

## UNIVERSITY COURT – AGENDA

Thursday 28 September 2017, 09.30-12.00, coffee from 09.15  
Room 307, Strathclyde Business School, 199 Cathedral Street, G4 0RQ

**Apologies:** Gillian Hastings, Marion Venman, Dr Andrew McLaren, Cllr David McDonald

**Declarations of interest:** None

Introduction		25 mins
1.	Reserved item	Paper A
2.	Minutes of the meeting held on 20 June 2017	Paper B
3.	Matters arising	Oral
4.	Principal's Report	Oral
Substantive items		
5.	Reserved item <i>Associate Principal (Research &amp; Innovation)</i>	Paper C 25 mins
6.	Student Recruitment 2017/18 <i>Director of Strategy &amp; Policy</i>	Paper D 15 mins
7.	Outcome Agreement 2016/17 self-evaluation and guidance for 2018/19 – verbal update <i>Director of Strategy &amp; Policy</i>	Oral 15 mins
8.	National Student Survey 2017 results and analysis <i>Deputy Associate Principal (Learning &amp; Teaching)</i>	Paper E 15 mins
9.	Court Review of Effectiveness <i>University Secretary and Compliance Officer</i>	Paper F 20 mins
10.	Court Strategy Session 2017 – initial planning <i>Convener of Court; Principal</i>	Oral 10 mins
Items for formal approval		10 mins
11.	Convener's Actions ( <i>none noted</i> )	Oral

12.	Revisions to University Ordinances and Regulations	Paper G
13.	Corporate Risk Register	Paper H
14.	Report for Scottish Funding Council: internal review of quality	Paper I
15.	Review of Court's Statement of Primary Responsibilities	Paper J
Items for information		5 mins
16.	Universities Superannuation Scheme 2017 funding position	Paper K
17.	Complaints Handling Annual Report 2016/17	Paper L
Committee reports		10 mins
18.	Senate	Paper M
19.	Executive Team	Paper N
20.	Court Business Group	Paper O
21.	Remuneration Committee	Paper P
22.	Audit Committee	Paper Q
23.	Estates Committee	Paper R
24.	Staff Committee	Paper S
Closing remarks		5 mins
25.	<p><b>Any other business</b>  <i>Convener</i></p> <p><b>Date of next meeting</b>  <i>Court Residential, Thursday 30 November &amp; Friday 1 December 2017</i>  <i>Location: Ross Priory</i></p>	

[RESERVED ITEM]

**MINUTES OF UNIVERSITY COURT**  
**20 June 2017**

**Present:** Richard Hunter (Convener), Ronnie Cleland, Malcolm Roughead, Dr Jack Perry, Kerry Alexander, Dr Archie Bethel, Susan Kelly, Alison Culpan, Marion Venman, Gillian Hastings, Dr Jeremy Beeton, Dr Jane Morgan, Principal Professor Sir Jim McDonald, Vice-Principal Professor Scott MacGregor, Dr Jonathan Delafield-Butt, Dr Andrew McLaren, Professor Erling Riis, Dr Dimitris Andriosopoulos, Louise McKean, Raj Jeyaraj, Gerry McDonnell, Dr Alistair Goldsmith

**Attending:** David Coyle, Dr Veena O'Halloran, Professor David Littlejohn, Professor David Hillier, Professor Dimitris Drikakis, Professor Douglas Brodie, Professor Sara Carter, Professor Tim Bedford, Rona Smith, Sandra Heidinger, Ray McHugh, Darren Thompson, John Lauwerys, Calvin Hepburn, Taylor Wong, Hugh Darby, Kirsty MacLeod

**Apologies:** Councillor Stephen Curran

**Welcome and apologies**

The Convener noted apologies received and welcomed members of Court and attendees. He particularly welcomed John Lauwerys, who was observing the meeting to support his facilitation of the Court's on-going Review of Effectiveness, and Calvin Hepburn and Taylor Wong, the incoming Students' Association President and Vice-President (Diversity), respectively, who were observing the meeting, ahead of taking up office from 1 July 2017.

Court offered its warm congratulations to Dr Jane Morgan on her recent election as a Glasgow City Councillor for the Maryhill Ward.

There were no declarations of interest.

**1. Minutes**

Court **approved** the minutes of the meeting held on 4 May 2017.

**2. Matters arising**

There were no matters arising.

**3. Principal's Report**

The Principal informed members of key activities and developments since the May meeting:

Health & Safety: The Executive Team had recently instituted a regular 'Safety Moment' at each meeting in order to consider and reflect upon key internal and external health and safety issues, trends and actions. The Principal would, in future, provide a regular update to Court on health and safety issues, as part of his Report.

Court noted that an investigation into fire safety arrangements across the University's estate had confirmed that there were no issues in regard to the external cladding materials used in student residences, that each residence was fitted with an automatic fire alarm system, evacuation procedures were sound, and escape routes were protected by a series of self-closing fire doors.

Other buildings on campus had undergone similar initial checks and no issues with external cladding had been identified. Notwithstanding the confirmation that the University's fire safety arrangements were appropriate, a number of additional steps were being taken to enhance safety across the campus.

In general, the number of RIDDOR (Reporting of Injuries, Diseases & Dangerous Occurrences) incidents across the University had fallen significantly, although the number of recorded accidents involving students or staff had increased slightly. Over the last year, the number of unwanted fire alerts had fallen by 40%, with the University's approach being recognised by the Scottish Fire and Rescue Services as an exemplar of good practice. The Executive Team would consider longer term trend data on health and safety incidents within the University and take action where appropriate.

Court welcomed the recently enhanced focus on health and safety at a senior executive level and reflected on the importance of this, particularly at a time of heightened estates development activity on campus. It was noted that the University was fully aware of its obligations in this area and that contractors were fully engaged with reporting requirements.

External Affairs: The Principal reflected briefly on several significant external developments, including the UK General Election and the commencement of formal negotiations on the UK's anticipated exit from the EU. Court noted a range of external engagement activity undertaken with Scottish and UK Ministers and civil servants during a period of continuing political uncertainty. The Principal had also continued to engage with members of the newly elected Glasgow City Council administration on key issues of shared interest, such as economic development and innovation.

Institute for Inspiring Children's Futures: The Institute would be formally launched by the Deputy First Minister and Cabinet Secretary for Education and Skills on 28 June. The University had also recently hosted a visit from the Minister for Further Education, Higher Education and Science, providing an opportunity for her to meet with care-experienced students. This had been positively received and later referenced during a meeting of the Scottish Parliament.

Strategic Dialogue Meeting: The Principal thanked the members of Court involved in this engagement with the Scottish Funding Council (SFC). The meeting had offered a valuable opportunity to highlight the University's work to members of the SFC and had been positively received.

Visit by the Commissioner for Fair Access: The University had recently hosted a visit by the Scottish Commissioner for Fair Access, providing a valuable opportunity for engagement on the University's successful approach to widening access.

Scottish Space School: The 13<sup>th</sup> annual Scottish Space School had taken place during June. This important outreach and engagement activity was aimed at Scottish school pupils, highlighting the career and educational opportunities available to young people with an interest in science, engineering and technology.

Talent Attraction: The Principal indicated that details were being finalised for the promotion of the University's plan to attract around 20 Professors and around 40 Senior Lecturers in key academic areas during 2017/18. He reflected upon the success in recent years of the University's Global Talent Attraction Programme (GTAP) and the Strathclyde Chancellor's Fellowship Scheme (SCFS).

#### **4. Q3 Business Report 2016/17 and International Strategic Partnerships Update**

The Chief Financial Officer (CFO) and the Director of Strategy & Policy introduced the Q3 Business Report 2016/17. The following key issues were highlighted:

- Forecast surpluses in both the University's overall outturn position and operating surplus, compared to a budgeted deficit, once adjusted for new FRS102 and SORP 2015 accounting requirements;
- The main income and expenditure factors contributing to these variances, including a number of one-off items, such as a gain on the disposal of fixed assets, reshaping costs which had been lower than the amount budgeted, and depreciation benefits arising from a reassessment of the useful lives of assets;
- Due to the re-profiling of capital expenditure, a balance sheet which was expected to show higher than budgeted cash balances at the year end, exceeding the University's total borrowings; and

- Factors impacting the delivery timescales for the SIMS Project and the subsequent decision taken by the Executive Team to apply a red flag, until these factors could be resolved. Further discussions would take place at the Executive Team and Audit Committee, prior to reporting back to Court.

In relation to the non-financial elements of the Report, the Director of Strategy & Policy noted staff turnover and sickness absence rates which, although still below sector averages, would continue to be monitored closely. She also explained that, whilst PGR intake figures had continued to increase, it was unlikely that the 2016/17 target would be achieved by year-end. External factors impacting on this position included the availability of funding for prospective students and the reliance, in some subject areas, on specific geographical markets.

Court welcomed the Report and discussed the following issues:

- The University would move from a net funds to a net debt position in future, due to planned and approved expenditure on estates developments;
- Sector-level discussions between the SFC and the Scottish enterprise agencies were on-going in regard to the future funding arrangements for Innovation Centres;
- The results of the National Student Survey (NSS) 2017 were expected to be announced in August and these would be communicated to Court ahead of its next meeting, following review by the Executive Team.

Court also **noted** the biannual update provided on the University's International Strategic Partnerships. It was agreed that the format of this Report would be revised ahead of the next reporting date to provide a more succinct round-up of key activities and progress achieved.

## 5. 2017/18 Budget, Financial Forecasts and Operating Plan

The CFO presented the 2017/18 draft Budget alongside the draft Financial Forecasts for submission to the SFC. The CFO noted:

- The particular level of challenge arising during the development of the 2017/18 Budget as a result of recent changes to accounting standards and, particularly, increased volatility arising from the revised treatment of capital grants and the specific impact on the overall reported surplus;
- A number of positive factors impacting on the Budget position, including fixed asset disposals;
- A proposal to set aside an appropriate sum to support further planned reshaping activity within Faculties and Professional Services, whilst continuing to invest in new staff talent.

In relation to the Financial Forecasts, the following key points were highlighted:

- The continuation of ambitious but achievable forecasted increases in income from tuition fees and research contracts, recognising the critical link between successful income generation and the University's position as an investing institution;
- Anticipated future increases in staff costs which would need to be carefully managed and contained;
- A proposed new approach to monitoring financial sustainability and performance, by measuring the amount of cash generated from operations, with plans to grow this figure year-on-year;
- Projected increases in the University's net debt position over the four-year period, in line with increased strategic estates expenditure, balanced by the longer term forecasts which indicated that net debt would thereafter revert to lower levels; and
- The criticality of robust delivery strategies over the medium-term and the positive impact of recent revisions to the University's approach to Budget development and delivery.

Court members discussed the draft Budget, offering comments in the following key areas:

- The University was currently operating well within its bank covenants but there was a need to consider the position for future years, particularly in respect of any additional, future borrowings;
- The recognition that forecast surpluses for future years were partly reliant on projected capital grant income;

- The importance of success, supported by the University's competitive position, in bidding for large-scale external grants such as from the UK Industrial Strategy Challenge Fund;
- The recognition of significant continuing volatility in the external funding and political environment and the need to prepare and plan for this appropriately in both the medium and long-term;
- The potential to measure future surpluses on a rolling three-year average in order to take account of this volatility; and
- The importance of continued efforts to control staffing costs, relative to expenditure, through the application of existing support mechanisms and performance management approaches.

Court **approved** the 2017/18 Budget and Four Year Financial Forecast.

Court also **approved** the University's 2017/18 Operating Plan. It was recognised that the content of the Plan drew upon pre-existing documentation and that its preparation represented some duplication of effort. As such, alternative approaches to the development of an Operational Plan would be considered for future years.

## 6. Exploration of future borrowing facilities

The CFO provided an update on the University's cash and funding position and sought Court's agreement to explore, without commitment, options for obtaining additional credit facilities for the purpose of investing in key strategic initiatives and opportunities.

Court considered the proposals and noted that, based on the suggested level of potential additional borrowing, the University's level of debt, as a proportion of income, would not be inconsistent with other institutions across the UK higher education sector. It was also noted that, whilst the preference would be to secure further European Investment Bank (EIB) facilities, alternative options should also be investigated.

Court **agreed** that options for additional credit facilities should be explored. It was confirmed that no additional credit facilities would be formally agreed without first seeking and obtaining Court's approval.

## 7. University of Strathclyde Students' Association 2017/18 Budget

The Convener welcomed the Chief Executive of the University of Strathclyde Students' Association (USSA). The USSA Chief Executive presented USSA's 2017/18 Budget for Court's approval, highlighting key USSA activities and developments over the previous year and setting out its future plans. He also offered his thanks to members of Court and the University Executive for their continued support during a period of significant transition. Following Court's approval of USSA's Memorandum and Articles of Association in May 2016, it was expected that USSA would fully incorporate and become a Company Limited by Guarantee by December 2017.

Court considered and **approved** the USSA Budget for 2017/18, in accordance with the requirements of the Education Act 1994. Court also noted the update provided in regard to USSA's planned incorporation.

## 8. National Physical Laboratory progress update

The Associate Principal & Executive Dean of the Faculty of Science presented a progress update on the delivery of the University's strategic partnership with the National Physical Laboratory (NPL). Since the signing of the formal Partnership Agreement in April 2015, NPL had gone through a significant period of internal change but was now emerging from a period of positive disruption, supported closely by the University. Whilst overall progress against the stated objectives had been slower than originally anticipated, the University had benefited through the establishment of key relationships and the generation of new strategic opportunities, including the creation of a successful and growing Postgraduate Institute and the establishment of a regional NPL Scotland Hub. The partnership had also played a key role in enhancing the University's reputation and relationships with external stakeholders.

Court welcomed the update provided, noting that, whilst progress had been impacted by the significant level of organisational change within NPL, the University continued to be a key partner in driving this positive change and in ensuring a renewed focus on achieving the original objectives, albeit on a revised timescale.

It was agreed that a further progress update would be provided to Court in 12 months' time.

## 9. Proposals for formal engagement with Scottish Enterprise

**[RESERVED ITEM]**

## 10. European Policies Research Centre – reserved

**[RESERVED ITEM]**

### Items for formal approval

#### 11. Convener's Actions

There were no actions to report since the last meeting.

#### 12. Court and Committee Membership 2017/18

The University Secretary and Compliance Officer (USCO) introduced a report from Court Membership Group, following its meeting on 12 June 2017, and sought Court's approval for a number of recommendations on Court and committee appointments. Court **approved** the following appointments to Court and its committees for 2017/18

##### Court Membership:

- The appointment of Paula Galloway as a lay member of the University Court for an initial one-year term, from 1 August 2017 to 31 July 2018.

##### Committee Membership:

- The appointment of Alison Culpan to membership of the Audit Committee from 1 August 2017 (replacing Archie Bethel and demitting office from Staff Committee)
- The appointment of Malcolm Roughead to membership of the Staff Committee from 1 August 2017
- The appointment of Susan Kelly to membership of the Enterprise & Investment Committee from 1 August 2017
- The appointment of Paula Galloway as Convener of the Audit Committee from 1 August 2017
- The appointment of Mr Les Campbell as a co-opted external member of the Audit Committee for an initial one-year term from 1 August 2017 to 31 July 2018

Court **approved** the use of Court Convener's Action, prior to the first scheduled Court meeting of 2017/18, to approve any recommendations from Court Membership Group in order to fill a small number of remaining vacancies on Court's committees.

#### 13. Scottish Code of Good HE Governance – consultation response

Court considered and **approved** the University's response to the consultation on a revised Scottish Code of Good HE Governance.

### Items for information

#### 14. Court Action Tracker 2016/17

Court noted a paper highlighting progress on the completion of Court actions identified during 2016/17.

## **15. Health & Safety Annual Report and Strategy Update**

Court **noted**:

- The Health & Safety Annual Report, submitted by the Statutory Advisory Committee on Safety and Occupational Health (SACSOH); and
- An update report on the delivery of the University's Occupational Health, Safety and Wellbeing Strategy.

### **Committee Reports**

Court received and **noted** the following committee reports:

#### **16. Executive Team**

Court **noted** the key matters discussed by the Executive Team at its recent meetings.

#### **17. Court Business Group**

Court **noted** and welcomed CBG's advance consideration and scrutiny of the Court agenda and its substantive items.

#### **18. Audit Committee**

Court **noted** the items discussed by Audit Committee at its recent meeting on 25 May 2017

#### **19. Estates Committee**

Court **noted** the items discussed by the Estates Committee at its recent meeting on 23 May 2017.

#### **20. Enterprise & Investment Committee (Annual Report)**

Court **noted** a report summarising the main commercial and investment activities of the Enterprise & Investment Committee during 2016/17.

#### **21. Strategic Marketing Group**

Court **noted** the items discussed by the Strategic Marketing Group at its recent meeting on 16 May 2017.

#### **22. Equality & Diversity Strategy Committee (Annual Report)**

Court **noted** a report highlighting the key matters considered by the University's Equality & Diversity Strategy Committee during 2016/17.

#### **23. AOB**

Noting that this was the final Court meeting of 2016/17 and his final meeting as Convener, the Convener of Court expressed his gratitude to all members and attendees for their contributions throughout the period of his Convenership.

He offered best wishes, on behalf of Court, to those members demitting office on 31 July 2017, including Dr Jack Perry, Councillor Stephen Curran, Mr Raj Jeyaraj, Mr Gerry McDonnell, Dr Alistair Goldsmith, Dr Jonathan Delafield-Butt, and Dr Dimitris Andriosopoulos. He also offered thanks to Dr Veena O'Halloran, who had demitted office on 1 June 2017, as a result of her appointment to the position of University Secretary and Compliance Officer.

The Principal, on behalf of the Executive Team and the wider University community, expressed his gratitude to Mr Richard Hunter for his significant contribution to the University since his appointment as a lay member of Court and, latterly, for his dedication and efforts as Convener of Court.

The Principal also expressed his particular thanks to Dr Jack Perry, who had served as Treasurer since 2011, and to Dr Alistair Goldsmith and the Graduates' Association for their contribution to the University.

**Date of next meeting**

- Thursday 28 September 2017

[RESERVED ITEM]

**Student Recruitment 2017/18  
[RESERVED ITEM]**

## Introduction

1. The National Student Survey (NSS) is an annual survey of final year UG students conducted by Ipsos MORI on behalf of the sector and is open to all UK HEIs, the FE sector in England and Wales and all Alternative Providers (APs) in England. 530 institutions took part in 2017, with 461 contained in the published results, many of which are APs. A subset comprising 261 institutions is designated by the NSS as 'directly comparable' with Strathclyde and these provide the sector data for our subject heat maps, however many of these are actually providers of externally validated degrees.
2. The Times Higher Education NSS list of HEIs is used for institutional comparison in this report (149 Universities), providing a more meaningful comparison for sector performance. In order for the survey results to be published, a subject threshold of 10 respondents and a 50% response rate must be met. Institutionally Strathclyde achieved a response rate of 69.4% in the survey.
3. The survey currently includes 27 core single choice questions and additional open-ended questions (see appendix A for a full list of questions) and has been conducted since 2005 (since 2007 at Strathclyde), providing institutions with overall institutional results and subject specific performance. Whilst NSS scores are significant in the compilation of all three of the major UK league tables: the Guardian; the Complete University Guide and the Times/Sunday Times, they provide valuable feedback on the delivery of our academic provision and assessment of the student experience.
4. A new version of the NSS survey was introduced in 2017 limiting direct score comparison with the previous survey. As a result, this report explores the subject level sector performance and provides an overview of the overall institutional performance in terms of the sector, thereby omitting score comparison. This year also saw a national student campaign to boycott the survey, which will have impacted results, including those for a number of benchmark institutions. However, at this time it is not clear what impact that this may have had at sector level as this also coincided with the launch of the new survey.

## Overall Student Satisfaction at Institutional Level

5. The 2017 NSS was a new survey and statistical analysis has confirmed a different pattern of response; even questions that have remained the same have been answered differently this year. In the new survey, sector averages have seen an overall drop. Figure 1 below shows the sector average for each area. Where the area is comparable to the 2016 survey, the sector average from 2016 is shown in brackets. This underlines the impact of the new survey and cautions against direct score comparisons with last year.

2017	Strathclyde	Sector	Scotland
The teaching on my course	<b>86.72 (86)</b>	84.63 (87)	85.19 (87)
Learning opportunities	<b>82.99</b>	83.55	82.48
<b>Assessment and feedback</b>	<b>66.28 (64)</b>	73.39	69.23
Academic support	<b>79.46 (79)</b>	79.91 (82)	78.45 (81)
<b>Organisation and management</b>	<b>72.25 (75)</b>	75.27 (79)	73.25 (77)
Learning resources	<b>88.89 (90)</b>	85.14 (87)	86.42 (88)
Learning community	<b>76.99</b>	77.24	77.61
Student Voice	<b>66.16</b>	69.17	66.10
Overall Satisfaction	<b>86.51 (87)</b>	84.18 (86)	84.65 (86)
Students' Union	<b>37.32</b>	40.85	37.29
Social opportunities	<b>74.86</b>	75.56	69.03

Figure 1: 2017 sector averages

6. In this context, institutional sector position for overall satisfaction is a meaningful comparison with previous performance. Figure 2 (overleaf) shows the performance and ranking of the Scottish HEIs in the survey, including the 2016 ranking. The new survey showed no gains in score for Scottish HEIs ranked above us, only those originally performing below average have improved in this survey. There have been significant and widespread decreases (the highest in Scotland are Queen Margaret University who dropped 9 and Heriot-Watt who dropped 6). We have improved our relative sector performance and are now joint 4<sup>th</sup> in the Scottish HEIs. This is an increase from 9<sup>th</sup> place last year. Our result places us either in the upper quartile or on the threshold in Scotland (depending on our relative position to Aberdeen).

<b>Scotland</b>	<b>Overall Satisfaction (%)</b>	<b>Change from 2016</b>	<b>2017 ranking</b>	<b>2016 ranking</b>
University of St Andrews	94		<b>1</b>	<b>1</b>
University of Dundee	90	-1	<b>2</b>	<b>2</b>
University of Glasgow	89		<b>3</b>	<b>=3</b>
University of Strathclyde	<b>87</b>		<b>=4</b>	<b>=9</b>
University of Aberdeen	87	-1	<b>=4</b>	<b>=7</b>
The Robert Gordon University	86	1	<b>=6</b>	<b>12</b>
University of Stirling	86	-3	<b>=6</b>	<b>=3</b>
The Open University	86		<b>=6</b>	<b>=3</b>
University of Abertay Dundee	84	-4	<b>9</b>	<b>=7</b>
University of Edinburgh	83	3	<b>=10</b>	<b>17</b>
Heriot-Watt University	83	-6	<b>=10</b>	<b>=3</b>
University of the West of Scotland	83	-4	<b>=10</b>	<b>=9</b>
Glasgow Caledonian University	81	2	<b>13</b>	<b>=14</b>
Edinburgh Napier University	80	-4	<b>14</b>	<b>13</b>
University of the Highlands and Islands	79	-2	<b>15</b>	<b>16</b>
Queen Margaret University, Edinburgh	77	-9	<b>=16</b>	<b>11</b>
SRUC	77	1	<b>=16</b>	<b>18</b>
Glasgow School of Art.	71	-3	<b>18</b>	<b>19</b>
Royal Conservatoire of Scotland	~		~	<b>=14</b>
<i>Average for Scottish HEI</i>	<b>83.5</b>			

Figure 2: Scottish HEI rankings for 2017 and 2016

7. In the full NSS survey cohort, we are ranked joint 142<sup>nd</sup> out of 461. It should be noted that the top scoring 54 institutions are all in FE. The top score for an HEI is 94%, and in the HEI group, we are joint 37<sup>th</sup> out of 149 UK HEIs listed in the THES rankings.
8. The top quartile threshold score for HEIs (THES) is 88%, although technically the top scoring institution with 87% would also make the upper quartile (there are 10 HEIs scoring 87%). Caution must be used

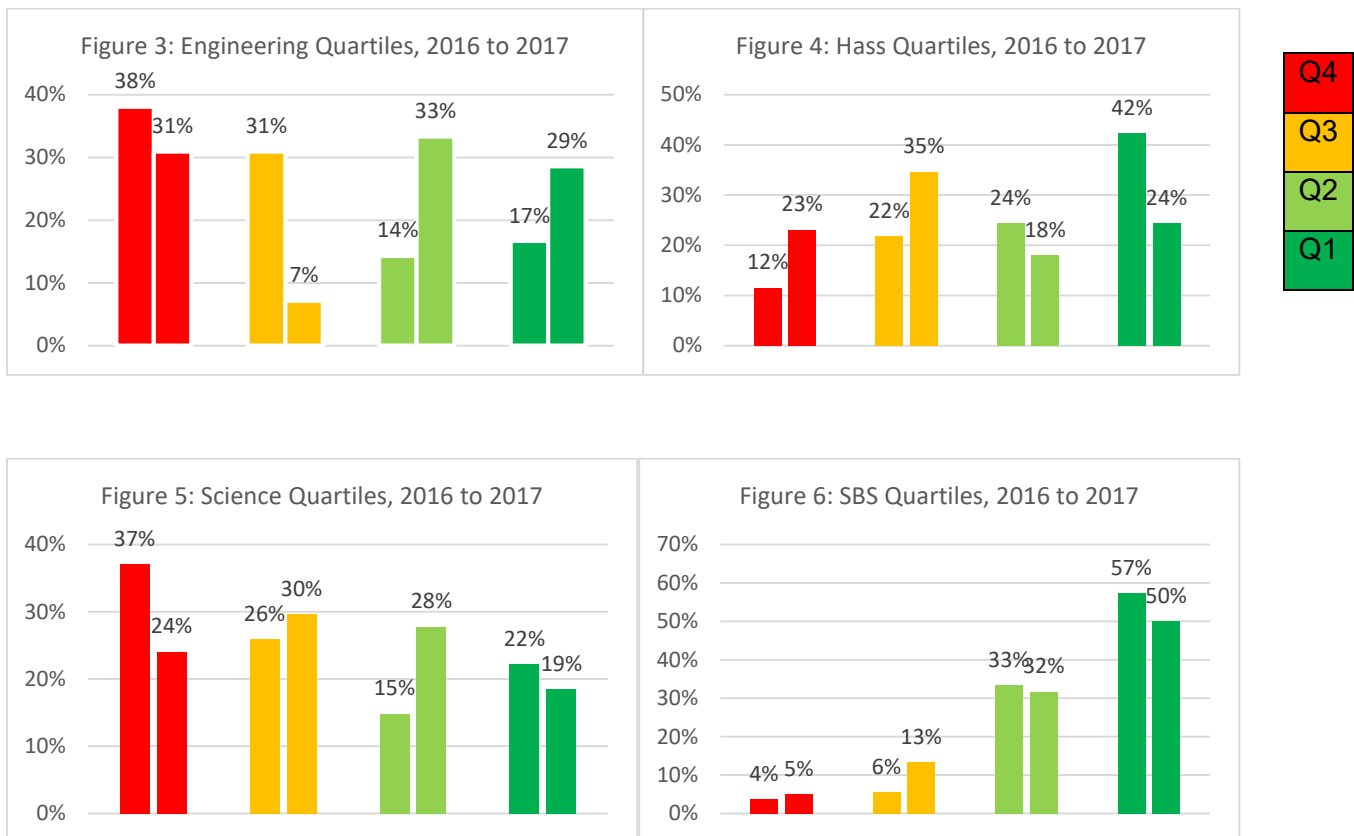
in considering rankings as statistically insignificant fluctuations in scores can easily result in ranking changes in this context.

### **Benchmark Group Comparison**

9. Comparison of our performance against our 12 benchmark UK HEIs reveals a mixed relative performance. In the areas of Teaching on my Course, Learning Opportunities, Academic Support, Learning Resources and Overall Satisfaction we are placed in the top half of the benchmarking group. However, we have the lowest performance in the group for Organisation and Management and two of the three new question areas, Learning Community and Student Voice. We also have a low position for Assessment and Feedback.
10. Appendix B shows the performance in each of the question categories and overall satisfaction for 10 of the 12 UK HEIs in our benchmarking group. Manchester and Sheffield do not appear in NSS 2017 due to the national NSS student boycott.

### **Heat Map Sector Performance**

11. To allow some comparison of performance, the sector quartile performance for question categories common to the 2016 and 2017 surveys were compared (rather than specific questions). Figures 3 to 6 below show the 2016 and 2017 combined quartile totals for the overall satisfaction question and for the following 5 categories of questions for each faculty:
  - Teaching on my course
  - Assessment and feedback
  - Academic support
  - Organisation and management
  - Learning resources
12. This shows improvement in the Engineering and Science faculties in figures 3 and 5. Engineering has increased subject performance in the upper 2 quartiles from 31% to 61.95%, indicating significant sector improvement at subject level. Science has also improved in the upper 2 quartiles, from 37% to 46.3%.
13. Figure 6 shows that SBS has held their strong quartile performance, with sector ranking improvement within quartiles (44% of SBS subjects were top 10 for satisfaction in 2016 and 70% are top 10 in 2017).
14. HASS has experienced a widespread drop in sector performance in this survey compared to last year, with figure 4 indicating the top 2 quartiles dropping from a strong 66.7% in 2016 to 42.3% in 2017.



15. The discipline quartile thresholds are very variable, for example, in the overall satisfaction question the sector averages range from 73 in Naval Architecture to 91 in Operational Research. In general, the subject averages for 26 subjects dropped with the new survey but 7 subjects saw a raised sector average in 2017.
16. Individual departments and schools are advised to examine the sector changes in each question at the subject level to better understand the sector performance. This, in turn may help identify key areas for development.
17. Appendix C contains the faculty performance for each of the above 5 question areas, and that of overall satisfaction, in terms of quartile distribution.

### Subject Satisfaction Performance

18. The individual departments vary significantly in terms of their performance. Individual scores do not provide a reliable method of comparison due to the new survey, therefore relative sector position is used to explore gains and losses in each subject for question areas. The sector position has been calculated relative to the number of institutions in the survey in addition to rank.
19. Table 1 shows the split of subjects where data allows sector performance comparison (+ indicating the number of subjects showing improvement in their sector position and – indicating the number of subjects dropping in sector). This is a very crude measure showing only direction of travel in performance and does not indicate the magnitude of any sector position change. Any subjects with no sector change are omitted.

Subject sector performance	University	Eng	HASS	Science	SBS
Teaching on my course	+15, -20	+5, -1	+1, -11	+5, -4	+4, -4
Assessment & Feedback	+18, -16	+5, -0	+3, -8	+5, -4	+5, -4
Academic Support	+15, -20	+5, -2	+2, -8	+5, -4	+3, -6
Organisation & Management	+20, -17	+4, -3	+4, -8	+7, -2	+5, -4
Learning Resources	+19, -15	+2, -3	+6, -5	+6, -3	+5, -4
Overall Satisfaction	+18, -17	+4, -2	+2, -9	+6, -3	+6, -3
<i>Impact</i>	+105, -105	+25, -11	+18, -49	+34, -20	+28, -25

Table 1: Positive and negative quartile movement in each question area

20. At institutional level, we have made relative improvements in all of the comparable sector rankings, improving the relative sector rank positions across the areas:

- Teaching on my course
- Assessment and feedback
- Academic support
- Organisation and management
- Learning resources
- Overall satisfaction.

### Performance in new question areas

21. In addition to changes to existing questions, 3 new question areas were added in the survey and the section on Personal Development was removed. Institutionally we have not performed well in any of the new areas.

22. At institutional level, each area sits below the sector average but at faculty level the performance is more mixed. Figures 7-9 (overleaf) show the faculty quartile performance for each of the question areas.

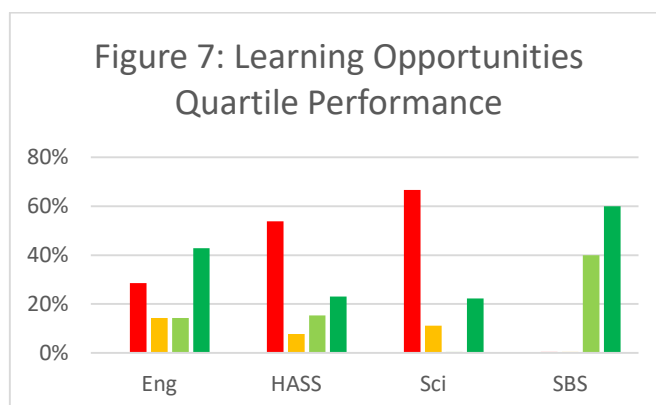


Figure 8: Learning Community  
Quartile Performance

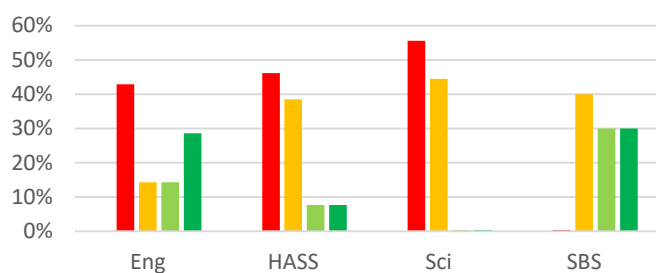
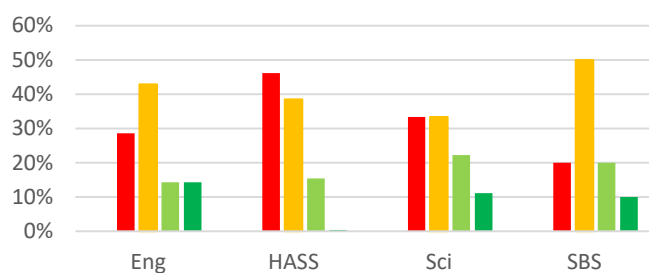


Figure 9: Student Voice  
Quartile Performance



23. At institutional level, Learning Opportunities and Learning Community are close but slightly below the sector average. However, our performance in Student Voice is poorer at both faculty and institutional level, where we are 3 points below the sector average. The questions in the Student Voice section are also penultimate to the Overall Satisfaction question and are likely to have an impact by association. This is therefore a **key area** for targeted improvement.

### Notable Achievements at Subject level

24. Medical Technology (Prosthetics and Orthotics), Accounting, Other subjects allied to medicine (Speech and Language Pathology) and Operational Research (Management Science) are all number one in the UK for student overall satisfaction. 14 subjects are currently ranked top 10 in UK for student satisfaction, 7 of which are in SBS.

### Achievement of KPI 3

25. Although this year's survey has changed and direct comparison between scores is not appropriate, attainment of our institutional key performance indicator relating to the NSS is set at 90%. Table 2 (overleaf – page 9) shows attainment of this KPI for each subject area for the last 3 years. This table provides some measure of consistency of performance and direction of travel for departments, highlighting areas of challenge in this regard.

### Next Steps

26. The NSS Improvement Framework, as approved through the Education Strategy Committee, provides an overarching framework for focus and action. The basis of the framework is faculty and department-led activity through the NSS improvement plan process, which coordinates and documents this. This provides us with a holistic approach to reviewing, reflecting and acting upon the messages that the NSS provides us, at all levels of the institution. An Executive Team project, led by the Deans, will drive the NSS improvement activities within faculties and provide direct reporting to the Executive Team.
27. Subject areas utilise NSS action teams to coordinate NSS engagement (e.g. course admin teams, support staff and individual lectures and tutors) and provide updates to faculty management. A high degree of collaborative activity underpins the framework, across Faculties, Schools, Departments, Professional Services and the student body. The USSA Executive are working collaboratively with staff in addressing the area of Student Voice. Other specific areas for continued focussed development are assessment & feedback and organisation & management.
28. The overall process will include:
- Reporting to Executive Team, Education Strategy Committee, Quality Assurance Committee and Senate to provide oversight;
  - Development of NSS Improvement Plans - Department-led reflection and implementation;
  - The NSS Forum and workshop series;

- Engagement with USSA Executive, Faculty and Class reps, including discussion through Staff and Student Liaison Committees (SSLCs).

### **Recommendation**

29. Court is invited to **note** and **discuss** the information provided on the University's NSS 2017 performance relative to contextual sector positioning.

<b>Table 2: KPI 3 attainment Overall Satisfaction 90%</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Accounting	100	89	88
Business studies	91	90	94
Economics	93	93	89
Finance	93	91	89
Human Resource Mgt	93	92	85
Mgt studies	91	89	84
Marketing	91	93	89
Others in Business & Administrative studies	91	97	90
Operational Research	95	-	-
Tourism, Transport & Travel	87	92	87
Biology	93	100	42
Chemistry	86	68	88
Computer Science	87	83	87
Maths & Stats	92	85	94
Microbiology	90	89	86
Molecular Biology, Biophysics & Biochemistry	88	88	81
Others in Biological Sciences	86	82	79
Pharmacology, Toxicology & Pharmacy	85	86	79
Physics & Astronomy	89	98	94
Architecture	87	74	78
Chemical, Process & Energy Eng	64	81	70
Civil Engineering	95	77	93
Electronic & Electrical Eng	91	93	91
Mech, Prod & Manu Eng	83	83	90
Medical Technology	100	96	65
Naval Architecture	73	76	68
Academic studies in education	86	-	-
English studies	88	95	83
French studies	91	100	76
History	93	95	90
Iberian studies	82	90	84
Initial Teacher Training	67	83	89
Journalism	76	74	-
Law	88	96	88
Others in Education	73	98	89
Others in Subjects allied to Medicine	100	96	80
Politics	89	91	97
Psychology	94	96	95
Social Work	90	96	96

## **Appendix A: National Student Survey 2017 - Core Questionnaire**

### **Scale:**

- Definitely agree
- Mostly agree
- Neither agree nor disagree
- Mostly disagree
- Definitely disagree
- Not applicable

### **Questions:**

#### **The teaching on my course**

1. Staff are good at explaining things.
2. Staff have made the subject interesting.
3. The course is intellectually stimulating.
4. My course has challenged me to achieve my best work.

#### **Learning opportunities**

5. My course has provided me with opportunities to explore ideas or concepts in depth.
6. My course has provided me with opportunities to bring information and ideas together from different topics.
7. My course has provided me with opportunities to apply what I have learnt.

#### **Assessment and feedback**

8. The criteria used in marking have been clear in advance.
9. Marking and assessment has been fair.
10. Feedback on my work has been timely.
11. I have received helpful comments on my work.

#### **Academic support**

12. I have been able to contact staff when I needed to.
13. I have received sufficient advice and guidance in relation to my course.
14. Good advice was available when I needed to make study choices on my course.

#### **Organisation and management**

15. The course is well organised and running smoothly.
16. The timetable works efficiently for me.
17. Any changes in the course or teaching have been communicated effectively.

#### **Learning resources**

18. The IT resources and facilities provided have supported my learning well.
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.

#### **Learning community**

21. I feel part of a community of staff and students.
  22. I have had the right opportunities to work with other students as part of my course.
- Student voice
23. I have had the right opportunities to provide feedback on my course.
  24. Staff value students' views and opinions about the course.
  25. It is clear how students' feedback on the course has been acted on.
  26. The students' union (association or guild) effectively represents students' academic interests.

#### **Overall satisfaction**

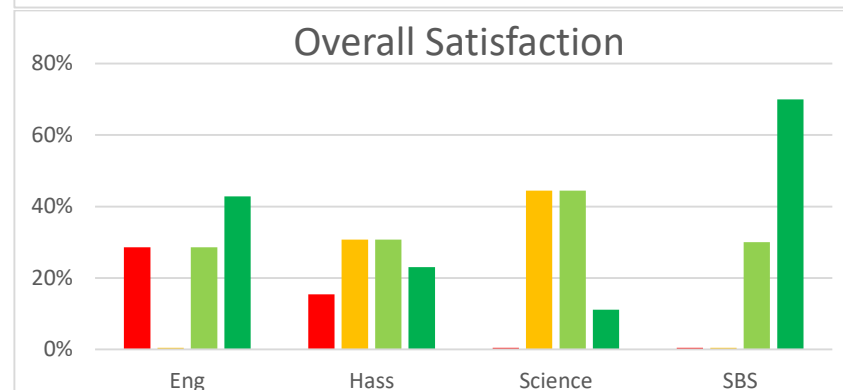
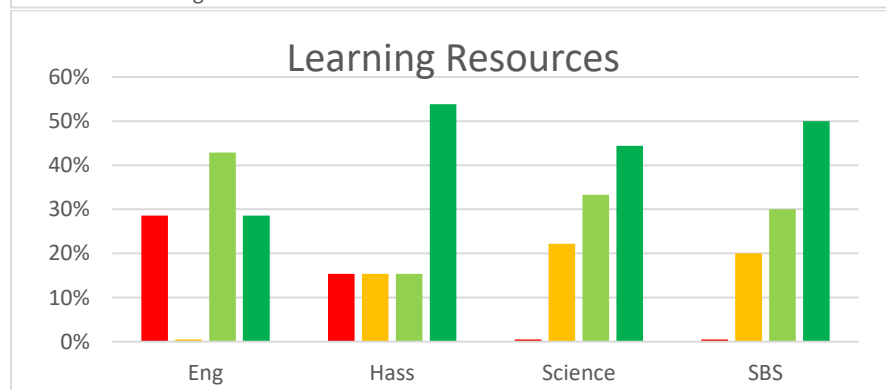
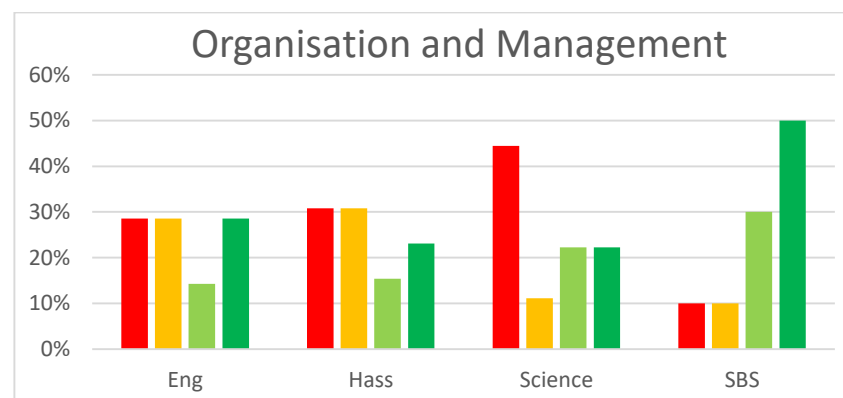
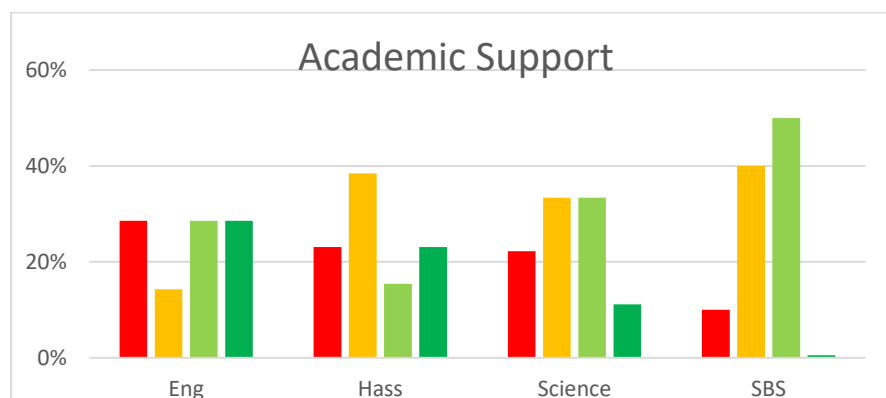
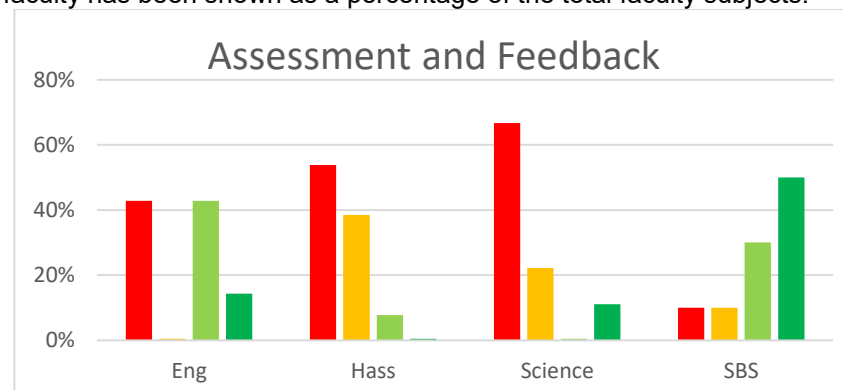
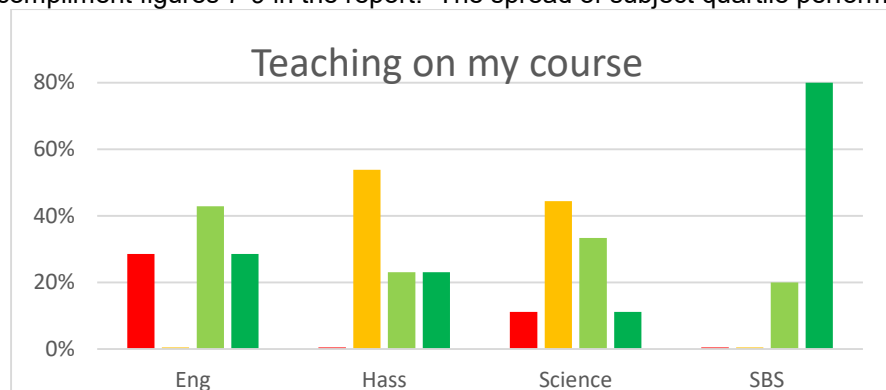
27. Overall, I am satisfied with the quality of the course.

Appendix B: UK HEI Benchmark Group Comparison



## Appendix C: Spread of subject level Quartile Performance, shown by Faculty

The charts below show the spread of quartile performance in each faculty for the questions area in the NSS that have been retained through the change in survey and compliment figures 7-9 in the report. The spread of subject quartile performance in the faculty has been shown as a percentage of the total faculty subjects.



**Court Review of Effectiveness  
[RESERVED ITEM]**

## Amendments to Ordinances and Regulations

### Introduction

1. On 19 July 2017 the Privy Council approved changes to the University's Charter and Statutes which had been requested by the University in order to:
  - amend the titles of officers serving *ex officio* on Senate to accurately reflect recent changes in formal nomenclature.
  - amend senior officer titles and roles within the Royal Charter to reflect and support operational changes to the role of the Chief Operating Officer; and
  - remove a requirement in the Statutes to include a representative of the Graduates Association amongst the membership of Court, and thereby enact the relevant recommendations of the *Review of Alumni Engagement*, approved by Court in February 2013.
2. Subsequent amendments are now being proposed to the University's Ordinances and Regulations to bring these in line with the approved changes to the Charter and Statutes as detailed below.

### Changes to senior officer roles: Chief Operating Officer and University Secretary

3. Due to the departure of the University's Chief Operating Officer, the opportunity was taken to review and reconfigure senior responsibilities for Professional Services areas to ensure that these were aligned appropriately. As a result, proposals were considered and endorsed by the University's Executive Team and Court, as follows:
  - the discontinuation of the Chief Operating Officer title, with the key role of University Secretary being redefined and strengthened as an individual position with specific statutory responsibilities and the oversight of the University's governance and compliance functions;
  - creation of a new senior officer position, Chief Commercial Officer (CCO) to reflect and support the University's increased focus on major strategic projects and its significant external engagement activity with government, industry and other strategic partners; and
  - some realignment of duties in regard to the role of the Chief Financial Officer in order to provide an appropriate balance of responsibilities amongst senior officers.
4. Revisions to Ordinances are proposed to reflect:
  - the role of the University Secretary in conducting the elections of staff members to Court and Senate (Ord 2.1.9 and Ord 2.1.14); and
  - changes to the titles and responsibilities of Senior Officers of the University as discussed above (Ord 4.1.4; Ord 4.1.5; and Ord 4.1.9)
5. Revisions to Regulations are proposed to reflect:
  - The Remuneration Committee's role in confirming the remuneration and terms of service for the University Secretary and CCO roles, in line with the arrangements for other senior officers; (Reg 1.2.1c and 1.2.1d)
  - Replacement of the former COO role with the University Secretary in the Terms of Reference and Composition of the Statutory Advisory Committee on Safety and Occupational Health (SACSOH) (Reg 1.2.5 and Reg 1.2.6)
  - Required changes to the composition of the following committees:
    - o Executive Team (Reg 1.1.2)
    - o Court Business Group (Reg 1.2.11)

- o Court Membership Group (Reg 1.2.13)
  - o Enterprise and Investment Committee (Reg 1.2.15)
  - o Estates Committee (Reg 1.3.5)
  - o Research and Knowledge Exchange Committee (Reg 1.3.7)
  - o Information Strategy Committee (Reg 1.3.11)
- Replacement of the COO with the University Secretary in the regulations relating to summoning adjourned meetings and the use of the University Seal (Reg 1.11 and Reg 1.12).

### **Graduates Association: Court representative**

6. In 2012 Court commissioned the *Review of Alumni Engagement* and, in February 2013, approved the full range of recommendations from this, including that:
  - the Graduates Association should be redefined to reflect its new status as one of a growing number of alumni groups across the globe;
  - alumni should continue to be represented on Court by ensuring that a minimum number of lay members come from the University's alumni community; and
  - *ex-officio* representation of the Graduates Association on Court should cease;
7. The Privy Council has now approved changes to the Statutes to remove *ex-officio* representation of the Graduates Association on Court and increase the number of co-opted members from 12 to 13. Alumni representation will continue to be achieved through a minimum proportion of these co-opted members coming from the University's alumni community.
8. In order to reflect the above Statute change an amendment is proposed to Ordinance 6.3 to remove reference to the election of the representatives of the Graduates Association on the Court

### **Education Strategy Committee and Quality Assurance Committee Terms of Reference and Composition**

9. In November 2012 Senate approved changes to the structure and composition of the main committees tasked with taking forward the University's Education Strategy. In the succeeding sessions further changes have been considered as the relevant committees settled into their respective roles. Amendments are therefore proposed to the Regulations on the composition and terms of reference of Education Strategy Committee and Quality Assurance Committee to bring these in line with arrangements for 2017/18 (Reg 1.3.8; Reg 1.3.8; Reg 1.3.12 and Reg 1.3.13).
10. Full revisions required to University Ordinances and Regulations to define and reflect all changes are provided in Appendices A and B.

### **Senate Discipline Appeals Board**

11. In line with regulation 1.5.7 (a), only the Vice Principal can convene the Senate Discipline Appeals Board. However, in a recent case he was unable to act and the Principal has therefore approved, by Convenor's Action on behalf of Senate, an amendment to widen regulation 1.5.7 (a) to permit the Vice Principal to nominate an appropriate Convener when he is unable to act.

### **Recommendation**

12. Following consultation with Senate, Court is invited to **review** and **approve** the proposed amendments to the University's Ordinances and Regulations in Appendices A and B below.

## ORDINANCES

### **Proposed amendments to Ordinance 2:**

#### **2 STRUCTURE OF THE UNIVERSITY**

##### **2.1 Governance and Management**

###### ***Membership of Court***

2.1.7 The membership of Court is detailed in Statute 2.5.

2.1.8 As detailed in Statute 2.5.8 the Administrative and Professional Services (defined for the purposes of this Ordinance, as the staff categories of Administrative and Professional Services, Technical and Operational Services) of the University will nominate one of their members to be a member of Court. Normally this will be by a democratic election process. The selected nominee will be recommended to Court for approval.

2.1.9 Elections to Court under Statute 2.5.8 shall be conducted by the ~~Chief Operating Officer~~University Secretary in accordance with a process as agreed by the Court, the basis of which being:

- (a) a list shall be prepared by the ~~University Secretary~~Chief Operating Officer of all members of the Administrative and Professional Services, Technical and Operational Services staff of the University in post on the first day of February of each year eligible to vote (those eligible to vote include all members of Administrative and Professional Services, Technical and Operational Services staff as defined in Ordinance 2.1.8~~7~~). This list, subject to any amendments made by Court under the agreed process, shall be the Electoral Roll for election to Court for that year;
- (b) any member of the electorate as identified on the Electoral Roll, except for the ~~University Secretary, the Chief Commercial Officer~~Chief Operating Officer and the Chief Financial Officer, shall be eligible to stand for election;
- (c) the election shall be conducted by secret ballot and a single transferable vote system. The ~~University Secretary~~Chief Operating Officer shall publish the result and subsequently report to the Court; and
- (d) if for any reason the ~~University Secretary~~Chief Operating Officer is unable to act the Principal shall appoint a substitute.

2.1.10 As detailed in Statute 2.5.9 co-opted members of Court will be identified by the Court Membership Group and recommendations will be made to Court for approval of the appointments.

###### ***Senate***

2.1.11 The Senate is responsible for the academic work of the University including academic standards and quality. The detailed powers and functions of Senate are set out in Statute 3.

2.1.12 As Chair of Senate, the Principal, may attend in an *ex officio* capacity any committee of the University.

###### ***Membership of Senate***

2.1.13 The membership of Senate is detailed in Statute 3.1 and 3.2.

###### ***Elections to Senate***

2.1.14 Elections to Senate under Statute 3.2 shall be conducted by the ~~University Secretary~~Chief Operating Officer in accordance with a process as agreed by the Senate, the basis of which being:

## Appendix A: Amendments to Ordinances

- (a) a list shall be prepared by the ~~University Secretary~~**Chief Operating Officer** of all members of the Academic, Research and Teaching staff of the University in post on the first day of February of each year eligible to vote (those eligible to vote include all existing members of Senate and members of Academic, Research and Teaching staff as defined in Statute 3.2). This list, subject to any amendments made by Senate under the agreed process, shall be the Electoral Roll for election to Senate for that year;
- (b) the election shall be conducted by secret ballot and a single transferable vote system. The ~~University Secretary~~**Chief Operating Officer** shall publish the result and subsequently report to the Senate; and
- (c) if for any reason the ~~University Secretary~~**Chief Operating Officer** is unable to act the Principal shall appoint a substitute.

### **Proposed Amendments to Ordinance 4:**

#### **4 STAFF OF THE UNIVERSITY**

##### **4.1 Senior Officers of the University**

###### ***The Principal***

- 4.1.1 Appointment of the Principal is as defined in the Statutes.

###### ***The Vice-Principal***

- 4.1.2 The Vice-Principal shall exercise such functions and responsibilities, and be engaged at such remuneration and upon such terms and conditions as the Court shall deem fit. During the absence of the Principal the Vice-Principal shall undertake any such functions and duties of the Principal as the Principal or the Court may delegate to him/her.

- 4.1.3 The Vice-Principal shall normally hold office for a period of five years (unless otherwise determined by the Appointment Committee or the Court).

###### ***The ~~Chief Operating Officer~~University Secretary***

- 4.1.4 The ~~University Secretary~~**Chief Operating Officer** shall be appointed as pursuant to the Charter and Statutes and shall, under the direction of the Principal, be responsible for the administration of the University and for providing secretarial services for the Court and the Senate.

##### **4.1.5 The Chief Commercial Officer**

The Chief Commercial Officer, under the direction of the Principal, shall be responsible for the management of the University's commercial and business development activities and the strategic management of relevant Professional Service functions, including those in the areas of research and knowledge exchange, and communications and marketing.

###### ***The Chief Financial Officer***

- 4.1.~~56~~ The Chief Financial Officer, under the direction of the Principal, shall be responsible for the financial management of the University and the strategic management of the Professional Service functions in the broad areas of resources, including finance, estates and human resources.

###### ***Associate Principal & Executive Dean***

- 4.1.~~67~~ An Associate Principal & Executive Dean shall be appointed for each Faculty. The functions and responsibilities of the office of Associate Principal & Executive Dean shall be as determined by the Court and will include contributing to the overall leadership of the University.

## Appendix A: Amendments to Ordinances

### 4.1.78 Associate Principal

Up to three Associate Principals may be appointed under the direction of the Principal or Vice-Principal following Court's approval of specified portfolio areas of leadership responsibility and shall exercise such functions and responsibilities, and be engaged at such remuneration and upon such terms and conditions as the Court shall deem fit.

***General Conditions for the Appointment of University Officers – for the offices of Vice-Principal, University Secretary, Chief Operating-Commercial Officer, Chief Financial Officer Associate Principal & Executive Dean, and Associate Principal.***

4.1.89 These senior University Officers shall be appointed, pursuant to any provisions within the Charter and Statutes, by an Appointment Committee established by Court and be engaged at such remuneration and upon such terms and conditions as the Court shall deem fit.

4.1.910 The arrangements and constitution of the Appointment Committee shall be provided for within relevant policies and procedures approved by the Staff Committee, on behalf of Court.

4.1.4011 Notwithstanding such policies and procedures, an Appointment Committee shall have the power to seek external assessments for any or all candidates for any or all of the above posts.

4.1.4112 No person shall be a member of an Appointment Committee considering the appointment of his/her successor.

4.1.4213 The requirements above shall not prejudice office holders appointed prior to the implementation of these provisions.

### **Proposed Amendments to Ordinance 6:**

## **6 GRADUATES AND FORMER STUDENTS ASSOCIATION**

6.1 The Graduates and Former Students' Association (herein called the Graduates Association) shall be an organised association of Graduates and Former Students of the University and of the Royal College of Science and Technology and of the Scottish College of Commerce. The objects of the Graduates Association shall be to further the well-being of the University and to foster the interest of its members in the University.

6.2 The office-bearers of the Graduates Association shall be recognised as responsible for communications between the members of the Graduates Association on the one hand and the Court, the Senate and other authorities of the University on the other hand.

6.3 The Graduates Association shall make regulations for the management and administration of its affairs, including the election of its office-bearers. Provided that no regulations relating to the election of office-bearers of the Graduates Association ~~or the election of the representatives of the Graduates Association on the Court~~ shall have effect until approved by the Court.

## REGULATIONS

### **Proposed Amendments to Regulation 1.1**

#### **1 CONSTITUTIONAL REGULATIONS**

##### **1.1 Executive Team**

###### *Terms of Reference*

- 1.1.1 The Executive Team is responsible for providing recommendations on the overall strategic direction for the University, for considering all major initiatives emerging and the resources required to support them, and for proposing these to the Senate and the Court as appropriate for final approval.

In particular the Executive Team is responsible for

- (a) developing the overall strategic direction of the University, taking account of the resources at its disposal and the need to ensure sustainability in all aspects of University business, and making proposals on these, as appropriate, to the Senate and to Court for final approval;
- (b) considering policy proposals on the University budget, on resource allocation priorities, on physical development, on employment and any other University business, for onward transmission and decision at the Court;
- (c) considering policy proposals on the teaching, research and academic development and on the academic priorities of the University, and on any other matter within the remit of the Senate – including, specifically, recommendations on University ceremonials and the award of honorary degrees, and for recommending these to the Senate for final approval;
- (d) considering all major initiatives emerging from both within and outwith the University and whether or not these should be pursued, taking account of the fit with the overall University strategy, the resources required to support them, their sustainability and the overall priority to be attached to them;
- (e) engaging with the Court Business Group in order to consider key proposals emerging within the University before they are forwarded to the Court for consideration and approval;
- (f) developing and maintaining a Strategic Investment Framework embracing a holistic approach to the development of major initiatives across the University, taking account of the resources required to support these, including staff, funding, information technology and estates, and also, in a similar approach, considering areas of disinvestment and proposing these to the Court for approval;
- (g) monitoring the implementation of these major strategic developments and regularly reviewing the overall University strategy to ensure that it remains relevant and sustainable.

###### *Composition*

- 1.1.2 The Executive Team will be composed of:
- (a) The Principal *ex officio* (Convener)
  - (b) The Vice-Principal *ex officio*
  - (c) The Associate Principal & Executive Dean of each Faculty *ex officio*
  - (d) The Chief ~~Operating-Commercial~~ Officer *ex officio*
  - (e) The Chief Financial Officer *ex officio*
  - (f) The Associate Principal(s) *ex officio*
  - (g) The University Secretary
  - (h) The Director of Human Resources *ex officio*

## **Proposed Amendments to Regulation 1.2**

### **1.2 Committees of Court**

#### **Remuneration Committee**

##### *Terms of reference:*

##### 1.2.1 To be responsible for

- (a) receiving comparative information on senior salaries and, where relevant, other emoluments and conditions of service, in the university sector;
- (b) assessing the performance of and confirming the remuneration and conditions of service of the Principal, taking account, where relevant, of the provisions of the Charter, Statutes and Ordinances. In assessing the performance of the Principal, views will be sought from members of Court and account will be taken of the implementation of the University's strategic plan and the achievement of Key Performance Indicators agreed by Court;
- (c) confirming the remuneration and conditions of service of the ~~Chief Operating Officer~~University Secretary, taking account, where relevant, of the provisions of the Charter, Statutes and Ordinances;
- (d) confirming the remuneration and conditions of service of other employed Senior Officers- required for the proper governance of the University, taking into account, where relevant, the provisions of the Charter, Statutes and Ordinances. These posts being the Vice- Principal, the Chief Financial Officer, the Chief Commercial Officer and the Executive Dean of each Faculty;
- (e) confirming the remuneration and conditions of service of Directors of Professional Services required for the proper governance of the University, taking into account, where relevant, the provisions of the Charter, Statutes, Ordinances and Regulations;
- (f) reviewing performance information of the above post holders, normally on an annual basis, and determining what adjustments should be made to their remuneration and conditions of service;
- (g) confirming the terms of agreed severance and/or early retirement of any of the above post holders. In so-doing, Remuneration Committee will ensure that it does not agree to any severance which might be reasonably deemed excessive;
- (h) deciding on any issues referred to it involving the remuneration and conditions of service of Senior Staff where such a referral would represent good practice in the conduct of public life;
- (i) confirming the University's position on the affordability and acceptability of the terms of any national pay agreement proposed or entered into by the Universities and Colleges Employers Association;
- (j) ensuring that, in keeping within the terms of data protection legislation, salaries of the Executive Team are published by salary band;
- (k) reporting to Court on an annual basis with sufficient detail to satisfy Court that the responsibilities outlined above have been appropriately discharged.

##### *Composition*

##### 1.2.2 The Committee will be composed of:

- (a) The Convener of Court *ex officio*
- (b) The Treasurer *ex officio*
- (c) The Deputy Convener of Court *ex officio* (Staff)
- (d) The Deputy Convener of Court *ex officio* (Estates)

- (e) The Convener of Audit Committee *ex officio*
- (f) The Principal \* *ex officio*

The Committee will select a Convener from amongst those Lay Members of Court (other than the Convener of Court) serving on the Committee.

Secretary: Director of Human Resources *ex officio*

*\*The Principal is not a member of the Remuneration Committee when his or her own remuneration and/or conditions of service are determined, nor will he or she be present while these matters are considered. The Secretary (Director of Human Resources) will also withdraw when his or her case is being considered.*

## **Statutory Advisory Committee on Safety and Occupational Health**

### *Terms of Reference*

1.2.5 The Committee meets four times per year to carry out the following functions:

- (a) To provide a mechanism for the effective consultation with all staff through the Trade Union Health and Safety staff representatives on new areas of work activities or new hazards associated with work;
- (b) To review all Occupational Health and Safety written arrangements, with Policy and Local Rules going forward to the Court and Executive Team respectively and Guidance approved by the Committee directly;
- (c) To consider matters raised by Health and Safety Trade Union staff representatives;
- (d) To consider matters raised by the University of Strathclyde Students' Association
- (e) To review the provision of occupational health and safety training for staff;
- (f) To review information provided relating to the occupational health and safety performance of the University;
- (g) To ensure effective methods are utilised for the dissemination and communication of occupational health and safety information in the University;
- (h) To consider reports made by enforcement authorities;
- (i) To review reports submitted by the University's Occupational Health and Safety Advisers;
- (j) To consider matters raised by Faculty Representatives/~~University Secretary~~~~Chief Operating Officer~~ escalated from departmental safety committees in their area;
- (k) Escalating occupational health and safety matters for consideration to the Executive Team where appropriate to ensure the Court are informed or advised; and
- (l) To form sub committees, as appropriate, to consider specific occupational health and safety matters.

### *Composition*

1.2.6 The Committee will be composed of:

- (a) The ~~Chief Operating Officer~~University Secretary (who shall be the Convener) or, in their absence, a member of the Executive Team, as nominated by the University Secretary~~Chief Operating Officer~~;
- (b) Lay member of Court (appointed by Court);
- (c) Faculty Representatives, nominated by the Executive Dean of each Faculty, appointed by Court;
- (d) President of the Students' Association; and
- (e) Trade Union Health and Safety representatives as notified to the Committee Manager. One representative will be recognised for each Trade Union.

- (f) In attendance as ex officio members:
  - i. Director of Estates Services
  - ii. Director of Human Resources
  - iii. Head of Safety Services

In addition to Committee members and the above identified staff members, any staff member can be invited to attend or support the work of the Committee as required by the Convener of the Committee. The meetings will be recorded and made available to all staff. The Terms of Reference will be reviewed on an annual basis and approved by University Court each year. The Committee will be quorate with four members present (two representing management and two representatives for staff/students).

### **Court Business Group**

#### *Terms of Reference*

1.2.10 The Committee's purpose will be:

- (a) To support the formulation, development and delivery of the University's strategy and long term sustainability;
- (b) To consider and advise Court on strategic policy development across all aspects of the University's business, including the initiation of strategic policy reviews;
- (c) To support and challenge the formulation of strategic and annual financial plans and forecasts aligned to the delivery of the Court's strategic plans;
- (d) To consider the University's performance and progress against plan including review of quarterly Business Reports;
- (e) To undertake other duties delegated to it by the Court as specified in the Scheme of Delegation.

#### *Composition*

1.2.11 The Committee will be composed of:

- (a) The Convener of Court *ex officio* (in the Chair)
- (b) The Vice-Convener of Court *ex officio*
- (c) The Treasurer *ex officio*
- (d) Four other lay members of Court
- (e) The Principal *ex officio*
- (f) The Vice-Principal *ex officio*
- (g) The ~~Chief Operating Officer~~ University Secretary
- (h) The Chief Financial Officer
- (i) The President of the Students' Association
- (j) An appointed staff member of Court

### **Court Membership Group**

#### *Terms of Reference*

1.2.12 The Committee's purpose will be:

- (a) To consider nominations of named individuals to be considered as potential lay members of Court with the intention that said members, ideally, should represent a spread of expertise and skills;
- (b) To consider the matter of succession planning in relation to membership of Court, the relevant committees of Court and to the University Committees which include representation from Court;
- (c) To consider the nominations of the Deputy Conveners (by whatever title) and the length of term of such appointments;
- (d) To make recommendations to Court on the above matters as and when

- appropriate;
- (e) To consider succession planning for the office of the Chancellor, including considering named individuals as potential candidates for this office, and making recommendations to Court and Senate on this matter as and when appropriate.

#### *Composition*

1.2.13 The Committee will be composed of:

- (a) The Convener of Court *ex officio* (in the Chair)
- (b) The Vice-Convener of Court *ex officio*
- (c) The Treasurer *ex officio*
- (d) The Deputy Convener of Court (Estates) *ex officio*
- (e) The Deputy Convener of Court (Staff) *ex officio*
- (f) The Principal *ex officio*
- (g) The Vice-Principal *ex officio*
- (h) The ~~University Secretary~~ Chief Operating Officer
- (i) The President of the Students' Association
- (j) An appointed staff member of Court
- (k) An appointed lay member of Court

### **Enterprise and Investment Committee**

#### *Terms of Reference*

1.2.14 The Committee's purpose will be:

- (a) To review commercial investment proposals presented by the University's Commercial Investment Team and to make recommendations on investments in companies created by University staff and students, as well as license deals and other commercial joint ventures;
- (b) To undertake an annual review of the University portfolio of shareholdings and make portfolio management recommendations;
- (c) To undertake a quarterly review of the University's deal-flow pipeline of potential commercial investments (staff & students) and make recommendations to the University's Commercial Investment Team;
- (d) To undertake an annual review of the University's management of commercial investment capital & fund management, licence deals, joint ventures and other venturing arrangements and make recommendations;
- (e) To oversee the management of the Strathclyde Entrepreneur's Fund;
- (f) To participate in an annual strategy session on the University commercial investment approach to review commercial investment operations and performance and its contributions to relevant University initiatives;
- (g) To provide advice and support on a case by case basis direct to University portfolio companies;
- (h) To support University commercial investment activities and related initiatives through attendance at University and University-related events;
- (i) To promote the University commercial investment activities and related initiatives to relevant interested parties, including, investors, advisors, Government Ministers and public policymakers;
- (j) To report to Court on the activities of the Enterprise and Investment Committee on a regular basis, including the production of an annual report

#### *Composition*

1.2.15 The Committee will be composed of:

- (a) The Chief ~~Operating Commercial~~ Officer *ex officio* (in the Chair)

- (b) The Principal *ex officio*
- (c) The Chief Financial Officer *ex officio*
- (d) The Treasurer *ex officio*
- (e) At least two other lay members of Court
- (f) Up to four co-opted members, either lay members of Court or individuals external to the University

*Period of Office*

- 1.2.16 Members of the Enterprise and Investment Committee, other than *ex officio* members and lay members of Court, shall be appointed for an initial period of up to three years from the 1 August following their date of appointment and shall normally be eligible for re-appointment twice

## **Proposed Amendments to Regulation 1.3**

### **1.3 Main Strategic and Compliance Committees**

#### **Estates Committee**

##### *Terms of Reference*

- 1.3.4 The Estates Committee is responsible for strategic oversight of the University estates strategy and ensuring that it is consistent with the overall University strategy. On behalf of the Court and reporting to the Executive Team, the remit of the Estates Committee will be as follows:

- (a) to advise the Executive Team on the need for revisions to the Estates Development Framework (EDF) arising from strategic issues generated by the Court, Senate, Executive Team, Faculties, Committees and external agencies;
- (b) to update the Estates Development Framework (EDF) annually, ensuring the achievement of a fit for purpose sustainable estate;
- (c) to bring forward detailed proposals, including a detailed business case, for each major project, acquisition and disposal identified by the Executive Team as a strategic priority;
- (d) to make recommendations to the Executive Team on estates policies (including space management, asset management, maintenance and sustainability), the use of Capital Projects funded from Revenue (CPR) budget and any significant changes required for the delivery of previously approved projects;
- (e) to provide the Estates Management Team with support and guidance on related issues, taking account of the schedule of delegated authority

##### *Composition*

- 1.3.5 The Committee will be composed of:

- (a) The Principal *ex officio*
- (b) A Senior Officer appointed by the Executive Team (Chair)
- (c) The Deputy Convener of Court (Estates) *ex officio*
- (d) The Treasurer *ex officio*
- ~~(e)~~ (f) The Chief Financial Officer *ex officio*
- ~~(f)~~ (g) The University Secretary ~~Chief Operating Officer~~ *ex officio*
- ~~(g)~~ (h) Two representatives of Senate
- ~~(h)~~ (i) A student nominated by the Students' Association
- ~~(i)~~ (j) The Director of Estates Services *ex officio*

In attendance:  
Staff from Estates Services and Finance as required.

Such other members as the Committee may wish to co-opt because of their expertise.

### **Research and Knowledge Exchange Committee**

#### *Terms of Reference*

- 1.3.6 The Research and Knowledge Exchange Committee (RKEC) is responsible for oversight of strategy and policy, and monitoring of their implementation, to ensure efficacy and performance enhancement in research, knowledge exchange, and innovation activity across the University, as aligned with delivery of the University's Strategic Plan and the targets therein.

RKEC is responsible for:

- (a) strategy and policy for research, knowledge exchange, and innovation activity, and for proposing this to the Executive Team in alignment with the delivery of the University's Strategic Plan;
- (b) monitoring the implementation of the University Strategy, tracking key university targets for R&KE, and considering a broader range of indicators of successful R&KE activity, including international activity, development of our research community, our enterprise and innovation activity, and our broader reputation;
- (c) stimulating the creation of strategic relationships for the institution, nationally and internationally, with appropriate academic, policy, and industrial organisations;
- (d) ensuring that guidance and codes of practice for staff and students within the areas of R&KE meet the University's needs, follow best practice, and are aligned to guidance of government, research councils, and other key stakeholders;
- (e) ensuring the University complies with concordats and agreements entered into with regards to research and knowledge exchange; and
- (f) formally overseeing the policy for the formation of a spin-out company, and more broadly the policy for commercialisation of the University's intellectual property.

#### *Composition*

- 1.3.7 The Committee will be composed of:
- (a) Associate Deputy Principals Research and Knowledge Exchange *ex officio* (with one undertaking the role of Convener)
  - (b) Associate Deputy Principal Learning and Teaching *ex officio*
  - (c) Chief ~~Operating Commercial~~ Officer *ex officio*
  - (d) Director of Research and Knowledge Exchange Services (RKES) *ex officio*
  - (e) Deputy Director, Research and Knowledge Exchange Services (RKES) *ex officio*
  - (f) Head of Research Development (RKES) *ex officio*
  - (g) The Principal *ex officio*
  - (h) PhD Student representative
  - (i) Research Staff representative
  - (j) Vice Deans of Research and Knowledge Exchange *ex officio*
  - (j) Such other members as the Committee may wish to co-opt because of their expertise

### **Education Strategy Committee**

#### *Terms of Reference*

- 1.3.8 The Education Strategy Committee is responsible for Education to the University Senate, Court and the Executive Team.

~~The Education Strategy Committee is responsible for developing and monitoring the University's strategy for Learning, Teaching and Assessment and the enhancement~~

~~of the Student Experience in alignment with the University's strategic plan.~~

The Education Strategy Committee, established by the delegation of Senate, is strategic in outlook, providing a forum to facilitate and encourage the development of academic strategy and discuss and promote academic developments, whether internally driven or externally. It has the primary responsibility and accountability for Education to the University Senate, Court and the Executive Team.

In particular the Committee is responsible for

- (a) Reviewing and updating the Education Strategy.
- (b) Setting priorities for deliverables within Education Strategy for the year.
- (c) Reviewing and responding appropriately to external initiatives and developments.
- (d) Overall responsibility for delivery of the strategy through the other committees and groups.
- (e) Development and delivery of the Learning Enhancement Framework.
- (f) Approval and endorsement of education policies.
- ~~(a) developing and monitoring University strategy, policies, procedures and guidelines for learning, teaching and assessment and for the enhancement of the Student Experience;~~
- ~~(b) ensuring effective links to Faculty strategies for learning, teaching and assessment;~~
- ~~(c) developing the strategy for student engagement and feedback, identifying and disseminating key messages from this to inform policy and action at appropriate levels in the University;~~
- ~~(d) developing and monitoring the strategy for the Learning, Teaching and Assessment Infrastructure (physical, technological and structural);~~
- ~~(e) engaging with sector wide initiatives in Learning, Teaching and Assessment and benchmarking the University's strategy, policies and practices nationally and internationally;~~
- ~~(f) informing the development and use of indicators to evaluate the University's strategy for Learning, Teaching and Assessment and the Student Experience at University, Faculty and Departmental levels;~~
- ~~(g) oversight of the University's alignment with the Quality Enhancement Framework;~~
- ~~(h) regularly reviewing the strategy and policies to ensure that they remain relevant and sustainable.~~

#### Key Strategic Themes

- ~~(a) Strathclyde Graduates for 21<sup>st</sup> Century~~
- ~~(b) Internationalisation~~
- ~~(c) Curriculum Re-Design~~
- ~~(d) Assessment and Feedback~~
- ~~(e) Student Transition~~

#### Composition

1.3.9 The Committee will be composed of:

- (a) Vice Principal (Convener)
- ~~(a)(b)~~ Two Deputy Associate Deputy Principals Learning and Teaching ex officio ~~(Convener)~~
- ~~(b)(c)~~ Four Vice-Deans (Academic) ex officio
- (d) Three One members of the Senate appointed by the Senate
- (e) President Students' Association
- (e) Vice President Education, Students' Association
- ~~(d)(f)~~ Three students appointed by the Students' Association
- ~~(e)~~ Director of Student Experience and Enhancement Services ex officio

- (~~SEES~~ nominee)
- (g) ~~Head of Education Strategy, Quality Enhancement and Assurance~~
- (h) ~~Deputy Director of Student Experience (SEES)~~
- (f)(i) ~~Deputy Director of Education Enhancement (SEES)~~

## Information Strategy Committee

### *Terms of Reference*

- 1.3.10 Reporting to the Executive Team, the Information Strategy Committee is responsible for all matters of corporate information strategy and for ensuring that the strategic direction of all information resources within the University are consistent with the institution's strategic ambitions. Accordingly, the University's information strategy and resources will aim to directly enhance performance and outcomes relating to teaching, learning, research, knowledge exchange, and student experience

The Committee is responsible for:

- (a) The development, implementation, and review of a Corporate Information Strategy that is progressive in its aims, sustainable, and consistent with the overall University strategy, and for proposing this to the Executive Team to ensure consistency with the wider strategic investment frameworks
- (b) The strategic oversight and prioritisation of corporate information needs and proposing these to the Executive Team for approval, including planning budgets for the related projects
- (c) The strategic oversight of the deployment of information resources across the University to ensure opportunities to improve both strategic delivery and operational effectiveness and increase value for money of information services provision are harnessed to the fullest potential
- (d) Ensuring compliance with any legislative or professional requirements relating to information resources and their use
- (e) Engaging with sector-wide initiatives and benchmarking the University's strategy, policies, and practices nationally and internationally.
- (f) The Committee will establish such sub-committees as deemed necessary by the Convener and Committee.

### *Composition*

- 1.3.11 The Committee will be composed of:
- (a) ~~The~~ Chief ~~Operating~~ ~~Financial~~ Officer (Convener)
  - (b) ~~The Chief Financial Officer~~ ~~University Secretary~~
  - (c) The Director of Information Services
  - (d) Convener of Sub-Committee(s)
  - (e) Convener of the Estates Committee
  - (f) Representation from the University of Strathclyde's Students' Association
  - (g) Additional expertise co-opted by the Convener as required

## Quality Assurance Committee

### *Terms of Reference*

- 1.3.12 ~~The Quality Assurance Committee has responsibility for the operational delivery of the education strategy and reports to the Education Strategy Committee on progress within key prioritised areas.~~

~~The Quality Assurance Committee is responsible for the quality assurance of the University's academic provision and of the academic standards of its awards through its oversight of annual and cyclical quality assurance processes.~~

In particular the Committee is responsible for

- (a) ~~NSS and other student-experience surveys~~
- (b) ~~Examination monitoring~~

- (c) Progress and awards
- (d) External Examiners' Reports
- (e) Faculty Annual Reports: Quality Assurance and Enhancement
- (f) Partnerships, joint awards, etc, with other institutions, UK and overseas
- (g) Departmental Reviews
- (h) Monitoring of student appeals and discipline and effectiveness of process(es)
- (i) Ordinances and Regulations
- (j) External reporting e.g. to the QAA
- (k) Oversight of Updates to the University's Regulatory Framework through the Ordinances and Regulations Working Group
- (l) Education Risk Register
- (m) Oversight of the University's partnership with International Study Centre (ISC)
- (n) Recommend for aApproval, implementation, monitoring and evaluation of academic policies
- ~~(a) monitoring and reporting on student progression and retention;~~
- ~~(b) monitoring External Examiner Reports and Departmental Responses to ensure appropriate actions are taken and to inform policy development;~~
- ~~(c) monitoring and reporting on Faculty Annual Quality Reports;~~
- ~~(d) monitoring Departmental Reviews in relation to Learning, Teaching and Assessment and the Student Experience and disseminating the outcomes to appropriate committees and individuals;~~
- ~~(e) considering issues arising from course and class approval and review;~~
- ~~(f) monitoring and reporting on generic issues arising from student discipline, appeals and complaints;~~
- ~~(g) advising on the business processes and templates that support the University's annual and cyclical quality assurance procedures;~~
- ~~(h) reporting on a regular basis to the Education Strategy Committee in order to inform the development of appropriate University strategy and policies for Learning, Teaching and Assessment.~~

### *Composition*

1.3.13 The Committee will be composed of:

- (a) Deputy Associate ~~Deputy~~ Principal Learning and Teaching ex officio (Convener)
- ~~(a)(b)~~ (b) Convener of LEC
- ~~(b)(c)~~ (c) Four Vice-Deans (Academic) ex officio
- ~~(c)(d)~~ (d) Three One members of Staff Senate appointed by the Senate
- ~~(d)(e)~~ (e) Two students appointed by the Students' Association
- ~~(e)(f)~~ (f) Faculty Managers (or nominee) ex officio
- ~~(f) Director of Student Experience and Enhancement Services ex officio (or nominee)~~
- ~~(g) Head of Education Strategy, Quality Enhancement and Assurance ex officio~~ (g)(h) Two or Three Professional Services Managers
- ~~(g)(h)~~ (h) Convener of O&R Working Group

## **Proposed Amendments to Regulation 1.5**

### **1.5 Committees of the Senate**

#### **Senate Discipline Committee**

##### *Terms of Reference*

- 1.5.4 To consider and make recommendations to Senate on matters of policy relating to student discipline.
- 1.5.5 To consider individual disciplinary cases in accordance with the provisions of the

## Regulations for Student Discipline.

### *Composition*

The Committee will be composed of:

- (a) A Senior Officer or Associate Deputy Principal (other than the Vice-Principal) who shall be Convener except that, in the absence of a Senior Officer, one of the Senate members identified in (b) below shall be elected Convener for that meeting;
- (b) Two members from a panel composed of academic staff appointed by the Senate with a minimum of three members drawn from the Senate membership of each Faculty. The Senate representatives shall hold office for a period of three years from the first day of August following the date of their appointment. They shall, however, cease to be members of the Committee on ceasing to hold the appointment by virtue of which they became members. Members shall be eligible for re-appointment; and
- (c) Two members of the Council of the Students' Association

### **Senate Discipline Appeals Board**

#### *Terms of Reference*

- 1.5.6 To consider appeals against decisions of the Senate Discipline Committee regarding disciplinary offences of a major or serious nature

#### *Composition*

- 1.5.7 The Committee will be composed of:

- (a) The Vice-Principal, or nominee, who shall be Convener;
- (b) Two members from a panel composed of academic staff appointed by the Senate with a minimum of three members drawn from the Senate membership of each Faculty. The Senate representatives shall hold office for a period of three years from the first day of August following the date of their appointment. They shall, however, cease to be members of the committee on ceasing to hold the appointment by virtue of which they became members. Members shall be eligible for re-appointment; and
- (c) Two members of the Council of the Students' Association

## **Proposed Amendments to Regulation 1.11**

### **1.11 Regulations for Summoning Adjourned Meetings**

- 1.11.1 If within half-an-hour from the time appointed for a meeting other than an adjourned meeting of the [Court/Senate/Board of Study/Joint Board of Study] of the University a Quorum as prescribed in the Statutes is not present, the Convener, or in the Convener's absence the ~~Chief Operating Officer~~ University Secretary, or a member of the administrative staff nominated by the University Secretary ~~Chief Operating Officer~~, shall adjourn the meeting to the same day in the next week, at the same time and place, or to such other day and at such other time and place as the members who are present may determine.

## **Proposed Amendments to Regulation 1.12**

### **1.12 Use of the Seal**

- 1.12.1 The Seal of the University shall be of the form and design appended to these Regulations.

- 1.12.2 The Seal shall normally be kept in the custody of the University Secretary~~Chief Operating Officer~~ or other Officer of the University authorised by the Court for that purpose.
- 1.12.3 Except as provided in this Regulation the Seal shall be used only with the authority of the Court or that of a committee or officer duly authorised by the Court to use it.
- 1.12.4 The Seal may be used with the authority of the Senate for the purpose of executing degrees, diplomas and other academic awards.
- 1.12.5 The Seal may be used with the authority of the Convener of Court for any business of the Court or of the Treasurer or the Deputy Convener of Court (Estates and Buildings) for any financial or property business respectively of the Court.
- 1.12.6 Every instrument to which the Seal is affixed shall be signed by a member of the Court (except that in the case of degrees, diplomas and academic awards the signatory shall be the Principal or their deputy) and shall be countersigned by the University Secretary, ~~Chief Operating Commercial~~ Officer or the Chief Financial Officer; or, where the Seal is used with the authority of the Senate, the Vice-Principal.
- 1.12.7 When documents have been sealed, signed and countersigned as aforesaid they shall be held to be validly executed by the University.
- 1.12.8 A record of all occasions on which the Seal is used as aforesaid shall be kept by the University Secretary~~Chief Operating Officer in a Seal Book~~ for report to the Court.

**Corporate Risk Register**  
**[RESERVED ITEM]**

## **Annual Statement on Institution-led Review of Quality Academic Year 2016-17 for the Scottish Funding Council**

### **Introduction**

1. This report provides the University of Strathclyde's annual statement on institution-led review of quality assurance and enhancement activity for the academic year 2016-17.
2. As an institution we are committed to taking an innovative outlook to generate new ideas, create opportunities and engage in effective partnerships across our Education provision, and Research and Knowledge Exchange activities. Taking a pro-active, reflective and self-evaluative approach is therefore critical to our success; both in terms of defining our strategic goals and creating effective measures which demonstrate our underpinning effectiveness and in our progress towards overall enhancement of the student experience.
3. As the academic governing body of the University, Senate plays a pivotal role in leading cross-institution evaluation and monitoring of academic matters, including learning enhancement, academic standards and quality. All Education committees report to Senate, which considers all matters relating to the strategic direction of our Education provision. The University's committee structure oversees all Education strategy, provision, monitoring and enhancement and continues to operate effectively. The Education Strategy Committee (ESC), convened by the Vice Principal, provides strategic direction with the Quality Assurance Committee (QAC) overseeing our institutional quality framework and the Learning Enhancement Committee (LEC) focusing upon enhancement of learning and teaching. The Deputy Associate Principals (Learning and Teaching) hold convenorship of LEC and QAC. Each education committee produces an annual reflective report which draws together achievements for the year and proposes priority areas for the year ahead. These summary reports, produced in collaboration with committee members, form part of the formal reporting on education strategy and quality to Senate and onward to University Court (to complement our Annual Statement on Institution-Led Review of Quality), and are appended to this document (Annex 1).
4. The educational ethos and approach at Strathclyde is one of continual innovation to provide an intellectually stimulating environment and compliment and build on our strengths in research and knowledge exchange. Our strategic aim is to develop students who are engaged, enterprising, enquiring, and ethically, globally and culturally aware. Our strategic aims for Education are led by our Education Strategy Committee who set priorities on an annual basis as agreed with members of this committee and those of Learning Enhancement Committee and Quality Assurance Committee. Priorities for 2016-17 incorporated the following: further embedding and refining of partnership approach to collaborative provision; continue leading strategic developments to enhance curriculum and learning flexibility and the learning environment, informed by the use of technologies; strengthening reflective and stratified approach to enhancing the quality of the student experience, including a unified approach to the student experience (graduate destinations, student retention and progression, DHLE, external engagement); and, greater focus on emerging Digital Education Enhancement Framework and Flexible Learning Infrastructure Project.
5. The University of Strathclyde engaged with the Quality Assurance Agency (Scotland) in a constructive annual discussion with the QAA Institutional Contact in December 2016. Discussions mainly focused on the University's developments around: the Internal Review process, policy and procedures; progress with the re-shaping of the academic year; plans for our extensive learning and teaching estates project; and, actions around Education Strategy priorities. In January 2017, the Deputy Associate Principal (Learning and Teaching), together with colleagues from Education

Enhancement attended QAA Scotland's 'Focus On' event which allowed sharing of good practice across the sector in the area of Institutional Led Review (ILR). The Deputy Director (Education Enhancement) and the Deputy Associate Principal (Learning and Teaching) presented at this event on the 'Effective Use of Data' in enhancing the student experience through ILR. The University welcomes these types of events that encourage networking of practitioners across the sector. The University continues to engage in the development of the ELIR 4 methodology and the ELIR 4 Handbook will be discussed at the QAC meeting on 20<sup>th</sup> September 2017.

## **Institution-Led (Internal) Review Activity**

### **Overview**

6. The Quality Assurance Committee of the University's Senate has overall responsibility for the quality assurance of the University's academic provision and of the academic standards of its awards through its oversight of annual and cyclical quality assurance processes. It considers the outcomes of subject reviews from a holistic perspective and identifies issues that have relevance and impact across the institution. Faculties must conform to current Procedures and Guidelines for internal review set by the University in line with its statutory responsibilities; oversight for the delivery of reviews is undertaken by Quality Assurance Committee on behalf of Senate.
7. Following discussions with the Strathclyde Business School (SBS) respecting the Institution-led (Internal) Review of Subject Areas scheduled for completion in 2016-17 and in the light of ongoing internal re-organisation and external feedback from QAA Scotland respecting the holistic approach to internal review, a revised approach has been agreed for conducting Institution-led (Internal) Review (ILR) for academic departments or subject/discipline areas within SBS, for the remainder of 2016-17 and 2017-18. The revisions take account of the University's external reporting requirements to QAA Scotland and the Scottish Funding Council and focus on learning, teaching, assessment and the student experience, aligned with the current ELIR methodology. The University will continue to evaluate its approach to ILR in light of feedback from the SBS review and also sector-wide developments, guidance and good practice.
8. Responsibility for annual course and class monitoring and review lies at Faculty and Department / School level. Additionally, Faculty Annual Reports are considered jointly by the Quality Assurance and Learning Enhancement Committees of Senate. These reports provide updates on enhancement activities and confirmation that appropriate quality assurance is in place in each of the four Faculties. This integrated approach also facilitates sharing of good practice and learning enhancements across the University. As well as a reflective analysis of AY 2016-17, there continues to be a strengthened focus on how each Faculty's enhancement activities contribute to the delivery of overall strategic priorities and the annual report template aligns with the ELIR methodology. These reports are peer-reviewed and provide a valuable source of examples of good practice for wider dissemination across all Faculties and professional services. The reports are also used to inform institutional strategic developments (for example, teaching and learning infrastructure developments, themes and areas for action for professional and support services and institutional responses to external consultations).
9. Student representation is integral to our internal review processes with a student representative forming an essential part of the review panel membership. Meetings are also held with representative groups of students to inform the deliberations and recommendations of review panels. Students are engaged and involved in academic quality in many ways; through class representation, participation in Student-Staff Liaison Committees, University-wide focus groups, and membership of Faculty Academic Committees. Members of the University of Strathclyde

Students' Association (USSA) Executive are members of Senate and Court and the key University Committees including the Learning Enhancement Committee, Quality Assurance Committee and Education Strategy Committee. Members of the Executive Committee are also required to attend Senate Discipline Hearings as part of the constitution of the Panel.

10. The University took the decision not to participate in TEF 2, although continues to work with the Scottish HE sector to revise and update the overall Quality Enhancement Framework. The Director of Strategy and Policy is a key member of the Universities Scotland TEF Working Group and will, in conjunction with the Deputy Associate Principal (Learning and Teaching) continue to advise the University on developments with the TEF.

#### ***Institution-Led (Internal) Review Schedule 2016-17***

11. Institution-Led (Internal) Quinquennial Reviews took place in 2016-17 as outlined in the table below. Headline messages were provided following quinquennial reviews of the Departments of Management Science and Naval Architecture, Ocean & Marine Engineering. Full reports will be considered by QAC at its meeting on 20<sup>th</sup> September 2017.

<b>Faculty</b>	<b>Department / School</b>
Engineering	Department of Naval Architecture, Ocean and Marine Engineering (NAOME)* Design, Manufacture and Engineering Management (DMEM)**
Science	Mathematics and Statistics*
Humanities & Social Sciences	Psychological Sciences and Health*
Strathclyde Business School	Department of Management Science Department of Economics**

\*Headline messages received by QAC in 2016-17, full reports will be submitted to the Committee in 2017-18.

\*\* Reviews took place after the last QAC meeting of 2016-17 on 3<sup>rd</sup> May. Full reports will be submitted to the Committee in 2017-18.

#### **External Review**

12. The University of Strathclyde continues its partnership with Study Group UK (Bellerbys Education Services Ltd) to host the International Study Centre (ISC). Quality Assurance Committee receives the Centre's annual progress report which reports on the ongoing academic quality and enhancement activities of the Centre. The Centre recently went through the QAA HEREC [Higher Education Review (Embedded Colleges)] Review in October 2016. The QAA outcome letter was positive and the ISC was delighted to note the points of good practice highlighted. The University's Study Group partnership is strong and the ISC continues to liaise well with colleagues across the University, particularly the Vice Deans (Academic), Faculty-specific Link Tutors and the Student Experience and Enhancement Services Directorate.

#### **External Accreditation**

13. Accreditation and re-accreditation visits by various Professional, Statutory and Regulatory Bodies took place as outlined in the table below. Unless otherwise stated, all visits led to the envisioned validation / accreditation / re-accreditation being awarded.

<b>Faculty</b>	<b>Department / School / Course</b>	<b>Reviewing body</b>	<b>Date of Visit</b>
HaSS	School of Social Work & Social Policy BA (Hons) Social Work MSW/PgDip Social Work	Scottish Social Services Council	December 2016
Science	Mathematics and Statistics – BSc Mathematics and Statistics	Royal Statistical Society	Oct 2016
	Computer and Information Sciences – MSc Information Management with Industrial Placement <sup>1</sup>	The Library and Information Association	May 2016
Engineering	Architecture – MSc Urban Design	Royal Town Planning Institute (RTPI)	February 2017
	Architecture – MSc Architectural Design for the Conservation of Build Heritage <sup>2</sup>	Institute of Historic Building Conservation (IHBC)	Open-ended
	Electronic and Electrical Engineering and Computer and Information Sciences - MEng/BEng Computer & Electronic Systems <sup>3</sup>	British Computer Society / Engineering Council / Science Council	March 2017
	Mechanical and Aerospace Engineering: MEng/BEng Aero-Mechanical Engineering; MEng/BEng Enviro-Mechanical Engineering; BEng Mechanical Eng & with International Study; MEng Mech Eng & with Aeronautics, Automotive Engineering, Financial Management, Materials Engineering, International Study; MSc Sustainable Engineering: Renewable Energy Systems and the Environment, MSc Power Plant Engineering, MSc Power Plant Technologies <sup>4</sup>	IMechE	October 2016

	Mechanical and Aerospace Engineering: MEng/BEng Aero-Mechanical Engineering; MEng Mech Eng & with Aeronautics, MSc Advanced Mechanical Engineering, MSc Sustainable Engineering: Renewable Energy Systems & the Environment	Royal Aeronautical Society (RAeS)	October 2016
	NAOME: MSc Offshore Floating Systems; MSc Subsea Engineering; MSc Marine Engineering; MEng Naval Architecture; MEng/BEng Naval Architecture with Small Craft Engineering; MEng/BEng Naval Architecture with Ocean Engineering; MEng/BEng Naval Architecture and Marine Engineering	Royal Institution of Naval Architects (RINA), Institute of Marine Engineering, Science and Technology	October 2016
	Biomedical Engineering: MSci /BSc Prosthetics & Orthotics	Health & Care Professions Council	Open-ended
SBS	HRM: MSc and PgDip in Human Resource Management	Chartered Institute of Personnel and Development (CIPD)	April 2017

**Notes:**

<sup>1</sup> *Chartered Institute of Library and Information Professionals agreed that as MSc Information Management with Industrial Placement is a variant of the original course, MSc Information Management, there is no need for separate accreditation at this stage. So, both programmes are covered by the accreditation certificate that expires in November 2019.*

<sup>2</sup> *If there are no changes to the course, the recognition is open-ended and IHBC do not need to visit. The last visit took place in August 2014.*

<sup>3</sup> *Accreditation is for 5 years.*

<sup>4</sup> *Accreditation awarded for all programmes for intakes from 2011 up to and including 2015. Backdated accreditation for: the MSc Renewable Energy Systems and the Environment for the 2006 – 2010 intakes; the MSc Power Plant Engineering for the 2008 - 2010 intakes; the MSc Power Plant Technologies for the 2009 and 2010 intakes; the BEng and MEng 'with International study' for the 2008 – 2010 intakes.*

**Review Outcomes**

- Senate has oversight of all internal review outcomes through the Senate Business Committee, which receives Quinquennial Review reports submitted to the Quality Assurance Committee. These are provided in Faculty reports to Senate and Senate also receives minutes of Quality Assurance Committee meetings at which the Review reports are considered, highlighting any commendations and recommendations.

15. Some key outcomes from the internal reviews presented to QAC in 2016-17 have been: the commendable level of external engagement and industrial links that have been fostered; the strong culture of innovation both in terms of undergraduate and postgraduate taught courses being offered and the variety of project work that students engage in; the increasing number of significant collaborative education partnerships that have been developed; the level of student engagement; Management Science were commended on the level of PGR monitoring and supervision; NAOME was commended on its attempts to blend more traditional styles of teaching with active discussion which seek to challenge students' ideas, provoke initiative and generate the promotion of group work and collaboration. Recommendations were also noted such as: the need for Management Science to further develop its communications with students around changes to the academic year and the resulting impact on deadlines; and, the requirement of NAOME to mitigate the impact of external factors through diversification to avoid the department being too dependent on 'Offshore' structures.
16. Outcomes from Internal Quinquennial Reviews are reported to the Quality Assurance Committee, with Vice Deans Academic taking responsibility for and leading on forward actions. At Faculty level outcomes and responses are monitored at Academic Committee and Board of Study and institutional level through the Quality Assurance Committee and enhancements are progressed through the Learning Enhancement Committee.
17. The outcomes of external accreditation visits are considered at Faculty Academic Committees and also reported to the Quality Assurance Committee on an annual basis; these will be considered at its first meeting of the session on 20 September 2017 in line with the annual schedule of business.

### ***Areas of Positive Practice***

18. A number of examples of positive practice have been identified, through both internal and external review, as well as being surfaced through education committees. As highlighted above, good practice is shared widely across the University to ensure the continued enhancement of our learning and teaching. Examples of positive practice are listed below:
  - a. As part of its wider learning enhancement agenda the University continues to embed the NSS Improvement Framework to further strengthen engagement with staff and students in the National Students Survey. Institutional and subject NSS "heat maps" were developed and local NSS improvement plans produced. Three NSS workshops ran with over 160 attendances to share expertise and lessons from well-performing academic and professional service areas. These covered "Teaching and Managing Large Classes: Key Factors for Success", "Improving Assessment and Feedback", "Organisation and Management: Top Tips for the NSS" and were led by colleagues from the Faculties. Meetings with the eight departments/schools with the largest cohorts took place in November and December 2016 involving the Deputy Associate Principals (Learning and Teaching), the central NSS team and key department and faculty staff to ensure departments were appropriately supported.
  - b. In 2016-17 a submission by the Faculty of Engineering to Skills Development Scotland for the development and delivery of Graduate Level Apprenticeship through work-based learning resulted in a successful funding offer. The focus within 2016-17 has been on the progression of an Engineering Design and Manufacture degree, in collaboration with industrial partners and with internal support and co-ordination from Education Enhancement. The University's Education Strategy Committee has been updated on development in this area, noting the timescale for delivery of the first student cohort for Engineering: Design and Manufacture, will commence in September 2017.
  - c. Following on from the success of the previous years' Learning and Teaching Day, the University organised and hosted another event in June 2017 with the theme 'Future Learning; Future

Teaching' enabling the learning and teaching community to discuss, influence and provide input to the planning and development of the new Learning and Teaching building, as well as to engage with the latest developments and enhancements in online and blended learning. Keynote presentations included speakers from Glasgow Caledonian and Robert Gordon Universities discussing the innovative use of learning spaces at their respective institutions. An introduction to the new QAA enhancement theme 'Evidenced-Based Enhancement' concluded the day.

- d. There were three MOOCs (Massive Open Online Courses) in development in 2016-17: "Getting Care Right for All Children: Implementing the UN Guidelines for the Alternative Care of Children" opened on 15 May 2017; "Understanding Information and Technology Today", also running as an online MBA class in Myplace, started on 22 May 2017; and "Violence Against Women", which is being developed with Social Work and Social Policy, has been funded by the Scottish Government and will begin on 11 September 2017. Strathclyde has seen enrolments pass 260,000 over 21 runs from a total of six courses offered.
- e. The first phase of the University's Learning Analytics project completed in 2016-17 with five pilot projects completed and reported (MBA, Electronic and Electrical Engineering, Social Work and Social Policy, Organisational Staff and Development Unit and Computer and Information Science). Further information about the University's strategic approach to Learning Analytics can be found on our [website](#). Outcomes from the University's policy development and pilot projects were shared at an International Learning Analytics conference in Canada and at the QAA Enhancement Themes conference.
- f. The [Strathclyde Teaching Excellence Programme](#) (STEP) continues to provide an ongoing suite of relevant and practical opportunities for staff to enhance their skills in teaching, learning, assessment and feedback, and in the use of innovative techniques and technologies to grow and support Strathclyde's current and future teaching talent. The range of activities available in the programme has been informed by the Learning Enhancement Committee and in particular by the Faculty Annual Review (FAR) reports to the annual joint LEC and QAC meeting. As a result, the programme is flexible and uses a blend of different opportunities with a focus on practical application. It is commendable that in academic year 2016-17, STEP has, as of May 2017 provided 83 sessions with 593 staff engagements.
- g. A key strategic development in 2016-17 has been the implementation of the re-shaped Academic Year, as outlined in the SFC report for 2015-16. The University's Education Strategy Committee was updated on a cross-institution mid-year review designed to reflect on the reshaped academic year. Feedback on the implementation of the reshaped academic year has been largely positive, with effective engagement at all levels, and approaches being taken consistent with plans. ESC will continue to monitor implementation and future enhancements in 2017-18 and report developments to Senate. The re-shaping of the academic year has offered opportunities for enhancement and development, its implementation building on the key strategic aims of: 1) Promoting Effective Assessment and Feedback; 2) Supporting Flexibility in the Curriculum; 3) Delivering an Outstanding Student Experience.
- h. The Collaborative Provision Agreement Sub-Group is now embedded across the institution. The Sub-Group's key role is to ensure that due diligence has been undertaken by the Faculties in line with Chapter B10 of the Quality Code. The meetings of the Sub-Group are aligned to the Senate Business Committee cycle of meetings. This is intended to provide Faculties with adequate time to make any amendments to agreements before they are presented to Senate Business Committee. Since its inception in December 2015 the sub-group has progressed a total of 79 agreements – 29 from Science, 26 from Engineering, 8 from SBS, 7 from HaSS and 9 from SBS and HaSS jointly. These range from new agreements to addendums to existing agreements and renewals. The Sub-Group has worked closely with Research and Knowledge Exchange Services to develop a suite of contractual Terms and Conditions for articulation, twinning and student exchange agreements. Further work will be undertaken in 2017-18 to develop these for double/dual degrees as well as guidance for Joint Awarded PhD programmes.

- i. The Surveys and Metrics Working Group (SMWG) was established in 2016 in response to the increased prominence of surveys and metrics data in the sector. It is a proactive group that brings together key strategic leaders and representatives from across the University on a quarterly basis to focus on ensuring the institution has a good understanding of its performance in student-related surveys and metrics, in the context of comparator institutions and the sector overall. The Group has provided opportunity for cross-institution scrutiny of key messages arising from all student surveys and external metrics including the module evaluation, NSS and the Complete University Guide; informed institutional decision making concerning the continued use of the International Student Barometer; and informed staff on the changes arising from the review of the Destinations of Leavers of Higher Education survey, including review of internal presentation of results.
  - j. ESC welcomed the proposal put forward by the Surveys and Metrics Working Group to pilot module evaluation software, Evasys. Recommendations arising from this pilot will be developed following the pilot evaluation at the end of this academic session.
  - k. The Quality Assurance Committee has worked to increase the institutional reflection on the PGR experience and quality assurance, for example through strengthened links between the Researcher Development Sub-Committee and QAC to ensure a co-ordinated institutional oversight of PGR monitoring and completion rates. QAC now receives an annual report on the PgCert in Researcher Professional Development and further revisions to the Policy and Code of Practice for Postgraduate Research Study have been made in partnership with colleagues in Student Business, Research and Knowledge Exchange Services and the Organisational and Staff Development Unit.
  - l. The TESTA methodology (Transforming the Experience of Students through Assessment) is becoming embedded across the University following the strategic pilots in 2015-16 in the Law School and the Strathclyde Institute of Pharmacy and Biomedical Sciences. The process is now being adopted in Pure and Applied Chemistry, Mechanical and Aerospace Engineering and Computer and Information Sciences.
  - m. The University continues to engage in the current QAA Student Transitions Enhancement Theme. This has included participation in and contribution to, QAA Enhancement Theme Institutional Leaders meetings and events. Seventeen members of staff presented over 30 papers and posters at the [QAA's International Enhancement Conference](#) in June 2017 in Edinburgh. And in March, Strathclyde co-hosted the "Welcoming and Supporting International Students" event with the QAA (Scotland) for staff from across the UK which attracted over 90 attendees.
19. Our undergraduate and postgraduate course provision benefits from a high level of external recognition of quality through both Professional, Statutory and Regulatory Body accreditation and the positive reports from External Examiners, for example:
- All external accreditations/ re-accreditations were achieved with a range of positive commendations and with no significant issues.
  - The University attaches high importance to External Examiners' reports and the on-line reporting mechanism gathers quantitative data as well as free text comments respecting the overall quality of the degree programmes(s). Key headline messages underline that External Examiners are taking their responsibilities seriously and providing full and constructive feedback on strengths/weaknesses and recommendations for enhancement and that the standards of teaching, learning and assessment at Strathclyde are high. This is reflected in the achievements of our students which are comparable with those in other UK HEIs in which the External Examiners have experience.

### ***Areas for Development***

20. Alongside retaining focus on existing strategic priorities, some new areas for development have emerged, which are being addressed by the relevant Department/School and Faculty, as well as

considered at University level. Examples are listed below:

- a. The University will continue to engage with the Student Information and Management Systems (SIMS) project on the management of curriculum data across the whole student life cycle and this will be a continued priority for the year ahead across the institution.
- b. The University will be undertaking a reflective review of the curriculum development processes through a new strategic initiative to re-shape current approaches to course development, through providing opportunities to streamline and harmonise the process in light of a number of key, education focused developments and drivers.
- c. Development work on Flexible, Blended & Online Learning is being progressed through work under the Digital Education Enhancement Framework, an area of focus for 2017-18. Education Strategy Committee endorsed the proposal for the creation of a focused approach and working committee for 'Strathclyde Online', to co-ordinate and develop the University's digital education activity, focusing on operational functions associated with delivering online education at both undergraduate and postgraduate level. An internal audit of flexible, blended and online provision will form the basis of continued development through Strathclyde Online in 2017-18.
- d. Recommendations from the EvaSys Module Evaluation pilots will be taken forward in 2017-18.
- e. The University will continue to monitor the NSS Improvement Framework and in particular work with Faculties to ensure the continued embedding of NSS improvement plans.
- f. The acquisition of feedback from postgraduate taught students on their learning experience remains an on-going challenge as responses to the Postgraduate Taught Experience Survey (PTES) are limited; the Surveys and Metrics Working Group will provide greater opportunity for maximizing our engagement with this survey in the context of our wider student surveys.
- g. Continued input will be provided to the development of the Learning and Teaching Building. Continued Cross-University engagement will be encouraged.
- h. The opportunities for expanding and developing new areas of degree level provision through work based learning will continue to be explored. A Steering Group for Graduate Level Apprenticeships (and related Degree Apprenticeship provision within England) will oversee the University's engagement with emerging Graduate Level Apprenticeship Frameworks within Scotland and the development and application of Standards for Degree Apprenticeships within England.

### ***Student Engagement***

21. The University continues to enjoy a highly productive relationship with the Strathclyde Students' Association. Sabbatical officers participate in all senior University committees and engage in the work of these Committees outwith the cycle of meetings.
22. Monitoring the student experience is effected through a range of mechanisms, through institutional level meetings between key Professional Services, USSA Student Executive and Academic Leads, alongside Student-Staff Liaison Committees, class evaluation and informal feedback.
23. The Student Executive collectively participates in all self-evaluation activities led through our University committees. All senior committees of Senate, along with all sub-committees, working groups and special task groups have student representation from the appropriate Student Executive members. This ensures that the student voice is at the heart of our reflective and evaluative processes and is able to influence the output and implementations of key strategic activities across the institution. Commonly, the Student Executive will reach out to the wider student body through meetings, surveys and social media to capture a cross-section of views. Similar processes are used by student and class representatives on Student-Staff Liaison Committees, and the student Faculty Representatives who serve on Faculty committees.

24. The Principal holds monthly meetings with the President of the Students' Association, and meets other sabbatical officer holders on a regular basis. Through these meetings the Principal is informed directly on matters of interest to the student body and the relevant sabbatical officers are informed about key University developments. These meetings can also provoke further reflective discussion within the formal committee environment.
25. Staff and students across the University have engaged well with the Student Transitions enhancement theme. The theme has allowed the University to focus on and tap into an area of ongoing work that is being carried out by a strong network of colleagues across the institution. A clear benefit of this theme has been to compare ideas and activities with those of other institutions and to contribute to a greater awareness of the barriers to effective transitions across the sector. The University looks forward to engaging with the new enhancement theme in a similar way.

### **Annual Monitoring Processes**

26. An overview of annual quality monitoring processes conducted under the auspices of the Quality Assurance Committee is captured in Annex 2.

### **Public Information about Quality**

27. The Strategy and Policy Directorate is the key contact point for public information on our strategic targets and wider institutional facts and figures including the verification and provision of data used by league table compilers, and for internal queries relating to analysis of league table position.
28. Through the Strathclyde University Business Intelligence Reports and Dashboard (SUnBIRD) System, we are continuously working to meet internal information needs for readily-accessible drill-down data from corporate data systems. This corporate management information system is using data warehouse and data visualisation software to present data in the form of dashboards with accompanying reports, offering users additional information and enhanced functionality using multiple internal and external sources in the corporate data warehouse. It includes many data items and indicators such as UCAS tariff points, retention rates, undergraduate and postgraduate student population including data on progression and degree outcomes as well as widening participation and protected characteristics. There is the potential to link this process to our emerging activity in Learning Analytics. The Strategy and Policy Directorate provided regular updates to Quality Assurance Committee and the Surveys and Metrics Working Group on developments around SUnBIRD.
29. The Student Surveys Team within the Student Experience and Enhancement Services Directorate prepares analyses of a wide range of student survey data incorporating the NSS, PTES, PRES, DHLE, International Student Barometer and UK Engagement Survey along with an internal Strathclyde Undergraduate Student Survey and an induction survey on the experience of first year undergraduate students. The Student Surveys Team works closely with the Faculties to manage and promote engagement with external survey submissions. Summary outcomes from these surveys are disseminated externally and internally via the Student Surveys webpage.
30. The University's presentation of public information regarding all of its undergraduate courses is consistent and accessible on the Unistats webpages through its participation in KIS. A formal internal sign off process is in place to manage the quality of the data. The return has generated a welcome consistency in the presentation and collation of information, with a new undergraduate course web site now published online. Course prospectuses are published after consultation between the University's Marketing and Development Services Directorate and academic

Departments and Schools. All publications are signed off by a key contact nominated by the Head of Department.

31. The University continues to recognise the importance of the internet in managing relations with the wider public, from prospective students to employers, government agencies and funding bodies. The University continues to work in accordance with the Competition and Market Authority guidelines and updated student fees are now available on the University web pages together with a list of associated costs relating to a course such as the cost of equipment and materials required.
32. All information relating to the institutional management of quality has been consolidated and is available in the public domain. This includes a revised approach to the presentation of policy to the student community through student friendly policy web-pages to contextualised institutional academic policy in a more accessible tone for the student community. Our course regulations are published externally. We are currently looking at a more streamlined approach to the regulations and now have monthly triage meetings in advance of the scheduled Ordinance and Regulations Working Group meetings, to ensure that minor amendments are dealt with on a regular basis and the Working Group meetings are reserved for more substantial issues. This has so far worked well for both the Faculties and Working Group members.

### **Institutional Reporting on Quality**

33. While the University Senate confers delegated responsibilities for detailed scrutiny of quality assurance matters to the Quality Assurance Committee, significant matters of note are referred to Senate for consideration and approval. The University Court also has oversight of institutional quality reporting via quarterly Court Business Reports. Quality assurance matters are incorporated within reports on our Education provision.
34. Institutional reports on quality also incorporate external measures of quality. The results of the NSS are an important source of data in the University's quality assurance and enhancement processes. At an institutional level, Senate reviews the high level results of the NSS and participates in discussion on resulting institutional education enhancement actions. The Quality Assurance Committee considers student feedback which incorporates the outcomes of the wider suite of internal and external student surveys and other internal feedback mechanisms through which the views of students are gathered. QAC also reviews NSS results and receives regular updates on the NSS Improvement Plans. Pursuing curriculum enhancement activities informed by feedback within the NSS is overseen by the Learning Enhancement Committee.

### **Forward plan of Internal Reviews**

35. A summary of the forward plan of internal reviews is attached as Annex 2.

### **Annual Statement of Assurance**

36. In line with SFC guidance, an annual statement of assurance confirming that this report has been endorsed by Court (the University's governing body) will be signed by the Convener of Court and returned under separate cover.

### **Further information**

37. For further information, contact Ms Sarah Currie, Education Quality and Policy Officer, [sarah.currie@strath.ac.uk](mailto:sarah.currie@strath.ac.uk) 0141 548 4602.

**Supplementary information (for Court)**

38. Annex 1, available on [SharePoint](#), provides annual reports for the Education Committees of Senate including Education Strategy Committee, Quality Assurance Committee and Learning Enhancement Committee.
39. Annex 2, available on [SharePoint](#), provides the Schedule of Institution-Led (Subject area) Reviews.

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## Review of Court's Statement of Primary Responsibilities

### Introduction

1. [The Scottish Code of Good HE Governance](#) includes amongst its Main Principles the requirement that university governing bodies should adopt a Statement of Primary Responsibilities.
2. Court reviewed and approved its current Statement of Primary Responsibilities in May 2014. Following consideration of recommendations arising from Court's Review of Effectiveness, it is considered timely for Court to take the opportunity to do so again and, in future, to review this on an annual basis.

### Review of Statement of Primary Responsibilities

3. The Scottish Code stipulates that Court's Statement of Primary Responsibilities should include provisions relating to:
  - *approving the mission and approving the mission and strategic vision of the Institution, long-term business plans, key performance indicators (KPIs) and annual budgets, and ensuring that these have due regard to the interests of stakeholders*
  - *appointing the Head of the Institution (the Principal) as chief executive officer of the Institution and putting in place suitable arrangements for monitoring his/her performance. Both the appointment and the monitoring of performance of the Principal shall include consultation with all members of the governing body;*
  - *ensuring the quality of Institutional educational provision;*
  - *ensuring adherence to the funding requirements specified by the Scottish Funding Council in its Financial Memorandum and other funding documents;*
  - *ensuring the establishment and monitoring of systems of control and accountability,*
  - *including financial and operational controls and risk assessment, clear procedures for*
  - *handling internal grievances and "whistleblowing" complaints, and for managing conflicts of interest; and*
  - *monitoring institutional performance against plans and approved KPIs which, where possible and appropriate, should be benchmarked against other comparable institutions.*
4. It is considered that Court's current Statement fully encompasses all of these responsibilities. However, it is appropriate for Court to assure itself that this is the case and to take the opportunity to review its current Statement in this regard.
5. According to the Scottish Code, the Statement of Primary Responsibilities must be published widely, including in the University's Annual Report/Financial Statements and on the University's website. The University of Strathclyde is compliant with these requirements and the current Statement of Primary Responsibilities is available on the University Court [webpage](#).

### Recommendation

6. Court is invited to:
  - **Review** its Statement of Primary Responsibilities (attached at Annex A);
  - **Consider** any potential amendments or additions to the Statement; and
  - If appropriate, **approve** the Statement of Primary Responsibilities for 2017/18

## **ANNEX A**

### **STATEMENT OF PRIMARY RESPONSIBILITIES AND MATTERS RESERVED TO COURT**

#### **General**

Under the terms of the University Charter, Court is the Governing Body of the University and is responsible for overseeing the management and administration of the whole of the revenue and property of the University. Court exercises general control over the University and all its affairs, purposes and functions, taking all final decisions on matters of fundamental concern to the University. Court is responsible for safeguarding the University's good name and values.

Court's Primary Responsibilities are detailed as follows:

#### **Staff and Students**

1. To be the employing authority for all staff within the University and to make such provision as it thinks fit for their general welfare;
2. To appoint the Principal and Vice-Chancellor of the University, including the term and conditions of such appointment, and to put in place suitable arrangements for the monitoring of his/her performance – both the appointment and monitoring of performance of the Principal shall include consultation with all members of Court;
3. To appoint a Chief Operating Officer and to ensure that he or she has separate lines of accountability for the provision of services to the Court as University Secretary, for the administration of the University and for the fulfilment of managerial responsibilities within the institution;
4. To ensure the quality of educational provision within the University;
5. To make such provision as it thinks fit following consultation with the Senate, for the general welfare of its students;

#### **Financial responsibilities**

6. To ensure the solvency of the University and to safeguard its assets;
7. To act as trustee for any property, legacy endowment, bequest or gift in support of the work and welfare of the institution;
8. To approve the University's annual financial statements;
9. To ensure that proper books of accounts are kept in accordance with all relevant regulations and codes of conduct;
10. To ensure the proper use of public funds awarded to the University and to ensure that the terms of the Financial Memorandum with the Funding Council are observed;
11. To approve the main annual budgets within the University;
12. To ensure appropriate arrangements for the economic, efficient and effective management of the University's resources and expenditure;

#### **Strategic responsibilities**

13. To approve the mission statement of the University and all its strategic plans including its aims for the teaching and research of the institution and identifying the financial, physical and staff requirements required to achieve these, and for ensuring that these meet the interests of stakeholders;
14. To approve a financial strategy for the University, as well as long-term business plans;
15. To approve an estates strategy for the management, development and maintenance of the University land and buildings in support of institutional objectives;

## **ANNEX A**

16. To approve a human resource strategy and to ensure that appropriate development and reward arrangements are in place for the employees and that these are appropriate to the needs of the institution;

### **Controls**

17. To ensure that systems are in place for meeting all the University's legal obligations, including those arising from contracts and other legal commitments made in the University's name;
18. To ensure compliance with the University's Charter, Statutes, Ordinances and Regulations, as well as all UK and EC legislation where applicable;
19. To be responsible for the form, custody and use of the University's Common Seal;
20. To make clear and to review regularly the executive authority and other powers delegated to the Convener of Court, the Principal and Vice-Chancellor, to other senior officers and to all bodies of the University including the Senate and committees of Court;
21. To ensure that systems are in place for the assessment and management of risk, to regularly review such matters and to conduct an annual assessment;
22. To establish and monitor effective systems of internal control and accountability throughout the University;
23. To ensure that appropriate arrangements are in place for external and internal audit;
24. To ensure that appropriate arrangements are in place for the proper management of health and safety in respect of students, staff and other persons on University premises or affected by University operations;

### **Monitoring performance and effectiveness**

25. To monitor the University's performance against its strategic plan and key performance indicators, and to benchmark the University's performance against other comparable institutions;
26. To monitor and review the performance and effectiveness of the Court itself and other University committees;
27. To ensure, through the appointment of lay members in accordance with the University Statutes, a balance of skills and expertise amongst the membership of Court, such as is required to meet its primary responsibilities;
28. To ensure that the proceedings of Court are conducted in accordance with best practice in higher education corporate governance and with the principles of public life drawn up by the Committee on Standards in Public Life;
29. To ensure that procedures are in place within the University for dealing with internal grievances, conflicts of interest and public interest disclosure.

*Approved by the University Court on 1 May 2014.*

**Universities Superannuation Scheme 2017 funding position  
[RESERVED ITEM]**

## **Complaints Handling Procedure Annual Report 2016-17**

### **Background**

1. The Public Services Reform (Scotland) Act 2010 gave the Scottish Public Services Ombudsman (SPSO) responsibilities and powers, specifically, to oversee the development of model Complaints Handling Procedures (CHPs) for each sector including higher education. The main aims of the model CHP are early resolution of a complaint as close to the point of contact as possible and making best use of lessons learned from complaints.
2. All Scottish universities were required to adopt the two stage model CHP by 30 August 2013. Following the internal approval of a suitable procedure by Court, on the recommendation of Senate, the University implemented the current CHP on 27 August 2013. This document is publicly available here:  
<https://www.strath.ac.uk/media/ps/strategyandpolicy/ComplaintsHandlingProcedure.pdf>

### **Recording and Reporting**

3. It is a requirement of the SPSO's model CHP that the University records all complaints and that reports detailing key performance information are submitted quarterly to the Executive Team and annually to Court. SPSO Guidance indicates that such reports are expected to contain:
  - performance statistics detailing: the volume and types of complaints received and key performance information, e.g. on the time taken and the stage at which complaints were resolved
  - the trends and outcomes of complaints and the actions taken in response including examples to demonstrate how complaints have helped improve services
4. Annex A provides key performance information on the volume and types of complaints received during 2016/17 and on the resolution times achieved. It also provides qualitative information on some of the actions taken or recommendations made to deliver service improvement in response to complaints received by the University during 2016/17. In parallel with the introduction of the CHP in 2013, the University implemented a central recording system enabling the monitoring of complaint handling across the University and the production of statistical reports.

### **Summary Analysis**

5. The University has recorded 64 complaints since the start of the 2016/17 academic year on 1 August 2016. The majority of complaints (81%) were received from students or former students of the University. The remainder of complaints received were from members of the public and prospective applicants.
6. Complaints were received across all academic faculties with the University's two largest faculties, Humanities and Social Sciences and Engineering, each accounting for 31% of total complaints. 17% of complaints received were related to areas within Professional Services, predominantly Estates Services and Student Experience and Enhancement Services.
7. The percentage of complaints resolved at frontline improved throughout the year, with a total of 58% across the period, a significant improvement on the previous year. The relatively high percentage of complaints escalated to the investigation stage in previous years had been noted and the decrease this session would suggest that recent efforts to increase frontline resolution are having a positive impact. Work to maintain this trend will continue during 2017/18.

8. The time taken to resolve frontline complaints fluctuated throughout the year, averaging 7 days, slightly above the 5 working day target. This represents a slight increase on the previous year's figure. However, it is likely that the increased emphasis on frontline resolution and the resulting increase in the number of complaints dealt with at frontline has had an impact here. Indeed, three frontline complaints were identified which may have been more appropriately escalated to stage 2. Discounting those three complaints brings the average resolution time down to 5.1 days, with 74% resolved within the target.
9. Complaints investigated at stage 2 of the procedure were resolved within an average of 24.8 days, slightly above the 20 working days required, which is consistent with the previous year's performance. This resolution timeframe has always been considered to be very challenging, particularly for complex complaints. Nonetheless, 50% of stage 2 complaints were resolved within 20 working days.
10. The most frequent types of complaints recorded were those relating to:
  1. Staff Attitude and/or Conduct (27%)
  2. Academic Support (17%)
  3. Teaching and/or assessment (16%)
11. Lessons learned and actions taken to improve services are recorded following each complaint, where appropriate, and examples of the learning points recorded during 2016/17 are included at **Annex B**.
12. Staff continue to engage well with the complaints process and recent work to encourage a greater focus on frontline resolution is beginning to bear fruit, demonstrated by the increase noted at paragraph 7, above. This has perhaps driven an increase in the average frontline resolution time and supporting staff in identifying which complaints are appropriate for frontline resolution and which are likely to require more detailed investigation will be an additional area of focus in the coming year.

### **SPSO Recommendations**

13. The SPSO has introduced a new approach to recommendations with the aim of increasing their impact and effectiveness. This approach focuses on better outcomes in relation to services as well as for individuals. SPSO expects organisations to share their findings to enable learning and improvement across the organisation and to embed learning from complaints in governance structures to ensure recommendations are shared with the relevant internal and external decision-makers, including members of Court.
14. The SPSO has made several recommendations to the University in the last year, following investigations into complaints raised by 2 former students. **Annex C** contains details of the SPSO's recommendations and the action taken in response. Recommendations from the SPSO along with follow up actions, where appropriate, are reported to Executive Team quarterly.

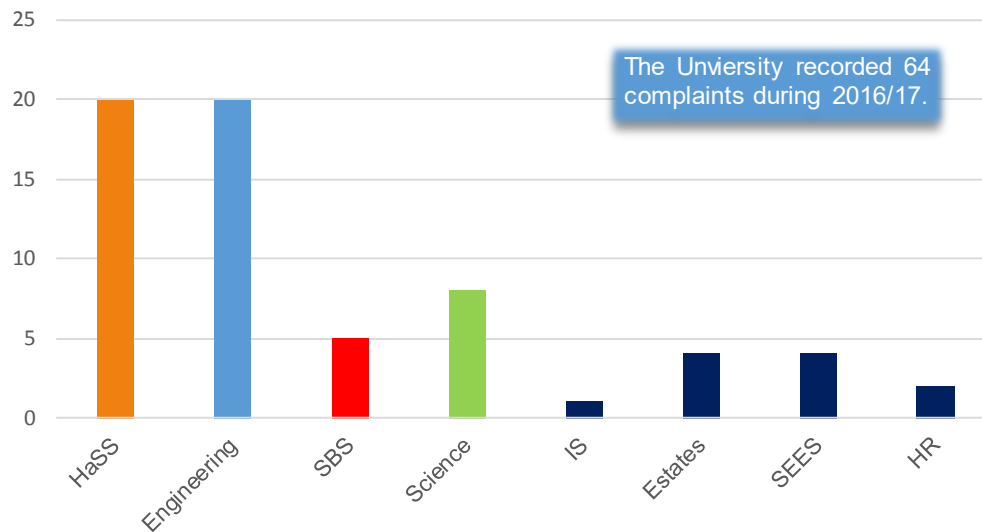
### **Recommendation**

15. Court is invited to **note** the Complaints Handling Annual Report for 2016-17.

## Complaints Recorded 2016-17

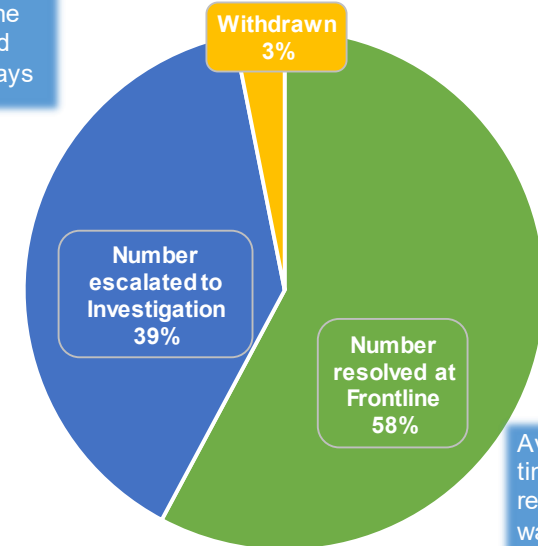
ANNEX A

### Complaints Received by Area 1 August 2016 to 31 July 2017



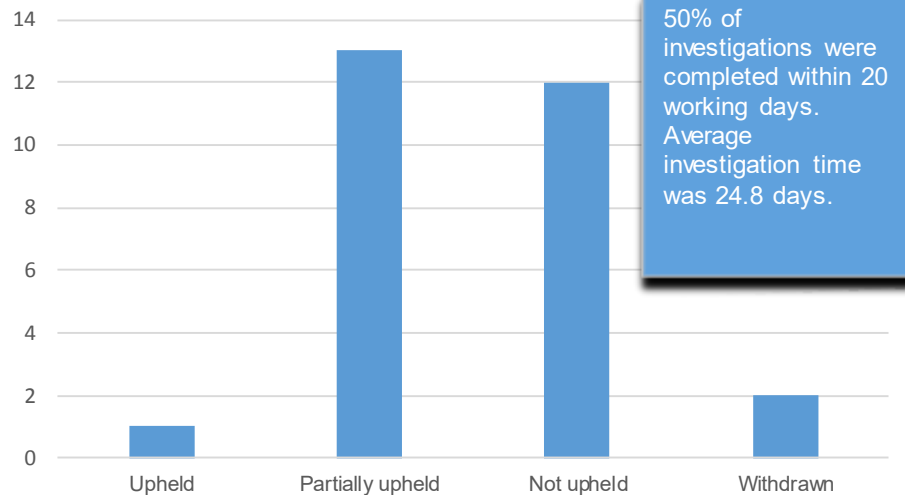
### Frontline (Stage 1) - 1 August 2016 to 31 July 2017

68% of complaints resolved at Frontline stage were handled within 5 working days

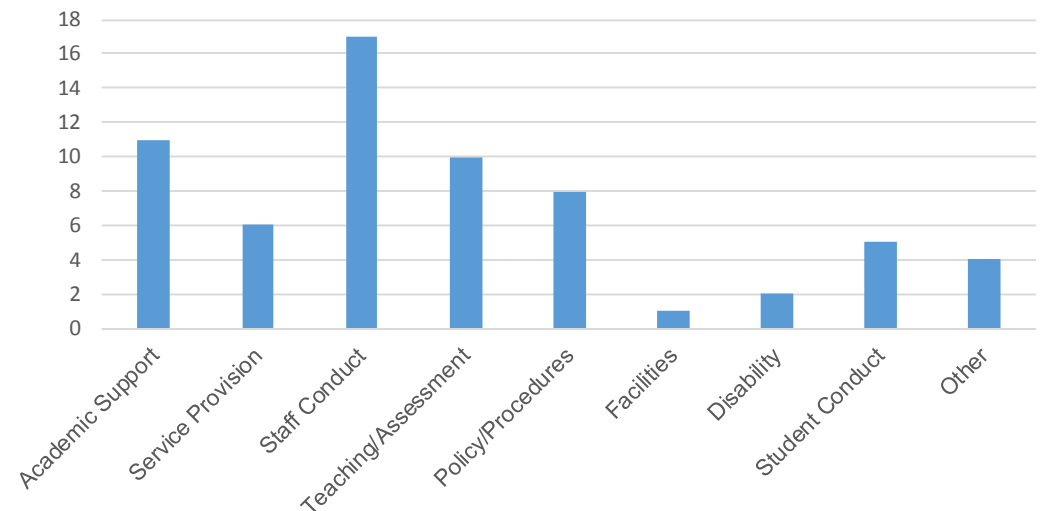


Average resolution time for complaints resolved at Frontline was 7 working days.

### Investigations (Stage 2) 1 August 2016 - 31 July 2017



### Complaints Received by Category 1 August 2016 to 31 July 2017



**Learning from Complaints 2016/17 – Examples**

<b>Complaint Category</b>	<b>Complainant</b>	<b>Complaint</b>	<b>Outcome</b>	<b>Actions</b>
Reasonable Adjustment/Disability-related	Student	Identified adjustments not in place at start of course.	Partially Upheld	A procedure will be put in place to clarify who is responsible for ensuring an item or alteration is available once identified by Disability Services.
Staff Attitude and/or Conduct	Student	Student Rep expressed concerns about inconsistent practices and treatment of students in the Department workshop.	Resolved at Frontline	Workshop is now being relocated to the James Weir Building. Department will continue to monitor staff performance in this area.
Other	Student	Complainant has an issue with an advert posted on Myplace for a Student Vegan Society event.	Resolved at Frontline	Procedures around editorial decisions of this sort are being developed in conjunction with the Corporate Communications team.
Staff Attitude and/or Conduct	Student	Student complained about another user of the facility and their attitude towards them.	Resolved at Frontline	Staffing in this area is being reviewed and workshops have been introduced to educate users.
Service Provision	Applicant for employment	The complainant submitted a CV as part of the Global Talent Attraction Platform and was not satisfied with the response and the process.	Partially Upheld	Executive Deans will give a more detailed explanation to potential candidates when they have determined that strategic alignment is lacking.
Academic Support	Student	Student writing up PhD was told they were not entitled to supervision.	Partially Upheld	Faculty guidance to be in place for 2017/18. The University is taking this forward through the relevant committees to ensure policies are adjusted to make explicit what writing-up students are entitled to.
Reasonable Adjustment/Disability-related	Applicant for study	An attendee at the Science at Strathclyde event indicated on their registration that they had limited mobility. This was not followed up and the event was difficult for the attendee.	Resolved at Frontline	Procedures have been updated for this event to ensure special requirements are reviewed prior to the event. As registrations are received, special requirements will be highlighted and acted on. This will be rolled out across all Faculty events.
Staff Attitude and/or Conduct	Student	Included in a complaint regarding assessment criteria and procedures, was an allegation that a tutor used offensive language when discussing a student's project.	Resolved at Frontline	All staff will be reminded to conduct themselves in a professional manner and the Department will monitor this.

**ANNEX B**

<b>Complaint Category</b>	<b>Complainant</b>	<b>Complaint</b>	<b>Outcome</b>	<b>Actions</b>
Service Provision	Student	Student was disappointed with the lack of tutor support on the online course 'Using Technology in your Family History Research'. Student stated that student questions were not being answered.	Resolved at Frontline	Improved processes for communicating with students across online classes when a tutor is absent. The Department will examine ways to manage student expectations of tutor input
Other	Student	Complaint about an administration error between the department and university central graduation services which adversely affected the student's graduation.	Resolved at Frontline	The Department and Faculty will develop a checking process at exam boards to capture students applying for graduation to ensure they match up with exam board records of degrees awarded.
University Policy, Procedures or Administration	Student	Failure of the University to follow the proper process for Stage 1 Disciplinary Procedure. Inappropriate behaviour of staff members.	Partially Upheld	The Student Discipline Procedure is under review and will be updated to strengthen the guidance that students can be accompanied to all meetings. Training information for Stage 1 Disciplinary officers is currently being developed.
Academic Support	Student	The standard of teaching and educational support offered by an academic member of staff was below the standard expected. The complainant lists lack of professionalism, minimal preparation for teaching, insufficient feedback and disregard for assessment as areas of concern.	Partially Upheld	The School will review the appropriate policy and ensure that staff-student meetings are held early enough in the semester to allow issues to be addressed. Timing of assessments will be reviewed to ensure fit with the new teaching schedule. Course documentation will also be reviewed to include clear guidance on assessments and feedback.

**SPSO Recommendations**

During 2016/17, the following recommendations were made by the SPSO following investigation into complaints raised against the University by 2 former students.

<b>Complaint</b>	<b>Outcome</b>	<b>Recommendation</b>	<b>University Response</b>
The University failed to follow the proper process/procedure in relation to the appointment of examiners for a PhD viva.	Upheld	Apologise to the complainant for failing to follow the procedures in approving the examining committee and for the delay in identifying this error.	Apology sent on 3 November 2016.
The University delayed unreasonably in appointing an external examiner.	Upheld	Put in place processes to ensure that the availability of a fully approved examining committee is checked promptly when a thesis is submitted, to avoid delays in identifying any problems.	The University's Policy and Code of Practice on Postgraduate Research Study and the External Examiners Guide to a PGR Committee have been amended to ensure that checks are made on the approval of a full examining committee prior to the submission of a thesis. The nomination form has also been amended to reflect the changes and to ensure there is space for all the required members of the committee to be recorded on the same form.
The University failed to follow the proper process/procedure as it did not actively consult the two supervisors at the Faculty appeal stage and did not take their views into account in reaching the decision on the appeal.	Not Upheld	Review the response to the Senate appeal in light of the inaccuracies identified, to ensure that the overall decision not to hear the appeal was appropriate.	A Deputy Associate Principal reviewed the appeal to Senate and concluded that the University's decision regarding the appeal was appropriate.
The student was not given an adequate opportunity to defend the design of "study 3" in the PhD viva.	Not Upheld	The SPSO suggested that the University may wish to introduce a requirement for notes to be taken during PhD vivas, to ensure there is a contemporaneous record of the topics discussed and timing of the examination and breaks.	<b>Although this was not an official recommendation from the SPSO</b> , it has been incorporated into the amendments of the Policy and Code of Practice on Postgraduate Research Study and the External Examiners Guide to a PGR Committee.
The university unreasonably failed to make the complainant aware of an examiners' rule	Upheld	The university provide evidence to the SPSO confirming they have taken steps to ensure that students are notified of the examiners' rule in future.	The University had already updated its communications with students to cover this and provided the relevant documentation to SPSO.

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## Senate Report to Court

Senate met on 14 June and 6 September 2017

### **FOR APPROVAL**

*Senate invites Court to **approve** the following recommendations considered by Senate on 6 September 2017:*

#### **1. Annual Statement to SFC on Institutional Quality 2016/17**

Senate **noted** the annual statement to SFC on institutional quality. Senate **recommended** to Court that the report be **approved** prior to submission to SFC by 30 September 2017.

#### **2. Amendments to Ordinances and Regulations**

Senate reviewed the proposed amendments to the University's Ordinances and Regulations and **recommend** these to Court for formal **approval**.

### **FOR NOTING**

*Senate invites Court to **note** the following items considered by Senate on 6 September 2017:*

#### **3. Reserved Business**

**[RESERVED ITEM]**

#### **4. National Student Survey 2017**

Senate considered the results from the National Student Survey (NSS) 2017. Senate noted that the University had maintained its overall satisfaction score of 87%, 2.33% higher than the UK and 1.86% higher than Scottish averages and that overall, this year's NSS has reflected positive movement. The 2017 NSS was a new survey and that statistical analysis had confirmed a different pattern of response. In relation to combined sector quartile performance, there had been areas of improvement. At subject level, there was significant variance in the performance of individual departments. An outline was given of high level next steps which included: NSS Improvement Framework as an overarching framework for activity and action; Local / Departmental / School Improvement Plans; focus on the Student Voice; NSS Forums, and an emphasis on stronger collaboration with USSA.

Senate noted that the high degree of collaborative activity would continue, that continued work on local plans would be ongoing, and would include opportunities for reflection, with regular monitoring and feedback continuing through Senate and its committees. Senate would discuss progress on NSS action plans at its November 2017 meeting.

#### **5. Learning and Teaching Building Project Update**

Senate was given an update on the next stage of the Learning and Teaching Building Project. The programme timescale was outlined, including the mile-stones between Court's approval of the business case in March 2017 and the expected date of the building opening in 2020. Within the process, the project was at Stage 2 designs approval stage, with consultations having taken place, and the Executive Steering Board reviewing feedback. User group meetings had taken place, with more planned. Stage 3 would commence in September 2017. A communications strategy had been drawn up. Enabling work is due to commence in October 2017. Senate viewed design drawings and visuals of the building through each level. A reminder was given of the guiding principles of the project which articulate the University's priorities with regard to the building, with emphasis on the needs of students. Further updates on the progress of the Learning and Teaching Building project will be given to Senate.

#### **6. Strathclyde Online Update**

The Deputy Associate Principal (Learning & Teaching) provided an update on developments in Strathclyde Online since its last meeting in June 2017, with an outline given of the significant steps that had been taking following the planning stage. The strategic project to develop graduate level apprenticeship (GLA) programmes had provided a unique learning point, and was gaining sector recognition. An update was given on the GLA programme being developed in the Faculty of Engineering, Design and Manufacture. The University had submitted bids for three further new programmes in the areas of: Business and Management, Business Management: Financial Services, and IT: Software Development, and was exploring the potential for further Degree Apprenticeships. The remit, governance structures, and activities of the new apprenticeship steering group that had been created to oversee and facilitate the development of GLAs and degree apprenticeships within the University were outlined.

#### **7. Enhancement Themes: Student Transitions**

Senate received a presentation on the University's approach to the Enhancement Theme, Student Transitions which outlined the projects and approach that had been undertaken in support of the theme. Over the three years of the theme, which ends in November 2017, a number (18) of devolved projects led by staff with students in a focal role had been funded. The key messages from the

projects continue to enhance the student experience. An example was given of one particularly successful project, “We are Strathclyde”, an online pre-induction course for new undergraduates developed by Education Enhancement and SEES. The legacy of the theme was outlined. Senate was informed that there would be a final event to celebrate all student and staff work involved in the theme in November 2017. The next Enhancement Theme was Evidence-based Enhancement.

## **8. Finance Report**

The Chief Financial Officer presented Senate with an update on the University’s financial position, noting the following key points:

- The summary Budget for 2017/18 indicated income matching expenditure at the operating level, with an anticipated overall annual surplus due to gains on disposal of assets.
- The Budget and Four-Year Forecast indicated 3% growth over the period 2016/17 to 2019/2020 in Scottish Funding Council core grants.
- A significant increase in both tuition fee and research income was forecast, with research fee income expected to exceed the KPI target (of £70M annual income by 2020) earlier than planned.
- The trend in overseas fee income indicated an anticipated significant increase over the period to 2019/2020.

A key message, given this stage of the recruitment process, was the importance of continued work on conversions to increase overseas fee income.

## **9. Senate Appointments and Membership on Main Committees 2017-18**

Senate approved the membership of Senate and the appointment of Senate representatives to the main committees of the University for 2017-18.

*Senate invites Court to **note** the following items considered by Senate on 14 June 2017:*

## **10. Update on Learning and Teaching Building Project**

An update was provided to Senate on developments and milestones in the Learning and Teaching building project. Following Court approval, Stage 2 of the project - Consultation and Engagement process - was now underway. The range of activity taking place in this stage was outlined as well as programme timescales. Senate noted that consultations had highlighted the need to increase the University’s provision of large and flexible teaching spaces and the consequent decision to include within the building a 400 seater lecture theatre.

Stage 2 approval would be signed off by the Executive Steering Board and would take into account the widespread user group consultations. There would be opportunities for further consultation moving from Stage 2 and into Stage 3. Regular updates would continue to be provided to Senate as the project progresses. Senators were encouraged to input into the consultations.

## **11. Course Review, Enhancement and Development (CREaD)**

The Deputy Associate Principal (Learning & Teaching) outlined to Senate the rationale behind Course Review, Enhancement and Development (CREaD), an initiative designed to review key developments

affecting the Strathclyde Student Experience and their impact on course development and enhancement of learning and teaching. The drivers behind the initiative were outlined, a key driver being process change. The initiative identified the need for enhanced systems and use of management information, and for development of knowledge building and sharing arising from complex cross-institution strategic projects. Positive feedback on a framework-based approach has been received from Faculties. The expected outcomes of the initiative were defined. Next steps would include establishing a Working Group to review and progress the initiative. Feedback would be provided to Senate through Education Strategy Committee.

## **12. Strathclyde Online**

The Deputy Associate Principal (Learning & Teaching) introduced a presentation on “Strathclyde Online: An institutional response to the opportunities of Digital Education”. Part of an integrated approach to programme development, Strathclyde Online would establish a targeted digital education portfolio at The University of Strathclyde as part of the University’s mainstream activities, supporting its reputation as an externally-engaged, leading International Technological University. The range of drivers influencing the approach was outlined. An outline of current activity as part of the Digital Education Enhancement Framework was given. Senate noted that work-based learning, which included Graduate Level Apprenticeships, would spread the pedagogy wider. The module design and development process and the partnership model working in conjunction with the academic team were outlined, noting that support for online course development is offered from Education Enhancement. The initial focus would prioritise demand-led opportunities to develop skills and capacity across the institution.

A significant development in the University’s area of online provision was Graduate Level Apprenticeships. Senate noted that a number of programmes were being developed in the Faculties of Engineering and Science, and the opportunities these would afford both students and employers.

Senate noted that the University was at a point of significant opportunity in this area of activity, and requested that members provide feedback on the initiative, with input from students encouraged, particularly in the design and development stages.

## **13. Finance Report**

The Chief Financial Officer presented an update on the University’s current financial position and the on-going development of a draft Budget for 2017/18. Senate noted the significant investments that had been built in to the financial forecast, and the importance of robust strategies being in place to meet the financial challenges ahead.

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## **Executive Team Report to Court**

The Executive Team met on 21 June, 4 July, 28 & 29 August and 8 September.

The following key items were discussed by the Executive Team and are provided here for **Court to note**:

### **1. Health and Safety**

Under the 'Safety Moment' held at the opening of each Executive Team meeting and led by the University Secretary and Compliance Officer, the Team took the opportunity to discuss health and safety matters including:

- health and safety trends and reporting between 2012 and 2016;
- fire safety and work undertaken by Estates Services to assess the fire risk of University buildings and cladding systems;
- significant incidents occurring on campus (or externally), including subsequent outcomes and lessons learned.

### **2. Executive Team Projects 2016/17**

The Team considered the final reports, recommendations, and implementation plans of the six projects launched during 2016/17. The Team approved the recommendations subject to any additional resources being approved. The Principal welcomed the extensive work undertaken and offered his thanks to Project Leads and all colleagues involved in the development and delivery of the final reports and recommendations. Implementation of the recommendations would be undertaken during 2017/18.

### **3. Investment Proposal – 3f bio**

The Team approved an investment proposal for 3f bio Ltd a University technology spin-out company. Noting that the Enterprise and Investment Committee (EIC) were unanimously in favour of supporting the investment proposal, the Team considered and approved the recommendation from RKES and the EIC to invest in the company.

### **4. University of Strathclyde Draft Gender Action Plan**

The Team reviewed and endorsed the University's Draft Gender Action Plan (GAP) and noted that the University's Gender Equality Steering Group had met to take forward the GAP's development. Members discussed the draft GAP and commented on the range of existing initiatives already underway to widen access at Strathclyde and agreed that there were opportunities for these initiatives, where they do not already do so, to include a focus on gender balance.

### **5. 2017/18 Budget**

Throughout May, June and July, the Executive Team received updates on the development of the 2017/18 Budget. The Team recognised the need to identify and realise financial savings across all University activities. Work to identify these savings was continuing through constructive and positive discussions with Faculties and Professional Services Directorates. Executive Team approved the 2017/18 budget for onward transmission to Court Business Group and Court.

## **6. Times Higher Education Leadership & Management Awards (THELMAs)**

The Team congratulated the Director of HR and the Director of Strategy and Policy on winning, respectively, the Workplace of the Year and Outstanding Strategic Planning Team awards at the THELMAs on 22 June 2017.

## **7. General Data Protection Regulation (GDPR) update**

The Team discussed implementation of the General Data Protection regulation. The Team noted that implementation of the GDPR would require a significant change in the University's approach to Data Protection (DP). The Team endorsed the actions being taken by the Information Governance Unit and endorsed and encouraged the actions required to be taken at a devolved level.

## **8. Catering and Conferencing update**

The Team received a Conferencing and Events (C&E) progress report noting that this was the second full year of operation. Members noted that income for 2016/17 was 95% ahead of the original business approved by ET in April 2014. The Team commended the C&E Team for their professionalism and their growing positive reputation in the C&E arena

## **9. Corporate Risk Register**

The Team noted and endorsed the latest top risks and opportunities included within the University's Corporate Risk Register, including mitigating actions.

## **10. Executive Team Strategy Session, 28 & 29 August 2017**

At an evening session on 28 August 2017, the Executive Team met to discuss how to address challenges of growing and sustaining university income and how the University can further enhance the focus and drive to improve the overall NSS score and position. Members also approved the appointment of the Director of Human Resources and the Director of Strategy & Policy as full members of the Executive Team, subject to the necessary amendment of University Regulations.

An extended strategy session was held on 29 August 2017. Attendees included Executive Team members, Deputy Associate Principals, and Professional Services Directors. Attendees reflected on the University's recent performance trends, including data on performance against the current Strategic Plan targets.

Throughout the course of the day, members discussed:

- the factors that make Strathclyde distinctive and how they could be used to enhance the University's international reputation and contribute to future growth;
- how the University could promote University-wide ideas generation and measured risk taking to accelerate delivery;
- financial performance to 2020 and beyond: Achieving the current Four Year Forecast through robust delivery strategies.

It was agreed that additional strategy sessions would be arranged in autumn and spring 2018.

## **11. Reserved Business Case**

**[RESERVED ITEM].**

## **12. SIMS Report**

The Team received regular updates on the SIMS project and noted the key lessons learned from the project review. Members noted that a revised approach was being developed by the Operational Group under the direction of the Executive Steering Group. Current proposals were intended to support the mitigation of any significant business risk in order to allow the delivery of business change.

## **13. Student Recruitment 2017/18**

The Team received an update on the University's undergraduate, postgraduate taught, and postgraduate research recruitment position.

## **14. REF2021 Update**

The Team received an update on the announcement by HEFCE in September regarding decisions taken in relation to the Research Excellence Framework (REF) 2021. Members noted that HEFCE had asked for views on the proposed approaches to staff submission, output portability and eligibility to participate in the REF. It was agreed that RKES would draft a response to HEFCE in liaison with, senior Faculty and Associate Principal / Deputy Associate Principal input.

## **15. USS 2017 Valuation**

The Team received a verbal update on the funding position of the Universities Superannuation Scheme. Members noted that Universities UK had initiated its statutory consultation on the scheme's triennial valuation and was seeking views from scheme members on a number of key areas. Members endorsed the intended approach to developing a formal institutional response, noting the deadline of 29 September.

## **Court Business Group Report to Court**

The following items were discussed by Court Business Group on 18 September 2017 and are provided here for Court to note.

### **1. Reserved Business Case**

**[RESERVED ITEM]**

### **2. Student Recruitment 2017/18**

The Director of Strategy and Policy introduced an update paper for Court on the current undergraduate (UG), taught postgraduate (PGT) and research postgraduate (PGR) student recruitment position. She indicated that the recruitment cycle was ongoing and that the final paper for Court would reflect the most up-to-date figures available.

Members welcomed the generally positive position indicated within the paper and by the updated figures presented. They suggested a number of key messages which could helpfully be highlighted for Court. In addition, Members highlighted an interest in understanding the University's marketing messages for prospective students, and the positive work of RIO was highlighted. This would be discussed further at the Court's Strategy Session in November.

CBG **agreed** that the Student Recruitment update should be presented to Court for discussion, noting that figures would be refreshed prior to circulation.

### **3. National Student Survey (NSS) 2017 results and analysis**

The Vice-Principal presented an analysis of the 2017 NSS results.

CBG members discussed the paper, offering the comments intended to enhance the paper for Court. Members agreed that it would be useful to provide Court members with brief background on the NSS detailing the targeted respondents, response rate and context, before setting out the analysis of year's results. Some minor presentational suggestions were made, for clarity and it was also proposed a list of the survey questions and information on next steps could be appended to the paper. In relation to the

latter, CBG suggested it would be helpful for Court to gain an understanding, at a high level, of the range of ongoing and newly determined actions to respond to the NSS. A planned Executive Team project with Dean-level leadership in each Faculty, was noted as being a helpful development.

The particular importance of celebrating successes and highlighting improvements in response to previous feedback was highlighted, noting the impact this can have on perceptions of responsiveness, which was increasingly important in the context of the diversification of the student population. In addition, CBG welcomed the opportunities highlighted for the University to work in close partnership with USSA to deliver key messages to students and to help with interpretation of the meaning of each question.

CBG **agreed** that the information provided on the University's performance in the 2017 NSS should be provided to Court for discussion, subject to the changes and expansions suggested.

#### **4. Court Review of Effectiveness – Final Report and Recommendations**

The Convener of Court introduced this item, reflecting on the process undertaken since March 2017. She highlighted the key message for Court, that the University's governance arrangements and practices are effective and consistent with recognised good practice. She reminded CBG that it had been granted authority by Court to lead the Review process, through the creation of the Effectiveness Review Steering Group. The recommendations proposed by the Steering Group were presented for CBG to consider and endorse, prior to seeking Court's approval. CBG noted the external consultant's final report and discussed the resulting recommendations of the Steering Group.

The Principal noted his intentional detachment from the Review whilst it was underway, and welcomed the Steering Group's clearly presented Summary Report and Recommendations, which responded to and categorised each of the external consultant's recommendations.

The University Secretary and Compliance Officer indicated that, following Court's approval, consideration of the final recommendations would require further detailed work and consultation during the course of 2017/18, and implementation would be undertaken in a staged manner. Regular progress updates would be provided to Court. It was clarified that not all recommendations of the Steering Group which were marked as 'Review' would necessarily be taken forward, and that some recommendations would be considered in a 'grouped' manner: it was suggested it might be helpful to categorise the recommendations under a small number of themes (organisation and conduct of meetings, reporting structure, membership, etc). Court's agreements to the recommendations would then allow relevant University officers to progress those for each theme, in consultation, as required, with the Convener of Court.

CBG endorsed the Steering Group's summary and **agreed** that the Steering Group's report should be provided to Court for discussion and approval of the recommendations, subject to presentational amends to the paper, and noting that a more detailed implementation plan would be developed once Court's approval had been sought.

#### **5. Universities Superannuation Scheme (USS) 2017 Funding Position**

The Chief Financial Officer provided an update on the current funding position of USS and invited CBG members' views on a number of key considerations which were the subject of an on-going consultation by Universities UK, focused on establishing institutional views on:

- the maximum regular contributions each institution is willing to pay;

- the level of USS pensions risk each institution is willing to bear; and
- the institution's preferred approach to future benefits.

Members discussed the paper and offered comments on how this could be developed further and provided to Court for information, at this stage.

It was **agreed** that University officers would draft an appropriate response, taking account of the views expressed, and circulate this to CBG members for further comment prior to the consultation deadline of 29 September.

## 6. Court Strategy Session 2017 – initial planning

The Principal proposed that, subject to further discussion at Court, the 2017 Strategy Session should feature:

- An opening welcome from the Convener of Court
- A discussion around how best to demonstrate the University's 'productivity, impact and contribution' – taking the opportunity to unpick key metrics and with the aim of giving academic staff the capacity and environment to enable them to focus on academic endeavour.
- Building on the recent Executive Team Strategy discussion, a series of headline opening sessions from each Dean and the Chief Financial Officer/University Secretary and Compliance Officer, setting out their vision for 'Strathclyde 2025' for their respective areas, with the majority of time from each of these sessions dedicated to Court discussion following high level introduction.
- Linked to this, a discussion focusing on the University's narrative and positioning – internally and externally.
- A follow up aggregate picture and vision put forward by the Principal and Vice-Principal in the afternoon session.

CBG members discussed the content and format proposed for Court's November Strategy Session and offered the following comments:

- The model used in 2016 whereby a Court buddy provided input ahead of and during the Court Strategy Session may be useful to replicate, noting Court very much welcomed the greater level of engagement with delivery of the Court Strategy Session achieved in 2016.
- It would be helpful to consider a range of options for the pre-dinner speaker slot in the programme, potentially making a link with the 2025 vision theme, to bring an external perspective.

CBG agreed that a further discussion should take place at the Court meeting on 28 September.

## 7. Draft Court Agenda, 28 September 2017

Members considered and **approved** the draft agenda for the September meeting of Court, subject to minor amendments.

## 8. AOB

There was no other relevant business.

## REPORT OF THE REMUNERATION COMMITTEE MEETING HELD ON 27<sup>th</sup> AUGUST 2017

The following items are provided for Court to **note**:

Remuneration Committee members were reminded that, in advance of the meeting, the Deputy Convener of Court (Staffing), who is also Convener of the Remuneration Committee, had asked all Court members to provide any specific policy advice to the Remuneration Committee. One member of Court had responded, advising the Remuneration Committee to ensure that senior salaries remained competitive in light of the potential implications and uncertainty resultant from Brexit. The Committee noted this and received an update from the Director of Human Resources on the University's ongoing activity to monitor any staffing implications resultant from Brexit.

- **Executive Team plus Associate Deputy Principals' Remuneration and Performance**

The Remuneration Committee noted a range of benchmarked sector data on Senior Officer/ Executive Deans' Remuneration from the Universities and Colleges Employers' Association (UCEA) Annual Remuneration Survey. The Remuneration Committee resolved that salary increases should be awarded in cases where there had been exceptional performance over a sustained period. In other cases, a one-off bonus for exceptional performance in a particularly challenging year was awarded. In all cases, Remuneration Committee's decision making was guided by the 'Contribution Pay Policy: Remuneration Committee', which had been approved by Court in October 2014.

- **Directors of Professional Services' Remuneration and Performance**

The Remuneration Committee noted a range of benchmarked sector data on Professional Services Directors' Remuneration from the Universities and Colleges Employers' Association (UCEA) Annual Remuneration Survey. The Remuneration Committee agreed a small number of recommendations for a salary increase following sustained exceptional performance. In both cases, Remuneration Committee's decision making was guided by the 'Contribution Pay Policy: Remuneration Committee', which had been approved by Court in October 2014.

- **Principal's Remuneration**

The Remuneration Committee noted two sets of benchmarked sector data on Vice Chancellors' remuneration taken from the Committee of University Chairs annual return on Principals' remuneration and from the UCEA annual survey on senior salaries. It was confirmed that, as required within the Scottish Code of Good Higher Education Governance, the previous Convener of Court had sought feedback on the Principal's performance from all Court members prior to the annual performance review meeting between the Principal and the Convener. Feedback received had been universally positive. The Committee agreed that the Principal's performance in recent years had continued to be excellent, with clear progress in the planning and execution of the University's strategy and in the operational delivery against KPIs. The Committee was reminded that the Principal did not receive the nationally negotiated general pay increase. The Committee agreed a consolidated pay increase in line with the national pay award which had already been applied to the salaries of other University staff.

- **Remuneration Committee Terms of Reference**

In line with the Committee of Scottish Chairs' Guidance Note on the operation of Remuneration Committees in Scottish Higher Education, the Remuneration Committee noted the requirement that the remit of the Remuneration Committee be reviewed every three years by Court. Remuneration Committee gave initial consideration to the remit and composition and agreed that further consideration would ensue outwith the meeting, allowing, for example, for input from the current Court effectiveness review.

- **Items for noting**

The Committee noted a small number of exceptional salary increases which had been agreed outwith the standard contribution pay processes and a number of voluntary severance cases which had been agreed during calendar year 2016. The Committee noted that the voluntary severance approval process had been satisfactorily audited by the Internal Audit team earlier in 2017.

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September 2017

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## Audit Committee Report to Court

The Audit Committee met on 7 September 2017.

**Audit Committee makes a recommendation to Court in regard to the following item:**

### 1. Committee Terms of Reference

Audit Committee discussed proposed revisions to its Terms of Reference, following on from a sector mapping exercise requested at the previous meeting, and **approved** them for recommendation to Court, subject to minor amendments.

*Court is invited to **approve** the proposed amendments to University Regulations at Annex A in order to reflect the Audit Committee's revised Terms of Reference.*

**The following items were discussed by the Audit Committee and are provided here for Court to note:**

### 2. SIMS

The Associate Principal and Director of Continuous Improvement updated the Committee on developments with the Student Information Management System (SIMS) Project. Following a report to the Executive Team before the summer, some key business risks and project governance issues had been identified. A detailed review had been initiated resulting in a number of immediate actions intended to support the mitigation of risk. These included the establishment of an executive level Steering Group, supported by an Operational Group, to oversee the appropriate arrangements for governance, strategic alignment, decision-making, and benefits realisation. The Steering Group would report regularly to the Executive Team.

The situation had been further complicated by the departure of key staff from the University's software implementation partner, which had been sold following financial difficulties experienced by the parent company in the USA.

An external review of the work undertaken to date had been commissioned and a revised project plan would be considered by the Executive Team in September. A more detailed report on developments would be presented to the Audit Committee in November.

### 3. Corporate Risk Register

The Chief Financial Officer introduced the paper, noting that there had been significant additions and enhancements.

The Committee welcomed the helpful level of reflection and detail in the risk register and **endorsed** the University's top risks and mitigating actions for onward transmission to Court.

### 4. Internal Audit

#### a) IAS Annual Report 2016/17 (Draft)

Members discussed the Draft Report and the following points were noted:

- The majority of planned work had been completed;

- Three reviews had been carried forward;
- Two unplanned management reviews were carried out;
- All but two of the reviews undertaken in 2016/17 were categorised as satisfactory; and
- Over 80% of recommendations had so far been implemented.

#### **b) IAS Activity Report**

The Committee noted the progress made against the delivery of the Audit Plan for the current academic year.

#### **c) Audit Report: Review of EPSRC Future CMAC Research Hub**

Members considered a final Report on the review of the EPSRC Future CMAC Research Hub, noting that some Tier 2 partners had yet to finalise their contracts. The CFO would pursue this with the Hub and provide an update to the Audit Committee in due course.

#### **d) Audit Report: Review of Maintenance**

Members discussed a Report on the review of Maintenance and queried whether quality monitoring processes had been included in the audit, particularly in light of the current level of public interest in the quality of building maintenance and materials. The Head of IAS agreed to check and confirm this to Audit Committee.

#### **e) Audit Report: Review of Purchase to Pay**

Members discussed the Report on the review of Purchase to Pay noting that some observations contained in the body of the report should be more clearly reflected within the recommendations. Members expressed a desire for key follow up actions, such as retesting, to appear in the recommendation sections, where appropriate.

### **5. Investigation under the Fraud Prevention Policy**

Audit Committee noted the report of a recent investigation conducted under the University's Fraud Prevention Policy. The disciplinary proceedings following the investigation were now complete and it was not anticipated that there would be any loss to the University from the events.

### **6. Audit Committee Annual Report 2016/17 (Draft)**

Audit Committee noted the draft report and the opportunity to provide comments directly to the Committee Manager ahead of the November meeting.

### **7. Review of 2016/17 Accounts Direction from the Scottish Funding Council**

Audit Committee noted the paper.

### **8. Statement on Corporate Governance and Internal Control**

Audit Committee noted and **approved** the draft Statement on Corporate Governance and Internal Control intended for inclusion within the University's 2016/17 Financial Accounts.

## **9. Investigation Under the Public Interest Disclosure (Whistleblowing) Policy**

Audit Committee noted the Report and requested that the University Secretary and Compliance Officer be invited to speak to it at the next meeting.

## **10. Annual Report on Audit Committee Attendance**

Audit Committee noted the Report.

## **11. Information Security Annual Report 2016/17**

Audit Committee noted the Information Security Annual Report. The Director of Information Services had been invited to attend the February 2018 Workshop to discuss Information Security.

## ANNEX A

### Audit and Risk Committee

#### *Terms of Reference*

#### **Purpose**

- 1.2.7 The Audit and Risk Committee reports to the University Court and oversees the arrangements for risk, internal control and governance, including the associated assurances for external and internal audit of the University's financial and management systems and the activities and processes related to these systems.
- 1.2.8 The committee is authorised by Court to obtain outside legal or other independent professional advice and to secure the attendance of non-members with relevant experience and expertise if it considers this necessary, normally in consultation with the Principal and/or convener of Court.
- 1.2.9 It is also authorised to investigate any activity within its terms of reference and to seek any information it requires from any employee, and all employees are directed to co-operate with any request made by the committee.

#### **Main Duties**

- 1.2.71.2.10 The specific duties of the Audit Committee shall be to:

#### **Audit and Internal Controls**

- (a) keep under review the adequacy and effectiveness of the University's corporate governance arrangements, and its financial and other internal controls systems,
- (b) consider the effectiveness of the University's policy on whistleblowing and its arrangements for the prevention, detection or investigation of questions of fraud or other financial irregularities and be notified of any actions taken in line with such arrangements
- (c) to monitor and be satisfied that suitable arrangements are in place to promote economy, efficiency and effectiveness (value for money) in the management of the University's resources
- ~~(e)~~(d) ensure the appropriate investigation of significant losses and that the relevant parties have been informed

#### **Internal Audit**

- ~~(d)~~(e) consider and advise the Court on the criteria for the selection and appointment of the Head of the Internal Audit Service or the appointment and terms of engagement of the internal audit service
- ~~(e)~~(f) review and endorse the Internal Audit Service's draft assurance strategy and annual plans; consider major findings of internal audit reviews and management's response and be satisfied that appropriate action is taken
- ~~(f)~~(g) monitor the implementation of agreed audit-based recommendations
- ~~(g)~~(h) consider if the resources made available to the Internal Audit Service are sufficient to meet the University's needs and make recommendations to the Court, if appropriate
- ~~(h)~~(i) promote co-ordination between the internal and external auditors

#### **External Audit**

- ~~(i)~~(j) advise the Court on the appointment of the external auditors, the audit fee, and any questions of resignation or dismissal of the external auditors
- ~~(j)~~(k) discuss with the external auditors, before the annual audit begins, the nature and scope of the audit
- ~~(k)~~(l) review the annual financial statements, prior to submission to the Court, in the presence of the external auditors and alongside the auditors' formal opinion, the Management Letter and the Statement of Corporate Governance and Internal Control,

in accordance with the Scottish Funding Council's accounts direction, financial memorandum and other relevant direction and guidance

~~(f)~~(m) discuss with the external auditors any issues and reservations arising from the annual audit, including a review of the management letter, incorporating management responses and any other matters the external auditors may wish to discuss (in the absence of management where necessary)

~~(m)~~(n) to review and approve policy on the engagement of the external auditors to supply non-audit services

~~(n)~~(o) monitor annually the performance and effectiveness of the external auditors, including any matters affecting their independence or objectivity, and make recommendations to the Court concerning their reappointment, where appropriate

## Risk Management

~~(e)~~(p) to monitor and ensure the effectiveness of the University's approach to risk assessment and management through regular review of the Corporate Risk Register and reports from relevant University officers or committees.

(q) to review the prioritisation of risk management focus via the Corporate Risk Register, taking into account financial, reputational and commercial risks.

~~(p)~~(r) to ensure that audit work is informed by risk management

## Reports

~~(q)~~(s) consider the impacts of reports or guidance issued by relevant external bodies, including the Scottish Funding Council, and make recommendations to the Court, where appropriate

~~(r)~~(t) to receive, as appropriate, reports on the implementation of major projects within the University covering progress, risks and mitigations.

(u) to receive reports, as appropriate, where there is a potential reputational, commercial and/or financial risk to the University.

(v) Prepare and present to Court, and subsequently to the Scottish Funding Council, an annual report covering the University's financial year and any significant events up to the date of preparation. The report should express opinions in relation to the committee's review of the effectiveness of institutional arrangements for:

i. Risk management, control and governance (including the adequacy of the governance statement)

i-ii. Economy, efficiency and effectiveness (value for money)

## Other

(w) consider such other topics as may be remitted by the Court from time to time

~~(s)~~(x) review, on an annual basis and in consultation with Court, the committee's own performance against accepted good practice

## Composition

~~4.2.8~~1.2.11 The Committee shall consist of no fewer than four lay members of the Court, of whom one shall be Convener. At least one member shall have recent relevant experience in finance, accounting or auditing. The Committee may co-opt up to two further ~~members, either lay members or~~ individuals external to the University, who should not have significant interests in the University, for a period of time to be determined by the Committee. The convener of Court should not be a member of the committee.

## Meetings

1.2.12 Meetings shall normally be held at least four times each financial year. The external auditors or head of internal audit may request a meeting if they consider it necessary.

1.2.13 The committee should meet with the external and internal auditors, without any officers present, at least once a year.

### **Quorum**

1.2.14 There shall be a quorum at any meeting of the Committee when not less than 3 members, at least 2 of whom are members of Court, not less than half of the members and at least two lay members of the Committee are present. In the absence of a quorum no business shall be transacted other than the adjournment of the meeting.

*Approved by Court: DATE*

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## **Report to Court from Estates Committee**

The Estates Committee met on 22 August 2017 and the following items were among those discussed:

### **For Noting by Court:**

#### **1. Stage 2 Report for Learning and Teaching Project**

The Committee considered a summary of the Stage 2 (Concept Design) report prepared by the Design Team and noted that the full report was available for inspection. Additionally, Graham Forsyth, the Project Manager for the Learning and Teaching project, made a presentation to the Committee on the progress to date and the impact of its construction on the available teaching space on campus. The Committee was presented with the proposed layouts for the various levels of the new development. The overall concept for the interior design of the Colville and Architecture buildings was illustrated, including the exposing of existing columns, downstand beams and soffits as well as paired back walls and concrete flooring. It was reported that feature areas would be emphasised by the use of different material finishes and through the use of colour, particularly in the furnishings. It was stated that the development would ultimately provide a wide range of learning environments encompassing lecture space, large group working and individual study areas. It was noted that the mix of teaching accommodation had been agreed, following a wide consultation with staff and students. A series of slides of “mood boards” for social spaces, lecture theatres and the students’ union was provided in order to illustrate some of these concepts.

The USSA President indicated that the feedback to the plans from the student body was very positive. The development was deemed to be modern, new and exciting. USSA did however underscore the need to replicate its current access to bookable space in the current Union building with similar facilities going forward.

Some questions were raised regarding the potential for student flow issues, in particular in relation to the planned 400 seat lecture theatre. The Project Manager assured the Committee that this was being reviewed at present and would be addressed fully in the final design for the building.

#### **2. Wolfson Biomedical Engineering Refurbishment**

The Committee considered a summary of the Stage 3 Design report prepared by the Design Team and noted that the full report was available to Committee members for inspection. This project entails the refurbishment of the existing building to provide enhanced and expanded learning and research spaces and to allow for evolving educational pedagogies. It was reported that the Stage 3 report would shortly be reviewed in conjunction with the Biomedical department to enable the Design Team to move forward to tender. It was stated that decant accommodation was ready and that the relocation process would take place some 2-3 weeks from the date of the meeting.

The Committee noted the content of the report.

#### **3. Review of External Fabric of Campus Buildings**

The Committee was notified that, following the recent fire at Grenfell Tower in London, a review had been undertaken of all of the University’s buildings to ensure the facades were fully compliant with fire safety standards and posed no associated risk to the occupants. The outcome of this review had previously been presented to the Executive Team. Related to this, in July 2017, the Scottish Funding Council (SFC) had requested that all Universities report on the status of their Buildings with regard to Aluminium Composite Material (ACM) cladding. Forty four existing buildings were included in the review, as were five buildings/projects that were either under construction or in the planning phase. It was noted that the University had already responded to SFC to confirm that no building under its ownership, operation or utilisation, including external Residences operated by third parties,

had ACM cladding in place. However it was reported that there were two buildings for which some additional information was being sought at present:

- John Arbuthnott - Specification requirements were being checked. Confirmation from the Design Team/Contractor was being sought, with an anticipated timescale for completion by 30 August 2017. (**Note:** Subsequent to the meeting this was verified as compliant).
- Hamnett Wing - Checks on the fire stop joint spray were required, with an anticipated completion timescale of 30 August 2017. (**Note:** Subsequent to the meeting this was verified as compliant).

There were a further two buildings which had non-cladding related issues, though these were deemed low risk, namely:

- Wolfson - Hollow voids were noted as present in the external vertical fins of the building. It was stated that this building was due to be vacated within the next month and the upgrading of fire compartmentalisation and fire stopping was included in that refurbishment.
- Birkbeck Court –The insulation in place was protected by a cement render but regular checks were required to ensure its integrity. A sample of insulation has been taken and sent for analysis. It was further indicated that the previously approved overcladding works to the John Anderson building, the only cladding exercise currently planned, would entail a fully complaint system in relation to fire safety, including the requirement to use only inert, solid aluminium which has an A1 Non Combustible fire rating and firebreaks.

The Committee was notified that various actions were being progressed by Estates Services to complete the due diligence exercise including:

- the surveying and sampling of those buildings identified as requiring further clarification, to obtain results in terms of insulation fire resistance,
- undertaking a review of information provided in Operation and Maintenance manuals for existing buildings, and consultation with Design Teams and Contractors, to establish details of materials where this information is not available, and
- if any items were found to be non-complaint these would be risk assessed and addressed through the current fire risk improvement budget.

#### **4. Jordanhill Campus**

The Committee was reminded that the developer, Cala, had submitted a detailed planning application in March 2017 and that this had resulted in various objections from the local community, particularly in relation to:

- the density of development that Cala is now pursuing, which has increased from that envisaged in the Planning Permission in Principle (PPP),
- the capacity of the local schools and
- transport issues.

It was reported that, in May 2017, the University had received notice of a Judicial Review citation submitted to Glasgow City Council by Jordanhill Community Council, calling for a review of the PPP approval process. Cala and Jordanhill School have also been named in the citation as interested parties. The Judicial Review is scheduled for a two-day hearing in the Court of Session, commencing on 16 November 2017. The University will be represented at the Hearing by Queen's Counsel, with Estates Services representatives also in attendance.

Depending on the outcome of this process, there may be a delay in the timing of the capital receipt.

**5. Reserved**

**[RESERVED ITEM]**

*AL, Sept 2017*

## MATTERS TO BE NOTED FROM THE STAFF COMMITTEE MEETING HELD ON 16 JUNE 2017

The following items are provided for Court's information.

- **STRATEGIC RECRUITMENT**

The Director of Human Resources reported that an ambitious new campaign would be launched shortly to recruit up to 60 academics ranging from early career to leading professorial appointments. The campaign would bring together the existing professorial Global Talent Attraction Platform and the Strathclyde Chancellor's Fellowship Scheme. There would be a broad based recruitment campaign in print, online adverts and social media. The timing of the campaign would take account of longer notice periods for Professors and potential deadlines for portability of outputs for the next REF. An update would be provided at the next meeting of Staff Committee.

- **EMPLOYEE RELATIONS**

The Director of Human Resources reported that UCU had consulted with its branches on the final national pay offer of 1.7% and would now consult with members on the offer. Unison and Unite would consult with their members in June and July. An update would be provided at the next meeting of Staff Committee.

- **PROFESSORIAL ZONING**

The Director of Human Resources was pleased to report that the process had now been concluded.

- **STRATHCLYDE AS A SOCIALLY PROGRESSIVE EMPLOYER**

The Director of Human Resources reported that Carer's week had taken place on 12 – 16 June with involvement from a number of organisations including Enable Scotland and Carers Scotland with the aim of providing additional support to staff with caring responsibilities.

The Director of Human Resources also reported that Wellbeing Week went well with events attended by 635 members of staff.

- **ACADEMIC CAREER DEVELOPMENT FRAMEWORK**

The Deputy Director of Human Resources introduced the Academic Career Development Framework, which proposed a shift away from the current three-year probation period for early career academics to a revised framework that would encompass a twelve-month probation period and a three-year development plan to support career development.

Staff Committee **was content** with the direction of travel proposed in the Framework and noted that transitional arrangements would be developed for current probationers.

- **GENDER BASED VIOLENCE POLICY**

The Director of Human Resources advised that the University would be undertaking a Scottish Government funded two-year pilot project to implement Scotland's national Equally Safe Strategy in a higher education setting. The Staff Committee **discussed** and **agreed** the policy subject to minor amendments. As part of the project, a questionnaire would be issued, the responses from which may further guide the policy. The Director of Human Resources highlighted the sensitivities involved and acknowledged the complexities surrounding implementation of the policy.