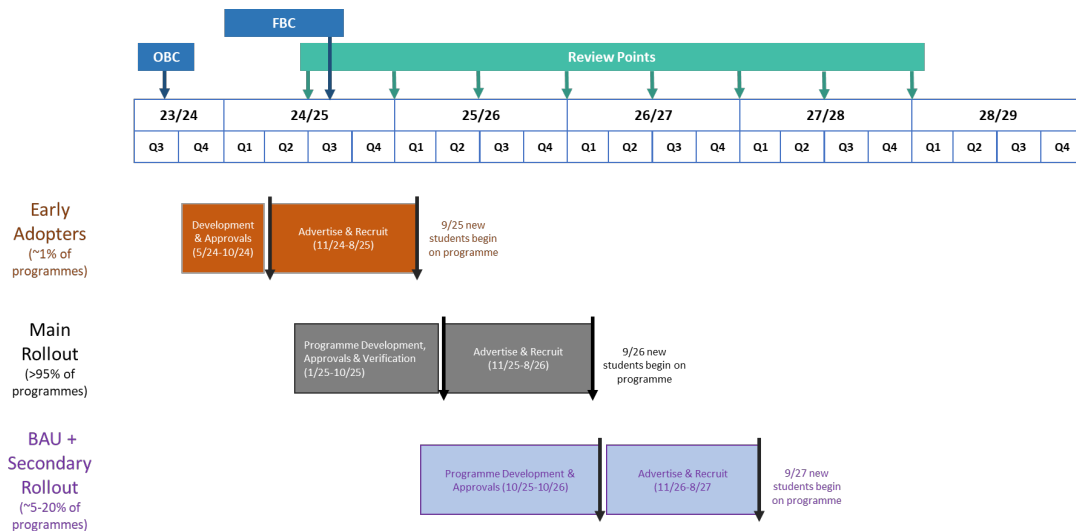


Figure 3 – Timeline & Phasing for introduction of PGT Curriculum Framework

36. Ongoing engagement with Schools and Colleges has confirmed our view that a main rollout of the PGT framework from September 2026 (AY26/27) will be achievable and appropriate for ~95% of programmes, assuming that by January 2025 we have the approvals needed from Senate and APRC, and the necessary staff capacity in place in Schools and centrally.
37. Our assessment is that ~80% of current provision is already aligned to one or more of the archetypes and model programme structures. We are proposing the development of a light touch verification process for these programmes to take place during AY24/25.
38. Work on programme design, development and approvals for other programmes will need to be completed by October 2025 so that programmes can be advertised from November 2025 ready for September 2026 entry. This will include new programmes and programmes wanting to take advantage of the flexibility of the archetypes and model programme structures.
39. During this two year transitional period (AY24/25 and AY25/26) our focus will be on supporting the design and development of provision aligned to between 5 and 10 model programme structures (Appendix 1). Work is underway to identify programmes currently running or planning to run using these structures. Where this requires what are currently non-standard administrative processes we will work with these groups to identify a single preferred approach that will be used to update regulations, systems and processes ready for September 2026.
40. We anticipate that a small number of programmes (<1% of programmes) may want to adopt the new archetypes and model programme structures in advance of the main rollout (for September 2025 entry). This would be positive from a CTP perspective, helping us with the refinement and development of approval processes and particularly the preparation of guidance materials and resources to support programme design. These programmes would need to be approved using current School & College Boards of Studies and approval processes and structures. Programme teams and their Schools will need to be clear that these programmes will have to run within current system, process and regulatory constraints during AY25/26 (and plan for additional workaround complexities as a result).
41. We are planning for a move towards a new Business As Usual (BAU) approach to approvals and programme development for the start of AY27/28. This will include scope to accommodate approvals for up to 20% of programmes, including the potential that some programmes taking the verification route for AY26/27 will want to introduce changes enabled by the framework (e.g. stackable routes) for AY27/28.
42. If needed, the secondary rollout could be used to support any programmes that were not verified or approved in time for the September 2026 rollout (i.e. failed applications for

approval/verification). It can also be used to accommodate any external accreditation timeline constraints and is available as a back up if the overall project timeline needs to be adjusted.

Regulatory Enablers

43. In addition to the requirement to update the University Curriculum Framework⁴ with the Taught Postgraduate programme archetypes and model programme structures, initial discussions with the convenors of APRC and SQAC, at meetings of SEC, SQAC and the CTP Board, with College Deans and Senior Academic Administrators have identified a number of regulatory issues and changes that will need to be worked through to enable the effective adoption of the PGT programme archetypes.
44. Topics for consideration include:
 - Programme approval processes for new and existing programmes transitioning to the new archetypes and model programme structures
 - Opportunities to simplify and update academic regulations in line with the Curriculum Framework
 - Impact on degree specific regulations within the postgraduate general degree regulations and opportunities for removal and simplification
 - Study periods for PGT study
 - Regulations around progression and award
 - Quality Assurance processes for Recognition of Prior Learning linked to the stackable archetype
45. A workshop on 7th May 2024 led by Dr Paul Norris and involving colleagues from SQAC, APRC, Colleges and Academic Services is providing an opportunity to explore some of these issues in more detail and will inform a paper that is being prepared for consideration by APRC at its meeting on 23rd May 2024.
46. Detailed proposals for updating regulations and QA arrangements linked to these and other topics will be presented to APRC and SQAC during AY24/25. These proposals will be based upon wide discussion with relevant University colleagues, including further workshops involving academic and professional services colleagues from Schools and Colleges, alongside Academic Services and members of APRC and SQAC. This work is being led by Dr Paul Norris as part of his secondment to CTP.

Resource implications

47. An Outline Business Case (OBC) has been prepared that sets out the resource requirements and implications of Curriculum Transformation. This includes consideration of the investment needed at an institutional level, in Schools and through the project team to support the design, development and implementation of the PGT Curriculum Framework. The University Initiatives Portfolio Board (UIPB) provided feedback on the OBC at its meeting on 24th April 2024. An updated Business Case will be considered by the UIPB at its meeting in June 2024.

Risk management

48. The project team maintain a risk register which is reviewed, presented and discussed at the Curriculum Transformation Project Board in addition to follow up actions with the risk owners and those responsible for taking any actions set out to mitigate the risks. The approach to risk management is being reviewed and refined in response to the recommendations of the external review of People & Money.

Responding to the Climate Emergency & Sustainable Development Goals

49. Curriculum Transformation will support a positive contribution to the Sustainable Development Goals (SDGs) by the University. Objectives around inclusive and equitable

⁴ <https://www.ed.ac.uk/academic-services/staff/curriculum/curriculum-framework>

access to education (SDG4), wellbeing (SDG3) and gender equality (SDG5) align with the purpose of Curriculum Transformation and the Curriculum Design Principles. SDG13 (action to combat climate change and its impact) features directly in the Edinburgh Student Vision and through consideration by a Climate and Sustainability working group.

Equality & diversity

50. An Equality Impact Assessment (EqIA) for the overall approach to Curriculum Transformation, the organisation and management of the Curriculum Transformation Project was completed in November 2022. Further EqIA will be undertaken as part of the development and implementation phases of Curriculum Transformation.
51. Work is underway, based on discussions with the Curriculum Transformation Board, the University Equality, Diversity & Inclusion Committee and other stakeholders, on the development of an EqIA for the proposed Curriculum Framework. The approach being taken is to identify opportunities to design in positive action and support for equity, diversity and inclusion, and to identify risks and amelioration around roll out and adoption. This will be discussed by the Board and with Senate Quality Assurance Committee.

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

52. The project team will work closely with Colleges and Schools to support the next steps in planning for the design and development and subsequent implementation of the PGT Curriculum Framework.
53. This will include work with Schools and programmes to understand current and potential approaches to the necessary regulatory, process and system enablers, and with Registry Services and Information Services Group to consolidate these into a single approach for each model programme structure ready for embedding through enhancements to University systems and processes.
54. The project team will work with APRC, SQAC and SEC on the regulatory, Quality Assurance and student experience implications and requirements for the introduction of the PGT Curriculum and evaluation of its impact.
55. Regular updates will be provided to Heads of School, Colleges, Senate Committees, Directors of Teaching and other groups alongside updates via the Bulletin and Curriculum Transformation Hub.

Author

*Professor Colm Harmon
Vice Principal Students
(Curriculum Transformation Project Sponsor)*

Presenter

Jon Turner

*Dr Jon Turner
Curriculum Transformation Project Lead
6th May 2024*

Freedom of Information

Open

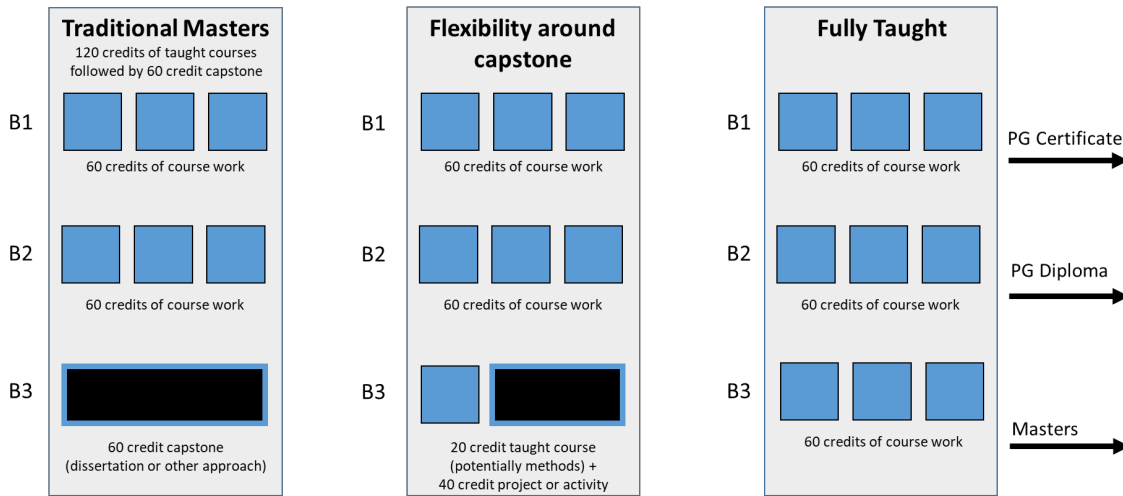
Appendix 1

During the 2-year transitional phase planned to prepare for the full roll out of the PGT Curriculum Framework from September 2026 (AY26/27) we will identify a small number (5-10) of model programme structures likely to be of most interest to colleagues. Engagement with Colleges and Schools is being used to identify programmes that either use these structures now or are interested in adopting them in the short term (next 2-3 years). We will work with these programmes to understand current and potential approaches to administering them through regulatory, process and systems enablers. This is likely to include a range of current off-system and non-standard workarounds.

During the transitional period these approaches will be consolidated into a single approach that will be embedded through enhancements to University systems and processes.

An initial set of five model programmes have been identified. In the descriptions that follow we refer to 60 credit blocks of study rather than semesters or years. Blocks of study could be a single semester for a traditional full-time degree, or cover all or part of a year for a part time Masters programme. Other examples of blocks of study would be the 5-year stackable block proposed for Mode 3, or other time periods built around block teaching. 20 credit courses are used in the illustrations that follow for ease of presentation. Other course credit weightings will continue to be permitted.

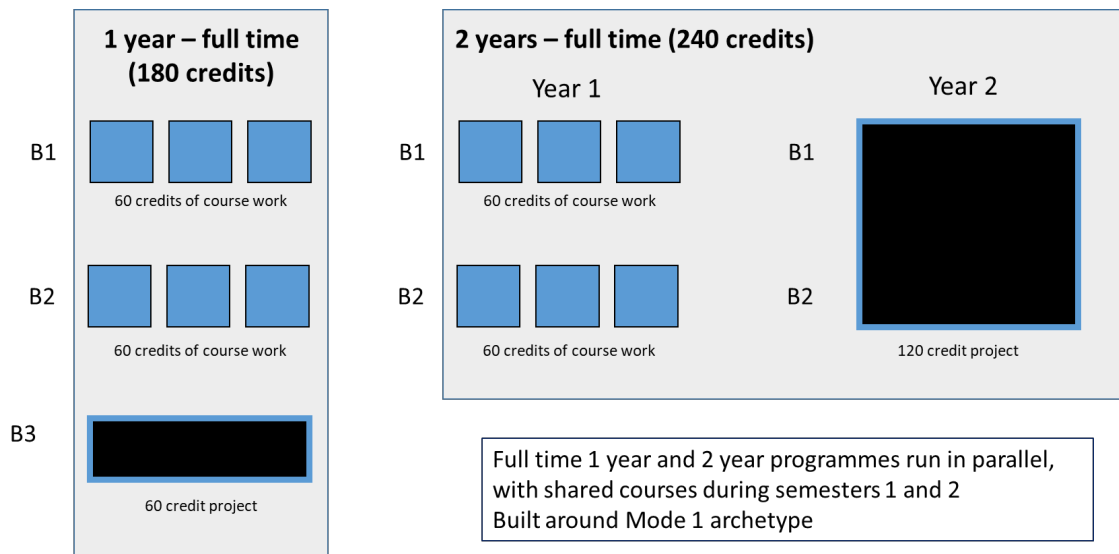
**Model Structure A –
Mode 1 Archetype: built around courses (with or without a capstone)**



The mode 1 archetype (Model Structure A) covers the majority of current PGT provision in most Schools. This includes full-time and part-time Masters programmes that are taught on-campus or online, as well as Postgraduate Certificates and Postgraduate Diplomas as standalone or exit point awards.

The key change proposed through the introduction of this model programme structure is that it provides scope for a 180 credit Masters degree to be fully taught or to include a capstone project or other activity in Block 3, with flexibility around the credit weighting of the capstone. This flexibility has been welcomed. Several programmes have expressed an interest in using this structure to offer fully taught Masters programmes or to include shorter or alternative capstone elements (e.g. 20 credits of intensively taught methods training [block teaching] followed by a 40 credit applied project). Until recently these approaches have required exemptions to be approved at College and sometimes University level, bringing with it additional administrative steps and delays and making it harder to respond to market demand.

Model Structure B – Two Year Masters (aligned to 1 year Masters)

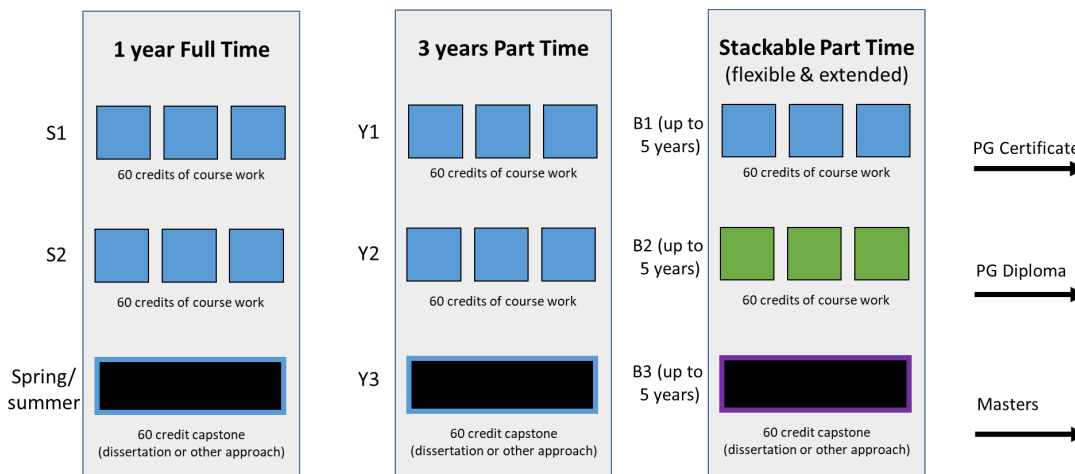


The Mode 1 archetype is flexible enough to be used to support a number of model programme structures. This includes the development of 2-year (240 credit) Masters programmes.

In this model structure (Model Structure B), illustrated by Advanced Power Systems Engineering, a 2-year full time (240 credit) Masters runs alongside a traditional 1-year (180 credit) programme. Running the 1 year and 2-year programmes in parallel helps tailor the programme to different market segments. The 1-year programme admits around 30 students each year attracted by the potential of obtaining their Masters in one year. The 2-year programme attracts students wanting to work in areas (e.g. China and India) where a 2-year MSc is the required entry qualification for power systems engineers. The taught elements (Blocks 1 & 2/semesters 1 & 2) run across both programmes. At that point students on the 1-year programme begin their 60 credit project. Students on the 2-year programme take a break from study at this point (with many taking internships or working for the summer). They return for a 120 credit research project running over semesters 1 & 2 of their second year.

An advantage of the 2-year Masters programme for staff and students is that students can work on a more substantive project, often generating one or two publications. This provides staff with an opportunity to more tightly connect project supervision to their own research and better manage time and work pressures by reducing summer project supervision commitments. Transfers between the 1- and 2-year programmes are possible although this happens rarely in practice (with visa requirements a consideration). This is a model structure that several other Schools and subject areas have expressed interest in.

Model Structure C – Combine Modes 1 and 3 to provide more flexible study periods



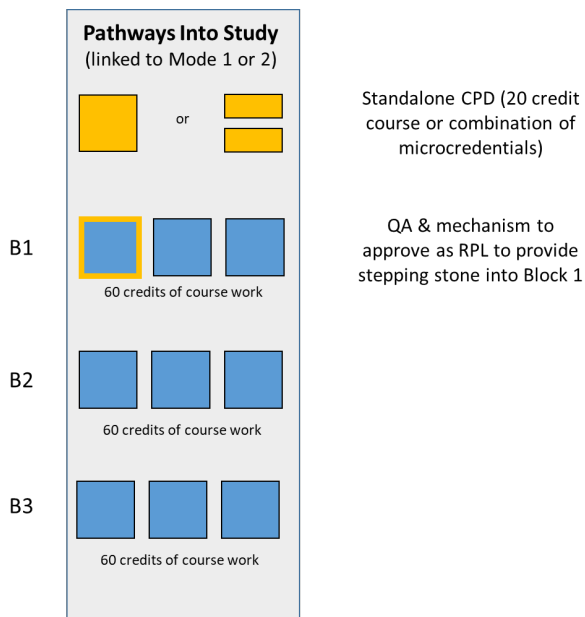
Blocks 1, 2 or 3 could be semester, year or extended study period (Mode 3). Illustrated using traditional Mode 1 structure of two 60 credit blocks of courses followed by a 60 credit dissertation. Could be applied to other Mode 1 structures and to Mode 2. Key issues here are availability of more flexible (longer) mode 3 study period and having this run alongside full time and/or traditional 3-year part time versions.

Combining Mode 1 with the additional flexibility in study period facilitated by the stackable Mode 3 archetype would provide programmes with a way to reach additional students. For example, on the Masters in Religion & Literature programme full-time study is suited to students using the programme as research/PhD preparation while a longer, more flexible part time option would attract additional mid-career participants.

The development of Mode 3 stackable blocks of learning, where students have up to 5 years to complete 60 credits of learning, would help manage the risks associated with open-ended study models. Students could be charged on a course-by-course basis during this 5-year window and on completion would have 60 credits of learning linked to a PGT award. With appropriate governance and QA in place these learning blocks could be stacked for an aggregate award over an extended period. Mode 3, 5-year stackable learning blocks could be combined with Modes 1 & 2 to permit more flexible study periods.

This greater flexibility of study period would make it easier to reach new audiences and align provision to the requirements of lifelong learners (for individuals and organisations).

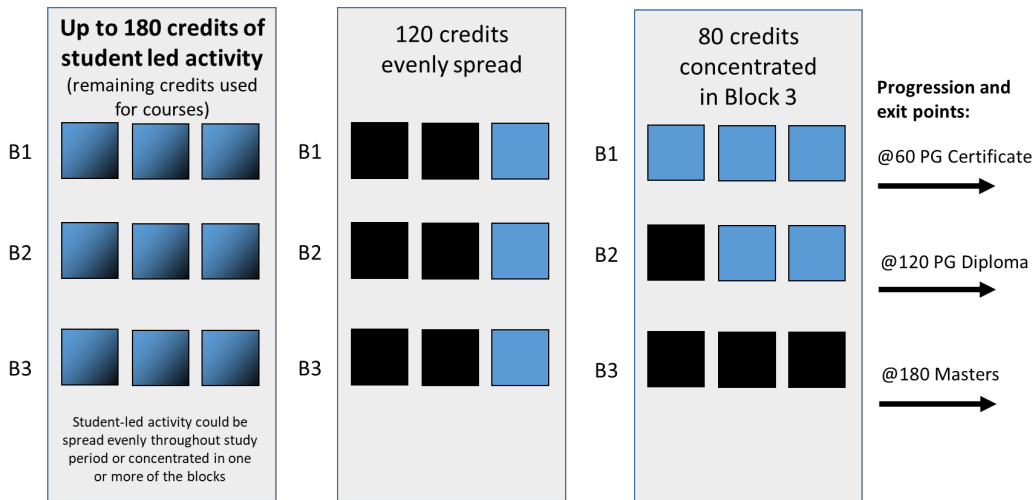
Model Structure D – Mode 3 enabled pathways into study



There is significant interest from some areas of the University in being able to offer successful completion of specified standalone CPD (Continuing Professional Development) or PPD (Personal Professional Development) courses or other relevant micro credentials as a stepping stone to study on a credit-bearing award. While some of these courses are assessed for the award of academic credit many are not. Access to an appropriately Quality Assured and robust Recognition of Prior Learning (RPL) mechanism would be a positive recruitment tool for these programmes. This is particularly relevant to some professional training and where there is overlap between the content of CPD and core programme courses.

It would also provide an opportunity for learners and the University to reassure themselves of their preparedness for postgraduate study (particularly important for those either new to or returning to Higher Education after a long absence) and support PGT widening access.

This type of stackable pathway to study could be used for study programmes designed in line with either the Mode 1 or 2 archetypes.

Model Structure E – Mode 2:**Built around student led activities: professional practice, research, studio-based**

The Mode 2 archetype is centred on student-led activity tailored to the individual. This could be professional practice, research-based or studio-based. This activity would be supported by some combination of supervision, mentoring, skills training or other co-curricular support and could be combined with credit bearing courses (Mode 1).

In updating the Mode 2 proposition based on the recent phase of engagement we are emphasising the flexibility of where in the study programme the student-led activity takes place. It could be spread evenly across three study blocks or concentrated in one or more blocks of study. The traditional masters model of two blocks (semesters) of taught courses followed by a 60 credit capstone would align with this definition of the Mode 2 archetype.

In this iteration of the Mode 2 archetype there is no minimum or maximum credit weighting for the student-led activity. Instead there is a requirement for the student-led activity to be supported by some combination of supervision, mentoring, skills training or other co-curricular support, and for progression points linked to the student-led activity to be designed and built in to the programme of study. These would support student learning, help monitor progress and ensure that students could exit with an interim award if necessary. The nature of the progression point and associated assessment task would be tailored to the student-led activity. For professional practice this could be linked to the achievement of interim learning goals (potentially co-created). For research they could be linked to activities like the development of a research proposal, systematic literature review, or project plan.

Note: Please contact Senate Support (SenateSupport@ed.ac.uk) if you require Appendix 1 in an alternative format.

Senate**22 May 2024****Senate External Review Task and Finish Group – update & Senate meeting proposal****Description of paper**

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

Action requested

3. To note the progress update since the group was formed at the 7 February meeting of Senate.
4. To consider and approve the proposals relating to the format of Senate as provided in paragraphs 28, 34 and 39.
5. To consider and approve in-principle that meetings of Senate will be recorded solely for the purposes of preparing minutes of Senate meetings, as outlined in paragraphs 40 - 42.

Background and context

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

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

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

Proposals relating to the format of Senate

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

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

Overall feedback

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

Increased time for Senate business

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

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

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

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

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

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

28. Senate is asked to consider the following proposals:

28.1. Senate is asked to approve increasing the overall Senate meeting time to a minimum of 12 hours per academic year.

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

<ul style="list-style-type: none">• Four meetings a year• Each meeting would be a maximum of three hours in duration.	<ul style="list-style-type: none">• Six meetings a year• Each meeting would be a maximum of two hours in duration.
--	---

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

<ul style="list-style-type: none">• Meetings be confined to the boundaries of a standard University semester.	<ul style="list-style-type: none">• Meetings take place over the entire calendar year, including over the summer period, with no more than 2 meetings taking place in each semester.
---	--

Scheduling of meetings:

29. From an Equality, Diversity, and Inclusion perspective it is desirable for meetings to conclude by 4pm.

29.1. Should Senate support 4 x 3-hour meetings, meetings should take place from 1-4pm.

29.2. Should Senate support 6 x 2-hour meetings, meetings should take place from 2-4pm.

30. At present, Ordinary meetings are scheduled to take place on a Wednesday commencing at 2pm.

31. Wednesday afternoon is no longer considered 'free' from teaching and research commitments and therefore it is proposed that any additional meetings beyond the existing three Ordinary meetings be scheduled to take place on alternate days of the week. Any additional meetings beyond the existing three would not normally be scheduled to take place on a Friday, noting the potential EDI implications for staff and students with caring responsibilities for meetings held on a Friday.

32. The group proposes to increase opportunities for informal networking amongst Senate members by recommending that meetings normally be preceded by 30 minutes of refreshments prior to the scheduled meeting start time.

33. Respondents expressed their support for a revision to the meeting scheduling, for meetings concluding by 4pm and for informal networking opportunities. The following points were raised in feedback:

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

- An informal opportunity for networking with refreshments to take place prior to meetings was welcomed. The opportunity for networking with refreshments prior to the Senate Session on Curriculum Transformation was valued. Members should be asked ahead of time whether they plan to attend in person to help reduce waste.
34. **Senate is asked to approve the proposal that meetings be scheduled to conclude by 4pm. Meetings scheduled in addition to the existing three meetings should take place on alternate days of the week, avoiding Friday's. Meetings dates for the following year will normally be communicated to Senate at the final meeting of the preceding academic year.**
35. A 30-minute period of informal networking with refreshments will normally take place prior to the commencement of Ordinary meetings. This recommendation will be passed to Registry Services who provide support for meetings of Senate.

Format of meetings

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

Additional feedback on potential proposals: Recording of Meetings

40. Respondents were also invited to provide comments and feedback on the recording of meetings for the purpose of preparing the minutes of Senate meetings. Respondents indicated their support for recording meetings of Senate for the purposes of preparing the minutes.
41. **Therefore, Senate are asked to approve in-principle that meetings will be recorded solely for preparing Senate minutes.**
42. If in-principle approval is given, the Task and Finish Group will seek advice from relevant University departments including the Information Compliance Service, along with considering the feedback provided by members ahead of specifying protocols for handling recordings. The protocols will be presented to a future meeting of Senate for approval before implementation, along with a request to commence recordings.

Resource implications

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

Risk Management

44. There is a risk that failure to respond to the external review in a robust and timely manner may exacerbate the challenges experienced by Senate and erode confidence in the desire to address the issues that led to the review being brought forward.
45. There is a risk to the institutional governance of the University if the recommendations and actions arising from the Senate External Review are not taken forward in a timely and considered manner.

Responding to the Climate Emergency and Sustainable Development Goals

46. The facilitation of hybrid meetings will contribute towards the University's Climate and Sustainable Development Goals.
- 47.

Equality and Diversity

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

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

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

Consultation

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

Further information

Author(s)

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

Presenter

Olivia Hayes
Senate Clerk

Freedom of information

Open

Senate**22 May 2024****Research and Partnerships in the Defence Sector****Description of paper**

1. This paper, written and presented to Senate at the request of several non-Senate academic staff members and students, asks Senate to recognise and respond to the growing concerns among the University's academic community regarding the ethics of research projects with military applications.
2. The applications of research outputs can change in the course of a project. Research projects developed in partnership with other higher education institutions or the private sector are also affected by how these actors adhere to the University's ethical guidelines, which are often non-binding to them. Moreover, these research partners can have connections of their own with foreign states, which might use research outputs in applications that potentially violate international and humanitarian law. In our view, the current ethics review process is not sufficiently equipped to evaluate such risks.
3. Observing Senate's authority to oversee teaching and to promote research, this paper asks Senate to request a review of all current research projects and university partnerships that intersect with the defence and security sector to ensure ethical standards are being upheld. It also proposes that Senate requests an annual update of this review to ensure the continual evaluation of these projects and partnerships as intended by the University Research Ethics Policy.¹
4. By improving research ethics and the quality of partnerships, this paper also contributes to improving the following Strategy 2030 goals: "We will see our research having a greater impact as a result of partnership, international reach and investment in emergent disciplines". In our view, a 'greater impact' must be understood beyond quantity and reach, focusing on the quality and ability of our research to improve society. As such, we should take all necessary steps to prevent our research outputs from contributing to activities that have the opposite result.

Action requested / Recommendation

2. Senate is asked to discuss and approve the following motions:

2.1 Senate notes staff members' grave concerns regarding research projects that intersect with the defence and security sector, the military applications of technology and the possible connections between research partners and military activities.

2.2. Senate requests that the Edinburgh Research Office and the Research Ethics and Integrity Review Group (REIRG), in consultation with the Research Ethics Committees (RECs) at School level and relevant bodies, conduct a further ethics review of all active research projects to:

- a) identify the research projects in which the research outputs are (directly or indirectly) connected to military activities.

¹ https://www.ed.ac.uk/sites/default/files/atoms/files/university_of_edinburgh_ethics_policy_0.pdf

b) identify the research projects that have partnerships with companies in the defence and security sector (as direct producers of military technology or in the supply chain of this production).

c) among the above, identify the research projects in which these military activities or the products of these partners undermined “the interests and well-being” of the “broader society” that need to be safeguarded as per the University Research Ethics Policy, including violations of human rights or international and humanitarian law by the partners or any actors supplied with their products.

2.3 Senate recommends suspending all research projects identified in 2.1 C and requests that RECs reassess approval.

2.4 Senate requests an annual update of this report to create a mechanism that regularly monitors and evaluates the ethical standards and risks of all research projects connected to defence and security.

2.5 Senate requests that RECs make it mandatory to obtain signed informed consent from researchers before their output is used in military applications.

2.6 Senate recommends implementing measures to protect PGR students and early career researchers affected by the suspension of a project, which should be developed at the School level.

Background and context

3. The ethics and integrity of research at the University of Edinburgh is shaped by the University Research Ethics Policy, which “aims to safeguard the interests and well-being of researchers, research participants (both human and nonhuman), the wider research community, the environment, and broader society throughout the research lifecycle, and beyond” (p. 3), and establishes the commitment “to avoid or minimise risk of harm via appropriate robust precautions” (p 3).

4. Although the ethics review process is “devolved to School (or equivalent) local research ethics committees (RECs) within the Colleges, which bring subject-specific expertise” (p. 11), the policy clearly states that “the University has a responsibility to recognise and respond to emerging and complex challenges in relation to ethical practices (e.g., trusted research, international partnerships)” (p. 7).

5. The policy also states that RECs have the authority “to require the halting of research if there is evidence of substantive ethical concerns, with the research only restarting once those concerns have been fully addressed” and “to withdraw a favourable opinion when substantive ethical issues are identified” (p. 16).

6. The University has several research projects in partnership with private companies that develop or supply components for software and hardware already used in military activities or with the potential for military applications. Staff members expressed concern with the ethical challenges related to these projects, particularly in the context of increased war activities and possible human rights violations (e.g., Ukraine, Gaza and Sudan).

Discussion

7. The University Research Ethics Policy establishes that RECs will ensure a robust record of the approval process at School level and report to Colleges on an annual basis. The Colleges will in turn report to the Research Ethics and Integrity Review Group (REIRG) by way of the College Annual Ethics and Integrity Reports. REIRG will review the College Annual reports on behalf of Research Strategy Group (RSG).

8. However, the latest Annual Research Ethics and Integrity Report published by the REIRG does not provide information regarding the use of the University's research outputs in military activities or guarantees that these outputs are not being used to support military activities by research partners or their consumers.²

9. The lack of a more detailed assessment of research projects connected to defence and security represents a significant risk to the University's research ethics and integrity, including unintended support to military activities that violate human rights and international law. Moreover, the absence of a user-friendly database to consult the approval process and mitigation measures for such projects fails to deliver the transparency recommended by the University Research Ethics Policy.

10. The University Research Ethics Policy states, "As research partnerships evolve and develop over time, researchers will continue to monitor issues relating to integrity" (p. 4). However, the policy does not clearly define how this assessment is conducted and reported. The University would benefit from an improved mechanism for collecting and analysing the researchers' assessment of the ethics and integrity of partnerships over time.

Resource implications

11. These proposals can be carried out within the current work hours of the University bodies involved, such as the Edinburgh Research Office, Research Ethics and Integrity Review Group and Research Committees at the School level. They also require time to be dedicated to discussion and approval at these bodies and Senate. Overall, it is deemed an appropriate and necessary level of resource to improve the University's research ethics and integrity.

Risk Management

12. The proposals here are designed to mitigate risks to the University's research ethics and integrity.

Responding to the Climate Emergency and Sustainable Development Goals

13. The proposals here contribute to the United Nations SDG 16: "promote peaceful and inclusive societies" and "accountable and inclusive institutions at all levels". This paper also tries to prevent the use of University research in war and conflicts, which contributes to environmental degradation.

Equality and Diversity

14. The paper contributes to improving research ethics, for which equality and diversity are major goals and considerations. This paper also tries to prevent the use of University research in war, which often targets minority groups.

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

15. Actions will be taken forward by the Edinburgh Research Office and the Research Ethics and Integrity Review Group in consultation with Senate.

² <https://research-office.ed.ac.uk/research-integrity/annual-research-ethics-and-integrity-reports>

Consultation

16. The paper is informed by discussions among non-Senate academic staff members, Elected Academic Senate members and students.

Further information**Author(s)**

Ricardo Ribeiro Ferreira, SPS
Tamara Trodd, ECA
Tom Leinster, Mathematics

Presenter(s) (if required)

Ricardo Ribeiro Ferreira

Freedom of information

Open

Senate**22 May 2024****Senate Annual Internal Effectiveness Review****Description of paper**

1. This paper notifies Senate of the plans for the annual internal review of Senate's effectiveness.

Action requested / recommendation

2. Senate is asked to note the plans for the annual review and asked to engage with opportunities to provide feedback on Senate's functioning and effectiveness.

Background and context

3. The 2017 version of the Scottish Code of Good Higher Education Governance states that institutions are expected to review the effectiveness of their Senate and its committees annually and to hold an externally-facilitated review every five years: "49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances."
4. In line with the requirements of the Code, Registry Services will be conducting an annual internal review of the effectiveness of Senate over summer 2024. Registry Services will also conduct an effectiveness review of each of the Senate Standing Committees over summer 2024. The outcomes of the Senate and Standing Committees annual review will be reported to Senate at the first meeting of 2024/25.
5. Actions identified in the previous annual review and responses are outlined in Appendix 2.
6. An externally facilitated review of Senate was conducted in 2022-23 and the final report shared with Senate in 2022-23. Senate has subsequently established an External Review Task and Finish Group who are responsible for developing proposals in response to the recommendations of the external review. The group will provide oversight of the implementation of agreed recommendations arising from the external review and drive forward work in areas where further development is needed. The annual internal effectiveness review process is conducted separately to the work of the Task and Finish Group, though will remain mindful of areas of overlap in developing actions.

Discussion

7. The annual review process is intended to gather information on, and evaluate effectiveness in terms of, the:
 - Support and facilitation of Senate meetings
 - Engagement of members and knowledge and understanding of their roles and the remit of Senate
 - Impact and strategic relevance of Senate's work
8. The review is a self-evaluative process and Senate members will be contacted by Senate Support to respond to an online survey published on the Senate Members Portal during summer 2024. Draft questions are provided in Appendix 1.

9. Registry Services will collate and analyse the information, producing a report on the findings to be presented to Senate at the first meeting of 2024/25.

Resource implications

10. The review will be conducted by Registry Services as part of planned work. The resource implications of any actions identified in response to the outcomes of the review will be considered at that stage.

Risk management

11. The annual effectiveness review process assists the University in ensuring that its academic governance arrangements are effective and enables the University to manage a range of risks associated with its academic provision.

Equality & diversity

12. The online survey provides an opportunity for members to reflect on equality, diversity and representation via a self-reflective process.

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

13. The report will be presented to Senate at the first meeting of 2024/25. If the review identifies required actions or enhancement opportunities, these will be taken forward by Registry Services (if directly related to the functioning and support of the Senate) or referred to the appropriate body for consideration.

Author

Olivia Hayes
Senate Clerk
May 2024

Freedom of Information

Open

Appendix 1

Senate: Internal Effectiveness Review 2023/24

Draft questions for Summer 2024 survey

Members of Senate will be invited to fill in an online survey during Summer 2024 and the draft questions are set out below for noting. The questions are based on the same set used for in previous years, however refined for clarity, to align with the intentions of the review process outlined in paragraph 7, and to support gathering of actionable responses. Senate Support will also use responses to develop and track key performance indicators.

All responses to questions are Likert scale unless otherwise stated (strongly agree – agree – neutral – disagree – strongly disagree).

1. Support and Facilitation of Senate

- 1.1. Senate is effectively supported by Senate Support
- 1.2. Please provide any comments on the support and facilitation of Senate [free text]

2. Engagement of members and knowledge and understanding of their roles and Senate remit

- 2.1. I have a clear understanding of my role as a member of Senate.
- 2.2. For new members in 2023/24: I received an effective induction when I joined Senate.
- 2.3. I can engage effectively with and contribute to the work and decisions of Senate.
- 2.4. Please provide any comments on the engagement of members and knowledge and understanding of their roles and Senate remit [free text]

3. Impact and Strategic Relevance of Senate's Work

- 3.1. The work of Senate makes a positive impact.
- 3.2. The work of Senate links to the University's strategic priorities.
- 3.3. The work of Senate is communicated effectively to the wider University.
- 3.4. Please provide any comments on the impact and strategic relevance of Senate's work [free text]

4. Senate Standing Committees

- 4.1. I have appropriate oversight of the Standing Committees' work via the regular updates provided at Senate.
- 4.2. I have appropriate oversight of the Standing Committees' work through the annual report
- 4.3. Please provide any comments on the Senate Standing Committees

Appendix 2: Action taken in response to 2022/23 Senate Annual Effectiveness Review

Area Under Review	Recommended Action	Responsible	Update
Member resources and engagement	<ol style="list-style-type: none"> 1. Academic Services to review the Senate Induction for 2023/24. Members will receive an induction to Senate from key staff involved, followed by break-out sessions tailored to each membership group. These sessions are targeted at specific groups and intended to help members understand their role and the expectations of them. 2. Academic Services to develop an online Senate Members' portal to bring together key resources to support Senate members in effectively carrying out their role. 3. The development of a Senate Members Behaviour Charter. 	<ol style="list-style-type: none"> 1. Academic Services 2. Academic Services 3. Work towards this action will be undertaken by the proposed Senate External Review Task and Finish group. 	<ol style="list-style-type: none"> 1. The Senate Induction took place in a revised format in September 2023. Senate Support invited feedback from participating members following the event which will be used to revise and improve on the induction to take place in 2024. 2. A Senate Members' Portal was developed and launched to members on 5 December 2023. 3. The Senate External Review Task and Finish Group was approved at the 7 February 2024 meeting of Senate. The group are responsible for determining the priority of actions and are expected to complete this action during the lifespan of the group.
Planning and management of meetings	<ol style="list-style-type: none"> 4. Considering the process and principles for agenda setting and what role members play in this. 	<ol style="list-style-type: none"> 4. Work will be undertaken towards this action by the proposed Senate External Review Task and Finish Group 	<ol style="list-style-type: none"> 4. The Senate External Review Task and Finish Group was approved at the 7 February 2024 meeting of Senate. The group are responsible for determining the priority of actions and are expected to consider agenda setting during the lifespan of the group.

	<p>5. Undertaking work to improve member satisfaction with the conduct of Senate meetings. This includes supporting work and actions undertaken in relation to recommendations arising from the Senate External Review and by the proposed Senate External Review Task and Finish Group to address feedback on poor time management of the agenda, meetings overrunning, use of the Teams chat during meetings, amendments to papers raised during Senate meetings.</p> <p>6. The development of an action log to provide transparency and update on the progress of actions undertaken in response to decisions at Senate.</p>	<p>5. Academic Services in support of the proposed Senate External Review Task and Finish Group</p> <p>6. Academic Services.</p>	<p>5. The Senate External Review Task and Finish Group was approved at the 7 February 2024 meeting of Senate. The group intend to present proposals relating to the format of Senate meetings at the 22 May meeting. The group will also take forward recommendations relating to agenda setting and the development of a Senate Members Behaviour Charter.</p> <p>6. A Senate Action Log was developed and launched to members on 5 December 2023. The log is hosted on the Senate Members Portal and provides transparency and ongoing oversight on the progress of actions undertaken in response to decisions at Senate</p>
--	---	--	---

Senate**22 May 2024****Student Partnership Agreement 2024-25****Description of paper**

1. This paper outlines the proposed University of Edinburgh Student Partnership Agreement for 2024-25. This paper has been approved by Senate Education Committee and is for noting by Senate members. The SPA is negotiated each year between the University and Edinburgh University Students' Association (EUSA), with groups of staff and students consulted about the priority areas focused on each year. The SPA and its priority areas help to promote Strategy 2030's values, in particular fostering a welcoming community and ensuring our teaching and research is relevant to society, diverse, inclusive and accessible to all. The SPA funded projects also explicitly create opportunities for students and staff to co-create work together enhancing the impact of work we do in the priority areas.

Action requested / recommendation

2. Senate is asked to NOTE the Student Partnership Agreement for 2024-25, which is expected to be approved by Senate Education Committee at its meeting on 9 May 2024.
3. Senate will receive an updated copy of the Student Partnership Agreement if there are any revisions following the Senate Education Committee meeting.

Background and context

4. Responsibility for leading and administering the SPA sits with the Institute for Academic Development (IAD) but is supported by the SPA Panel comprising representatives from IAD, EUSA, Academic Services, along with the Deputy Vice Principal Students (Enhancement).
5. The SPA is a broad statement of intent for the University and EUSA to work in partnership. The priority areas/themes are negotiated annually in consultation with staff and students across the University. The priority areas agreed each year become the focus for SPA Funding which is available for small partnership projects of up to £1000 each. In 2023-24, 19 projects were funded – with the projects running between November 23 to July 24. These projects enable increased activity to take place across the University focused on the agreed priority areas. One previous SPA funded project team (the Institute for Molecular Plant Sciences sports day – a community building event involving all staff and students) won a sparqs Student Engagement Award in 2023.

Discussion

6. The Student Partnership Agreement for 2024-25 is provided in Appendix 1.
7. The priority areas have been updated for 2024-25. The priorities have remained the same since before Covid up to this year as consultations with staff and students each year suggested agreement that these priorities remained important for the University and EUSA. However, this year in our staff and student consultations, we noted an upturn in concern about wellbeing, mental health, cost

of living and accommodation challenges, and a slight reduction in the number of people mentioning community. We have adapted the priorities accordingly, and community is now covered within several descriptive sub-themes rather than being a stand-alone priority.

8. The new proposed themes are: 1. Wellbeing, mental health, cost of living and student accommodation, 2. Transforming curriculum, 3. Equality, diversity and inclusion. The extended descriptions under each priority, which can be seen in the full Student Partnership Agreement attached, is helpful to those considering applying for SPA funding, in highlighting the areas of work we are encouraging partnership projects to focus on.

Resource implications

9. None for the SPA itself. The associated SPA funding scheme is funded by the IAD up to a total of £20,000 each year.

Risk management

10. There are no significant risks to continuation of the Student Partnership Agreement unless we see any significant change to funding in the IAD.

Responding to the Climate Emergency & Sustainable Development Goals

11. The SPA is not explicitly focused on tackling the climate emergency or meeting the SDGs, however, some previous SPA projects have focused on sustainability. The priority areas proposed for 2024-25 are most closely connected to supporting the following SDGs: SDG 3 Ensure healthy lives and promote well-being for all at all ages, SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, SDG 5 Achieve gender equality and empower all women and girls, and SDG 10 Reduce inequality within and among countries.

Equality & diversity

12. Equality, diversity and inclusion remains as an explicitly proposed priority area within the SPA 2024-25 and thus will be likely to be the focus of some of the SPA funded projects next year. In previous years, many projects have chosen to focus on enhancing equality, diversity and inclusion, or have embedded inclusive practice within their projects focused on other themes.

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

13. The SPA 2023-24 can be found at the following SPA webpage:

<https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/student-engagement/student-partnership-agreement>

Please note, this will be updated shortly after approval has been received from Senate Education Committee for the new SPA and priorities.

14. Information about the SPA funding scheme can be found at:

<https://www.ed.ac.uk/institute-academic-development/funding/spa-funding>

Please note this will be updated with new dates in a few months' time. Funding usually opens around August with a deadline in mid-October, and funded projects can start from early November onwards.

15. We significantly increased dissemination of information about the SPA funding scheme in 2022-23 which saw us triple the number of applications to the funding scheme from the previous year. We have continued to share information about this scheme widely, and provide a workshop (and a recording of this workshop on the webpages) to support those who wish to apply prior to the deadline in October. We saw another more modest increase in applications last year and hope to continue this trend.
16. All SPA funded project teams are required to write a Teaching Matters blog as a way to report outcomes of the work more broadly across the University – these are featured in a Teaching Matters series in Aug/Sept each year.

Author

*Professor Catherine Bovill
Co-Director, Institute for Academic
Development
25 April 2024*

Freedom of Information Open

Appendix 1:



STUDENT PARTNERSHIP AGREEMENT 2024-25

Working together to enhance the student experience

Introduction

What is a Student Partnership Agreement?

Student Partnership Agreements were first outlined in the Scottish Government's 2011 paper *Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education*, which, amongst many other things, proposed the development of a document setting out how students and their institutions interact. Sparqs (Student Partnerships in Quality Scotland) subsequently published guidance in 2013 for the development of student partnership agreements for universities. Many Scottish HEIs have since developed Student Partnership Agreements or are working towards their development.

A Student Partnership Agreement is essentially an explicit statement of the ways in which the institution and the student body are working in partnership. It should be a living document that is reviewed annually and, over time, will enable progress on activities to be documented and communicated.

It is not a contract and has no legal basis. The term 'partnership' reflects a mature relationship, based on mutual trust and respect. Partnership working recognises that members of the partnership have legitimate, though sometimes different, perceptions and experiences. By working together towards a common agreed purpose, we can achieve positive outcomes to the benefit of all concerned. The core emphasis is on common goals and activity rather than separating out staff and student responsibilities.

Benefits of a Partnership Agreement

A key benefit of a Student Partnership Agreement is the ability to engage and communicate with the wider student body, beyond the Students' Association. In particular, a Student Partnership Agreement can:

- serve to map and promote student engagement opportunities across the University;
- act as a tool to reflect on the ways in which staff and students interact and highlight any enhancements that can be made;
- be used to monitor and review the effectiveness of student engagement;
- provide tangible evidence of the partnership between students and staff.

Why have a Student Partnership Agreement?

The University of Edinburgh and Edinburgh University Students' Association have enjoyed a long and productive partnership, which has been commended in Enhancement-led Institutional Review reports from the Quality Assurance Agency for Scotland. We were already working in partnership before Student Partnership Agreements, and in many ways we were ahead of most Scottish HEIs in developing a joint Students' Association and University of Edinburgh Student Engagement Statement in 2013 that set out our explicit

commitment to working in partnership with our students and outlined the various ways in which students could engage with the University. This agreement builds on the strength of that established partnership.

The priorities in the Student Partnership Agreement align with the University Strategy and Students' Association own priorities, rather than creating new initiatives. The agreement serves to highlight ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. It sets out our values, our approach to partnership and the priorities we have agreed to work on.

Our values

Our partnership is underpinned by the following core values and sets out expectations of both students and staff to enhance the student experience:

Excellence – We are committed to excellence in education, expect the highest standards of our teachers and learners, and recognise high quality teaching. We want to be known nationally and internationally for the quality of our teaching and the quality of our graduates.

Inquiry – We foster an approach to learning based on research and inquiry. We celebrate and encourage independent, critical thinkers. We provide opportunities for student-led, co-designed learning within and beyond the main discipline. Our excellence in research enhances our teaching and we consider that every student is an active researcher and participant in building knowledge.

Community – We are all members of a vibrant community based on collaboration, co-creation and support for one another. Our connectivity extends across different disciplines and outside the University to our alumni and external partnerships. Our community is underpinned by high-quality academic and pastoral support, peer-learning, clubs and societies.

Inclusion – We celebrate the diversity of our University community. We value and respect each other. We create a welcoming and supportive environment in which all members of our community have the opportunity to achieve their full potential.

Responsibility – We promote the highest standards of individual behaviour and personal accountability, ensuring we act ethically and sustainably. We all have a responsibility to develop the student experience, including engaging constructively in giving and receiving feedback to positively enhance the Edinburgh experience for current and future students.

Partnership at Edinburgh

Our commitment to working in partnership with students is articulated at the highest level in the University's Strategic Plan. Staff at the University of Edinburgh currently work in partnership with Edinburgh University Students' Association to ensure that students are central to:

- governance and decision making,
- quality assurance and enhancement,
- providing opportunities for students to become active participants,
- fostering collaboration between students and staff.

Appendix 1 sets out examples of working in partnership

Partnership in Practice – Our Priorities

Our priorities are set out in the following themes, which relate to ongoing work in the Student Experience Action Plan and the University Strategy and have been discussed with the Students' Association, the Student Representatives Forum, the Directors of Teaching Network, all Senate committees' members, and the Student Partnership Agreement Panel.

- **Wellbeing, mental health, cost of living and student accommodation**

Developing communities that promote a sense of wellbeing, positive mental health, belonging and mattering in Schools and societies and across years, degrees, and the University as a whole. Supporting students through the cost-of-living crisis and the challenging student accommodation context in the city. Supporting students as they move to the University, from semester to semester, from year to year, as well as beyond the University and preparing for professional working life.

- **Transforming curriculum**

Recognising and enhancing the power of learning, teaching, and assessment to transform the student experience. Encouraging meaningful student and staff engagement with the curriculum, including through co-creation of learning, teaching, and assessment. University-wide curriculum transformation and making the Edinburgh Student Vision a reality, and effectively communicating this work to students and staff. Developing students who are: disciplinary experts; ready to thrive in a changing world; and highly employable. Exploring: experiential learning; engagement with global and local challenges; decolonising the curriculum; generative AI; sustainability and climate change; online, in-person, and hybrid experiences of teaching and learning. Creating a sense of community and belonging in the curriculum.

- **Equality, diversity and inclusion**

Ensuring we work in partnership to promote a University community where all are welcome, respected and nurtured. Making intentional efforts to meet the needs of our diverse community of students and staff, and acknowledging intersectionality. Recognising we may need to change the way we practice to ensure some individuals and groups, who have traditionally been systemically excluded, feel welcome and are enabled to engage. Celebrating our incredible diversity of students and staff. Listening to a diverse range of student voices and perspectives and closing the feedback loop.

Reviewing the Student Partnership Agreement

The Partnership Agreement will continue to be reviewed annually to check on progress and to review the themes following the election of student sabbatical officers and outcomes from major student surveys. If the themes remain relevant they may continue for a further academic year to allow for greater continuity and impact.

Student Partnership Agreement Funding

Student Partnership Agreement funding is available each year. These projects enable increased activity to take place across the University, which encourage partnership working between students and staff, and that are focused on the agreed priority areas. Information about the SPA funding scheme can be found at:

<https://www.ed.ac.uk/institute-academic-development/funding/spa-funding>

Appendix 1: Examples of working in partnership

University level involvement:

- The Student Representation system - www.eusa.ed.ac.uk/representation
- Student participation on committees at every level of the University, including
 - Student-Staff Liaison Committees,
 - School and subject area committees,
 - College Committees,
 - Senate, Court and the Senate Committees
- Student participation in Task and Project Groups
- Student participation in the Internal Periodic Review Process, including full membership of review teams – [Information for students on Internal Review Process](#)

Student-led initiatives, including, but not limited to:

- Peer Learning and Support – <https://www.eusa.ed.ac.uk/activities/peerlearningsupport>
- Student-Led Individually Created Courses (SLICCs) <http://www.ed.ac.uk/reflection/facilitators-toolkit/case-studies/sliccs>
- Student Awards (formerly the Activities Awards and Impact Awards, now combined into a single event): <https://www.eusa.ed.ac.uk/whatson/awards/studentawards>
- Student-Led Teaching Awards - www.eusa.ed.ac.uk/teachingawards
- Student Led Activities from Societies to volunteering that enhance student life. – <http://www.eusa.ed.ac.uk/activities>
- Student Groups: <https://www.eusa.ed.ac.uk/activities/list> (groups for marginalised and underrepresented students) or <https://www.eusa.ed.ac.uk/yourvoice/yourrepresentatives/liberationofficers> and <https://www.eusa.ed.ac.uk/yourvoice/yourrepresentatives/sectionrepresentatives> (student representatives for marginalised and underrepresented students)

Senate

22 May 2024

Communications from the University Court

Description of paper

1. To update Senate on certain matters considered by the University Court at its meetings held on 26 February 2024 and 22 April 2024.

Action requested / recommendation

2. Senate is invited to note the report.

Background and context

3. The University Court routinely reports to Senate on business which is of interest to Senate.

Discussion

4. Please see Appendix 1 for the full report of business conducted at the 26 February and 22 April meetings.

Resource implications

5. Where applicable, as covered in the report.

Risk management

6. Where applicable, as covered in the report.

Equality and diversity

7. Where applicable, as covered in the report.

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

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

Author

Dr Daniel Wedgwood
Governance & Court Services
1 May 2024

Freedom of Information

Open Paper

Appendix 1:

COMMUNICATIONS FROM THE UNIVERSITY COURT

26 February 2024

1 Principal's Report

The Principal's Report was noted. The Principal also provided Court members with an overview of external political and economic factors affecting the UK higher education sector.

2 Senate Report

Court noted the report. Constructive outcomes from the most recent meeting of Senate were noted, in particular from discussions of the Curriculum Transformation Project, which had in turn informed Court members' understanding of this area. It was noted that Senate wished to continue to have appropriate oversight of work to improve to the People & Money system.

3 Student Experience Update and Quality Enhancement and Standards Review

Court received an overview of recent work in relation to enhancement of the student experience, including the recommendations of the Quality Enhancement and Standards Review (QESR) carried out by the Quality Assurance Agency Scotland and how the University was responding to these recommendations.

Overall, significant progress had been made, with work led by Heads of College feeding into a newly-established Student Experience Delivery and Monitoring Oversight Board, which helped to ensure consistency and to share best practice across the Colleges. Court received a more detailed overview of work within the College of Arts, Humanities and Social Sciences to exemplify these points.

Within the overall focus on the Student Experience, the handling of assessment and feedback was the highest priority. Progress had been made both in implementing the norm of a three-week limit on receipt of feedback and in monitoring compliance with this norm across the University. It was recognised that there was significant complexity in gathering and interpreting figures: the intention was that a focus on the normal three-week limit should help to illuminate any barriers to feedback within this limit, not impose an overly simplistic or punitive approach.

In discussion of this point, Court members encouraged consideration of other aspects of assessment, in addition to the timeliness of feedback, including the amount and types of assessment that students might face. It was noted that an exercise was underway to audit these and other aspects of assessment and that external feedback from the QESR was a helpful point of reference in this work. The Curriculum Transformation Project also provided a useful framework for consideration of these matters.

It was noted that the Student Support Model (SSM) had had a very positive impact, with input from all parts of the University. Evaluation of the SSM was on-going but the intention was to move relevant work from a project model to a business-as-usual footing. Discussion of the SSM focused on the 'cohort lead' role, which had been implemented in different ways, and with mixed success, across the University. It was noted that this had intentionally been an area in which Schools had been given flexibility to develop locally appropriate practices and that it was now an appropriate time to assess the success of different models and provide support where needed.

In further discussion, it was noted that work continued on training of postgraduate tutors and demonstrators and that significant progress was expected in this area as a result of recent recruitment to relevant leadership positions.

4 Students' Association and Sports Union Reports

The President of the Students' Association introduced the Association's report, noting that, in addition to updates on the sabbatical officers' recent activities, it contained extended presentation of the Association's concerns regarding the impacts on students of the raised cost of living, increases in rents charged for University-owned accommodation and the handling of alleged cases of gender-based violence. It was noted that these matters were also the topic of a letter addressed to Court that was appended to the report and had been the foci of a demonstration organised by the Students' Association earlier in the day. The Association was keen to raise these matters to Court's attention, reflecting the strength of the Association's concerns, while recognising that it was not Court's role to engage in decision-making at an operational level.

The following points were made in discussion:

- There had been previous engagement between the University's senior management and the Students' Association on the matters raised, although disagreements remained.
- The Senior Lay Member had met recently with the President of the Students' Association to discuss these issues.
- In some cases, available support for students was not being taken up by those who would qualify for it, suggesting a need to re-assess relevant communications and potential barriers to uptake.
- The context for increases in rents included the need for the University to invest in both maintaining and expanding its residences. Both the demand for University accommodation and the overall supply of suitable accommodation in the city had changed significantly in recent years, creating new pressures.
- The Student Experience as a whole was foremost among the University's priorities and, within this, the importance of the matters raised in the report was recognised by both Court and the University's senior management.
- It was suggested that joint work might be undertaken between the University and the Students' Association on the nature of student life in Edinburgh, now and as it might evolve in the future.

Recognising that significant disagreements remained, Court encouraged further engagement between the University's executive leadership and the Students' Association. It was also agreed that there should be further consideration of the wider student experience, beyond educational aspects, at a future Court meeting or seminar.

Court agreed that Court should provide a response to the Student Association's letter, noting Court's consideration of the matters raised, and noted that the University's senior management would provide a substantive response.

A regular report from the Sports Union was also received and noted by Court.

5 Students' Association and Sports Union Reports

Regular reports from the Students' Association and Sports Union were received, with matters highlighted including the Students' Association Teaching Awards and findings from a student cost of living survey.

7 Forest and Peatlands Programme First Annual Report 2022-23

Court received a summary of the First Annual Report of the Forest and Peatlands Programme, the University's in-house carbon off-setting scheme, which also brought multiple opportunities for educational, research and community benefits.

8 Resolutions (Chairs)

The following Resolutions to establish Chairs or alter the titles of existing Chairs were approved:

No. 1/2024 Alteration of the title of Personal Chair of Sociology of Emotions and Relationships to Personal Chair of Sociology

No. 2/2024 Alteration of the title of Personal Chair of European Politics to Personal Chair of Neuropolitics

No. 3/2024 Foundation of a Chair of Generative AI

9 Other Items

Regular reports from Court's committees, the Development & Alumni Office and from the Director of Finance were reviewed. Court noted that the final version of the University's Annual Report & Accounts had been approved by Exception Committee and submitted to the Scottish Funding Council. An update on the People & Money system was provided.

Court formally approved:

- updates to contingency deputising arrangements for the Principal and protocols for handling correspondence addressed to Court, as recommended by Nominations Committee;
- a payment into the University's internal Long-Term Debt Repayment Vehicle
- necessary documentation to renew revolving credit facilities;
- allocation of funds included within the current capital plan for the Small Works and Statutory Compliance Programme 2024/25;
- funding from within an allocation in the current Capital Plan to establish a multiyear project pipeline for the Energy Efficiency Programme;
- amendments to the Senate Election Regulations, noting that this would include the Professional Services Staff Member of Court becoming an *ex officio* member of Senate, and a minor consequential amendment to Court's Standing Orders;
- regulations for a Professional Services Staff Member of Court election;
- draft Ordinances regarding General Council membership, for submission to the Privy Council Office; and
- meeting dates for 2024/25 and 2025/26.

The Rector, Debora Kayembe, was thanked by Court on the occasion of her final meeting in the role.

22 April 2024

1 Rector's Welcome; New Members and Attendees

The Rector, Simon Fanshawe, formally opened the meeting and thanked Court members for the welcome he had received on taking up this role. He reflected on the University's history and expressed his hopes for its future success, built on the free exchange of ideas and constructive debate.

On behalf of Court, the Rector welcomed new regular attendees and future members of Court:

- Dora Herndon, Students' Association President Elect (Observing; Court member from June 2024)
- Ruth Elliott, Students' Association Vice-President Community Elect (Observing; Court member from June 2024)
- Gale MacLeod, Rector's Assessor
- Imran Khan, Governance Apprentice
- Damien Toner, Director of Estates
- Olivia Hayes, Clerk to Senate (Observing for the 22 April Court meeting only)

2 Principal's Report

The Principal's report was noted. Key points in the report included the following:

- The UK higher education sector was facing significant financial challenges with a variety of causes. Edinburgh was in a strong position relative to many other universities but would not be immune to the relevant external developments.
- Senior University leaders had taken part in the second Student Voice Forum organised by EUSA.
- The Principal had participated in a series of successful events as part of a visit to New York and Toronto organised by Development & Alumni, including engagement with alumni groups, supporters and prospective students.
- The University had seen excellent performance in attracting research funding in the first half of the 2023/24 academic year

Court also received an overview of systems and governance surrounding the University's investments, including the use of external fund managers and an independent Investment Committee, working to the University's investment policies.

3 Senate report

It was noted that there had been no meeting of Senate since the last meeting of Court and, therefore, no written report had been provided. Two relevant developments were noted: elections to Senate were underway and the Task & Finish Group on implementation of the recommendations of the Senate effectiveness review had begun its work.

4 Student Experience

Court received a regular update on work to enhance the student experience. Within the Student Support Model, the cohort lead role, which had been discussed at Court's February meeting, had been a point of focus. There had been significant work to clarify and develop this role, with a recognition that some variation across different Schools remained. There had been monitoring and evaluation of the interaction of students with different University services as part of measuring the success of the Student Support Model.

It was noted that the project to implement the Student Support Model was reaching its end, after which the Model would be integrated into business as usual. It would be important to maintain support throughout the institution in order to ensure a consistent quality of student experience. There had been positive feedback from students, in particular with regard to the wellbeing service and the availability of student advisors locally. Staff had noted that improved alignment of support had made problems easier to anticipate and address at an early stage. Work was in progress to clarify the roles of student advisors, the limits to these roles and referrals to the wellbeing service.

A single, consistent tool had been developed for tracking practices around assessment and feedback, with a focus on meeting the three-week turnaround target for feedback on assessments. This was at an early stage and undergoing testing but promised much greater clarity in this area, supporting College-level oversight and escalation processes. Assessment and feedback had also been the focus of a recent meeting of the Academic Strategy Group, with all Heads of College highlighting the high priority attached to improvement in this area and stressing the importance of both quality and timeliness of feedback.

5 Students' Association and Sports Union Reports

Court received a regular update report from the Student's Association (EUSA).

The President of EUSA noted that she had received a reply from the Senior Lay Member, on behalf of Court, and a more detailed response from the University's senior executive leadership to the letter that EUSA had submitted to the previous Court meeting. EUSA would consider these responses, which had also been shared with Court, before engaging further on any of the relevant topics.

The popularity of the EUSA Student Awards and Teaching Awards was highlighted: a high number of nominations had been received in both cases. It was noted that this implied widespread appreciation of the efforts of students and University staff that often went far beyond their usual responsibilities and beyond expectations.

Court thanked the two student members of Court, Sharan Atwal and Lauren Byrne, for their substantial contributions as members of Court. Their terms of office were drawing to a close and recently elected new EUSA sabbatical officers would be taking up the role of student Court member as of the June meeting of Court.

Court also received a regular update from the Sports Union and noted that the paper contained details of a number of exceptional performances by the University's elite athletes.

6 People & Money Update

Court received an update and Improvement Plan relating to the People & Money system. New governance arrangements for this work were outlined: the project would henceforth report into the University Initiatives Portfolio Board.

7 Equality Diversity & Inclusion Data Report 2024

Sarah Cunningham-Burley, University Lead on Equality, Diversity & Inclusion (EDI), introduced the report and its appendices on student and staff data. It was noted that the report focussed on data, rather than policy or relevant initiatives, and contributed legal compliance in addition to keeping Court informed. Many areas showed progress, while areas for further work had also been identified.

The statutory requirement to foster good relations between different groups was also discussed: it was noted that this responsibility was borne by all members of the community and recognised that this could be challenging in the context of deeply felt and strongly expressed views on certain topics. For its part, the University had taken various actions to support those in groups that might be affected by external events and to promote constructive debate through on-going work on academic freedom and freedom of expression.

Court approved the report and its annexes for publication and thanked Sarah Cunningham-Burley for all of her contributions in the role of University Lead on EDI, as she approached the end of her term in this role. It was noted that the University had recently successfully renewed its Athena SWAN Institutional Silver award.

8 Resolutions (Degree Programme Regulations)

The following Resolutions containing annual updates for the degree programme regulations were referred to Senate and the General Council for observations:

Draft Resolution No. 4/2024: Undergraduate Degree Programme Regulations

Draft Resolution No. 5/2024: Postgraduate Degree Programme Regulations

9 Other Items

Regular reports were received from Court's committees and the Development & Alumni Office. The Director of Finance provided a regular report and an overview of the Planning Round process was provided. Court also reviewed the 2023-24 mid-year report on performance measures to support Strategy 2030, a strategic risk report, an annual update on managing security-related risks in internationalisation and an update on plans for the further development of the Edinburgh BioQuarter.

Court formally approved:

- funding and delegations required to remediate the presence of Reinforced Autoclaved Aerated Concrete (RAAC) in University Buildings, in the context of concerns at a national level over the durability of this material; and
- regulations for the election of Professional Services members of Senate.

Senate

22 May 2024

College Academic Management Structures 2024/25

Description of paper

1. The paper lists the College Academic Management Structures for 2024/25

Action requested / recommendation

2. For noting.

Resource/Risk/Compliance

4. These will have been considered by each College when deciding on their College Academic Management Structures for 2024/25.

Equality and Diversity

5. Considered by the relevant College.

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

6. Not applicable.

Originator of the paper

Senate Secretariat

May 2024

Freedom of Information

Open paper

College Academic Management Structures 2024/25

Arts, Humanities & Social Sciences

Head of College	Vice-Principal Professor Sarah Prescott
Deputy Head of College	Professor David Smith
Dean of Research	Professor Laura Jeffery
Dean of Education	Professor Mary Brennan
Dean of Postgraduate Research	Professor Laura Bradley
Dean of Students	Professor Jeremy Crang
Dean International	Professor Soledad Garcia-Ferrari
Dean Quality Assurance and Curriculum Approval	Dr Emily Taylor
Dean Equality, Diversity and Inclusion	Ms Jenny Hoy
College Academic Misconduct Officer	Dr Filippo Fontanelli
Associate Dean (Research Impact)	Professor Ailsa Henderson
Associate Dean (Research Ethics and Integrity)	Dr Sudeepa Abeyasinghe
Associate Dean (Widening Participation)	Professor G Trousdale
College Registrar	Dr L Kendall (Interim)

Medicine & Veterinary Medicine

Head of College	Vice-Principal Professor David Argyle
Dean of Research	Professor Stuart Forbes
Head of Edinburgh Medical School	Professor David Kluth
Dean of Clinical Medicine	Professor Lorna Marsen
Dean of Education	Professor Gill Aitken
Dean of Postgraduate Research	Professor Rob Semple
Director of Postgraduate Taught	Dr Sarah Henderson
Director of Quality Assurance and Enhancement	Professor Matt Bailey
Dean of Students	Dr Debbie Shaw
Dean International	Professor Rebecca Reynolds
Deputy Dean Culture and Integrity	Professor Julia Dorin and Professor Thamarai Dorai-Schneiders
Deputy Dean Research Strategic Change	Professor Liz Baggs
Deputy Dean Research Management	Professor Matt Nolan
Deputy Dean Clinical Academic Training	Professor Jurgen Schwarze
College Registrar	Dr Anne-Marie Coriat

Science & Engineering

Head of College	Vice-Principal Professor Iain Gordon
Dean of Learning and Teaching	Professor Tim Stratford
Dean of Student Experience	Professor Stephen Warrington
Dean of Postgraduate Research	To be confirmed
Dean of Research and Strategic Partnerships	Professor Andrew Mount
Dean of Research Culture and REF	Professor Jane Hillston
Associate Dean of Impact	Dr Karl Burgess
Dean, International – Students	Professor Tom Bruce
Dean, International – Partnerships	Professor Neil Robertson
Dean of Education Quality Assurance and Culture	Professor Linda Kirstein
Dean of Research Computing	Professor Mark Parsons
Dean of Innovation	Dr Graham Spittle
Dean of Systematic Inclusion	Professor Karen Halliday
College Registrar	Dr A Payne