

COURT

A meeting of Court will be held on **Wednesday 15 February 2023 at 2pm** in the Senate Room

Amber Higgins, Executive Officer and Clerk to Court 0141 330 4976 amber.higgins@glasgow.ac.uk

AGENDA

Item	Title	Lead	Paper No.	Page nos.	Action
1.	Welcome, Apologies, Introductions, Noting of Pre-Court briefing, Declarations of Interest	Convener	Oral		
2.	Minutes of meeting held on Wednesday 23 November 2022	Convener	2.		For approval
3.	Matters arising not otherwise on the Agenda	Convener	Oral		
	Reports 4 to 7 below show some items as starred*. Starred items are the main items for discussion and/or approval.				
4.	*Technology Strategy – Progress and next steps <i>Presentation by Susan Ashworth, Executive Director of Information Services, Mark Johnston, Director of IT, Neil McChrystal, Director of Technology Strategy and Alun McGlinchey, Chief Information Security Officer on the Technology Strategy</i>	Susan Ashworth	4.		For information/discussion
5.	Report from the Principal <i>*Admissions *Higher Education Developments *SRC Joint Statement *Senior Management Group business</i>	Principal	5. and annex		For information/discussion
6.	Report from the University Secretary <i>*Ross Report update *Industrial Tribunal *Glasgow Green *Transformation Update *External Relations – Communications update *Organisational Change *Court and Sub Committee membership *Student Accommodation issues *Pay and Pensions</i>	David Duncan	6. and annexes		Items for approval/ otherwise for discussion/ information
7.	*Student Matters, including: Rectors Update, SEC Report, SRC President update	Rector/ Rinna Väre	7.		For information/discussion

8.	Reports of Court Committees				
8.1	Finance Committee <i>Papers withheld due to FOI exempt/Commercial sensitivity</i>	Gavin Stewart	8.1 and annexes		For information/discussion/approval
8.2	Estates Committee <i>Papers withheld due to FOI exempt/Commercial sensitivity</i>	Ronnie Mercer	8.2		For information/discussion/
8.3	IPSC <i>Papers withheld due to FOI exempt/Commercial sensitivity</i>	Frank Coton	8.3		For information/discussion
8.4	Health, Safety & Wellbeing Committee	David Duncan	8.4		For information/discussion/
9.	Communications from Meeting of Council of Senate held on 13 December 2022 and 2 February 2023	Martin Hendry	9.		For information
10.	Annual Complaints Report 2021-22	David Duncan	10.		
11.	Any Other Business Court members are asked to inform the Secretary of Court 2 days in advance of the meeting, if they have items of Other Business for discussion	Convener	Oral		
12.	Date of Next Meeting Wednesday 19 April 2023 at 2pm held in the Senate Room.				
13.	Visit to Chapel Carolyn Kelly, University Chaplain to give a brief talk in the Chapel on work of the chaplaincy.	Carolyn Kelly			For information



Court – Overview

Wednesday 23 November and 1 December 2022

CRT/2022/15. Finance Committee

CRT/2022/15.1 Financial Statements 2020/21

Court having received the statements, the Executive Director of Finance, Gregor Caldow, gave a presentation on the University's financial statements for the year to 31 July 2022. Court approved the Financial statements for 2021/22 of the University of Glasgow following minor amendments.

CRT/2022/15.1 CAPEX – Hard Facilities Management Contract

Court received a presentation from Ian Campbell, Executive Director of Estates on an investment request for the Hard Facilities Management contract. Court approved the investment request of £72m over 5 years for the Hard Facilities Management contract.

CRT/2022/16. Innovation Strategy

Court noted that the Innovation Strategy which had been given as part of the pre-Court meeting. Court approved the Innovation Strategy 2022-2025 and agreed that Court would receive regular updates as progress was made.

CRT/2022/17. Learning and Teaching Strategy

Court received a presentation by Professor Moira Fischbacher-Smith (Vice Principal (Learning and Teaching)) on Learning and Teaching Strategy implementation

CRT/2022/18. Report from the Principal and CRT/2022/27. Ross Report – Gender Based Violence and Sexual Misconduct

The Principal reported that the full report by Morag Ross KC had now been received (the Ross Report". The review had been carried out over the last year and had centred on the University's current staff and student procedures and support arrangements in relation to gender-based violence and sexual harassment.

Members of Court welcomed the commissioning of the report by SMG and although the report highlighted areas that required improvement, it was acknowledged that the University's key priority was supporting the safety and wellbeing of its staff and students.

Court agreed that the action plan was the most appropriate way forward and would receive an update at its next meeting.

CRT/2022/07. Report from the University Secretary

Court noted the report from the University Secretary - Paper 8. The following areas were discussed in further detail by Court.

- *Conflict of Interest Policy* - Court approved the updated policy.
- *SFC Outcome Agreement* - Court approved the SFC Outcome Agreement which reflected the progress towards meeting key SFC and Scottish Government priorities.

- *Organisational Change* - Court noted a proposal for the future shape of Centre for Open Studies in University Services
- *Student Accommodation Issues* - Court noted the open letter that the University had received from the SRC Executive and the University's response.
- *Scottish Code of Good Higher Education Governance* - Court noted the University was taking the lead on the revision of the Scottish Code of Good Higher Education Governance.
- *Honorary fellowship* – Court approved the award for Jim Ferrie.

CRT/2022/21. Reports from Court Committees – Key points

CRT/2022/21.2 Audit & Risk Committee

Court noted that the Committee had received the University's financial statements for the year ended 31 July 2022 and had also received the internal auditor's annual report and for the 12 reviews completed in 2021/22. Court noted the annual report.

Court also noted the approval of the Annual Statement on Compliance with the Concordat to Support Research Integrity 2022.

CRT/2022/21.6 Remuneration Committee

Court approved the uplift of the daily rate to £550 for the remainder of the term of the current Convener of Court.

CRT/2022/22. Annual Report for the Scottish Funding Council – Institution Review of Quality Academic Year 2021-22

Court approved the Annual report to the Scottish Funding Council.



Draft Court

Minute of Meeting held on Wednesday 23 November 2022

Present:

Ms Elizabeth Passey Co-opted Member (Convener of Court), Dr Craig Daly (Trade Union Nominee), Professor Nicola Dandridge (Co-opted Member), Theo Frater (SRC Assessor), Professor Dan Haydon (Elected Academic Staff Member), Professor Nick Hill (Elected Academic Staff Member), Stuart Hoggan (General Council Assessor), Mr Christopher Kennedy (Elected Professional Services Representative), Professor Simon Kennedy (Elected Academic Staff Member), Mr Laic Khalique (Co-opted Member), Jonathan Loukes (Co-opted Member), Professor Kirsteen McCue (Elected Academic Staff Member), Mr Ronnie Mercer (Co-opted Member), Dr Christine Middlemiss (General Council Assessor), Professor Sir Anton Muscatelli (Principal), Dr June Milligan (Co-opted Member), Shan Saba (Co-opted Member), Mr Gavin Stewart (Co-opted Member), Rinna Väre (SRC President), Dr Bethan Wood (Elected Academic Staff Member).

Attending:

Gregor Caldwell (Executive Director of Finance), Professor Frank Coton (Senior Vice Principal and Deputy Vice Chancellor (Academic)), Dr David Duncan (Chief Operating Officer [COO] & University Secretary), Amber Higgins (Executive Officer and Clerk to Court), Professor Martin Hendry (Clerk of Senate), Christine Barr (Executive Director of P&OD), Ian Campbell (Executive Director of Estates), Professor Moira Fischbacher-Smith (Vice Principal (Learning and Teaching)), Uzma Khan, (Vice Principal (Economic Development and Innovation)) and Declan Weldon (Executive Director of Innovation and Engagement)

Apologies:

Cllr Susan Aitken (Glasgow City Council Assessor), Mr David Finlayson (Co-opted Member), Paula McKerrow (Trade Union Nominee), Ms Elspeth Orcharton (Co-opted Member), Lady Rita Rae (Rector)

CRT/2022/12. Announcements and declaration of Interests

The Convener welcomed Professor Dan Haydon (Elected Academic Staff Member) and Theo Frater (SRC Assessor) as new members of Court, to the meeting.

There was the following declaration of interest in relation to business to be conducted at the meeting: Professor Sir Anton Muscatelli as a Trustee of USS, as an ongoing declaration, given the updates on the scheme.

A pre-Court briefing took place on the Innovation Strategy, presented by Uzma Khan, Vice Principal (Economic Development and Innovation) and Declan Weldon Executive Director of Innovation and Engagement. Court's thanks for the briefing were recorded.

Court was reminded that papers and business were confidential.

CRT/2022/13. Minutes of the meetings held on Wednesday 28 September 2022

The minutes were approved.

CRT/2022/14. Matters Arising

No substantive items were raised.

CRT/2022/15. Finance Committee

CRT/2022/15.1 Financial Statements 2020/21

Court having received the statements, the Executive Director of Finance, Gregor Caldwell, gave a presentation on the University's financial statements for the year to 31 July 2022.

Court noted the summarised position, which highlighted the strong financial performance and growth during the year, with a management accounts surplus of £146.5m pre the movement in the USS pension Scheme. The significant adverse movement in the USS pension scheme this year had turned the surplus into a deficit and therefore the overall deficit after tax reported in the financial statements was £73.7m.

Court also noted the main movements within the Management Accounts, which included: an increase in tuition fees of £22.7m, mainly as a result of an increase in overseas students and the January intake; lower-than-budgeted expenditure on staff costs of £17.3m due to voids caused by the impact of Covid-19 on the recruitment market and the current economy; consumables were higher than expected with a £10.9m increase; commercial contribution increased by £22.8m, mainly due to the operation of the Lighthouse Laboratory; and there was a saving of £19.9m to budget with regard to Infrastructure and Strategic Investment spend due to delays in research, learning and teaching, sustainability and innovation strategy spend and college rolled forward spend.

The main movements between the Management Accounts and the Statutory Accounts, which included: a pension charge of £5.6m, reflecting current service cost and interest, mainly in the UGPS pension scheme; a decrease in the required holiday pay accrual of £1.4m (FRS102 adjustment); a £215.6m increase in the USS deficit provision; an actuarial gain of £48.5m, due to the UGPS pension, mainly due to an increase in the discount rate reducing the value of liabilities, were noted.

During the discussion, Court noted the year-on-year movements, which included: an increase in tuition fees of £87.9m, due to higher than expected student numbers; SFC Income decreased by £19m mainly due to the additional funding that had been received in 2021 for one off Covid grants; staff costs increased by £28.7m due to a 6.5% increased staffing levels to support increased student numbers and a 1.5% pay increase; other income and expenses have had a negative impact of around £24.6m mainly as a result of increased student related costs; FRS102 movement of £209.9m, mainly reflected the movement in the USS pension year on year.

Stuart Hoggan on behalf of the Audit and Risk Committee reported that the External Auditors, PwC were expected to issue an unqualified audit opinion and that the Audit and Risk Committee had recommended the Financial accounts for approval.

During the discussion it was noted that Court welcomed the changes to the Reports and Financial statements and the steps to modernise the presentation and move towards integrated reporting. Minor changes to the Financial statements were recommended before final submission to PwC.

Court approved the Financial statements for 2021/22 of the University of Glasgow following minor amendments.

CRT/2022/15.1 CAPEX – Hard Facilities Management Contract

Court received a presentation from Ian Campbell, Executive Director of Estates on an investment request for the Hard Facilities Management contract. The investment would allow for a new maintenance contract for the planned and reactive maintenance of the University estate. This had been identified as a key strategic priority following an ongoing review of service delivery within the Estates Directorate. A new service model, led by Facilities Services within the Estates Directorate, would deliver 'hard facilities management' services (referred to as Hard FM) via a new 5-year contract. This would be a major step change to provide 'property maintenance as a service' over a 5-year contract period.

This approach would be complementary to the recently launched new operating model within Facilities Services. There would be a greater focus on proactive maintenance with the aim of progressing in outer years to a business focussed maintenance strategy, targeting higher priority business-critical assets to the new contract would significantly improve the reactive maintenance service by increasing first times fixes, quickening delivery times and removing the current backlog of tasks.

The new contract would also involve a significant risk transfer from the University to the provider; all repairs under £1,000 would be covered by the contractor. The contract term, which was the norm in all modern facilities management contracts incentivises the contractor to ensure all repairs are completed fully rather than just apply short term fixes. The model would also provide a one-off condition survey of the estate followed by regular updates on assets; this would inform the strategic asset management plans as well as supporting tactical decision making on maintenance investment and lifecycle replacement planning.

During the discussion the Court noted that the Estates Committee and Finance Committee had both reviewed and were recommending approval of the investment request.

The Court noted that this was not a request for additional spend rather, it was a change to the way the budget for this area was spent. Although it would not provide a financial saving, it would have significant benefits to both staff and students in terms of time spent chasing repairs and also lead to more issues being resolved swiftly.

Court approved the investment request of £72m over 5 years for the Hard Facilities Management contract.

CRT/2022/15.3 Finance Committee

It was noted that the Committee had received a number of papers which outlined the current financial position of the University. It was also noted that at its September meeting the Finance Committee had approved the HSBC Facility Renewal letter which now required Court approval.

Court approved the signing of the HSBC Facility Letter.

CRT/2022/16. Innovation Strategy

Court noted that the Innovation Strategy which had been given as part of the pre-Court meeting. During the presentation it was noted that the strategy had been refreshed and that it had set out a clear vision, priorities and the actions required to deliver on our ambitions by 2025. The refresh had drawn on existing and new data and had been undertaken following consultation with stakeholders to inform the approach. The strategy recognised the alignment and synergies with other thematic strategies – including Research Strategy, Learning and

Teaching, Global Glasgow and the emerging Civic Strategy.

During the discussion a number of suggestions were made which would be incorporated into future updates.

Court approved the Innovation Strategy 2022-2025 and agreed that Court would receive regular updates as progress was made.

CRT/2022/17. Learning and Teaching Strategy

Court received a presentation by Professor Moira Fischbacher-Smith (Vice Principal (Learning and Teaching)) on Learning and Teaching Strategy implementation. The presentation provided an update on the implementation since it was approved in February 2021. The terms of references for the workstreams were outlined: Assessment and Feedback & Policy Changes; Transforming Curricula; Student Skills and Professional Development; and Evolving Teaching Practice. The initial list of proposed performance metrics were discussed during the presentation along with the next steps.

During discussion Court noted that there was still progress to be made on ensuring that there was adequate support in place for staff to make the best use of the technology, redesign curriculum and to ensure that all the IT systems were linked up. Court was pleased to gain visibility of the workstreams which underpinned to strategy as this highlighted the amount of work involved.

Court thanked Professor Fischbacher-Smith for the update.

CRT/2022/18. Report from the Principal

CRT/2022/18.1 Ross Report – Gender Based Violence and Sexual Misconduct

The Principal reported that the draft report by Morag Ross KC had been received recently. The review had been carried out over the last year and had centred on the University's current staff and student procedures and support arrangements in relation to gender-based violence and sexual harassment. Ms Ross had now concluded her review, having interviewed a large number of students and colleagues and given careful consideration to the current processes and how they had been applied in recent cases. The Ross report had made a number of recommendations and it was noted that the University was committed to implementing the recommendations arising from the review. It was also noted that an action plan had been drafted was currently being reviewed which included the establishment of a Working Group to lead the implementation of the recommendations. Regular reports would be provided to POD Committee, Student Experience Committee and Court on the progress of the recommendations with full implementation planned by the start of the next academic session.

Court agreed that Summary of recommendation and action plan would be circulated to members and an additional Court meeting would take place on 1 December 2022 to discuss the matter in more detail.

CRT/2022/18.2 Principal's Report

Court also received the report from the Principal – Paper 7. The following areas were noted:

- Scottish Government Emergency Budget Review – Court noted the funding position and ongoing discussions with the Scottish Government;
- Anti-Racism Campaign – Court noted that the University had launched a campaign

entitled Together Against Racism. The campaign was underpinned by real experiences of the student and staff community, and examples of unacceptable racial harassment, and it comprised one strand of the Understanding Racism, Transforming University Cultures action plan. The campaign included posters and other physical assets as well as digital content, including a social media campaign, video clips and a microsite on the web pages. Court welcomed the campaign and looked forward to seeing this format expanded to other areas, such as GBV;

- League tables – Court noted that the University had moved up the THE World Rankings by 4 places to 82nd and had 6 subject areas in the top 100. It was also noted that in the Guardian University Guide the University remained in 11th place. In the inaugural QS Sustainability Rankings the University had been 2nd in UK and 13th in the world.

The Convener thanked the Principal for the update.

CRT/2022/19. Report from the University Secretary

Court noted the report from the University Secretary – Paper 8. The following areas were discussed in further detail.

CRT 2022.19.1 Disability Services Review

Court noted that the matter was currently with the University's insurers and their solicitors and that they were trying to reach a resolution. It was also noted that the recommendations from the recent reviews continued to be implemented and good progress was being made.

CRT 2022.19.2 Industrial Tribunal

It was reported that the University was recently involved in an employment tribunal brought by a member of academic staff and that the outcome was anticipated by the end of November.

CRT 2022.19.3 Conflict of Interest Policy

Court noted that as part of the annual internal audit plan, the internal auditors had recently reviewed the University's Conflict of Interest policy and identified a number of actions which included updating the policy itself.

Court approved the updated Conflict of Interest Policy.

CRT 2022.19.4 SFC Outcome Agreement

Court approved the SFC Outcome Agreement which reflected the progress towards meeting key SFC and Scottish Government priorities.

CRT 2022.19.5 New and continuing Court Members

Court noted that Theo Frater had begun his term on Court from the 1 November 2022 as Assessor for SRC, for one year.

CRT 2022.19.6 Organisational Change

Court noted a proposal for the future shape of Centre for Open Studies in University Services which delivered the University's Open Programme of Studies. Change proposal would include a full review of the portfolio of courses, alongside reviewing administrative and academic staff roles, level of FTE, and the contractual arrangements for tutors. It was noted that the change programme would be carried out in three phases. OCGC had approved Phase 1 of the proposal, which would see a review and a reduction in the number of tutors in Short Courses who deliver the Access Programme as well as the Open Learning Courses across Access,

Languages and Counselling.

CRT 2022.19.7 Student Accommodation Issues

As discussed previously, Court noted that as in other cities across the UK, the contraction in the private rental Sector had affected the ability of students to find residential accommodation at the start of the academic year. Currently around 90% of students were housed outwith the University owned accommodation. It was noted that University had no control over the private rental sector or the legislation that governed this area at a local or national level. Court noted the open letter that the University had received from the SRC Executive and the University's response. It was noted that there would be an increase in nominations on student accommodation which had been taken for the next three years but this would have no impact on the amount of private rental accommodation available for students to rent.

The SRC President and SRC assessor expressed concerns about the lack of space for teaching and student activities and the effect this was having on students. The SRC President also stated that the University had a duty of care towards students and should ensure that students were able to find suitable residential accommodation. During the discussion concerns were also noted from staff in relation to the teaching accommodation available and the increasing student numbers.

Court noted that in October 2022 SMG had agreed to hold student numbers at flat growth for 2023/24 and that student numbers would be stabilised to allow for the new buildings to come online and to allow for the transformation project on timetabling to be fully implemented. This would ensure that timetabling was optimised before the next academic year starts.

It was noted that due to increase in funded places, as a result of the teacher assessed grades during the pandemic, there was a bulge of students working its way through the cohorts which had exacerbated the lack of student accommodation.

Court agreed to continue to monitor student numbers and the impact on the student experience.

CRT 2022.19.8 Pay and Pensions – industrial action

Court noted that the University had agreed to award an extra pay increase to colleagues across the University in addition to the average 3.18% uplift awarded nationally on 1 August. In light of the exceptional nature of this pay uplift, the University would not be proceeding with the annual Rewarding Contribution arrangements for this year.

The University had also committed to working in partnership with the trade unions on a revised pay structure to be introduced in Academic Year 2023-24. This would address pay anomalies and the erosion of pay differentials with a particular emphasis on those currently on grades 5 and 6.

CRT 2022.19.9 Scottish Code of Good Higher Education Governance.

Court noted the revised draft Scottish Code of Good Higher Education Governance and members were invited to make further comments directly to the University Secretary.

CRT 2022.19.10 Honorary Fellowship

Court approved the award of an Honorary Fellowship to Jim Ferrie.

CRT/2022/20. Student Matters, including: SEC Report; SRC President update

Court noted the SEC report and also noted that the SEC Strategy and action plan would come to the next Court meeting for discussion and approval.

CRT/2022/21. Reports of Court Committees

CRT/2022/21.1 Estates Committee

Ronnie Mercer, chair of the Committee, outlined the report from the Committee which provided an update on the issues in relation to space with accommodation on campus and the recommendation for the approval of the Hard Facilities Management Contract. It was also noted that a sub group had been formed to consider future contractor appointments for the proposed Multi-Use Facility which was the next major build planned for the Western Site.

The report was noted.

CRT/2022/21.2 Audit & Risk Committee

Stuart Hoggan updated Court on behalf of the chair of the Committee. Court noted that the Committee had received the University's financial statements for the year ended 31 July 2022. The Committee heard that on the basis of the work performed, the external auditors anticipated issuing unqualified audit opinions on the Group and University's financial statements, and on the University's subsidiary financial statements.

It was also noted that the Committee had received internal audit reports on reviews of: Core Financial Controls – Accounts Receivable and Credit Control; Compliance – Data Quality: HESA (Student) Return; Student Experience.

Court noted that the Committee had received the internal auditor's annual report and for the 12 reviews completed in 2021/22: 2 were green; 6 were green-amber; 3 were amber-red; and one was an advisory report. The internal auditors had issued an annual report for 2021/22, which included an opinion on the adequacy and effectiveness of governance, risk management and control, and of the University's economy, efficiency and effectiveness (value for money) arrangements. The opinion for 2021/22 was that "significant assurance with minor improvement opportunities" could be given on the overall adequacy and effectiveness of the organisation's framework of governance, risk management and control.

Court also noted the approval of the Annual Statement on Compliance with the Concordat to Support Research Integrity 2022.

The report and the Annual report to Court were noted.

CRT/2022/21.3 IPSC

Frank Coton, chair of the Committee reported that that the Committee had covered several topics including cyber security, a financial report of the investment plan, and a new business case for Infrastructure as a Service which was presented for initial review and feedback.

Court also noted that 98.3% of staff in the University had completed the enrolment for multi-factor authentication (MFA) and work was ongoing to enable MFA for associate, affiliate and honorary staff. It was also reported that communications had been launched to start the process of MFA enrolment for students.

The report was noted.

CRT/2022/21.4 People and Organisational Development Committee

June Milligan, chair of the Committee, reported that the Committee had heard a progress update from the People First: New Ways of Working theme leads and that the Executive Director of P&OD had given an update on strategic activity including the latest employee relations landscape, recruitment activity, diversity & inclusion, pay & reward, and colleague wellbeing.

The report was noted.

CRT/2022/21.5 Health Safety and Wellbeing Committee

Court noted the report and no substantive items were raised.

CRT/2022/21.6 Remuneration Committee

SMG members left the meeting for this item.

CRT 2022.21.6.1 SMG and Principal's Remuneration

June Milligan, chair of the Committee, reported that the Committee had met in November to discuss senior staff remuneration. Business at the meeting had also covered the Committee's annual report, which had included: a summary of the current strategic context and institutional performance; the Principal's report on SMG performance and reward; the review of the Principal's performance, which had been undertaken by the Convener of Court and the Chair of the Remuneration Committee, following consultation with Court members; Grade 10 Professorial and Professional Staff performance and reward; and Voluntary Severance cases.

Court noted that the Committee had agreed with the proposal outlined by the Principal at the meeting, that SMG would receive the 3% national pay uplift and the 3% agreed locally backdated to 1 August 2022. It was also noted that the Committee had agreed with the proposal outlined by the Convener of Court at the meeting, that the Principal would receive the 3% national pay uplift and the 3% agreed locally backdated to 1 August 2022. Court noted that the Principal's salary uplift had been in line with the contractual arrangements agreed by Court and had been subject to satisfactory performance, which had been confirmed.

The Convener of Court left the meeting for this item and Gavin Stewart assumed the Chair of the meeting.

The University Secretary returned to the meeting.

CRT 2022.21.6.2 Convener of Court Remuneration

June Milligan, chair of the Committee, reported that the Committee had noted that in 2017 Court had agreed remuneration for the role of Convener of Court set at a rate of £500 per day up to a maximum of 50 days a year. Court noted that a proposal had been put forward to uplift the rate to £550 per day. It was noted that the remuneration claimed in AY2021-22 had totalled £6.4k and that the role of Convener of Court allowed for loss of earnings to be claimed. Court was asked to approve the recommendation that the daily rate be increased to £550 per day for remuneration incurred during the remainder of the Convenor's term.

Court approved the uplift of the daily rate to £550 for the remainder of the term of the current Convener of Court.

Court noted that the nature of the Convenor's remuneration would be discussed at the next Remuneration Committee meeting with a formal proposal on the approach to remuneration for the Convenor appointed following election in 2024 put to Court in June 2023.

The Convener of Court and SMG members returned to the meeting.

CRT/2022/22. Annual Report for the Scottish Funding Council – Institution Review of Quality Academic Year 2021-22

Court had received a copy of the University's draft annual report to the Scottish Funding Council (SFC) on institution-led review of quality for 2021-22. The contents were specified by the SFC. The statement summarised activity undertaken by the University in reviewing its provision for students, including: Periodic Subject Review; annual monitoring, course evaluation and Graduate School review; professional, statutory and regulatory body (PSRB) activity; the University's strategic review of student-related services; and reflective overview, including the University's use of contextual information such as performance data and data from student surveys, both external and internal.

Having noted details of how the University assured the effectiveness of arrangements for maintaining academic standards and quality, Court agreed that the Convener of Court could sign off the required statement of assurance.

Court approved the Annual report to the Scottish Funding Council.

CRT/2022/23. Senate Matters

Court noted the report from the Senate meeting held on the 6 October 2022.

CRT/2022/24. Any Other Business

The Convener reported that no substantive business had been raised.

The Convener conveyed her thanks to the executive for their leadership during the calendar year, and also to court members for their contributions.

The Convener also thanked the School of Interdisciplinary Studies for hosting Court so warmly.

CRT/2022/25. Date of Next Meeting

The next meeting of Court will be held on Wednesday 15 February 2023 at 2pm in the Senate Room. A Pre-Court briefing will take place at 12pm.



University
of Glasgow

Technology Strategy – Progress and Next Steps

Susan Ashworth, Executive Director of Information Services

Mark Johnston, Director of IT

Neil McChrystal, Director of Technology Strategy

Alun McGlinchey, Chief Information Security Officer

**WORLD
CHANGING
GLASGOW**

THE SUNDAY TIMES
GOOD
UNIVERSITY
GUIDE
2018
SCOTTISH
UNIVERSITY
OF THE YEAR

Changes to Information Services

Continued focus on organisational capability and capacity

- To support strategic areas
- To support growth

Introducing you today to our new

- Director of Technology Strategy
- Chief Information Security Officer

Transitioned the Programme Management Office into Information Services

Today is an update on progress being made by my team

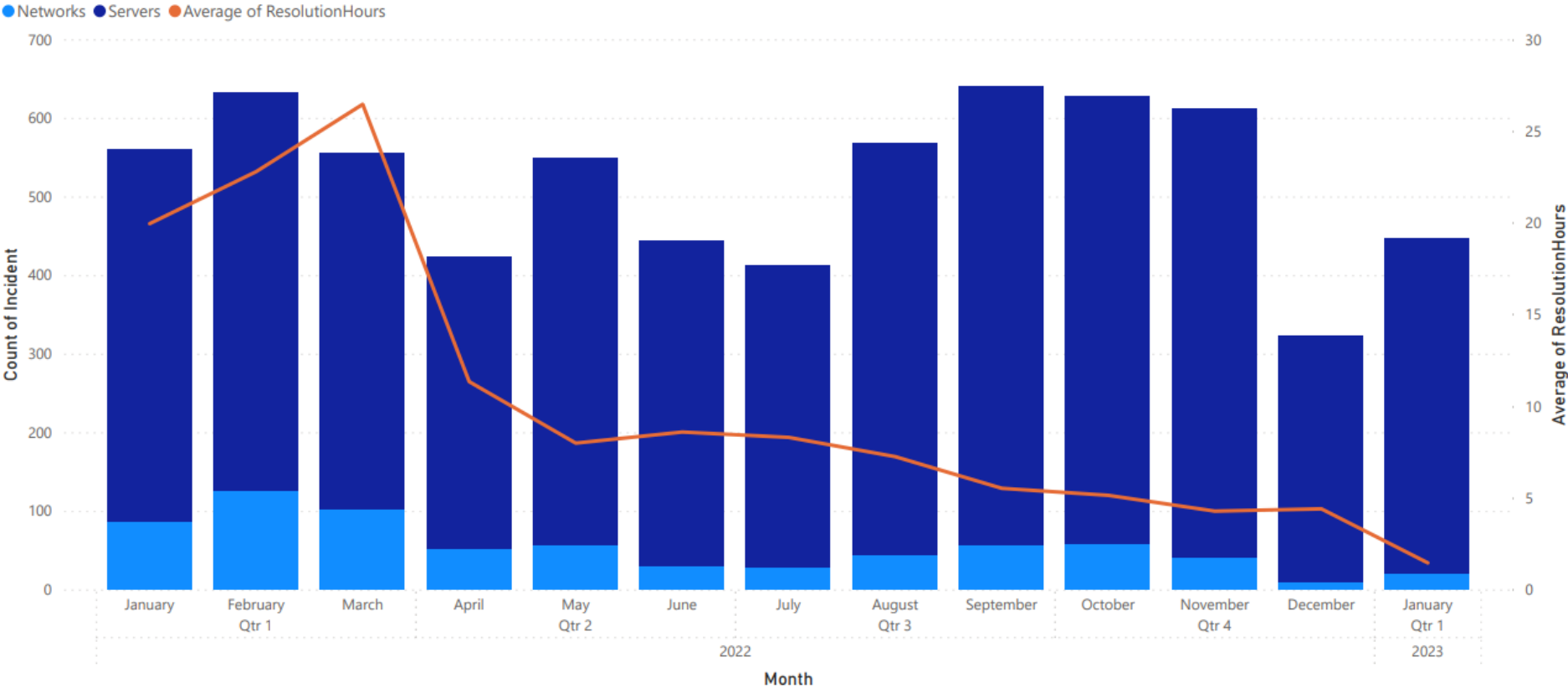


Successes across 2022

- Successfully onboarded our long term Networking partner
- Aided the successful opening of ARC & Clarice Pears
- Supported transformation in College IT in COSE
- Reprioritised cash flow forecast to support wider cash flow objectives
- Most importantly, we built more capacity and capability in the teams
 - Built and resourced capabilities in key strategic areas (Research support, Security, Infrastructure, Strategy)
 - Building new capability functions (e.g. change, architecture, etc.)
 - Demonstrated the successful talent pipeline we are building
 - And more...
- Progress made on so many fronts

Incidents - Resolution Performance

Incidents Raised versus Average Resolution Time



Infrastructure & Cloud Services



Principles

Our technology will be:

- aligned to the needs of our community
- intuitive – straightforward to use and learn
- robust, resilient, secure but agile
- designed for interoperability and the effective flow of high-quality data
- cost effective to implement and maintain, providing value for money
- supported by a service that is appropriately resourced and configured
- transformative – enabling us to change the way we work and study

Approach

Foundations for the Future	Evolving our Approach	Transforming the way we work and study
<p>•Network Infrastructure: Replacing the University's ageing network infrastructure in a, robust, sustainable and scalable way</p> <p>•Infrastructure as a Service: Replacing the University's server infrastructure supporting virtualisation and progressively increasing cloud provision where it makes sense to do so.</p>	<p>•Security: Improving our information security posture</p> <p>•Enterprise Integration: Improving systems integration data quality and availability</p> <p>•Major Systems: Planned evolution and replacement</p> <p>•Data: Enhanced capability for diagnostic, predictive and behavioural analytics</p>	<p>•Smart Campus. Creating a world changing, adaptable, connected, vibrant and sustainable campus; providing a world leading technology enhanced learning and teaching environment; and cultivating a campus which supports and develops research activities and strategic partnerships</p>

Robust Organisational Capability and Capacity
Well-developed investment strategy
Effective Risk Management
Effective Governance

Outcomes

- Students:** A seamless and personalised experience at your fingertips, anytime, anyplace and on any device, integrated with your ways of living and working and supporting your wellbeing.
- Staff:** The flexibility to work effectively wherever and whenever you want; keeping you connected, supporting collaboration, enabled by effective and intuitive business systems and processes and maximising teaching and research opportunities, enabling a fulfilling work-life balance.
- External Stakeholders:** Accessible and secure communication and collaboration channels, strengthening connections with the University and creating new opportunities for future cooperation and engagement.

Foundations for the Future - Progress

Network Programme – last year, I said:

- Delivery partner appointed
- Low level design to complete for the new network
- Public Wi-Fi to deploy



Network Programme – coming up

- Extensive communication underway to prepare key teams for the change
- Validate low level design in the deployed test lab
- Finalise implementation details for core part of network
- Pilot two sites in 2023 for network replacement
- Fully cost the remaining part of the full implementation

Foundations for the Future - Progress

Infrastructure as a Service Programme - last year I said:

- Phase 1 (nearing completion) Procured and installed the new strategic compute, storage and disaster recovery platforms
- Phase 2 - Planning move out of data centres in Boyd Orr and James Watt North (into co-location and Cloud)

Infrastructure as a Service Programme

- DR platform fully deployed (just a couple more services to migrate on)
- Services live on Strategic platform
- Cloud services platform in production with live services and many pilots
- Clear specification developed for co-location data centre, followed by completed market engagement. Fully costed business case to be brought forward this quarter.



Evolving our approach

Security | Architecture

- You will hear from Neil and Alun on those parts of our Strategy
- We are about to initiate the Enterprise Integration project

Research Computing as a Service

- We now have the team in place and have begun our pathfinder approach
- Embedded in ARC and integrated with a new data science team
- Building a sustainable funding model

Learning and Teaching Landscape

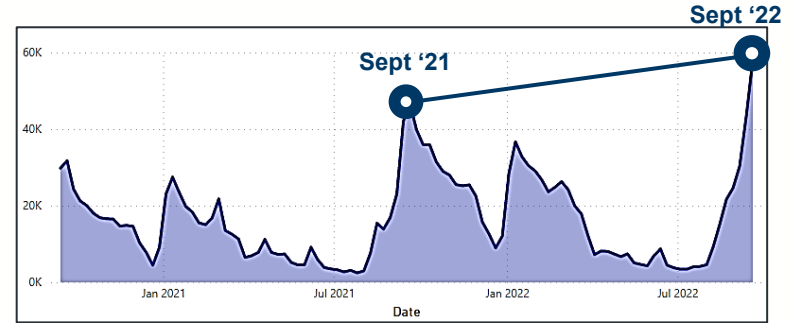
- Assessment and Feedback Transformation
- Moodle 4



Transforming the way we work

Digital Experience

- Our UofG Life Mobile App goes from strength to strength – another 26.7% increase at the start of this academic year for active users
- Well established Digital Experience Board shaping the future



Digital First: Enabling New Ways of Working

- Project Eos initiated
- Laptop first approach – that is a big shift for Glasgow. Embracing Hybrid Working
- New lightweight way of managing ALL devices – fully supported by my team
- In process of onboarding all Macs in ARC – unprecedented to manage Macs here



The New Technology Strategy Directorate



Vision & Strategy

Ensuring there is a **clear, understood** and **shared** vision and roadmap for technology and its supporting processes across The University, balancing **continuous improvement**, **strategic change** and **transformation**.



Challenge & Innovation

Echoing The University's place at the cutting edge of research, **challenging** the status quo and delivering **differentiation and innovation** in everything we do by bringing the latest **technology trends** and new thinking.



Governance & Focus

An **open** and **collaborative** approach to managing our technology estate and projects to **minimise risk**, **maximise value**, and ensure **alignment** with The University's **values** and strategic **objectives**.

Knowledge & Insight

Maintaining a **current, connected, contextualised** view of The University's technology and the **wider world** in which it operates.

Taking an Enterprise Architecture Approach



Community – bringing together a unique set of expertise and viewpoints from across the University and beyond.



Connectivity – ensuring our technology solutions work together to deliver on the strategy of the University.



Challenge – always asking the difficult questions and making sure we embrace new thinking as well as best practice.



University
of Glasgow

Questions?



Court Context Card 15 February 2023 - Principal's Report

Speaker	Professor Sir Anton Muscatelli	
Speaker role	Principal	
Paper Description	For information / discussion	
<i>Topic last discussed at Court</i>	Last report to Court was November 2022	
<i>Topic discussed at Committee</i>	NA	
<i>Committee members present</i>	NA	
<i>Cost of proposed plan</i>		
<i>Major benefit of proposed plan</i>		
<i>Revenue from proposed plan</i>		
<i>Urgency</i>	NA	
<i>Timing</i>	Various	
<i>Red-Amber-Green Rating</i>	Various	
<i>Paper Type</i>	For information / discussion	
Paper Summary	<p>Updates on areas listed in the paper as follows:</p> <ol style="list-style-type: none"> Admissions Higher Education Developments / Political Update <ul style="list-style-type: none"> Cabinet Reshuffle Horizon Europe Skills Review Tertiary Quality Framework SRC Joint Statement Senior Management Group changes Key activities Senior Management Group business 	<p>UCAS Undergraduate applications have reduced from last year, but application volumes remain higher than 2020</p> <p>BEIS has been re-structured with the creation of the new Department for Science, Innovation and Technology Association is increasingly unlikely; UK government signalling importance of close international links in research collaboration</p> <p>As part of major Skills Review in Scotland, advisor to Scottish Government visits UofG</p> <p>Tertiary Quality Framework still under development in Scotland</p> <p>Joint statement on approach to the issue of student numbers on Gilmorehill campus VP Learning & Teaching reappointment consultation</p>
<i>Topics to be discussed</i>	In line with paper's headings	
<i>Action from Court</i>	To note/discuss if wished	
<i>Recommendation to Court</i>		
Relevant Strategic Plan workstream		Empowering People, Agility, Focus
Most relevant Primary KPI it will help the university to achieve		NA
Most relevant Secondary KPI it will help the university to achieve		NA
Risk register - university level		Item 1: Risk 1 Income Generation; Risk 8 Student Recruitment Market Item 2: Risk 3 Government Policy Changes, Risk 7 Maintaining and improving reputation
Demographics <i>% of University</i>		Items mainly relate to the University as a whole
Operating stats <i>% of</i>		
Campus		All locations
External bodies		UK Government, Scottish Government, Russell Group, UUK, Universities Scotland, SFC, UKRI
Conflict areas		
Other universities that have done something similar		
Other universities that will do something similar		
Relevant Legislation		
Equality Impact Assessment		
Suggested next steps		
Any other observations		



Court - Wednesday 15 February 2023

Principal's Report

Items A: For Discussion

1. Admissions – UCAS Applications

Undergraduate

SMG has had the opportunity to review UCAS application data, following the UCAS deadline on 25 January 2023 for the majority of undergraduate courses. Data indicates a drop in applications which is seen across the sector. University of Glasgow application rates have fallen slightly more than our Scottish and UK competitors but are still well ahead of 2020.

SMG was able to review and comment on the comprehensive set of mitigating actions which External Relations and Colleges plan to take over the coming months. There is confidence that targets can be met across all applicant categories by the end of the cycle. Indeed, in all non-controlled non-widening access categories the University is very much a selecting institution, as it has been for several years.

Court's attention is drawn to the following headlines:

- Total UCAS application volumes are down 11% on 2022 (29,147 vs 32,631). This trend is visible sector wide, but UofG applications have decreased at a greater rate than UK, or our Scottish Competitor set.
- However, given the instability of the past three years, it is worth drawing a comparison with pre-pandemic application volumes. All applicant statuses except EU show increases on pre-pandemic 2020 application volumes:
 - Home 11% up on 2020
 - RUK 25% up on 2020
 - International 52% up on 2020.
- Subject areas experiencing the largest decreases in demand from 2022 to 2023 are Law, Education, Medicine and Engineering. Again, decreases in these subject areas are visible in our competitor set, but not at the same rate.
- Early forecasts would indicate that Home and RUK targets are achievable with increased offer making and some flexibility at confirmation.
- MD20 entrant increases are achievable but continued increases in proportionality will be challenging, given the large SFC commitment for 2023/24.
- International UG targets will likely require additional recruitment activity.

2. Higher Education Developments and Political Update

Cabinet Reshuffle

At the time of writing, on 7 February, the Prime Minister has announced a mini-reshuffle (partially prompted by the departure of Nadhim Zahawi as Conservative party chair).

Most notably, the PM has opted to split up the Department for Business, Energy and Industrial Strategy (BEIS), creating a new dedicated energy department as promised during his leadership campaign. He has also rolled some of the business-related work of BEIS into a merged Department for Business and Trade. A new dedicated Department for Science, Innovation and Technology will aim to drive the innovation that will deliver improved public services, create new and better-paid jobs and grow the economy. The new Secretary of State for Science, Innovation and Technology will be Michelle Donelan and junior ministerial appointments will follow. I have welcomed the creation of this new department as it highlights the importance of science and innovation in driving economic growth. We will write to all newly appointed Ministers and will continue to engage positively with government to demonstrate Glasgow's strengths.

Horizon Europe

As I mentioned in my last report, unfortunately it appears increasingly unlikely that the UK will successfully associate to Horizon Europe. This raises concerns for the sector around access to EU funding, opportunities to collaborate and outcomes if the UK wants to associate to future schemes similar to Horizon (in particular, there are questions around the ability to keep pace with regulatory conditions and to maintain the research relationships already built with EU partners). We have continued to engage with the UK Government to encourage the UK to continue to work collaboratively with the EU. I met with Minister for Science, Research & Innovation, George Freeman MP, in January to discuss Glasgow's R&D strengths and I raised the importance of collaboration with our EU partners. During a speech delivered at the centre-right think tank Onward in London on 11 January 2023, Minister Freeman hailed the importance of new UK funding initiatives meant to encourage bilateral projects with colleagues in non-EU science powerhouses like Japan, Switzerland and Israel. His speech noted:

- Britain cannot rely only on bilateral collaborations, nor it can match the scale of the US, China or EU science budgets. If Britain was permanently excluded from the EU science schemes, it would, he argued, need to focus on specific research challenges where it can lead multinational consortia.
- To compete globally, the UK "*will need to carve out a realistic role which draws on our historic strengths*". He went on to say British science may then focus on areas such as polar research; agritech; space; biosecurity and synthetic biology.
- There is a "huge opportunity" for the UK in these areas because Brexit allows the country to become "a global testbed" and regulate in an "agile" and "responsive" way. He added, "If we cannot play in the European Cup of science, then we must simply have to go and play in the World Cup of science."
- As part of its "Plan B" the UK would also channel more funding toward fellowships for foreign researchers, "moonshots" on cutting-edge technology areas, and global collaborations.

The Minister's speech follows his November 2022 announcement of a package of up to £484M funding to invest in the UK R&D sector while issues around Horizon Europe have not yet been resolved. In addition, the sector has raised concerns around the EU principle of strategic autonomy (also sometimes referred to as technological sovereignty), whereby the EU argues it should domestically produce components in key technologies, such as quantum computers and space technology, and should exclude researchers in countries outside of the EU including Switzerland, the UK, and Israel. As part of this principle, European Economic Area (EEA) countries Norway, Lichtenstein, and Iceland would be barred from space research calls while remaining eligible for quantum computing projects. Research advocates see the proposed restrictions as self-defeating for all parties, including the EU but it remains to be seen if this issue might be resolved outside of Horizon association. I will be keeping a close watch on this issue in particular, given the research strengths of Glasgow in both space and quantum technology.

Skills Review

In September 2022, the Minister for Higher Education, Further Education, Youth Employment and Training, Jamie Hepburn MSP, launched an independent review of the skills delivery landscape in Scotland as part of work to ensure that the skills system is fit for purpose for delivering Scotland's national outcomes and meeting future economic challenges, including the transition to net zero. James Withers (former Chief Executive of Scotland Food & Drink) has been appointed as Advisor to the Review and he has said he intends to explore how the public body and advisory landscape can be adapted to drive forward the Scottish Government's outcomes and ambitions for skills. The Scottish Government has said this Review complements the programme of work that is underway to reform Scotland's education landscape which includes a national discussion on a vision for school education, the creation of three new education bodies, the independent review of qualifications and assessment and the development of a purpose and principles for post-school education and skills development. As part of his scoping exercise, James Withers visited the Mazumdar-Shaw Advanced Research Centre on 25 January to meet with Senior Vice-Principal Professor Frank Coton, Vice-Principal Learning & Teaching, Professor Moira Fischbacher-Smith, as well as representatives from the University's Widening Access team, Careers Service and the SRC.

Tertiary Quality Framework (TQF)

Court members may recall that as part of its review of tertiary education in Scotland in 2021, the Scottish Funding Council noted its intention to develop a Tertiary Quality Framework (TQF) by March 2023. From the outset, we have been engaging directly with SFC on this and primarily as a sector through the Universities Scotland Learning & Teaching Committee. Vice-Principal Learning & Teaching, Professor Moira Fischbacher-Smith, has represented the University in these discussions and illustrated concerns around the timeline of adoption, the scope of TQF and how the proposed framework will operate across universities and colleges, given the significant diversification across HE & FE in Scotland. At present, the Quality Enhancement Framework is in place in Scotland which has had a longstanding aim to support the quality of the student learning experience and provide public confidence in academic standards. It is yet to be explained how the new proposed TQF will replace and enhance the existing Quality Enhancement Framework, but SFC has noted its intention to work closely with institutions to develop and co-create this framework.

In terms of peer review, for the period 2022-24, the Quality Enhancement and Standards Review (QESR) will replace the former Enhancement-Led Institutional Review (ELIR). The University is scheduled for QESR in April 2023. I will keep Court members updated of any developments with the TQF in the coming months.

Items B: For Information

3. SRC Joint Statement

In November, the SRC published an open letter raising their concerns around growth in student numbers. Following engagement between SMG members and the SRC Executive, we were pleased to publish a joint statement setting out an agreed approach to the issue of student numbers on the Gilmorehill campus.

The full statement can be viewed on the web pages: [joint University and SRC statement](#).

The main agreed actions are as follows:

1. Target zero growth in student intake numbers for 2023/24; and commit to a managed growth admissions policy for 2024/25, carefully monitoring and controlling the overall student population number while working to improve on capacity constraints such as teaching space;
2. Provide the full and complete accommodation guarantee policy to students by 25 January at the latest;
3. Allocate additional funds to support the student experience strategy action plan in order to improve support for student services, clubs and societies;
4. Ensure the student voice is present in the recruitment process through SRC inclusion in the Recruitment and Conversion Committee.

4. Senior Management Group changes

Professor Moira Fischbacher-Smith's term as Vice Principal Learning & Teaching is due to end on 30 June 2023. Moira has agreed to be considered for reappointment, and at the time of writing – in accordance with the reappointment process for VPs – I am consulting on this matter with SMG and other senior colleagues. I will update Court at or ahead of the next meeting.

5. Key activities

Below is a summary of some of the main activities I have been involved in since the last meeting of Court, divided into the usual 4 themes: Academic Development and Strategy; Internationalisation activities; Lobbying/Policy Influencing and Promoting the University; Internal activities and Communications and Alumni events. I have, in the main, provided brief headings and can expand on any items of interest to Court.

Academic Development and Strategy

- 13 December: Senate
- 13 December: Attended Heads of School Forum
- 15 December: Attended School of Modern Languages and Cultures Away Day – gave brief headlines on recent UofG achievements and answered colleagues’ questions
- 17 January: Medical Research Council Strategic Visit to the University (held online)
- 24 January: SMG Mid-cycle integrated planning and budget meeting
- 25 January: Celebration event for colleagues working with Impact Acceleration Account (IAA) funding. IAAs provide funding via the Research Councils to expand the reach of researchers’ work and create impact
- 13 February: Discussion with College of Arts colleagues on the University’s capabilities in VR/XR

Internationalisation Activities

- 7 February: Hosted the Italian Consul General on a visit to campus
- 13 February: Hosted a delegation of Vice-Chancellors from Pakistan

Lobbying/Policy Influencing and Promoting the University

USS Meetings

- 28-29 November: USS Investment Committee Strategy Day
- 8 December: USS Trustee Board meeting
- 24 January: USS Board Valuation briefing session
- 6 February: USS Investment Committee meeting
- 9 February: USS Trustee Board meeting

Other external engagement

- 24 November: Met with Leader of Glasgow City Council, Cllr Susan Aitken and her deputy Cllr Ricky Bell to discuss issues facing both the city and the University and areas of collaboration
- 1 December: Attended the launch of the National Centre for Universities and Business State of the Relationship Report
- 2-3 December: Attended the Scotland International meeting. This annual meeting of influential figures in the Scottish/international business community was established by Sir Angus Grossart. Although Sir Angus sadly died in 2022, the meetings will continue.
- 7 December: Hosted Dr Tim Bradshaw, Chief Executive of the Russell Group, on a visit to campus
- 7 December: Met with the Permanent Secretary, Scottish Government to discuss a number of areas for potential collaboration between the University and the civil service in Scotland.
- 14 December: Attended a retirement event for Pamela Gillies, outgoing Principal of Glasgow Caledonian University
- 15 December: I met with the Chief Scientist (Health) and senior colleagues to discuss UofG’s contribution to Health Innovation.
- 20 December: I gave evidence to the Scottish Parliament Finance and Public Administration Committee, in my capacity as a member of the expert panel advising the Deputy FM on the Scottish budget.

- 21 December: I attended a memorial service for Dr John Shaw, late husband of Dr Kiran Mazumdar-Shaw, UofG honorary graduate and benefactor to the University.
- 6 January: I hosted a visit from John Lamont MP, Parliamentary Under Secretary of State for Scotland. Colleagues provided an overview of the UofG-led National Institute for Quantum Integration (NiQi) and the University's capabilities in quantum technology. The Minister also received a briefing on fusion technology and on Glasgow Riverside Innovation District and the Precision Medicine Living Lab as well as having a tour of the Advanced Research Centre.
- 10-12 January: Online meetings of the Hong Kong University Grants Committee
- 10 January: Meeting of University Principals, Universities Scotland Funding Policy Group, and SFC officials to discuss funding issues for the sector following publication of the Scottish budget
- 18 January: Launch of Adam Smith Tercentenary Celebrations at the Scottish Parliament
- 19 January: Myself and senior colleagues attended dinner with George Freeman MP, UK Government Minister for Science, Research and Innovation. Also in attendance were colleagues from Strathclyde University
- 20 January: Ministerial meeting with George Freeman MP, UK Government Minister for Science, Research and Innovation, and the Glasgow city region Innovation Accelerator partnership board
- 23 January: I participated on the appointment panel for Cardiff University's new Vice-Chancellor
- 26 January: I gave evidence to members of the House of Lords European Affairs Committee, during their delegation visit to Edinburgh
- 26 January: Productivity Commission (National Institute of Economic and Social Research) – Evidence session
- 27 January: Introductory meeting with Stephen Decent, Principal of Glasgow Caledonian University, who has taken over from Pamela Gillies following her retirement
- 7 February: UKRI working dinner regarding Environmental Sustainability in the UK's Research and Innovation Endeavour
- 7 February: Preparation meeting for the Universia International Rectors conference, to be held in May. I was invited to join this group of international University Presidents by Santander Universities.
- 8 February: I was invited by the Chancellor of the Exchequer to attend a Roundtable on University spinouts and commercialisation at 11 Downing Street with sector leaders and investors.
- 8 February: Meeting with the Chief Executive of the Royal Economic Society (RES). I have taken on the role of Chair of the RES Trustee Board. The Society's purpose is to promote the study of economic science.
- 10 February: I met with Jim McDonald (University of Strathclyde Principal) regarding Scotland's Innovation Strategy.

Internal activities and Communications and Alumni events

- 25 November, 9 December, 12 January, 7 February: Regular catch up meetings with the SRC Executive
- 28 November – 9 December: Winter Graduation ceremonies

- 5 December: I gave a presentation on ‘Resilient Economies – Lessons from the Pandemic and the War in Europe’ as part of a UofG public series on Future Global Shocks. The other panelists for the event were Linda Yueh (Oxford University) and Richard Davies (University of Bristol/Director of the Economics Observatory).
- 11 December: Attended the University Service of Nine Lessons and Carols
- 13 December: Met with the SRC Executive and SMG colleagues to discuss the SRC’s open letter on student numbers
- 16 December: Hosted a small reception for the former Chancellor, Sir Kenneth Calman, to unveil his portrait which hangs in the Turnbull Room
- 6 January: Introductory meeting with Alistair Knock, UofG’s newly appointed Chief Data Officer and Head of Business Intelligence
- 11 January: Hosted a small reception for Professor Catherine Steel, Professor of Classics, to celebrate her induction as a Fellow of the British Academy
- 12 January: Recorded a video message marking Lunar New Year
- 13 January: Hosted the London Burns Supper, which is established as a very popular event among our London based alumni, alongside the Chancellor and DVC External Engagement
- 20 January, 10 February: Regular meetings of the SMG Government Relations Group
- 26 January: Launch event on campus for the Adam Smith Tercentenary celebrations
- 28 January: University Burns Supper for alumni and friends, held in the Bute Hall
- 14 February: Recorded a welcome video message for new staff joining the University.

6. Senior Management Group business

In addition to standing and regular items, which include Management Accounts and Strategic Risk Review, the following issues were discussed:

SMG Meeting of 5 December

- Glasgow Changing Futures
- College of Arts Strategy 2023-28
- Teaching Planning Principles 2023-24
- Ross Report – Plans for Publication

SMG Meeting of 12 December

- Update on Quality Arrangements in Scotland/UK
- University Strategy KPI Update – Experimental Indicators
- Queen’s Anniversary Prize Proposals for Consideration
- African Research Universities Alliance/ The Guild of European Research-Intensive Universities – Clusters of Excellence
- Student Intake Targets
- Update on Winter Examination Diet

SMG Meeting of 20 December

- Teaching Space 2023-24
- Academic Promotion 2022-23

- Shadow Board 2023 Roadmap
- REF Action Plan Update
- Scottish Budget

SMG Meeting of 9 January

- Student Onboarding Outline Business Case
- Academic Promotion 2022-23
- Quarterly Report on Research-Related Metrics
- SRC Joint Statement on Student Numbers

SMG Meeting of 16 January

- Colleague Engagement Survey – Qualitative Feedback
- Ross Report Sub Group Update
- Adam Smith Tercentenary Events

SMG Meeting of 24 January

- Advance Payments Policy and Processes
- Estates Directorate Quarterly Update
- SMG Mid-cycle Planning and Budgeting Session

SMG Meeting of 6 February

- UCAS Admissions Update
- Industrial Action Update
- Functional Alignment of Services
- International Students and Visa Policy

Court Context Card 15 February 2023 - University Secretary's Report	
Speaker	Dr David Duncan
Speaker role	COO and University Secretary
Paper Description	For information / items for approval; items for discussion if Court wishes
Topic last discussed at Court	Last report was to November 2022
Topic discussed at Committee	NA
Committee members present	NA
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	High, Medium & Low
Timing	Immediate where relevant
Red-Amber-Green Rating	Green
Paper Type	Decision/Discussion/Information
Paper Summary	<p>Report from Secretary on a number of items for Court's discussion/decision and/or information. A brief outline of the key points is outlined below.</p> <p>A1 Ross Report At the last meeting Court received the Ross Report. The Senior Management group has established an Oversight Group charged with implementing all of the recommendations of the Ross report on Gender-Based Violence. Further updates will be given to Court in April and June.</p> <p>A2 Industrial Tribunal The University was recently involved in an employment tribunal brought by a member of academic staff. The report details the outcome of the tribunal.</p> <p>A3 Glasgow Green – The University of Glasgow's Climate Change Strategy and Action Plan Court last received an update on the UoG Climate Change Strategy (Glasgow Green) in February 2022. Published in December 2020, Glasgow Green commits the University to being 'net zero' for carbon emissions by 2030. Annex 1 details our carbon footprint for the academic year 21/22 (Total: 40,803 tonne CO2e) and gives an update on progress.</p> <p>A4 Transformation Annual Report Annex 2 provides a review of Transformation's impact, both in year and cumulative. It also poses questions and makes proposals to help us to continue to deliver sustainable, transformative change.</p> <p>A5 External Relations - Communications update Annex 3 provides an update on communications and impact from External Relations.</p> <p>B1 Organisational Change The report includes details on a change proposal focussing on the restructuring and redesign of roles within Student Wellbeing and Inclusion, primarily within Counselling and Wellbeing and administration services.</p> <p>B2 New and continuing Court members and Sub Committees The paper provides an update on Court appointments</p> <p>B4 Student Accommodation Issues The report provides an update on student accommodation.</p> <p>B5 Pay and Pensions - industrial action As previously reported to Court, the national pay settlement applied from 1 August 2022 was a minimum uplift of 3%, with higher pay increases for those on the lowest scale points. The report provides an update on the pay negotiations for 2023/24 and the current strike action.</p>
Topics to be discussed	As above plus any B items Court members may wish to discuss
Action from Court	To note the report
Recommendation to Court	N/A
Relevant Strategic Plan workstream	Empowering People, Agility, Focus
Most relevant Primary KPI it will help the university to	NA
Most relevant Secondary KPI it will help the university	NA
Risk register - university level	
Risk register - college level	
Demographics	
% of University	100% Cross University application on several items
Operating stats	
% of	
Campus	All locations
External bodies	UK and Scottish Governments; EU; Public health authorities;
Conflict areas	
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	Scottish Government Roadmap; industrial relations legislation
Equality Impact Assessment	
Suggested next steps	
Any other observations	



Court – Wednesday 15 February 2023

Report from the University Secretary

SECTION A - ITEMS FOR DISCUSSION / DECISION

A.1 Ross Report

The Senior Management group has established an Oversight Group charged with implementing all of the recommendations of the Ross report on Gender-Based Violence. A new department comprising Legal, Student Conduct and Complaints Resolution is being formed under the leadership of a Deputy Secretary (post currently being advertised internally). Additional support is being recruited in key areas in line with Ms Ross's advice. We intend to complete implementation before the start of the 2023/24 academic session.

A.2 Industrial Tribunal

The University was recently involved in an employment tribunal brought by a member of academic staff and the tribunal has found that the academic member of staff was not discriminated against, on the grounds of her sex, directly, or indirectly, when her 2020 application for promotion was unsuccessful. The claim made against the University was "dismissed in its entirety" by the tribunal. The employment tribunal made a number of recommendations regarding University policies and procedure and these are being addressed.

The University condemns discrimination of any kind and we have robust policies, procedures, and processes in place to ensure our staff are treated fairly, equitably and with respect during our promotions process.

A.3 Glasgow Green – The University of Glasgow's Climate Change Strategy and Action Plan

Court last received an update on the UofG Climate Change Strategy (*Glasgow Green*) in February 2022. Published in December 2020, Glasgow Green commits the University to being 'net zero' for carbon emissions by 2030. To achieve this, we need to reduce our carbon footprint by an average of 7.6% per annum during the 2020s; this is in line with recommendations on limiting global warming to 1.5 degrees, made in the UNEP 2019 emissions gap report. As such, we aim to have a carbon footprint target of 27,000 tonnes CO₂e per annum, by 2030/31, with the balance being achieved by offsetting.

The post of Director of Sustainability will shortly be advertised and the successful candidate will head up an expanded Sustainability Team to drive forward our actions in this area.

Annex 1 details our carbon footprint for the academic year 21/22 (**Total: 40,803 tonne CO₂e**).

A.4 Transformation Annual Report 2021/22

Annex 2 provides a review of Transformation's impact, both in year and cumulative. It also poses questions and makes proposals to help us to continue to deliver sustainable, transformative change.

A.5 External Relations - Communications update

Annex 3 provides an update on communications and impact from External Relations.

SECTION B – ITEMS FOR INFORMATION / ROUTINE ITEMS FOR APPROVAL

B.1 Organisational Change

The Organisational Change Governance Committee (OCGC) met to discuss a change proposal focussing on the restructuring and redesign of roles within Student Wellbeing and Inclusion, primarily within Counselling and Wellbeing and administration services.

The changes reflected the wider work of the Student and Academic Services Directorate to create tiered and accessible support services which met the needs of the University's diverse student population and built on the organisational redesign work that started in 2019. A holistic support model would be developed to facilitate ongoing transformation of the way in which students were supported. It moved away from the previous reactive model to a flexible, tiered and student-centred model. A small number of roles at Grade 6/7 would close, but those at risk were expected to secure roles in the new structure. The overall headcount in the Service was expected to remain the same but would be dependent on the outcome of the consultation discussions.

Following sight of the Equality Impact Assessment, OCGC were content with the proposal and agreed it could move forward. Formal consultation with the Trade Unions would commence.

B.2 New and continuing Court members and Sub Committees

Alan Seabourne, a co-opted external member of the Estates Committee has been reappointed for one further year to January 2024.

Martin Glover, a co-opted external member of the People and Organisational Development Committee has been reappointed for one further year to January 2024.

Discussions have also been held with the Academic Policy and Governance Office about the election for an Academic staff member; the election will take place in May/June 2023. Further details will be sent out to the academic community shortly.

B.3 Summary of Convener's Business

A summary of activities undertaken by the Convener since the last meeting is provided to Court members. The details are at **Annex 4**.

B.4 Student Accommodation Issues

At the last Court meeting it was reported that there had been a contraction in the Private Rental Sector which had affected the ability of students to find residential accommodation at the start of the academic year. Last semester, we assisted all students who came forward, with some put up in hotels until lease apartments could be found. This semester, we have sufficient rooms to address all needs, but we anticipate a possible further

contraction in the private rental sector this summer. For 2023/24, we have taken an additional number of rooms in purpose built student accommodations (PBSA) buildings. We continue to work with other universities and stakeholders to address the causes of the contraction. In the medium term, we plan to build additional student residences on or near our campuses.

B.5 *Pay and Pensions – industrial action*

As previously reported to Court, the national pay settlement applied from 1 August 2022 was a minimum uplift of 3%, with higher pay increases for those on the lowest scale points. The University paid an additional percentage uplift which was backdated to 1 August 2022; taking into account both the national and local pay uplifts, this meant that colleagues received a minimum uplift of 6% from 1 August 2022, with those at the lower end of the pay spine receiving up to 12.9%.

At national level, the representatives of the employers' association (UCEA) and the campus trade unions agreed to bring forward this year's pay negotiations; these began on 30 November 2022 and continued in December and January; the final meeting was on Wednesday 25 January.

The employers' final offer is an uplift of 8% at the lower end of the pay spine, tapering to 5% at point 43 and above (point 43 is currently £51,805). UCEA proposed that the 2023 pay uplift is made in two parts, with an interim uplift on 1 February and a further uplift on 1 August 2023. The Unions have rejected the offer, but dispute resolution meetings are planned for 10 and 17 February.

Discussions at national level on other, non-pay issues will take place in accordance with the normal schedule in March and April.

In relation to the USS pension scheme, the UCU is calling for improved employee benefits; as we understand it this remains a possibility but will depend on the outcome of the next valuation of the scheme; the valuation is scheduled for March 2023, with the results made public in 2024.

In the meantime, the UCU has announced 18 days of national strike action beginning with one day of action on Wednesday 1 February, and continuing through February and March. The strike action relates to both pay and working conditions, as well as pensions.

B.6 *Scottish Code of Good Higher Education Governance.*

As discussed at the last Court meeting the University of Glasgow is taking the lead on the revision of the Scottish Code. The revised version will be put before the Committee of Scottish Chairs for formal approval on 8 March 2023.

UofG Climate Change Strategy – progress report

Introduction

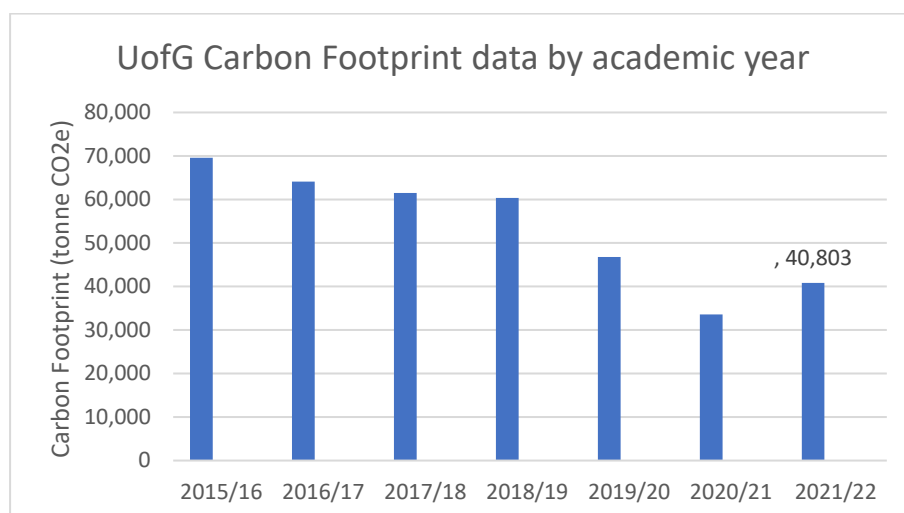
The UofG Climate Change Strategy (*Glasgow Green*), published in December '20, commits us to being 'net zero' for carbon emissions by 2030. To achieve this, we need to reduce our carbon footprint by an average of 7.6% per annum during the 2020s; this is in line with recommendations on limiting global warming to 1.5 degrees, made in the UNEP 2019 emissions gap report. As such, we aim to have a carbon footprint target of 27,000 tonne CO₂e per annum, by 2030/31.

This paper details our carbon footprint for the academic year 21/22 (**Total: 40,803 tonne CO₂e**) and provides comparison with previously reported datasets; see Table 1 and Figure 1 below.

Table 1 - UofG carbon footprint data (2015/16 – 2021/22)

	2015/16 emissions (tonne CO ₂ e)	2016/17 emissions (tonne CO ₂ e)	2017/18 emissions (tonne CO ₂ e)	2018/19 emissions (tonne CO ₂ e)	2019/20 emissions (tonne CO ₂ e)	2020/21 emissions (tonne CO ₂ e)	2021/22 emissions (tonne CO ₂ e)
Gas Consumption	17,825	19,576	20,492	17,500	19,779	18,652	15,551
Fleet Vehicles	266	154	215	430	130	104	155
Refrigerant Emissions	443	556	523	1265	333	207	468
Electricity Consumption	29,223	22,445	15,926	16,990	12,185	11,253	11,645
Business Travel (Flight Related)	9,473 (8,765)	9,430 (9,120)	12,616 (12,346)	13,194 (13,009)	7,322 (7,111)	245 (220)	4,212 (4,020)
Staff/Student Commuting (Car Related)	10,829 (6,265)	11,082 (6,644)	10,847 (6,542)	10,021 (6,015)	6,216 (3,780)	948 (582)	7,654 (4,872)
Waste Production	1,181	567	535	685	505	304	201
Water Consumption	350	299	330	273	315	1	89
Home Working	-	-	-	-	-	1,845	829
Annual Total	69,591	64,109	61,484	60,358	46,785	33,558	40,803

Figure 1 - UoG carbon footprint data (2015/16 – 2021/22)



Carbon Footprint Discussion

- The 21/22 carbon footprint for UofG (40,803 tonne CO₂e) was greater than that reported for 20/21 by ~7,000 tonne CO₂e.
- This increase in emissions was largely due to post-Covid resumption of business travel (+4,000 tonne CO₂e) and staff/student commuting to and from campus (+6,500 tonne CO₂e).
- These increases were only partially offset by reductions in emissions from gas consumption (-3,000 tonne CO₂e) and home working (-1,000 tonne CO₂e).
- Reduced emissions from gas consumption during 21/22 were largely a result of maintenance carried out on our CHP engine, which was switched off for longer than during a typical year. However, emissions were also impacted by changes to the Building Management System, which improved the control of heating across the Estate.
- Renewed focus is required to further minimise carbon emissions associated with the heating of the Estate and the rebound in emissions from business travel/staff student commuting.
- We are now sharing business travel data with Schools and Services on a regular basis and asking them to monitor their footprint (more on this below).

Wider Sustainability Initiatives

- The University of Glasgow was ranked 19th in the Times Higher Education Global Sustainability Impact Rankings for 2022.
- The University was ranked 13th in the QS World University Sustainability Rankings for 2023.
- Funding has been obtained from the Queen's Green Canopy initiative for the planting of a Tiny Forest on the Garscube campus in Nov '22.
- The University has been granted funding from Scottish Forestry for the planting of ~15ha of trees at Cochno Farm. Currently progressing to procurement, for planting in autumn '23.
- We have completed a proof of concept study with SSE and Scottish Water Horizons on the potential for heat pump technology to extract heat from sewer at Dumbarton Rd pumping station, for the Gilmorehill campus. Investment grade business case to be developed.
- GUEST Eco-hub business case is going to Investment Committee in March '23, as part of wider set of measures to enhance the student experience.
- Improved internal recycling facilities across the estate. Roll out currently underway for Zone 2 buildings, with Zones 1-5 to be completed by summer '23.
- A feasibility study for composting green waste and animal bedding/manure at Garscube has been completed.
- There has been increased engagement with the Laboratory Efficiency Assessment Framework (LEAF) for encouraging sustainable laboratory operation. Over the past year 1 laboratory has achieved the LEAF gold standard, with 10 laboratories achieving silver standard and a further 15 making bronze standard.
- The carbon impact of international student flights (one return flight from country of domicile to Glasgow) was determined to be 42,229 tonne CO₂e for the academic year 21/22. Flight-related travel by EU-domiciled students during 21/22 made up a small proportion of this total figure (1,603 tonne CO₂e). This impact is not currently included in the scope of our annual carbon footprint.
- A Power BI tool for sharing business travel carbon emissions by school/college has been developed. Schools and Colleges have been asked to be mindful of the UofG Sustainable Business Travel Guidance and consider how they will reduce travel-related carbon emissions in the coming years.
- Procurement – currently 85 key UofG strategic suppliers with high sustainability risk have an EcoVadis sustainability rating and a dashboard report that highlights both areas of strength and areas where improvement is required for the supplier.

- Centre for Sustainable Solutions:
 - In 2020, Centre for Sustainable Solutions, co-led with Glasgow City Council a series of [Green Recovery Dialogues](#) focused on urgent action from Covid-19 to COP26 for a just and sustainable future – this has led to the success in the NERC Strategic Programme call ‘Changing the Environment’. The programme, GALLANT (Glasgow as a Living Lab Accelerating Novel Transformation) is a £10.2m strategic investment (2022-2027) that will use interdisciplinary research and a whole-systems approach to help Glasgow deliver a sustainable and just transition. This has also led to the University of Glasgow becoming one of NERC’s strategic partners with Universities of Oxford, Cambridge and Exeter.
 - The Centre also led the submission of a Levelling Up Impact Accelerator proposal asking for £7.9m and achieving £14.7m in match funding from industry partners (Scottish Event Campus, Peel NRE Developments, Ltd., Skills Development Scotland, Glasgow Science Centre, Clydeside Initiative for Arts, Ltd., British Broadcasting Corporation, and Therme Group Projects UK, Ltd.). If successful (pending announcement) the project will take an integrated systems approach to accelerate action toward Glasgow’s collective vision for a city-wide energy system that supports business growth while providing affordable/clean energy to deprived communities from the Clyde Tunnel to Glasgow Green
 - FutureLearn Courses:
 - In 2022, the CfSS worked with John Kerr in Learning and Innovation Services to meet with FutureLearn, view their market research data to understand gaps in the online sustainability provision, and negotiated the commissioning (£60k) of a suite of six FutureLearn MOOCs on sustainability.
 - This allowed the creation of a new fixed-term post (August 2022 - December 2023), Education Officer, in the Centre. The delivery of these courses by the end of February 2023, will then open discussions for the Centre to develop the first online sustainability degree with FutureLearn with these courses at their core:
 - Communicating Climate Change for Effective Climate Action (n = 426) went live August 2022
 - Sustainable Business Models for a Circular Economy (n = 341) went live August 2022
 - Introduction to Climate Equity and Justice (n = 220) went live October 2022
 - Teaching Sustainability and Climate Action, Part I (n = 366) went live October 2022
 - Teaching Sustainability and Climate Action, Part II (n = TBD) will go live February 2023
 - Earth’s Energy Imbalance (n= TBD) will go live February 2023
 - Upskilling Courses
 - Our two courses, [Climate Change and Carbon Literacy](#) and [Systems Thinking for Sustainable Decision Making](#) have now educated over 600 learners since April 2020 and we have been asked to run bespoke upskilling course for public and private sector organisations whose employees have taken part (we are looking into this pending support with a business model).
 - These were also showcased ahead of COP26 in the UK Universities Climate Network’s briefing paper on [Mainstreaming Climate Education UK Higher Education Institutions](#)
 - The Systems Thinking course, specifically, attracted learners from Scottish Government. Subsequently the Centre’s director has been invited by Michael Matheson, Cabinet Secretary for Net Zero Energy and Transport, to be a Scientific Advisor on the drafting of the next Climate Change Plan

- The student-led course “Interdisciplinary Introduction to Climate and Sustainability” is now being delivered in person for the first time; we have 100 students enrolled (January 2023).
- The Centre is supporting a large number of funding bids related to the net zero challenge and sustainability; one recent submission to EPSRC includes work to better confine the life-cycle analysis of packaging plastics. If we are successful we will partner with university accommodation services and SWG3 to demonstrate block-chain and internet of things technology.
- Greening the ARC Hackathon. PhD students across Scotland invited to participate in hackathon to propose solution to ‘Green the ARC’ (13-15 Sep ‘22). Discussions on what solutions will be implemented are ongoing with the ARC’s building manager, John Harris.
- The Centre’s Associate Direct, Professor Gioia Falcone, Chaired a session on sustainable low carbon energy at the ECAS Lower Saxony-Scotland Joint Forum 2022
- Associate Director, Professor Gioia Falcone deputised for the director who was an invited speaker at THE Live event in London (16-17 Nov ‘22)
- Director, Prof. Jaime Toney and Associate Director, Dr Stewart Miller, participated in the Queen’s Platinum Jubilee Challenge and were co-authors on a recommendation to the UK Government in the report: ‘Accelerating the UK Tertiary Education Sector towards Net Zero’
- Dr David Duncan, co-chair, Sustainability Working Group, is due to speak at the closing plenary of the EAUC Scotland Conference at Strathclyde University, 9 February 2023 on the theme of the Collaboration Challenge
- Dr David Duncan is now a member of the Universities UK (UUK) Climate Action Steering Group.

Transformation Annual Report 21/22



This report presents a review of Transformation's impact, both in year and cumulative. It also poses questions and makes proposals to help us to continue to deliver sustainable, transformative change.

This is the fourth annual impact assessment of transformation, focusing on the answers to three key questions:

- What work is the team involved in, from active projects to advice and support?
- What is the capability and capacity the team provides to enable change, and in turn what is the ask of the wider University to support delivery?
- What impact has been delivered during the past 12 months and how does that build on the impact delivered in previous years i.e., the cumulative impact?

2021-22

Impact highlights

 Automation - Pilot	2,713 hours released through six live processes so far
 UofG Life App	26.7% increase in weekly active users (Sept '21 – Sept '22)
 P2P - Travel	73% rate service as excellent or good (increase of 34% from pre-launch)
 Onboarding	Feasibility study completed to develop business case
 Aurora	11,000 F2F Teaching events roomed for Semester 1
 Assessment & Feedback Phase 1	72% of courses in scope adopted student dashboard

Actions for consideration

- ❖ Confirm our strategic priorities, are we covering the right things in the portfolio?
- ❖ Review the relevance of our current benefit categories
- ❖ Continue Enabling Change discussions and actions with a focus on advocacy, wider capability, and resource commitments
- ❖ Capability building activity to embed changes and enable sustainable benefits (e.g., operational excellence for P2P)
- ❖ Work to close the gap between our benefits and high level University KPIs
- ❖ Pan-university process for benefit realisation

The report is organised into short chapters, with additional details on each of our current projects in Appendix A.

4	The story so far across three waves of change
5–9	Reviewing our impact
10	Strategic alignment
15	Ways of working - enabling agility
13	Capability and capacity
14	Learning from our experience
15	Conclusion and summary

The story so far is one of increasing levels of delivery and impact, with important lessons learnt.

Transformation set out its strategy in 2018, when we committed to look at the University's ambition for change and innovation. It followed a number of experiences in delivering change at the University, some positive, some less so. All of them inform the story of change at the University so it is important to keep them in view as we consider the last 4 years.

Change can be difficult to achieve, in part because it doesn't always work out the way intended. Its core change is about people, and our people have many competing priorities to consider alongside change.

Despite this, a great deal of progress has been made since 2018. We are in our third wave of change, with changes to core systems and processes for staff and students and the introduction of innovative services under our belt.

Success, particularly through the covid crisis, has seen increased ambition for change at an operational level and a desire to tackle the more deep-seated reasons why our current ways of working frustrate staff and students. That desire is powerful and welcome but is not always balanced by an operational readiness for change. That imbalance has the potential to slow progress in the current wave.

Pre 2018	2018/19 & 2019/20	2020/21	2021/22 & 2022/23 and beyond
	Wave 1	Wave 2	Wave 3
<i>Exploring & thinking about change at UofG</i>	<i>Building foundations</i>	<i>Delivering, trialling & testing</i>	<i>Consolidating, confidently delivering</i>
<p>Student Lifecycle Project & implementation of My Campus</p> <p>Transforming Research Management</p> <p>2015 Strategy – World Changers and internal work</p>	<p>Building capability:</p> <ul style="list-style-type: none"> • CTO appointed and team taking shape • Change Network set up – 400+ members <p>Change delivered:</p> <ul style="list-style-type: none"> • Ivanti – Enquiry Management Service Desk • HR Recruitment Process • Reach Out <p>Transformation Strategy – <i>'Enabling Excellence'</i> signed off</p>	<p>Building capability:</p> <ul style="list-style-type: none"> • Change Framework • Agile embedded • Benefits Realisation Framework • Digital Delivery approach <p>Change delivered:</p> <ul style="list-style-type: none"> • Pivot to online exams • Return to campus planning • Aurora Admissions • Aurora Teaching & Timetabling • UofG Life App • Online Assessment Management 	<p>Building capability:</p> <ul style="list-style-type: none"> • Change leadership • Process improvement • Operational excellence • Digital experience <p>Change delivered:</p> <ul style="list-style-type: none"> • Automation – Proof of Concept • UofG life App • Student & Staff portals • P2P - Travel portal <p>Getting ready to deliver:</p> <ul style="list-style-type: none"> • Assessment & Feedback • Onboarding • Purchase to pay • Timetabling • Automation service

Reviewing our impact against the benefit framework shows cumulative success for student & staff experience

The charts in this section map the impact across the benefit categories defined in the strategy.

We continue to prioritise improving the student experience and where possible the staff experience. To do that we need to reimagine and better connect processes and people via services.

We recognise the desire to improve our cost base, and where we can, we seek to do that. Automation provides us with a very useful platform.

For value to be realised there needs to be a benefits realisation process at a pan-University level. Budget holders and operational colleagues, working with Finance and the Transformation team, need to work to an effective model of accountability for the realisation of the benefit the projects create.

The table summarises the main benefits the Enabling Excellence strategy set out to deliver.

Student Experience	Contribute positively to the overall student experience at UofG.
Staff Experience	Improving staff environments and working life at the university. Making it easier to get things done.
Supporting Research	Reduce time spent on non-academic activity for Academics – Research.
Supporting Teaching	Reduce time spent on non-academic activity for Academics – Teaching.
Service Excellence	Improve performance in the delivery of our services and quality from a user perspective.
Efficiency	Achieving more with the same. Making improvements today that enable lower costs in the future.

The benefits created by the portfolio have had a strong cumulative impact, with some such as Reach Out and Ivanti providing a platform for other benefits e.g., the wider student experience offered by the JMS.

	Project	Type	Benefit	Measurement	Source	Notes
1	Reach Out	Student Experience	Improve student experience with query management	At launch, Reach Out was the 4 th most popular service on Helpdesk	Helpdesk	Reach Out is an established flagship service in the JMS
2	Recruitment Review	Staff Experience	Improved staff experience due to reduced manual tasks	88% of hiring managers agree new recruitment processes are positive	Pulse Survey of Hiring Managers	Follow-up survey cancelled due to Covid response priorities.
3	Pivot to Online	Student Experience	Ensure examinations can take place online with query helpdesk available for students	1019 exam instances 40,711 candidates Most common enquiry type was Exam Paper Question and the largest amount of enquiries in one day was 70 (29/04/20).	Moodle Registry Helpdesk	Covid-19 response project
4	Covid-19 Helpdesk	Staff Experience	Improve the working experience for staff during the Covid-19 pandemic	None in place, Transformation provided Service Design and operational support to build and launch service at speed	-	Covid response project
5	Responsive Solutions	Staff Experience	Improved access to information	3,439 total page views from 25/04/20 – 26/06/20 of Modern Ways of Working webpages (hybrid working support)	Google Analytics	Covid response project
6	Aurora: Admissions	Staff Experience	Improve staff experience by reducing the amount of manual intervention	9000 CAS issued for new international & EU students commencing September 2021, supporting conversion and enabling us to exceed international student recruitment targets and budget.	My Campus	This was a crisis management project due to a failing database.
7 / 8	Aurora: Return to Campus/ Semester 2 Planning	Student Experience	Create straight forward class scheduling experience in line with covid restrictions	Find a Space views: 20,000 Drop In & 9,000 Bookable Over 11,000 F2F Teaching events roomed for Semester 1	Central Timetabling	Covid-19 response project
9	Enquiry Management	Service Excellence	Improved end-to-end user experience through Ivanti workflow	Staff Feedback: <i>"The new P&OD form is simple and all the required steps are included. It's useful to be able to track my enquiries."</i>	Staff Survey	

In-flight projects continue to focus on improved experience, complimented by increased impact to service excellence. We have iterative benefit created by Digital and Automation, while other project plans are still being formed.

	Project	Stage	Scale of Impact	Type	Benefit	Measurement	Source	RAG
10	Assessment & Feedback: Phase 1	Embed	Large	Student Experience	Single access point for viewing assessments and grades	Adoption rate by courses in scope	College roll-out details	○ ● ●
11				Staff Experience	Increased staff satisfaction through reduction in manual processes	Satisfaction with process	Staff Survey	
12	P2P	Design/Deliver	Medium	Staff Experience	Improved User Experience	Rating of overall service	Staff Survey	○ ● ●
13				Efficiency	Staff Capacity Saving	Time saved in in processing POs	Staff Survey	
14	Timetabling	Design	Medium	Staff Experience	Improved staff experience through removing process inefficiencies	Satisfaction with new process	Staff Survey	○ ● ●
15				Service Excellence	Increase adoption of core timetabling process	Adoption rate	College roll-out details	
16	Automation	Deliver	Medium - Large	Efficiency	Automating simple tasks increases the capacity for value-add work.	Hours saved through automated tasks	Core HR System	○ ● ●
17				Staff Experience	Improved experience for staff due to delegation of transactional work to robots.	Staff feedback on pilot deployments	Staff Survey	
18	UofG Life App	Deliver	Large	Student Experience	The more positive the digital experience, the more positively the students will rate the app	Student rating of the app	JISC Digital Experience Survey	○ ● ●
19				Service Excellence	The more useful the app is, the more students will use it.	Year-on-Year measurement of usage	Google Analytics	
20	Student Portal	Design	Large	Student Experience	The more positive the digital experience the more positively students will rate the portal	Student rating of the portal	Student Survey (possibly JISC)	○ ● ●
21				Service Excellence	The more useful the portal is the more that students will use it	- Comparative year on year volume of site 'hits' - Comparative year on year increase to average 'dwell time'	Google Analytics	
22	Staff Portal	Design	Large	Staff Experience	The more positive the digital experience the more positively staff will rate the portal	Staff rating of the portal	Staff Survey	
23				Service Excellence	The more useful the portal is the more that staff will use it	- Comparative year on year volume of site 'hits' - Comparative year on year increase to average 'dwell time'	Google Analytics	

Further detail and context is available in the project dashboards in Appendix A

Projects in discovery, whose value will be delivered in the current or future waves of change, continue the trend. Benefits plans are being built with stakeholders as scope is understood.

	Project	Stage	Scale of Impact	Type	Benefit	Measurement	Source	RAG
24	Assessment & Feedback: Phase 2	Discovery	Large	Student Experience	Improve experience of, and learning from, assessment	To be determined	To be determined	○ ● ●
25				Staff Experience	Policy changes will guide and support the introduction of practices and technologies giving staff a clear guide			
26				Service Excellence	Simplify the variety of processes across Schools/Colleges will result in consistent data, systems that work together and processes that are transferrable			
27	Onboarding	Discovery	Medium - Large	Student Experience	Improved student experience through improved interface and process redesign	<ul style="list-style-type: none"> - % students who complete registration without issues - Student satisfaction with Registration & Enrolment 	Student Survey	○ ● ●
28				Service Excellence	Improved decision-making with better student data through implementation of CRM			

There is a noticeable shift in approach and a growing maturity for benefit planning between projects delivered in 2019 to now. Value and measures are being embedded into project thinking. Benefit planning is happening in partnership with stakeholders from the outset, which gives us a more stable foundation to track and manage, and ultimately for realisation post project.

What does that tell us, and what do we need to focus on?

The impact created to date both in year and cumulatively is positive, especially in the context of 2 years of Covid.

However, part of the purpose of this annual review is to reflect on the scale of that impact, to challenge whether it is delivering against the expectations set out in the strategy, and to highlight any areas for improvement or adjustment for the Board to consider.

Headlines covered by the next section:



Strategic alignment – this looks ok but in the context of a lot of competing priorities is the breadth of the portfolio realistic?



Ability to measure against and feed into University KPIs – not quite there



Ability to deliver – operating model – decent with some gaps



Ability to deliver pan Uni – some more gaps



Prioritisation – how does it work, what does it tell us and is there more we should/could do?

In addition to the above, before publication of the next report, we intent to undertake further work to calculate the financial savings achieved as a result of the transformation projects.

Strategic alignment: the Transformation portfolio is closely aligned with the University Strategy and in particular with the Service Excellence Strategy.

The Transformation portfolio is an important part of the toolkit the University can use to deliver against its strategic objectives. We are well placed to make a positive contribution through the portfolio of work already underway – whether in discovery or delivery.

Whenever we reflect and review our portfolio priorities, it is vital that we consider our alignment to the delivery of strategy.

We can see that we are covering student experience, both through incremental impact via digital products, and by tackling core process and systems.

We have a significant alignment to the Service Excellence Strategy; we can make an impact on staff experience and service excellence, and in the case of automation, generate efficiencies through the release of capacity.

The table illustrates how the projects in the Transformation portfolio align with and deliver parts of the most relevant University strategies.

	Learning & Teaching	Student Experience	Services
Assessment & Feedback	✓	✓	
Onboarding		✓	✓
Purchase to Pay			✓
Timetabling	✓	✓	✓
Automation			✓
UofG Life App	✓	✓	
Student Portal	✓	✓	
Staff Portal			✓

✓ Primary Impact
✓ Secondary Impact

Strategic alignment: the Transformation portfolio is closely aligned with the University Strategy and in particular with the Service Excellence Strategy.

The insights we want to draw the Board's attention to (for discussion at the appropriate point) are:

- **The focus on Student Experience remains a top priority.** However, we are still developing specific measures for the student experience which would enable the Board to more effectively assess the contribution of these projects to improving it. Putting better measures in place will enable a more informed debate about areas to focus on and the pace to deliver change at.
- The connection between delivering efficiency and the services strategy is clear at this level, **however the absence of an agreed 'target' for efficiency and process to enable realisation of those benefits continues to impact progress.**
- There is a growing list of priority projects the University wants to deliver as highlighted in the Strategic Planning cycle discussions. How realistic is it to deliver this scale of change in an environment where everyone comments they are too busy. It is perhaps prudent to extend the capability/capacity for change discussion driven by **Enabling Change** to understand the impact of a wider change agenda.

Reflecting on the measures to articulate our impact; our CSFs, and the strategic KPIs. Good progress but the timing is right to review and strengthen the connection between delivery and impact against University KPIs.

The portfolio is performing well against the key critical success factors defined in 2018: we are outcomes focused, improving the student and staff experience, enabling excellent and efficient services; change is internally owned; and delivering sustainable results including building change capability for the longer term.

However, when you drill into this, by assessing progress against the key markers for change delivery: impact; risk; capacity; and pace the story is not as clear.

Change is a risky business, for the most part we can mitigate our risks, but the post pandemic effects of change fatigue impacts the prioritisation of change at the operational level. That in turn has an impact on capacity and pace.

Beyond that, it is increasingly clear that whilst the strategic intent is understood, the measurement of impact is not always achieved.

A good example is the Onboarding project where the main driver is to improve the student experience in relation to registration and enrolment. We do not measure this today so how can we make an informed judgement about the benefit of investing to effect improvements?

How we are faring across key portfolio markers		
	Current assessment	Going forward we should
Impact	 <p>The greatest impact is in student experience & service excellence. Supporting teaching & research have minimal benefit. We have made progress on benefits management but the challenge is embedding ownership of realisation</p>	Clarity on strategic drivers will help us to focus our resource and impact. Benefit realisation embedded in operational ownership is the a natural home for ongoing benefit realisation post project
Risk	 <p>Our portfolio risk scores indicate a high risk appetite, which is appropriate for Transformation. Focus is required on operational capacity & capability. There are now real issues across our projects, despite senior stakeholder direction and support.</p>	Sponsors' role in realistic planning against the university's operational capacity (e.g., testing, training, SME resource) to prevent stop/start progress and increased change fatigue.
Capacity	 <p>Transformation resource feels about right. Non transformation resource is a concern. This is not just about securing time, it is also about the capacity for change. Change fatigue feels very real post pandemic.</p>	We need to recognise the fatigue and balance our transformation work to ensure we are optimising our ability to deliver the value and impact we should.
Pace	 <p>Delays in service excellence driven work (P2P, Timetabling) have slowed our expected pace because operational capacity does not match the needs of the portfolio.</p>	Set clear requirements of resource, be braver to pause and reassign transformation resource to where the impact can be delivered. Narrow the focus and/or accept slower pace.

The challenge we see from this analysis is the need to improve how we measure and align impact:

- We can sharpen up how we track the impact our projects have against the University strategic KPIs. The recommendation is we work with PIA and others to review the relevant KPIs and how to strengthen the connection between delivery and impact. It feels like our current University KPIs are too high level so how do we bridge that gap better?
- Addressing that gap will feed into the benefits process and help determine whether to proceed with some projects beyond the initial discovery phase

Transformation capability & capacity has grown in response to demand; the focus now is operational readiness.

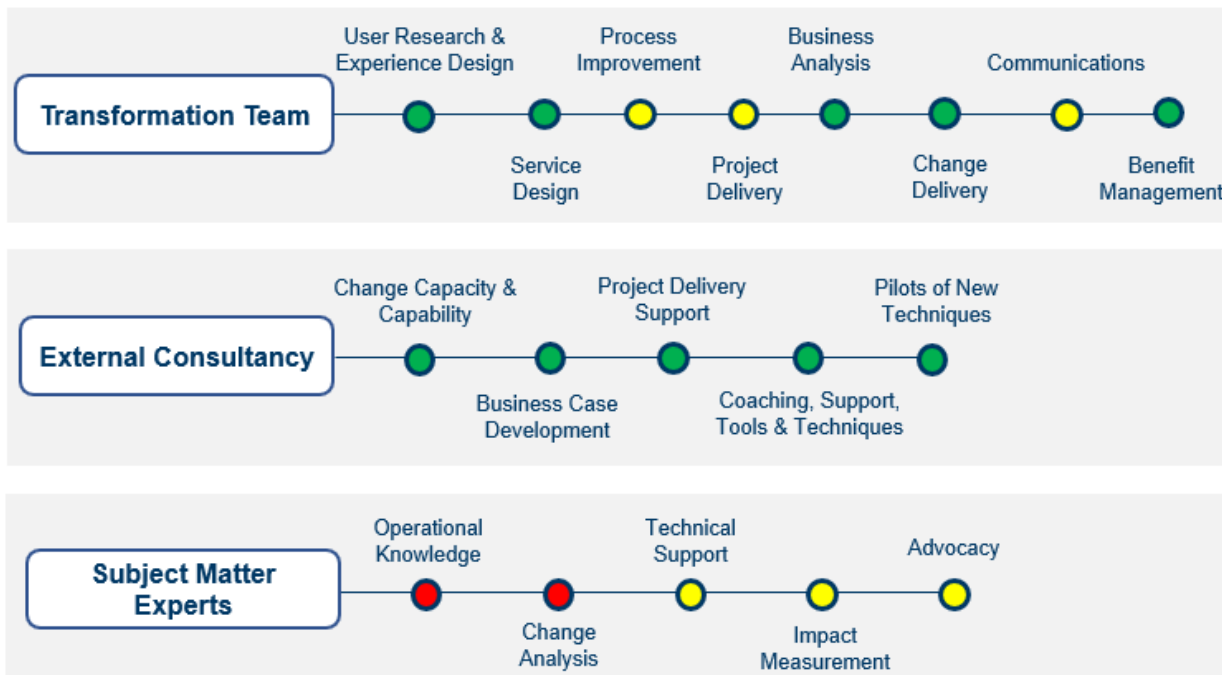
Delivering change requires specialist skills and capability. We believe the UofG Transformation Team is one of the strongest change teams in the sector and well placed to meet the challenges post Covid.

Capability gaps are being filled across process improvement and project management, and the relet of the consultancy framework is underway, which allows us to access additional capacity.

Building capability is not just about the core team. The team plays a role in enabling change inside & outside the portfolio. It works in a collaborative model in projects; the change network now has c500 members, design thinking resources have been published, and the team has a strong presence across communities of practice for project management, service design, and communications.

Continued success, i.e., delivery of impact, is dependent on increased advocacy and participation from across the institution. To enable collaborative and sustainable change, the ownership of the case for change and desired benefits, the pull, needs to come from the business. That needs to come with capability and capacity, we need time and resource to deliver.

The goal is always to deliver change with, and not to our colleagues – that is how change becomes truly internally owned and sustainable.



Hence, of the three sources of capability on this chart, the 3rd (subject matter experts), is where we need help from the Board to prioritise change to empower that pull and release resource.

Learning from the experiences of 21/22 will help us prepare for the next challenge.


















In the past year we have worked on **opportunities** to help develop scope, objectives, impact, design, and business cases.

We saw a few service excellence driven projects which we assumed would be able to move more rapidly, get stuck in **discovery & design**.

Deliver & Embed has been a mixed bag, with some stellar success, and some frustration. The UofG Life App continues to deliver a positive student experience; it is the 'go to' app for our students. However portal development, with an initial focus on staff, has been slower to progress. Automation has had a great year, with successful pilots across recruitment, finance, and COSS, and building a successful business case that will see a new Automation service procured and in place for 2023. The pace in embed has been slower than we had assumed for some projects, e.g., resource availability hit P2P, and A&F1 closure was extended to focus on bug fixes and further embedding in a full academic year cycle.

Projects adapting their plans along the way is normal and is part of our agile approach, but we need to learn and respond to what we see happening, which includes sponsors and the Transformation Board providing consistent direction.

Aligning the 'work' in the past 12 months with the change framework.

Opportunities	Discovery & Design	Deliver & Embed	Realise
 PGR Experience	 Assessment & Feedback Phase 2	 Assessment & Feedback Phase 1	 Exam Sustainability
 Smart Campus 2 Digital Twin	 Onboarding	 P2P	 P2P - Travel
 Smart Campus 2 XR	 Timetabling	 Automation	 Automation - Pilot
 Reach Out 2	 P2P	 UofG Life App	
	 Student & Staff Portals	 Student & Staff Portals	

These stages tend to be clearer and productive for the more complex projects. Projects where we hoped to see pace and incremental benefit, have become stuck here for a prolonged period (P2P, Timetabling).

These phases are where we see and feel the most frustration, delay, and lack of commitment

 Not Progressed

 Ongoing projects

This report has provided evidence of delivery, impact, and capability, it has reflected on the challenges and posed questions to help us move forward.

At the end of Year 4, in the middle of the third wave of change, we have delivered a great deal, and there is a growing cumulative impact as well as strong in-year delivery.

The strategic importance of services like Reach Out, the digital experience through the UofG Life App, and the efforts to support the University through the pandemic demonstrate the breadth and depth of the impact delivered by the team. There are exciting prospects on the horizon which will build upon these successes.

Transformation consistently contributes to strategic goals, not just in what we deliver, but in how we do it. However, as we emerge from the pandemic we believe the Board needs to provide greater clarity on the key strategic priorities for change to ensure the portfolio continues to focus on value creation as the forefront of what we do.

The story of 2021-22 was one of reflection, refocus, and rebuilding. The appetite for change remains high, but commitment to the operational input to change needs further work and that impacts the pace that we can deliver at. We are affected by a combination of change fatigue as we emerge from Covid, together with a growing transformation portfolio, plus other drivers putting pressure on limited resources.

We have seen that despite close strategic alignment, the reality of an institution with multiple drivers which is recovering from the pandemic means we constantly face challenges to delivering our priorities.

As we continue in this third wave of change, our reflections of the story so far present us with opportunities and challenges.

In summary:

- We believe our strategic alignment is right.
- To optimise delivery against Student Experience and pick up momentum in the delivery of Service Excellence impact, we propose completing current workstreams to free up resource by Spring 2023, to meet the challenges from Onboarding.
- Automation is the platform to enable Efficiency and, when we can, we will divert resource to this service, i.e. any downtime in other projects will not see 'waste' from our capability & capacity treading water.
- Digital experience will continue to focus on the App and portals, working closely with the student experience projects to ensure we are creating a consistent experience across systems.
- We need to continue to push the actions identified from Enabling Change, increasing the participation and capability of our colleagues through Operational Excellence and other capability building mechanisms.
- Realisation needs confirmed strong support from senior management, clear ownership of projects and a process that exists outwith the project experience.
- We need to agree the right strategic KPIs to focus on, to help us articulate our impact and contribution more easily.
- We will undertake further work to define the financial saving achieved through the different strands of transformation activity.

Appendix A:

Project Impact Assessments



Assessment & Feedback: Phase 1

The challenges with how we conduct assessment & feedback at the University led to a major review of the current situation and a business case was signed off to invest in new systems and processes in early 2020, focused on the academic model. However, the move to online assessment and feedback at the start of Covid has led to significant concerns. We need to address these with a tactical response and develop channels to enhance support.

What Outcomes did we set out to achieve?

The project aims to improve the student experience through access to consolidated grade information and feedback. Access to that information to be made available through an upgraded Moodle dashboard and the UofG Life app.

To do that meant we would need to simplify some of the supporting processes for MPA/ Academic staff involved in assessment setup, grade entry and aggregation. This combined with Moodle enhancements to enable grade submission and aggregation should improve the staff experience and help release hours to enable staff to focus on higher value tasks.

How do we propose to deliver those outcomes?

Introduce enhancements to Moodle via bespoke plug ins to enable grade aggregation at course level to feed a new student portal that provides a single view of assessment & feedback for students.

What is the impact achieved to date?

Mixed. The chart on the right shows the scale of adoption in the first year. However, further adoption was not possible due to operational teams identifying some bugs in the plug ins in addition to enhancements to Moodle that we have not as yet been able to progress. The key determinant of success is to maximise adoption across as many students and schools as possible.

What insights have we learned to date?

- The scale of the variation in practice across the University was even greater than originally thought meaning the ability to implement a consistent approach was more challenging than expected.
- The use of Moodle has grown significantly but the technical support of the tool needs more resource to keep pace.
- Absence of a dedicated training resource resulted in a lack of support for Colleges.

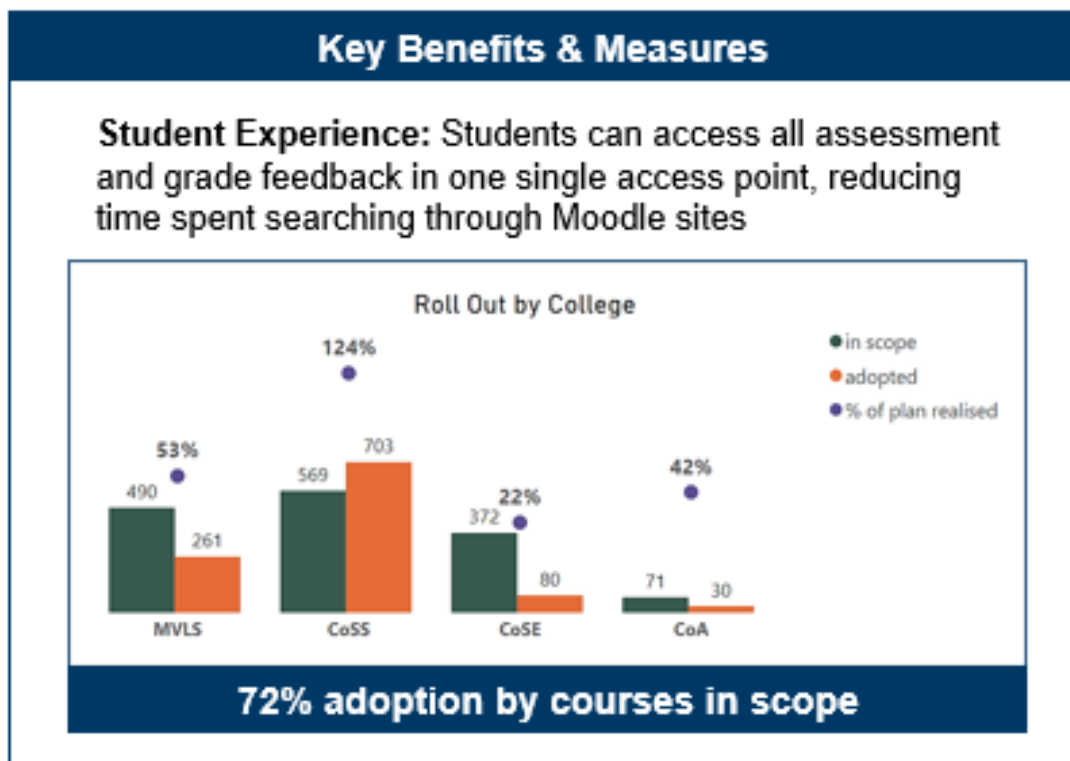


Assessment & Feedback: Phase 1

Next Steps

- 'Freeze' any further enhancements to GCAT so it is a stable tool and one we can consider alongside Moodle 4 etc.
- Continue to manage GCAT as a Pilot during Semester 1 and review status as bugs etc addressed
- Develop potential adoption plans for Semester 2 so that we are 'ready'.
- GCAT developer resource committed and fixes and enhancements progressed
- Embed College Engagement Group

Delivery Year	Scale of Impact	Ease of Realisation	Investment	Resource Rating		Stage
				Transformation	Business	
2022/23	Large	Medium	£1.5m*	1	3	Embed



*as part of £16m business case approved, pre-Covid



Assessment & Feedback: Phase 2

The longer term vision for a major improvement in how we assess and provide feedback to our students remains and is a core part of the Learning & Teaching Strategy.

What Outcomes did we set out to achieve?

This project focuses on the policy and processes supporting assessment and feedback, with plans to create consistency in processes across all Colleges informed by the insights gleaned during Covid, in relation to assessment policy and practice.

How do we propose to deliver those outcomes?

The key is to complete a gap analysis with each school to inform understanding of the difference between the policy and practice defined in Learning Through Assessment and reality and the action plan to address.

What is the impact achieved to date?

Drafted 'Learning Through Assessment' document, working in collaboration with Academic & Digital Development

What insights have we learned to date?

Appetite to introduce change is limited in the early Post Covid period so we need to work out how to align project activity so its in step with that to smooth the introduction of proposed changes.

Next Steps

- Project planning day arranged for Nov 2022
- Deliver 'Stakeholder Roadshows' (hosted by academics with Transformation Team support) during Semester 1 2022/23.
- Collate feedback and how it relates to Learning and Teaching Strategy.

Delivery Year	Scale of Impact	Ease of Realisation	Investment	Resource Rating		Stage
				Transformation	Business	
TBD	Large	Hard	£14.5m*	2	1	Prepare

*as part of £16m business case approved, pre-Covid



Assessment & Feedback: Phase 2

Key Benefits & Measures

Key measures are still being reviewed at this stage of the project and are subject to change. Measurement plans are yet to be developed

Student Experience: Improve experience of, and learning from, assessment.

Staff Experience: Policy changes will guide and support the introduction of practices and technologies giving staff a clear guide to follow

Service Excellence: Simplify the variety of processes across Schools/Colleges will result in consistent data, systems that work together and processes that are transferrable



Onboarding

The sheer scale of the student interest in studying at Glasgow and the complexity involved creates major challenges for our teams who support those processes and a longer term concern that we need to build a strategic capability to support them. That combined with long-term challenges experienced by our students particularly during the registration and enrolment process combines to create a need to critically re-evaluate how we 'onboard' our students.

What Outcomes did we set out to achieve?

This project looks at the opportunity to improve the staff and student experience of the journey that starts for our students at the point of initial interest in studying at the University through to the point where they have registered and enrolled on their classes. This includes exploring the potential to automate (and at a later date redesign) those high volume transactional processes involved to release capacity.

How do we propose to deliver those outcomes?

Creating a World Class student onboarding service via technology-enabled transformation and efficient processes. We are completing an outline business case that identifies two key projects to deliver the outcomes outlined.

What is the impact achieved to date?

This project is still in the discovery phase so the ultimate impact is in the future. That said, the discussions with internal stakeholders and external leaders in this area have significantly increased our understanding of the opportunities, challenges, ways to address them and, crucially, what not to do.

What insights have we learned to date?

Creating capability is the key to delivering these outcomes. There are very few HEIs in the world who have cracked this. One that has is Monash and they shared the need to balance the technology as an enabling platform with capability in the form of a blended team focused on student outcomes.

Next Steps

- Draft Outline Business Case for submission to Transformation Board in December 2022.

Delivery Year	Scale of Impact	Ease of Realisation	Investment	Resource Rating		Stage
				Transformation	Business	
2023-27/28	Med-Large	Med- Large	£25m	2	2	Prepare



Onboarding

Key Benefits & Measures

Registration & Enrolment

Student Experience: Improved student experience through improved interface and process redesign (removing common blockers for students and reducing need for staff support)

Average Rating of Registration & Enrolment Process



Marketing, Recruitment & Admissions

Service Excellence: Improve decision making with better student data available to all relevant staff in a central system

Reduced Time to Complete MI Requests

1,000 hours

Baseline*

500 hours

Goal

*Proxy measure (Admissions team only)



Purchase to Pay (P2P)

Our finance processes and how we procure struggle to handle the demands placed on them, leading to a lot of manual intervention by operational teams including significant rework. This is not good from a user experience or the efficiency of the services.

What Outcomes did we set out to achieve?

P2P aims to bring greater value from total procurement spend through improved category management and reduce the number of process touch-points through the implementation of straight-through processing initiatives.

How do we propose to deliver those outcomes?

Informed by wide ranging user research the P2P project will introduce greater standardisation, elimination of non-value-added tasks and automation of transactional processes wherever possible.

As an example, it will maximise the use of existing technologies (e.g. Agresso) to exploit improvement opportunities through increased automation of processes.

What is the impact achieved to date?

Travel Hub live, fully operational and handover complete, with processes and policies refined as lessons are learned. Incident management and support provided (1,800 enquiries answered) by the project team. 380 travel arrangers trained to use the online portal.

Travel Hub homepage has received over 3,000 visits within first month of launch.

What insights have we learned to date?

Improving the operational delivery by thorough user research can make a major difference to the staff experience and efficiency of core processes e.g. travel booking

Next Steps

- Purchase and Corporate Cards and Straight Through Payment (STP) workstreams are in the early baselining phase.

Delivery Year	Scale of Impact	Ease of Realisation	Investment	Resource Rating		Stage
				Transformation	Business	
2022/23	Medium	Medium	£75k	1	1	Change

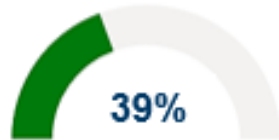


Purchase to Pay (P2P)

Key Benefits & Measures

Staff Experience: Improved service user experience

73% rate service as excellent or good
(increase of 34% from pre launch)



Baseline



Post Launch

“...much less stressful process now”

“...a significant decrease in workload relating to travel, allowing capacity to focus on tasks that were requiring attention but never had the time”

Efficiency: Staff Capacity Savings



5,281 hours

Released annually through
time saved processing
purchase orders



Timetabling

The current Timetabling process is fragmented and inconsistently managed across the institution which creates a painful experience for staff. There is a need to support the immediate business rules & improvements needed now to prepare for 23/24 timetable. There is limited control over the shape of the timetable and an inability to make better use of the timetable and estate due to several unquantified constraints.

What Outcomes did we set out to achieve?

Clarity of the Timetabling process for 2023/24 and reduce variation in local practice. Identify the true potential increase in estate utilisation and develop an effective methodology and modelling tool to achieve this that also reduces transactional activity, increases process agility, and provides an improved basis for future teaching space forecasting and strategic decision making.

How do we propose to deliver those outcomes?

- Workstream 1: Support immediate Business Rules & Improvements needed now to prepare for 2023/24 timetable. Create and activate a Community of Practice for Timetabling Staff and communication plans to support the Timetabling Process. Inform all parties of their roles and responsibilities at each stage and the critical nature of the input needed.
- Workstream 2: The key deliverable is a new timetabling methodology and modelling tool for the University. Ahead of this, the workstream will also identify and articulate the constraints on the timetable and the associated limitations on estate utilisation levels.

What is the impact achieved to date?

- Large scale stakeholder engagement to identify case for change and form Business Case.
- Business Case approved by Transformation Board and Investment Committee.
- Subject Matter Experts (SME) secured and recruitment underway for critical roles (mid-November).

What insights have we learned to date?

- Lack of clarity of ownership for the end-to-end timetabling process.
- A lack of a single problem definition has meant that it's been difficult to shape and define scope.
- SME resource has been a challenge to secure and has created delays to work-packages.

Next Steps

- Onboarding of SME resource in November for Workstream 1.
- Building a robust delivery plan with an agreed scope for delivery next year.

Delivery Year	Scale of Impact	Ease of Realisation	Investment	Resource Rating		Stage
				Transformation	Business	
2023/24 - 26	Medium	Medium	£2.2m	3	4	Prepare



Timetabling

Key Benefits & Measures

Key measures are still being reviewed at this stage of the project and are subject to change. Measurement plans are yet to be developed

Service Excellence: Increase adoption of core timetabling process

Staff Experience: Improved experience for staff involved in the timetabling process by removing process inefficiencies

Efficiency: Efficient use of the teaching estate



Automation

The University has a large number of high volume, transactional processes that are currently undertaken by staff with limited support. The end result is a lot of manual work that is both inefficient, frustrating and prevents staff from focusing on value adding activity as much as they would like to

What Outcomes did we set out to achieve?

Automating and standardising larger transactional processes can free up time and create capacity for colleagues to focus on more strategic activity and at the same time, make these processes more consistent and potentially quicker to complete, improving the experience for the end user.

How do we propose to deliver those outcomes?

We have completed an extended proof of concept how hyperautomation, working with teams in People & OD, Finance and College of Social Sciences to automate different process scenarios. The results from that PoC informed a business case to secure a strategic automation partner, the procurement for which is nearing completion.

What is the impact achieved to date?

- Completed Proof of Concept to test whether Automation can make a difference, with evidence to date supporting it can.
- Successfully automated 6 processes launched across two deployments (P&OD and Finance)
- Identify and develop the automation opportunity pipeline
- Business Case signed off in October

What insights have we learned to date?

- Proper benefits identification needs to take place up-front and be owned by the operational teams.
- The structured approach to engagement helped build confidence in operational teams.

Next Steps

- Progressing procurement process for next phase

Delivery Year	Scale of Impact	Ease of Realisation	Investment	Resource Rating		Stage
				Transformation	Business	
2022/23	Medium	Medium	£4.96m	2	2	Engage



Automation

Key Benefits & Measures

Efficiency: Automating simple tasks increases the capacity for value-add work.



2,713 hours

released through 6
live processes so far

Staff Experience: Improved experience for staff due to delegation of transactional work to robots.

“ *This will be a game changer – Automated testing will free up my team and accelerate new developments.* ”

“ *It's just absolutely amazing to see the robots working just now and how much work its actually saving - all the manual work and the streamlining it's done.* ”



The Smart Campus project identified the value of adopting digital tools to improve the experience for students, staff and visitors. Covid reinforced the need to do this especially to support our students to feel part of the wider community via an app informed by user research.

What Outcomes did we set out to achieve?

The UofG Life App aims to help provide the best student experience, as defined by our users. The app is built to be sustainable, ensuring convergence and integration of supporting technology. With a focus on adoption to make sure every student has access to, and continues to use, the UofG Life App.

How do we propose to deliver those outcomes?

Sector leading, integrated student experience, improving connectivity and providing students with what they need to navigate life at UofG.

What is the impact achieved to date?

- UofG Life brand has been created and consolidated.
- Multi-disciplined delivery team embedded to incrementally improve the proposition through the development and release of new features and improvement of existing ones.
- Widespread adoption and continued increase in usage demonstrates its perceived value to students.

What insights have we learned to date?

- The importance of good comms - There's no point building and releasing features if you don't then tell users it's available for them to use.
- If we don't have ownership from the business for a feature it's more difficult to develop, maintain and improve.

Next Steps

- Continue to optimise by identifying new features to build and improve upon existing ones.
- Overall enhancements to user interface.

Delivery Year	Scale of Impact	Ease of Realisation	Investment	Resource Rating		Stage
				Transformation	Business	
2022/23	Large	Hard	-	1	1	Change



UofG Life App

Key Benefits & Measures

Service Excellence: The more useful the app is the more students will use it

26.7% increase in weekly active users
(Sept '21 – Sept '22)



Student Experience: The more positive the digital experience, the more positively the students will rate the app

60%+ Rate the app as being Good, Excellent or Best Imaginable

Very user friendly and great layout making it a great tool.

I use the UofG Life app everyday to check my timetable.



Staff & Student Portal

The success of the UofGLife app unlocked a demand for greater use of digital tools and platforms to support our students and staff and ideally to create a single source for all of the services and information they need to navigate and make the most of their time at the University.

What Outcomes did we set out to achieve?

The MyGlasgow Staff and Students portals are an accessible, intuitive, digital home which connects the UofG community to central university services and information whilst providing an engaging and enjoyable user experience.

How do we propose to deliver those outcomes?

The portals achieve the best outcomes for the UofG community by providing a focal point for their digital interactions with the university and connecting staff and students to key information and services. With a focus on adoption to ensure staff and students have knowledge of and are encouraged to use the MyGlasgow Staff and Student Portals.

What is the impact achieved to date?

Multi-disciplined team has been created and new working practices embedded with initial focus placed on three core components that will incrementally improve the Staff Portal proposition. Pipeline is in varying stages of development, with the recently released Health & Wellbeing hub being the first delivery.

What insights have we learned to date?

Securing engaged service ownership enables a collaborative effort for the design, build, testing, release and ongoing maintenance and improvement of features and services.

Next Steps

- Complete the release of pipeline items.
- Identify and work with stakeholders to pursue additional opportunities that will incrementally improve the portal propositions.
- Data being baselined using Google Analytics in advance of the release of new features.

Delivery Year	Scale of Impact	Ease of Realisation	Investment	Resource Rating		Stage
				Transformation	Business	
2022/23	Large	Hard	-	1	2	Prepare



Staff & Student Portal

Key Benefits & Measures

Key measures are still being reviewed at this stage of the project and are subject to change. Measurement plans are yet to be developed.

Service Excellence: The more useful the portal is the more students/ staff will use it

Student Experience: The more positive the digital experience the more positively students will rate the portal

Staff Experience: Improved staff experience of using the portal

Appendix B:

Reference charts

	Improvement Potential	<p>Large</p> <ul style="list-style-type: none"> • Fundamentally new solution • Low baseline metrics and substantial improvement goal • Significant impact on strategic goals and risks 	<p>Medium</p> <ul style="list-style-type: none"> • Significant improvement to an existing process • Very noticeable improvement to metrics • Touches upon strategic goals and risks 	<p>Small</p> <ul style="list-style-type: none"> • Minimal change to existing practices • Small or difficult to measure impact • Localised improvement
	Scale	<p>Large</p> <ul style="list-style-type: none"> • Savings greater than £750k, affects over 500 staff or 2500 students 	<p>Medium</p> <ul style="list-style-type: none"> • Savings £250k to £750k, affects 100-500 staff, 250 -2500 students 	<p>Small</p> <ul style="list-style-type: none"> • Less than £250k savings, 100 staff or 250 students affected
	Ease of realisation	<p>Hard</p> <ul style="list-style-type: none"> • More than 10 FT people over 12 months to deliver • Complex, untested solution, depending on many stakeholders • Significant risks • Metrics are not readily available and/or infrequently updated 	<p>Medium</p> <ul style="list-style-type: none"> • 6-12 months to deliver and 5-10 FT people • Adopting tested solution with straightforward implementation • Moderate risks • SME/BAU expertise and new reporting set up is required to measure 	<p>Easy</p> <ul style="list-style-type: none"> • Can be delivered within 6m with team of up to 5 FT people • Simple solution • Minimal risks • Reporting can be set up within the team.
	Timescale to realise	<p>Long</p> <ul style="list-style-type: none"> • More than 12 months 	<p>Medium</p> <ul style="list-style-type: none"> • 6-12 months 	<p>Short</p> <ul style="list-style-type: none"> • Less than 6 months

1	Committed	Project can progress as planned
2	Majority Committed	Can progress with little adjustment
3	Little Commitment	Progress Delayed
4	No Commitment	Project Blocked

Transformation Resource	Staff committed to project from the Transformation Team
Business Resource	Staff committed from other areas of UofG

University of Glasgow’s Monthly Media Summary: December 2022

December 2022 coverage highlights

The communications team earned 407 unique articles across print, broadcast and online media during December, traditionally a “slow” month.

Coverage was overwhelmingly positive, with an average high “good performance” rating (see methodology below).

Coverage was dominated by research the communications team proactively promoted with content it created. Leading stories were:

- Coverage of ongoing neurodegenerative research by Prof Willie Stewart.
- Research by Dr Sarah Armstrong into prison deaths in Scotland, with a rise in suicides and deaths related to drug misuse.
- Dolphins found to have the classic markers of Alzheimer’s Disease, with lead researcher Dr Mark Dagleish.
- Research by Dr Amy Thomas showing the falling income of professional authors and writers.

The communications team also responded to media inquiries for comment on key political and social events, most notably the Scottish Government’s Gender Reform Bill by Dr Michael Foran.

Prof Sir Anton Muscatelli was also one of the University’s leading spokespeople, featuring in several stories including: Times Higher Education interview on leadership; reporting on the publication of the Morag Ross report; and his appearance at Holyrood’s Finance Committee.

Methodology

Tone of Coverage

Coverage is rated ‘positive’, ‘balanced’ ‘neutral’ or ‘negative’:

- Positive: coverage reflects positively
- Balanced: coverage has elements of positive and negative comments
- Neutral: coverage is factual
- Negative: coverage is critical

Article Rating

Each item is given a rating out of 100 based on how well all metrics performed in that item. This takes into account tonality, prominence and the presence of a spokesperson:

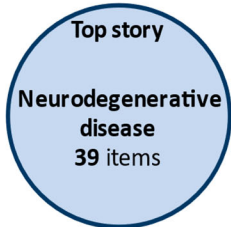
- Above 60 – Very good performance
- 50 to 60 – Good performance
- 40 to 50 – Average performance
- Below 40 – Bad performance



December 2022

Executivesummary

Coverage analysis

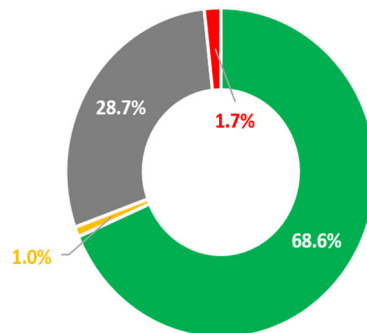


ABC breakdown

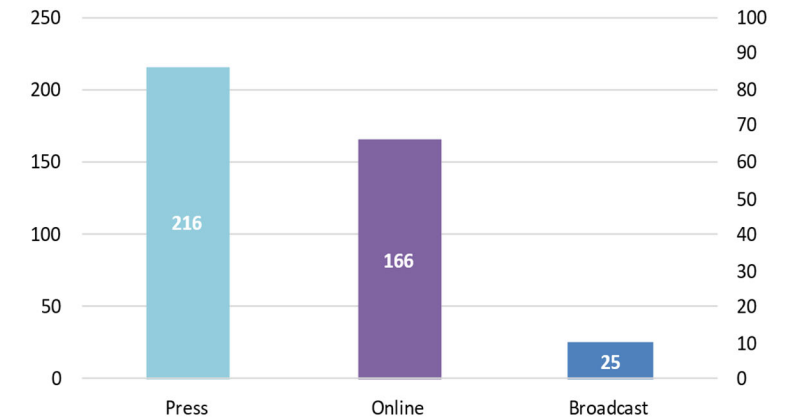
	Items	Rating
National Quality	72	58.1
National Mid Market	42	58.6
National Popular	23	60.0
Regional Daily	50	58.0
Weekly Paid	26	58.8
Weekly Free	0	-
Trade Press	2	65.0
Consumer Press	1	50.0
National Television	6	65.0
Regional Television	3	71.7
National Radio	11	66.4
Regional Radio	4	65.0
Online	132	59.4
International Television	1	70.0
International Radio	0	-
National Online	34	61.3
Grand Total	407	59.5

Tone

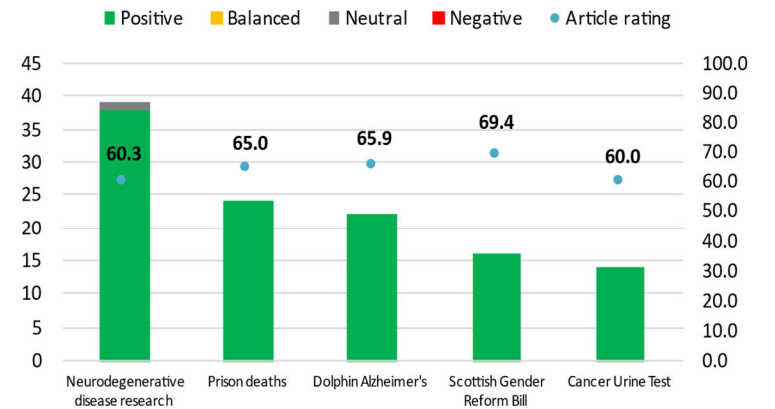
■ Positive ■ Balanced ■ Neutral ■ Negative



Media type



Top stories





December
2022

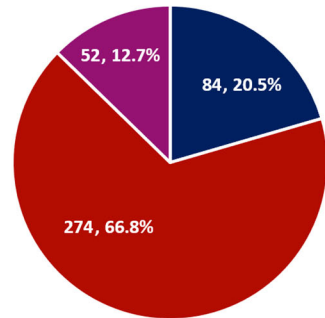
Executive summary

Coverage analysis



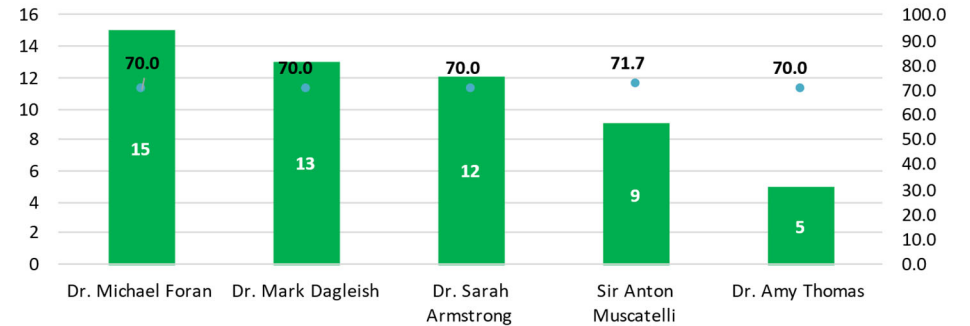
Themes

■ Corporate ■ Research ■ Student Experience



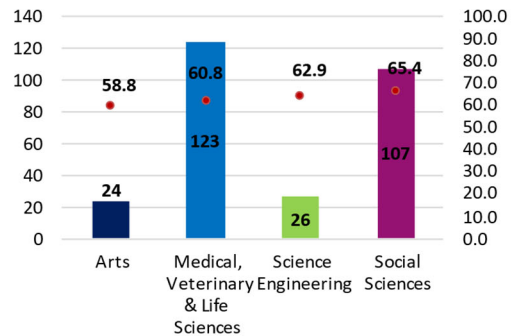
Top spokespeople

■ Positive ■ Balanced ■ Neutral ■ Negative ● Article Rating

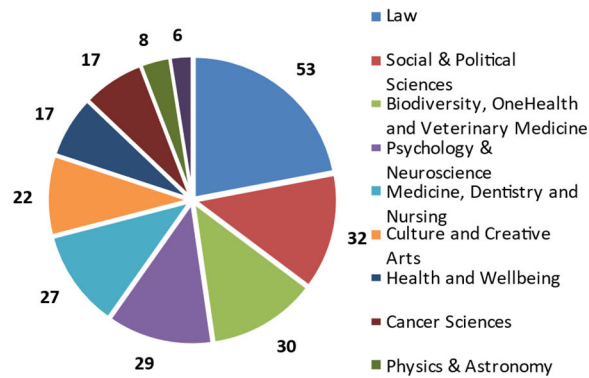


Colleges

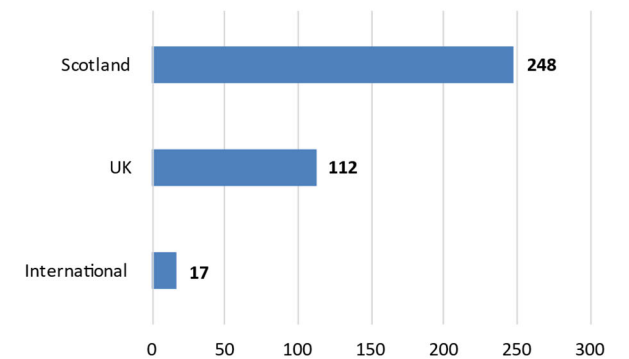
■ Items ● Article Rating



Top schools



Regional breakdown



**Convener of Court
Summary of Business – 23 November 2022 to 15 February 2023**

Date	Meeting	Location
1 December 2022	Court – additional meeting	Virtual Meeting
14 December 2022	Catch up with the Principal	Phone call
20 January 2023	Pre Court Officers Meeting	Virtual Meeting
25 January 2023	Finance Committee	Glasgow
26 January 2023	Individual meetings with members of Court: Simon Kennedy, Dan Haydon, Nick Hill	Glasgow
	Speaker at Top Management Programme for HE	Glasgow
3 February 2023	Catch up with the Chief Operating Officer	Virtual
8 February 2023	Court Lay Members Meeting	Virtual
15 February 2023	Court Induction	Glasgow
	Court pre agenda meeting	Glasgow
	Pre Court Briefing	Glasgow
	Court	Glasgow
	Court Dinner	Glasgow

UNIVERSITY of GLASGOW

RECTOR's REPORT - COURT MEETING 15 February 2023

Members of Court,

I am of the view that I should commence this report by addressing briefly the adverse publicity I received at the end of last year. Some of you have been kind enough to get in touch with words of support but there may be some who are unaware of the true position. The University has been very supportive and a public statement was issued and which I had been unaware of prior to its publication. I would like to register my thanks for that.

THE PRESS COVERAGE

The Glasgow Guardian published an article claiming that I was a “missing” Rector in that I had only attended two thirds of the court meetings and had failed to hold surgeries. I was not approached prior to its publication. This was picked up by the National press and an SNP Member of Parliament who had stood against me in 2021 saw fit to add fuel to fire. At what point he became involved I know not but he now wants the University to introduce a process to remove a Rector who is seen to be inactive. The tenor of the press coverage now appears to have changed as they are more aware of the truth of the situation but I am concerned that there may some who believe these allegations. However there is no doubt that my reputation has been damaged and I have heard about comments being made in other areas (including local authority circles) by those who believed the story.

I have been advised however that there are a significant number of students who support me and are aware of some of the work I have done and the support I have tried to give to students.

When I started in this role I made it very clear that I do not and would not seek headlines or publicity in newspapers. Part of that is my nature but more importantly I am still sitting part time as a judge albeit part-time. I have never courted publicity.

I am also not on social media and that too is apparently a failing but as a judge it would be inappropriate. However, recently, a student has offered to monitor the social media account.

I should also report that on the morning of this Court meeting I am to be introduced to Instagram! I understand that is only for a short interview.

I accept that I have not attended every Court meeting but apart from some limited judicial work I have other roles which are in the public domain. I also mentor law students. I assure court members that the University is very high on my priority list.

I feel greatly privileged to have been elected as Rector. It is an historic role and I can assure the Court that I would do nothing to bring it into disrepute.

The Work

Much of my work with Glasgow students is done by email, phone calls and meetings where appropriate. Surgeries have been held since I started but student engagement was not as I expected it. However, I am not blaming students as they have gone through a very difficult time. There was a short period where I did not hold surgeries but this was because, despite bookings, students did not attend, even online. None of this was published because I did not want any criticism made of students in these very difficult times.

Despite that I dealt with a number of issues initiated by students contacting me by email. I met a number of those students on campus and recently one was happy to come to the High Court after I rose for lunch.

Surgeries have re-started and students are attending. I shall provide a brief summary of the sort of issues which have been raised. After discussions with the SRC we have planned short meetings before each of the Court meetings so that we can share information.

I wish to record the co-operation I have received from University personnel on most of the issues I have raised on behalf of students, not always to the student's satisfaction or total satisfaction but the issues have been addressed. Whether some of these matters should be addressed to the Rector I am not clear but I want to do my best to assist students, if I can, even if it is just signposting. On occasion it seems a student just wants to be heard. I recognise however that I should not become involved in academic matters and I have made that clear.

I also wish to record that Rhona Little and Amber Higgins have been of considerable assistance in directing me to the best person to speak to on particular issues. I am very thankful for this help.

Let me now turn to the various issues raised, most of which I have communicated with a member or members of staff and which are being considered or have been resolved,

Some ISSUES RAISED recently

- A couple of students raised issues about lack of supervisors in different courses.
- One student raised mental health issues. I discovered this was already being addressed but engagement by the student was an issue
- Class size where the number of students trebled from last year to the present and again concerns regarding the appointment of a supervisor. The school is now in direct contact with the student
- An issue surrounding online exams which included a concern about the timing and manner of communication to the student where there was a suggestion/allegation that a number of students may have submitted similar answers - this is subject to investigation.
- The unsatisfactory condition of a classroom for a class of mature students - this is being addressed
- A serious funding issue for an international student whose home personal circumstances have changed - I believe the University is doing its best to find a solution to this.
- Delays and other issues regarding complaints procedures. I became involved in the complaint's procedures early on in my tenure and I am very pleased to see the recommendations of Morag Ross KC are to be implemented by the University.

Surgery Dates:

I am holding a series of open surgeries for students to come and discuss issues or points for change. This will be a chance to discuss problems that they are facing as UofG students. These sessions will take place in the SRC Advice Centre in the McIntyre Building between 5-6pm on the following dates:

Mon 16th Jan

Mon 6th Feb

Mon 6th Mar

Mon 3rd April

Mon 15th May
Mon 5th Jun

Rita E A Rae

Rector

University of Glasgow

Court: 15 February 2023

**Report of the meeting of the Student Experience Committee held on
12 January 2023**

Dr David Duncan and Ms Rinna Väre, Co Conveners

The SEC held an informal meeting on 12th January to focus on the student experience strategy, the implementation plan and the proposed list of projects. Additional colleagues from across the university and student body were invited to attend for this session. The meeting took the format of a workshop.

The strategy had been recirculated and will be forwarded to Court for final approval with a future update on progress. The consultation timeline both to date and planned was considered and it was agreed to seek further opportunities to engage the student population in future development of the strategy.

The list of proposed projects under each of the three pillars of the strategy together with digital and campus foundation projects were outlined and an initial high-level prioritisation was made. This will be considered with the output collected from a similar session held with the Learning and Teaching Committee. More detailed prioritisation will take place once clear criteria have been agreed. The SEC will have on-going oversight of the strategy.

Court Context Card - REPORT FROM Health Safety & Wellbeing Committee 7th of December 2022

Speaker	Dr David Duncan
Speaker role	Chief Operating Officer and University Secretary
Paper Description	For information only
Topic last discussed at Court	Last report to Court was 22nd of September 2022
Topic discussed at Committee	N/A
Court members present	Dr David Duncan
Cost of proposed plan	N/A
Major benefit of proposed plan	N/A
Revenue from proposed plan	N/A
Urgency	N/A
Timing	N/A
Red-Amber-Green Rating	N/A
Paper Type	For information only
Paper Summary	Agenda Draft Minute Action Log
Topics to be discussed	N/A
Action from Court	N/A
Recommendation to Court	N/A
Relevant Strategic Plan workstream	N/A
Most relevant Primary KPI it will help the	N/A
Most relevant Secondary KPI it will help t	N/A
Risk register - university level	
Demographics	All staff, students and visitors
% of University	
Operating stats	
% of	
Campus	All locations
External bodies	
Conflict areas	
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	
Equality Impact Assessment	
Suggested next steps	
Any other observations	

University of Glasgow

Health Safety and Wellbeing Committee

Minute of Meeting held on Wednesday 7 December 2022 at 10:00 AM in PMR

Present: Hazel Bookham, Sharon Burns, David Duncan, Elise Gallagher, Peter Haggarty, David Harty, William Howie, Christopher Kennedy, David McLean, Cyril Pacot, Gary Stephen, Mark Wildman, Selina Woolcott, Hailie Pentleton

In Attendance: Debbie Beales, Simon Ambrose, Jenna Millar

Apologies: James Gray, Gillian Shaw, Ian Campbell, Paula McKerrow, Louise Stergar, Paul Fairie

HSWC/2022/11 Minutes of the Meeting held on Thursday 22 September 2022

The Minute of the meeting held on Thursday the 22nd of September 2022 was approved.

HSWC/2022/12 Matters arising

HSWC/2022/12.1 Estates Safety Report (Paper 1)

The Committee noted the Paper that was circulated. Highlights from the Paper include:

- Estates continue to monitor and identify areas that require improvements in ventilation. A draft paper has been circulated regarding the current policy on full fresh air intake into ventilation systems. David Harty agreed to share this with the TU safety reps on the Committee.
- The new maintenance contractor, CBRE, will commence their new contract in April 2023.
- Fire safety. The Fire Policy is to be updated, in consultation with SEPS, and will include a review of the Fire Safety Co-ordinator role for each area and whether it falls within the relevant School/College or Estates.
- Portable Appliance Testing. CBRE will provide PAT from April 2023 with current procedures in place until then. The Committee agreed that this should be an opt-out service (rather than opt-in) for any area that completes its own testing. David Duncan agreed to raise this as part of the strategic planning round and David Harty agreed to ensure that CBRE provide PAT as a CORE service.

HSWC/2022/12.2 Wellbeing strategy (verbal update EG)

Elise Gallagher informed the Committee that the new wellbeing portal is currently receiving approximately 200 hits per week. Mags Thomson has been appointed as a Health and Wellbeing Adviser and part of this role will include publicising the portal.

HSWC/2022/13 OH Report (Paper 2)

The Committee noted the Paper that was circulated. Highlights from the paper include:

- Mental health related management referrals for staff and students are up 80% from the same period last year. Only Dental/Nursing/Medical students are referred to OH, for fitness to practice reasons.

- Frequent short term absence referrals are up 85% from the same period last year.

Hazel Bookham informed the Committee that the main reason for these figures are staff and students coming back onto campus for the new academic year and that she has no major concerns at this time.

HSWC/2022/14 SEPS Report (Paper 3)

The Committee noted the Paper that was circulated for information only. David McLean informed the Committee that the HSE biological safety audit takes place next week and he will update the Committee on the outcome at the March HSWC meeting. The Committee discussed the following matters:

- Following an incident between a member of staff and a dog walker at the Garscube Estate the Committee agreed that dogs should be on the lead at all times, at least on the Gilmorehill Campus. Signage will be posted to make this clear to members of public walking their dogs on campus.
- Due to hybrid working, staff with first aider responsibilities are not always on campus. The Committee suggested that first aiders should check-in to the SafeZone app when they are on campus so that users of the app can locate the nearest first aider when required. Future first aid training could include this new requirement to ensure that staff know to do so. The School of Chemistry are currently struggling to recruit new first aiders and the Committee discussed the possibility that the monetary amount given to staff with first aider responsibilities should be increased to encourage volunteers.

HSWC/2022/15 Audit update (Paper 4)

The Committee noted the Paper that was circulated for information only.

HSWC/2022/16 EAP Report (Paper 5)

The Committee noted the Paper that was circulated for information only. Hazel Bookham informed the Committee that, as the EAP provider has recently changed, the stats are for one month only. The previous provider, PAM Assist, did not provide stats for the final 2 months of their contract.

HSWC/2022/17 Sickness absence stats (Paper 6)

The Committee noted the Paper that was circulated for information only.

HSWC/2022/18 HSW Policy (Paper 7)

The Committee noted the Paper that was circulated. Selina Woolcott informed the Committee that the document remains the same and if anyone has suggested changes to the Policy, they should email her before the University closes for the winter break. The final version will be signed off and published in the New Year.

HSWC/2022/19 Any Other Business

- Change to membership. Cyril Pacot formally replaces Graham Tobasnick as the representative from CoSE.
- A report on gender-based violence has been circulated to Court and, once the recommendations have been discussed at Senate, will be made publicly available.

HSWC/2022/20 Date of Next Meeting

The next meeting of the HSWC will take place on Tuesday the 7th of March 2023 at 10am in the Melville Room.

DRAFT

Created by: Debbie Beales

University of Glasgow

University Court – Wednesday 15 February 2023

Communications to Court from the meeting of Senate held on 13 December 2022

Helen Butcher, Director of Academic Policy & Governance

(All matters are for noting)

1. University Sustainability Strategy Update

Senate received a paper co-authored by Dr David Duncan, Chief Operating Officer, University Secretary and Deputy Vice-Chancellor, and Professor Jaime Toney, School of Geographical and Earth Sciences, updating Senate on the University's progress towards implementing the Glasgow Green strategy, which was being overseen by the Sustainability Working Group (SWG). The paper noted that SWG was co-chaired by Professor Toney and Dr Duncan, and had benefitted from strong student and staff representation, including Professor Peter Craig (College of Medical, Veterinary and Life Sciences), Professor Gioia Falcone (College of Science and Engineering), Professor Fabrice Renaud (College of Social Sciences) and Professor Minty Donald (College of Arts). The following points were highlighted in the paper:

1. The University's carbon footprint in 2021/22 was 43,000 tonnes. However, this was an unusual year due to continued travel disruption resulting from the COVID-19 Pandemic. The expected footprint would be higher in 2022/23, and further action was required by all members of staff to try to reduce their individual carbon footprint where possible.
2. The University aimed to reduce its carbon footprint to 28,000 tonnes by 2030/31. Further reductions would largely be achieved through:
 - a. Reductions in commuting through hybrid working.
 - b. Reductions in emissions caused by business travel.
 - c. Decarbonisation of the grid.
 - d. More efficient space utilisation on our campuses.
 - e. Greater energy efficiency in University buildings.
 - f. Use of alternative sources of energy.
3. The University intended to ask Schools and Services to monitor their business travel-related carbon footprint on a regular basis from January 2023, using the business travel guidelines that had been developed by a working group chaired by Professor Sally Wyke, School of Health and Wellbeing.
4. The University was working with Scottish Power to explore the benefits of a joint project to utilise energy generated by the treatment plant on Dumbarton Road. This had the potential to generate a significant proportion of the Gilmorehill campus's energy needs.
5. Detailed plans in relation to the University estate would be incorporated into the University's revised campus development plan, which was currently being prepared.

A significant sum had been earmarked as part of the University's financial strategy to support estates-related projects.

6. A programme of awareness raising among the University community continued to be facilitated by a group of ten student interns (the Glasgow University Environmental Sustainability Team), who were managed by the Sustainability Manager.
7. The University was making use of the University farm at Cochno (near Clydebank) as a test bed for student projects supervised by academic members of the Sustainability Working Group. Plans to re-forest parts of the farm, with funding from the Woodland Trust, were also well-advanced.
8. The University was participating in a Sustainable Labs initiative to try to reduce the carbon footprint associated with high energy consuming laboratories across its campuses.
9. The University would collaborate with the Environmental Association for Universities and Colleges (EAUC) on a carbon capture and offsetting initiative (the Carbon Coalition), which would be launched in 2023.
10. Teaching and research dimensions of the Glasgow Green strategy would continue to be coordinated by the Centre for Sustainable Solutions, directed by Professor Toney.
11. The Dear Green Bothy initiative, led by Professor Donald and colleagues in the College of Arts, had mounted a series of cultural events over the past year, engaging staff, students and the wider public. The initiative would continue to play an active role in the coming year.

The University's Carbon Management Plan (a more detailed, action-oriented version of the Glasgow Green strategy) was revised during 2022.

2. Principal's Q and A

The following question was received for the Principal's Q and A item.

Would it be possible to reconsider the requirement for evidence to be submitted as a necessity for Good Cause to be considered? A number of staff who sit on Good Cause panels, believe that the requirement for evidence was preventing students from seeking Good Cause, and/or obtaining Good Cause, when it was genuinely needed. The current approach, in our view, was not as inclusive or supportive as it could be to students, and seemed to be creating barriers to obtaining help. Alternative approaches might include allowing Good Cause panels to make decisions about whether evidence was required or not, or to simply allow Good Cause panels to make fair and reasoned decisions without evidence.

The Clerk of Senate Informed Senate that he had been considering the University's Good Cause processes since starting his role as Clerk of Senate in August 2022. The Clerk of Senate noted that the University's 'Good Cause' regulations were overseen by the Academic Regulations Sub-Committee (ARSC), which reported to the University's Academic Standards Committee (ASC). In January 2020, ASC agreed that a University-wide consultation should be undertaken to consider proposals for possible changes to the Good Cause process. The consultation was delayed by the COVID-19 Pandemic, but a call for responses was issued in November 2020, and the results were considered by ASC in January 2021. The following points were noted at that ASC meeting, and the subsequent meeting in November 2021:

- Many detailed and thoughtful responses had been submitted, reflecting the complexity of the issues as well as the significant potential impact on student welfare and staff workload. The responses noted a range of challenges, but many also highlighted a key strength of the Good Cause process, which was its flexibility to allow students to progress or graduate with incomplete assessment.

- Some responses highlighted the important link between the University's Good Cause process and the identification of students in need of support, and the fact that it would be beneficial to have a clearer overall framework covering Good Cause, chronic issues and Fitness to Study.
- Overall, the balance of opinion was in favour of working with the existing system, but improving it by adopting a more compassionate approach. ARSC was asked to bring proposals to ASC on a revised Good Cause process in line with this view, and ARSC presented an update report to ASC in November 2021 that carefully considered options for improvements in relation to the requirement for supporting evidence, the accessibility of Good Cause for students experiencing sensitive circumstances, and the place of Good Cause within the overall framework of student support.

The Clerk of Senate informed Senate that, since August 2022, discussions had taken place with GPs at the Barclay Medical Centre, in order to better define the limits of the circumstances in which students required a doctor's letter. These discussions had taken place with a view to significantly reducing the administrative burden on both doctors and students, and the University had sought to better clarify its position on both the Good Cause FAQ webpages and via posters that would be displayed in the surgery. The University was also exploring the possibility of adapting those posters for more widespread circulation.

Regarding the purpose of Good Cause, the Clerk of Senate informed Senate that Good Cause was not intended to address chronic health issues, although it could be used when students experienced a short-term, serious 'flare up' of a longer-term condition that had impacted on their assessments. With regard to those circumstances, useful discussions had taken place with colleagues in Disability Services about reducing or removing the administrative burden, for students with disabilities, of having to acquire new evidence to support a Good Cause claim that related to 'flare ups', when the possibility of such a flare up occurring was already clearly identified in their Disability record.

Regarding the requirements for evidence, the Clerk of Senate noted that incomplete assessment rules meant that Honours students who had successfully been awarded Good Cause for up to 25% of their Honours assessments could still graduate. There was, therefore, an argument for requiring some level of objective evidence to support a Good Cause claim, due to the danger that some students might be tempted to make strategic choices about which exams to present Good Cause for. However, the Clerk of Senate noted that some degree of self-certification may be appropriate, particularly for pre-Honours or PGT courses, but the University needed to have the ability to collate and act upon programme-level data in order to spot patterns of self-certified Good Cause being invoked. This was an area where the lack of a comprehensive curriculum management system was having a significant impact.

By way of summary, the Clerk of Senate informed Senate that work was underway that would improve the University's Good Cause processes in a number of respects, but he accepted that this was a complex and highly interconnected problem, and that the University needed to be cautious to ensure there were no unintended consequences of any improvements that could compromise the integrity and academic standards of our degrees. Nevertheless, he noted that it was important to make progress, and a half-day or full-day workshop was being planned for early in the New Year to focus on Good Cause related issues, that would gather together all of the relevant stakeholders, with a view to building upon the recent review work that had taken place and identifying proposals for practical and effective improvements that could be implemented.

Micaela Levesque, VP Education in the Student's Representative Council (SRC), informed Senate that a proposal had been put forward by the SRC to ASC with suggestions about how to review the University's Good Cause process. In particular, she noted that clearer

information needed to be provided to students about how to access the University's support services and how to submit Good Cause. Guidance was also required to ensure that School Good Cause panels dealt with Good Cause submissions relating to 'flare ups' of existing conditions more consistently. Members of Senate also noted that many students did not submit Good Cause because they did not have evidence, and there was a suggestion that it was important to encourage students to submit Good Cause regardless of whether or not they could evidence their circumstances. The Principal and the Clerk of Senate thanked members of Senate for their observations and informed Senate that these matters would be considered as part of the workshop that was planned to take place in the New Year. It was also agreed that the member of Senate who submitted the question for the Principal's Q&A item was welcome to attend the workshop.

3. Education Policy and Strategy Committee

3.1 Update on examining from Professor Moira Fischbacher-Smith, Vice-Principal, Learning and Teaching

Professor Fischbacher-Smith informed Senate that the winter examination diet had gone smoothly, and that the use of the Scottish Event Campus (SEC) for examinations had been a particular success. Using the SEC for examinations had reduced the number of split examinations, allowing examinations for large courses to be held in a single venue, rather than across multiple venues as would have occurred on campus. Professor Fischbacher-Smith also informed Senate that the University would carry out a full review of the December 2022 examination diet to identify what aspects of the examination diet had gone well and where improvements could be made. Regarding the examination requirements of individual Schools and Subjects, Professor Fischbacher-Smith informed Senate that all requests for in-person and online examinations in the December 2022 examination diet had been accommodated. Professor Fischbacher-Smith expressed her thanks to the Registry team, Management Professional and Administrative (MPA), and operational staff from across the University for their hard work in organising and managing the logistics of the December 2022 examination diet.

3.2 Update from Professor Moira Fischbacher-Smith, Vice-Principal, Learning and Teaching, on the development of Glasgow College, Hainan

Professor Fischbacher-Smith informed Senate that, following an on-site visit of the Glasgow College Hainan campus on 12 and 13 November 2022, it was agreed by senior officers at the University that the new campus was ready to receive University of Electronic Science and Technology China (UESTC) students undertaking University of Glasgow degrees, and that students could therefore transfer from the UESTC Chengdu campus to the new campus in Hainan from 11 December 2022. This date would enable those students to complete all assessments undertaken at the Chengdu campus, and would allow them to meet their peers at the new campus before the end of the semester.

4. Convener's Business

4.1 The University of Glasgow's approaches to gender-based violence: Report by Morag Ross KC

The Principal noted that a summary of Morag Ross's report into the University's approaches to gender-based violence, and the recommendations and actions arising from that report had been circulated to members of Senate. The full report would be published on the University's website on 15 December 2022.

The Principal reminded members of Senate that Morag Ross's report had been commissioned following a number of allegations of gender-based violence at the University

that appeared in the media in October 2021. At that time, the University made the decision to commission an independent external review, rather than an internal review, because it wanted to generate trust and ensure that the report was seen to be fair and robust. While carrying out her work, Morag Ross was given access to all of the University's casework files. She was also provided with a University mailbox to which no internal member of the University had access to ensure complete confidentiality, and was given access to resources to assist with her report which had allowed her to have a junior advocate to assist her work. During her work, Morag Ross received responses from 140 members of staff and students following several open requests for any current and past members of the University community to come forward with any evidence or concerns. The Report had been completed by Ms Ross independently of University officers and would be published in full.

Regarding the findings of Morag Ross's report, the Principal noted that her report had made some positive findings about the work that was being carried out by the University's Equality and Diversity Unit, the effectiveness of the University's Campus Security team, and the University's positive commitment to be willing to improve and change its practices. However, the report also made a number of important recommendations:

- The University should review its website content relating to gender-based violence and related conduct procedures with the aim of improving accessibility of information.
- The University should continue to work with the Students' Representative Council (SRC) with a view to (a) ensuring that there was appropriate funding for the SRC's own work in awareness raising in relation to gender-based violence, and (b) agreeing a strategy for joint working, whether through a campaign or publishing information, which communicated what gender-based violence was and how it would be dealt with.
- The University should support the SRC in developing appropriate training and other resources in relation to sexual conduct and consent matters. Training and other awareness raising tools were helpful but mandatory training should not be considered to be essential.
- The management of the online reporting tool should be reviewed and measures put in place to ensure that the first line response to reports was handled at a suitable level. The current arrangement, whereby the immediate response to every report relied on a very senior member of staff taking action, must be reconsidered.
- The University should ensure that all information submitted through its online reporting tool and actions taken were recorded consistently.
- The University should bring forward plans to introduce a safeguarding manager, with a suitable team, to take responsibility for overseeing the response to all safeguarding issues arising, whether those came from online reporting or from elsewhere. The responsibilities of the safeguarding manager should not be limited to responding to reports of gender-based violence but it should be anticipated that such reports would form a substantial part of the workload of that person.
- The capacity of the University counselling service should be increased to allow for an expansion in the provision of specialist gender-based violence counselling.
- The University should review the advice, support and training that it provided to members of staff whose responsibilities included, or may include, responding to disclosures of information about gender-based violence. In particular, such advice, support and training should cover data handling and the proportionate communication of sensitive information with a view to ensuring that students were not required to make repeated disclosures of such information.
- The University should review the Code of Student Conduct.

- The University, as a matter of urgency, must put in place measures to support the members of staff handling non-academic student conduct cases and to address the current case management and delay issues. In the longer term, the University must ensure that non-academic student conduct work was sufficiently resourced and that proper strategic management was put in place.
- The University should work with the SRC to expand the capacity of the Student Advice Centre, with the aim of creating a structure allowing the Student Advice Centre to provide advice and support to both a reporting student and a responding student in any case.
- The University should discuss with the Glasgow University Sports Association (GUSA), the Glasgow University Union (GUU) and the Queen Margaret Union (QMU) how to revise their conduct procedures to ensure that there was a mechanism for the unions to refer reports of sexual misconduct to be considered within the University conduct procedures. Reports made to the unions of serious sexual misconduct must be referred to the University. The University and the unions, working with the SRC as necessary and appropriate, should seek to reach agreement on the process, having regard to the issues identified in paragraph 9.6 of the report.
- The University should keep under review the extent of the use of the online reporting tool by members of staff. Where the University received information about gender-based violence affecting members of staff from whatever source, care should be taken to record that information appropriately.
- In reviewing the procedures applying to staff and students, and the complaints handling procedure, the University should consider introducing a procedural mechanism to be used in complex cases allowing for (a) a conjoined meeting for relevant members of staff to agree on prioritisation and coordination of procedures, and (b) the appointment of a single investigating officer and the preparation of a composite report.
- The University should keep under review the response times for handling complaints.
- The University should review the provision of training to members of staff relevant to gender-based violence. That should be with a view to balancing the training that the University was best able to provide, in relation to the conduct procedures themselves, with training that was best done by those external providers who had specialist expertise.

The Principal informed Senate that the University had agreed to accept all of the recommendations in Morag Ross's report in full, and that the University would implement those recommendations by the start of the 2023-24 academic year. Implementation of the recommendations would be overseen by a sub-group of the University's Senior Management Group (SMG), comprising Dr David Duncan (Chief Operating Officer, University Secretary and Deputy Vice-Chancellor), Mrs Christine Barr (Executive Director, People and Organisational Development), Professor Sara Carter (Gender Equality Champion, Vice-Principal, and Head of the College of Social Sciences), Professor Martin Hendry (Clerk of Senate and Vice-Principal), and would also include Ms Rinna Vare (President of the Students' Representative Council). The group would be supported by an external adviser, Ms Paula Tunbridge (former Head of Student Services and a Deputy Director of Human Resources in another Russell Group University), Miss Sarah Quinn (Transformation Team), and officers from both Student and Academic Services, and People and Organisational Development. The group would report on a monthly basis to the Principal and SMG, and regular updates would be shared with the University's Student Experience Committee (SEC), People and Organisational Development Committee (PODC), the Equality and Diversity Strategy Committee (EDSC), the Gender Equality Group (GEG), and the University Court.

Professor Carter informed Senate that the recommendations included in Morag Ross's report could be summarised into six broad themes. Four of those themes related to student issues, including: the need for better induction, education and awareness raising for students about gender-based violence; improvements in care and support for students; the need to clarify the principles and reports of non-academic misconduct; and the high prevalence of gender-based violence cases arising from the University's student unions. The remaining two themes related to staff. These included: changing staff culture to ensure that complaints were taken seriously and that appropriate aftercare was provided to students; and improving the policies and procedures for handling allegations of gender-based violence.

Professor Carter informed Senate that the University's Gender Equality Group had met last week to discuss the recommendations and the University's action plan. The group would also follow up any actions and ensure that the recommendations were implemented fully on the ground.

Members of Senate asked why reports of gender-based violence could not be passed onto the police for investigation, rather than being investigated by the University. The Principal informed Senate that the decision about whether or not to report an incident to the police was a matter for the reporting student or a member of staff, and that the University could not compel students or staff to report incidents to the police. He also informed Senate that police investigations could take a number of months or years to conclude, and that the police were sometimes unwilling to take cases forward. Therefore, as part of its duty of care to students, the University had a responsibility to investigate these cases. However, as the Ross report highlighted, the University was unable to investigate and progress conduct cases that were subject to an active police investigation to avoid potentially prejudicing a criminal case.

4.2 Student numbers

Professor Frank Coton, Senior Vice-Principal and Deputy Vice-Chancellor, informed Senate that the Students' Representative Council (SRC) had sent an open letter to the Principal on 14 November 2022 with four demands. These included:

- A cap on student numbers until 2027.
- A review of the University's accommodation guarantee and admissions policies for 2023-24 to ensure that incoming students were able to make informed decisions about their choice of university.
- A commitment to providing adequate space for learning, teaching, and clubs and societies.
- The inclusion of the SRC in conversations about incoming students to the University and planning for the 2023-24 academic year.

Professor Coton informed Senate that the University was planning for zero growth in the 2023-24 academic year, and an analysis had been conducted to understand the complex inflows and outflows from the student population, how many students would leave at the end of this year due to graduation, required intakes given Scottish Funding Council (SFC) funded numbers (controlled and uncontrolled), and how many students were likely to drop out. Recruitment targets would then be set to balance this. The University had introduced a more robust rounds-based admissions system for PGT recruitment and international/rUK undergraduate recruitment, which allowed for greater control of the student intake. The University would also aim to slightly under-recruit to ensure that there was no overshoot in student numbers. However, this was a complex process, which was dependent on a number of factors. The University would be aiming for a slight under-recruitment in 2023-24 against 2022-23 numbers but ultimately the actual outcome would depend on conversion ratios (how many students decided to accept an offer). Regarding the issue of student accommodation,

the Principal informed Senate that the University would continue to secure more student accommodation spaces for the next academic year but he acknowledged that students would still be affected by shocks to the private rental sector. He emphasised that, with the aim for zero growth and securing additional accommodation, the University would be doing all it could, but an accommodation crisis could still emerge due to factors in the private rental market which housed 80-85% of the student body, as was the case in most other UK universities.

Members of Senate asked if the University's commitment to reducing student numbers would have an impact on the distribution of different student cohorts such as domestic, international and Widening Participation students. Professor Coton informed Senate that the University was still committed to Widening Participation (WP), and that there would be no change to its WP targets. There would also be little change to undergraduate student numbers. However, Professor Coton informed Senate that there was a downward trend in the demand for postgraduate taught degrees amongst home students. Therefore, it was anticipated that the number of home postgraduate taught students would decline, and that this would be offset by an increase in the number of international postgraduate taught students.

4.3 Scottish Government funding for Higher Education

The Principal informed Senate that the 2023-24 Scottish Budget would not be published until 15 December 2022. However, there were real concerns about potential reductions to the Scottish Funding Council's (SFC) budget and reductions in spending on both the teaching unit of resource and research funding given the current inflationary pressures on the Scottish Government's budget. The Scottish Higher Education sector was also lobbying the Scottish Government to pass on the increased Research Excellence Grant (REG) that was passed on to the Scottish Government by the UK Government, which had already been allocated to English Higher Education institutions.

4.4 Hate speech incident on campus

The Principal informed Senate that the University had been made aware of a hate speech incident on campus, involving the distribution of leaflets to students which included anti-Ukrainian propaganda. Once the University had been informed of the incident, Campus Security were called to disperse the leafleteers.

The Principal thanked members of Senate for all of their hard work over the past year and expressed his best wishes to colleagues over the festive season.

5. Clerk of Senate's Business

5.1 Update on Honorary Degrees

The Clerk of Senate informed Senate that the following persons had accepted an invitation issued by the Principal, on behalf of Senate, to receive the award of an Honorary Degree in 2023:

DOCTOR OF LETTERS (DLitt) - GSA

Louise HOPKINS
Artist

DOCTOR OF LETTERS (DLitt)

Professor Jane ROBERTS
Professor of English Studies

Douglas STUART
Author

DOCTOR OF VETERINARY MEDICINE (DVMS)

Professor Peter HOLMES
Emeritus Professor of Veterinary Physiology

DOCTOR OF THE UNIVERSITY (DUniv)

Sandy BLACK
Businessperson

Brian MCBRIDE
Businessperson

Laura MUIR
Sportsperson

Dr Ngozi OKONJO-IWEALA
Economist

The Clerk of Senate confirmed that these names would be included in the Senate minute and were now, therefore, in the public domain.

6. University Court: Communications from the meeting held on 23 November 2022

Senate received and noted a report from the University Court meeting held on 23 November 2022. Items included:

- Finance Committee
- Innovation Strategy
- Learning and Teaching Strategy
- Report from the Principal
- Report from the University Secretary
- Student matters, including: SEC Report; SRC President update
- Committee Reports
- Annual Report for the Scottish Funding Council - Institutional Review of Quality Academic Year 2021-22
- Senate matters
- Any other business

University of Glasgow

University Court – Wednesday 15 February 2023

Communications to Court from the meeting of Senate held on 2 February 2023

Ms Helen Butcher, Director of Academic Policy & Governance

(All matters are for noting)

1. Intimations

Senate observed a minute's silence to mark its respect for the following former members of Senate whose deaths had been announced over the previous 12 months:

Professor Peter M. Brown

Professor Peter M. Brown died on 4 January 2022 at the age of 95. Professor Brown joined the University as Stevenson Professor of Italian in 1975 - a position that he held for 12 years until his retirement in 1987. Professor Brown was a distinguished scholar in the field of Florentine cultural history, publishing numerous books, articles and monographs throughout his career, including his landmark biography of the sixteenth-century Italian philologist, Lionardo Salviati. Following his retirement, Professor Brown was honoured by the publication of a Festschrift, in 1988, that was dedicated to his academic work.

Dr David Code

Dr David Code died on 4 August 2022 at the age of 55. Dr Code joined the University in 2002 as a lecturer in Music, before becoming a Reader in 2014. Dr Code was one of the most talented musicologists of his generation, who authored and contributed to publications on a wide range of topics. Dr Code was particularly known for his leading scholarship on the work of the French composer Claude Debussy, and for his contributions to the field of Film Music, most notably through his work on the music of Stanley Kubrick's films. Aside from his academic work, Dr Code played an active role within the School of Cultural and Creative Arts as chair of the Cultural and Collaborations Committee, and as Convener of the MMus in Musicology and MA in Music. Dr Code also served as the Senate Representative on the Board of Governors at Morrison's Academy.

Professor David Green

Professor David Green died on 12 October 2022 at the age of 80. Professor Green was a graduate of the University who held the position of Dean of the Faculty of Engineering between 1994 and 1996, Professor of Structural Engineering from 1995 to 2001, and Vice-Principal with responsibility for the University estate and the physical sciences from 1997 to 2001. He also served as the Dean of Faculties between 2003 and 2007. Professor Green was a world-renowned civil engineer and a pioneering scholar in the field of Finite Element Analysis. He was responsible for developing the FLASH program at Glasgow and the ETH Institute in Zurich, which remained the standard tool for engineers throughout Europe for several decades. Professor Green was also responsible for guiding major University projects such as the University's Medical School and the SCENE Research Centre on Loch Lomond. Following his retirement from the University, Professor Green donated his time and skill to organisations such as the National Trust for Scotland, Glasgow Art Club and Kilmartin Museum.

2. Library Annual Report

Ms Susan Ashworth, Executive Director of Information Services, informed Senate that one of the highlights of the 2021-22 academic year was the restoration of full walk-in access to the University Library and study spaces on campus, without the need for occupancy management. The development of the UofG Life App had also provided students with real-time choices for group, social and quiet study in the Library, James McCune Smith Hub, McMillan Reading Room, and the Fraser Building.

The Library building had been well-used during the 2021-22 academic year, with an average of between 25,000-40,000 visits to the building per week during semesters one and two. This trend had continued into the 2022-23 academic year, and demand for study spaces remained high. The Library was currently trialling a new technological solution to give richer data about the use of spaces, which would be of real value to students and staff.

Teaching had been launched in the James McCune Smith Learning Hub during the 2021-22 academic year, with the University's 'Reach Out' service being used to support building users and manage flow at peak times. The Learning and Teaching Hub had been popular with both students and staff, and tours had been developed in response to demand from the wider University community and the general public. As had been envisaged in the original building concept, University clubs and societies had also made use of rooms in the Learning and Teaching Hub for activities outside of teaching hours.

Ms Ashworth informed Senate that the hours for the Library's 'Reach Out' team had recently been extended to 8am to 8pm every day of the week. This had involved some organisational changes to the weekend service, which previously operated from 1pm to 5pm during term-time, and had also required extending service hours between Monday and Friday. The extended 'Reach Out' service had allowed Library users to access more in-person support and had provided additional employment opportunities to students as 'Reach Out' Student Ambassadors.

Regarding access and discovery of print and electronic resources, Ms Ashworth informed Senate that challenging publishing negotiations had taken place over the past year, and that complex negotiations with Springer Nature were ongoing.

In recognition of the cost of living pressures currently experienced by students, Ms Ashworth reported that fines for the late return of Library reading materials had been permanently withdrawn. The self-service laptop loan lockers in the Library had also been upgraded, and 60 new laptops had been purchased with the latest virtual desktop build. In addition to this, Ms Ashworth informed Senate that PhD students were now only required to deposit their thesis in the Library as an electronic copy, which would reduce their printing costs.

Following Ms Ashworth's presentation, Professor Frank Coton, Senior Vice-Principal and Deputy Vice-Chancellor, thanked Library staff for their excellent service over the past year.

3. Estates Strategy Update - Presentation from the Executive Director of Estates

Mr Ian Campbell, Executive Director of Estates, informed Senate that the University's Estates 2025 Strategy included five key themes:

1. **People:** The University estate would retain a sense of identity and belonging for an increasingly diverse and dispersed body of staff and students.

2. **Space:** The estates team would re-imagine, reconfigure and lead the management of spaces throughout the University campus.
3. **Sustainability:** The estates team would ensure that all of the University's activities were sustainable in order to deliver a net zero carbon footprint by 2030.
4. **Custodianship:** The estates team would protect, restore and conserve the built environment of the University.
5. **Digital:** The estates team would integrate digital practices into the working lives of staff and students, and support an enhanced user experience of the University campus.

Regarding major projects, Mr Campbell informed Senate that the Clarice Pears Building had recently been completed, and that occupation of the building had taken place in the week commencing 23 January 2023. The Adam Smith Business School and Postgraduate Hub was currently under construction, with completion expected in September 2023. The Keystone Building, which would be the largest new building on the University estate, had reached Design Stage 2, with completion expected in 2027. The Biological Services Building was still at the Definition Stage, with work expected to commence in the second quarter of 2024. The Pathology Suite was at Design Stage 2, with plans paused to allow for further review of the project's scope. In addition to this, a series of small engineering projects were currently underway to help the University to manage medium-term growth.

In relation to infrastructure projects around the University campus, Mr Campbell informed Senate that these had now been completed with the exception of signage, seasonal planting, and fixing a number of small defects. Mr Campbell also informed Senate that negotiations with potential partners for the Church Street Innovation Zone had ended and the project was not progressing at this point in time. The University intended to review options to progress the development in the coming months.

Regarding teaching capacity on the University's existing estate, Mr Campbell informed Senate that 2022-23 had been a challenging year, which had been exacerbated by the submission of large numbers of last-minute room change requests. Mr Campbell also informed Senate that the University estate had sufficient capacity to accommodate all teaching activities but had only achieved 30% utilisation. This had resulted in the University needing to hire external venues such as the Wellington Church, which had not been suitable for certain types of teaching. To avoid having to hire external venues in the 2023-24 academic session, Mr Campbell informed Senate that the University needed to use the full 45 hour teaching week on its existing estate. In addition to this, earlier planning had been undertaken to minimise the number of late room change requests and finalise the teaching timetable at an earlier point in the year.

In relation to sustainability, Mr Campbell reported that the University's Carbon Management Plan committed the University to reducing its greenhouse gas emissions to 27,000 tonnes of carbon dioxide per annum by 2030. In order to achieve this target, the University would need to change its energy sources, which would partially be achieved by the decarbonisation of the National Grid. The University would also need to reduce its electricity and gas consumption through improved insulation of buildings across the University estate. However, Mr Campbell acknowledged that this was expensive and often difficult to achieve in the University's older buildings. Furthermore, the University would encourage more staff and students to commute to the University campus using public transport, and guidance had been issued to staff and students about sustainable business travel, with a view to reducing emissions from business travel by over 50% by 2030. In addition to this, a Sustainable Laboratory program had been developed to reduce energy consumption and promote sustainable laboratory practices on campus, and the University was exploring options to reduce power consumption from inefficient server rooms.

Members of Senate raised concerns about the accessibility of University teaching spaces for students with disabilities. Mr Campbell acknowledged that more work was required to accommodate the needs of students with disabilities and to improve accessibility across the University campus. He also acknowledged that some of the older buildings on the University estate could not be made accessible. Mr Campbell informed Senate that each School had at least one dedicated Disability Coordinator to assist Colleges and University Services to provide support for disabled staff and students in relevant areas. He also noted that more information was required from prospective students about the nature of their disabilities to ensure that their needs were accommodated when they arrived on campus. Members of Senate enquired about the provision of lecture recording facilities and whether conference attendees and early-career researchers were covered in the guidance about sustainable business travel. Dr David Duncan, Chief Operating Officer and University Secretary, informed Senate that the University had issued guidance to staff and students about sustainable business travel, which recognised that early-career researchers should be prioritised over more senior academic colleagues for attendance at overseas conferences in order to benefit from networking and career development opportunities. Dr Duncan also informed Senate that the guidance encouraged staff to attend more online and hybrid conferences, and to use more sustainable modes of transport such as trains, rather than flying to conferences. In addition to this, Dr Duncan agreed to check that information had been added to the sustainable business travel guidance about external conference invitees. Regarding the provision of lecture recording facilities, Professor Frank Coton, Senior Vice-Principal and Deputy Vice-Chancellor, informed Senate that the University had committed to significant investment in improving AV facilities across the University campus. One member of Senate enquired about the possibility of installing HEPA filters across the University campus to reduce the spread of COVID-19 and other airborne diseases. Mr Campbell agreed to contact the member of Senate who raised the query to discuss this matter further.

4. Colleague Engagement Survey - Presentation by Executive Director of People and Organisational Development

Mrs Christine Barr, Executive Director of People and Organisational Development provided Senate with a summary of the results from the 2022 Colleague Engagement Survey. Mrs Barr informed Senate that the survey had run from 5 - 28 October 2022, and had included 27 Likert scale questions covering nine different themes, three open text questions, and five demographic questions. The response rate for the Colleague Engagement Survey had been 56%, which was a 10% improvement on the previous year. Response rates were highest amongst Management, Professional and Administrative (MPA) staff, Research and Teaching staff, and members of the University's Senior Management Group. Response rates also tended to increase with length of service, and were highest amongst staff on higher grades.

Regarding the findings of the Colleague Engagement Survey, Mrs Barr reported that staff had responded most positively to questions relating to dignity and diversity, and their role and development, but had responded least positively towards questions relating to wellbeing and balance, and culture and values. The biggest improvements since the 2021 survey had been seen in responses to questions relating to reward and recognition, and line management. However, responses to questions relating to leadership and strategy, and engagement had seen the biggest decreases in satisfaction. Responses had generally been most positive in University Services, the College of Medical, Veterinary and Life Sciences, and the College of Science and Engineering, while responses in the College of Social Sciences and the College of Arts had been more mixed.

In relation to the job families that staff belonged to, Mrs Barr reported that responses from MPA and Operational staff were generally more positive on questions that related to wellbeing, whereas responses to the same questions from Research and Teaching staff were less positive. Staff in the Clinical job family responded significantly more positively to

questions relating to communication than staff in other job families. Furthermore, responses from staff in the MPA and Clinical job families showed the highest levels of satisfaction for questions that related to engagement, with both job families responding more positively than other job families across most themes. Compared with responses from the 2021 Colleague Engagement Survey, Operational staff saw the biggest improvement in satisfaction across all themes, and most job families saw increased satisfaction in relation to questions concerning culture and values, role and development, line management, and reward and recognition.

Amongst academic staff, colleagues on the Research and Teaching, and Learning, Teaching and Scholarship tracks responded to most questions significantly less positively than their Research only counterparts. Regarding the top scoring questions for academic staff, Mrs Barr reported that these were generally similar to the top scoring questions for other job families, and included questions such as "I feel that I'm trusted to do my job" and "I have not felt bullied/harassed at work in the past 12 months". The bottom scoring questions for academic staff were "The Senior Management Group listens and responds to the views of staff", "Decisions are made in a timely and effective way", and "Poor performance is managed effectively where I work". Mrs Barr noted that the Senior Management Group acknowledged that work was required to improve communication with staff but she noted that responses to free text questions indicated that respondents' answers to this question also reflected their views on leadership within their own School and College. Regarding management of poor performance, Mrs Barr reported that such matters were discussed confidentially with the staff member concerned, so other staff members might not be aware of how poor performance was being managed in their School or College. Mrs Barr further noted that scores for these questions had been consistently low since the Colleague Engagement Survey had been introduced, and that questions relating to Senior Management Groups at other universities also tended to elicit negative responses. Mrs Barr informed Senate that responses to the "Colleagues truly live the University values", "My manager encourages me and helps me to do a great job" and "I feel valued for the work that I do" questions had seen the biggest improvement since the 2021 survey. The three questions that had seen the biggest decrease in satisfaction for academic staff since the 2021 survey were "If asked, I would recommend the University to friends and family as a good place to work", "Decisions are made in a timely and effective way" and "The Senior Management Group manages and leads the University well".

Mrs Barr provided Senate with a summary of the qualitative feedback received from staff in response to the open questions. In particular, Mrs Barr reported that staff had left 2,784 comments for the first open question ("What's the best thing about working here?"), 3,073 comments for the second open question ("What do we most need to change?") and 2,737 comments for the third open question ("Do you have any thoughts on our approach to hybrid working?"). To assist in the analysis of these comments, Planning, Insight and Analytics (PIA) had used a combination of modelling and machine analysis to identify key themes. Regarding responses to the first open question, the most popular themes were 'Colleagues', 'workload and working conditions', 'student and teaching', 'training and development' and 'work environment'. Many of the positive comments about workload and working conditions related to good work cultures, well-managed workloads and work flexibility. Staff had also commented positively on their enjoyment of engaging with students. Regarding responses to the second open question, which asked what the University most needed to change, staff had identified 'workload and working conditions', 'pay, contracts and culture', 'student and teaching', 'training and development' and 'systems, processes and technology' as the main areas for improvement. Staff had particularly commented on their frustrations at not being able to provide the kind of teaching experience that they would have wished due to a combination of space constraints, workload, and challenges associated with growing student numbers. In relation to the final open question, 79% of staff responses had been positive about hybrid working - a view that was consistent across most job families and Colleges. Staff had also identified areas where the University could improve its approach to hybrid

working, and these were currently being addressed by the 'Embedding New Ways of Working' working group.

Regarding actions that were currently underway to address concerns that were raised in the Colleague Engagement Survey, Mrs Barr informed Senate that the University had:

- Introduced a Wellbeing Strategy and Code of Professional Conduct.
- Implemented a pay uplift and was in the process of developing a revised grading structure.
- Implemented action plans in response to the Understanding Racism and Transforming University Cultures report, and the Ross report into the University's approach to addressing Gender-Based Violence.
- Established a Professional Services Career Pathway Project.

In relation to future actions, Mrs Barr reported that the University would:

- Carry out a local review and develop actions on agreed areas of priority.
- Set up a series of 'meet and greet' events to allow staff to meet with local and senior leaders.
- Enhance development opportunities for staff and address performance considerations.

Members of Senate suggested that the questions in the Colleague Engagement Survey that related to leadership could be made more specific to allow staff to comment on the leadership in their individual School. Mrs Barr agreed to report this suggestion back to the team responsible for creating the Colleague Engagement Survey for consideration in next year's survey.

5. Education Policy and Strategy Committee

5.1 Accessible and Inclusive Learning Policy

Professor Moira Fischbacher-Smith, Vice-Principal Learning and Teaching, informed Senate that the University's Accessible and Inclusive Learning Policy (AILP) had been revised in response to a review of the implications of the Equality Act. The main revisions to the Policy focused on providing staff with guidance and ensuring that implementation of the Policy revisions was adequately supported. Professor Fischbacher-Smith also informed Senate that the Policy had recently been reviewed by the University's Disability Equality Group.

Senate was requested to approve the amendments to the Accessible and Inclusive Learning Policy.

Members of Senate asked why the word 'academic' had been removed from the description of the Disability Coordinator role, and if it was possible for the University to employ external Disability Coordinators who had expertise in this area. Professor Stephany Biello, Convener of the Accessible and Inclusive Learning Policy Working Group, informed Senate that the reference to academic staff had been removed because some School Disability Coordinators were not members of academic staff. Dr David Duncan, Chief Operating Officer and University Secretary, informed Senate that the University was currently exploring how the Disability Coordinator role could be fulfilled, and that the employment of specialist Disability Coordinators would be considered as part of those discussions. Members of Senate also suggested that point e. on page two of the AILP could be re-worded to clarify whether course conveners were expected to recommend core texts that were available in both e-book and printed formats. A small typographical error was also identified in the amended Policy.

Professor Biello agreed to fix the typographical error and confirmed that point e. on page two of the Policy was intended to mean that course conveners were expected to recommend core texts that were available in both e-book and printed formats.

Following discussion, **Senate approved the amendments to the University's Accessible and Inclusive Learning Policy.**

6. Convener's Business

6.1 Update on Industrial Action

Professor Frank Coton, Senior Vice-Principal and Deputy Vice-Chancellor, invited Mrs Christine Barr, Executive Director of People and Organisational Development, to give Senate an update on the current industrial action. Mrs Barr informed Senate that the University and College Union (UCU) had recently announced 18 days of national strike action, which had begun with a one-day strike on 1 February 2023. Future strike dates included 9, 10, 14, 15, 16, 21, 22, 23, 27 and 28 February and 1, 2, 16, 17, 20, 21 and 22 March 2023. Mrs Barr noted that the University did not know what the level of participation amongst staff would be, and that the University would continue to engage with its campus trade unions. Mrs Barr also reported that the final meeting had taken place, on 25 January 2023, between the Universities and Colleges Employers' Association (UCEA) and the recognised trade unions in relation to the 2023-24 pay negotiations. A final offer had been made by employers of 8% for staff on the lowest pay points, tapering to 5% for those on spinal point 26 and above. The UCEA had proposed that employers pay the uplift in two instalments, with the first 2% pay uplift applying from 1 February 2023, and the second 3% pay uplift applying from 1 August 2023.

6.2 Statement on student numbers

Professor Coton informed Senate that, following the submission of an open letter from the Students' Representative Council (SRC) to the Principal on 14 November 2022, discussions had taken place between senior management at the University and the SRC. Following those discussions, the University and the SRC had agreed on an action plan to address the issue of student numbers on the Gilmorehill campus. Together, the University and the SRC would:

1. Target zero growth in student intake numbers for 2023-24, and commit to a managed growth admissions policy for 2024-25, carefully monitoring and controlling the overall student population number while working to improve on capacity constraints such as teaching space.
2. Provide the full and complete accommodation guarantee policy to students by 25 January 2023 at the latest.
3. Allocate additional funds to support the Student Experience Strategy Action Plan in order to improve support for student services, clubs and societies.
4. Ensure that the student voice was present in the recruitment process through SRC inclusion in the Recruitment and Conversion Committee.

UNIVERSITY OF GLASGOW

Complaints Handling Annual Report: Academic Session 2021-2022
Clare Barnes, Head of Complaints Resolution Office

1. Introduction

This report covers complaints considered through the University's Complaints Handling Procedure between 1 August 2021 and 31 July 2022. The Complaints Handling Procedure considers dissatisfaction about service delivery. It does not cover staff grievances or student issues covered by other processes such as academic appeals or student conduct.

The University's complaints procedure is based on the Model Complaints Handling Procedure (MCHP) for Higher Education issued by the Scottish Public Services Ombudsman (SPSO). The Complaints Handling Procedure was updated in 2021, following a refresh of the MCHP.

The SPSO has set four KPIs for complaints handling and address these in the first section of the report which follows.

2. Key Performance Indicators

Total number of complaints received

The sum of the number of complaints received at Stage 1, the number escalated from Stage 1 to Stage 2, and the number of complaints received directly at Stage 2.

	Total	Stage 1	Stage 2 overall	Escalated to from S1 to S2	Direct to S2
Incidents received	607				
Request for service and/or information	93				
Referred to another procedure	64				
Complaints which have been submitted beyond the timeframe set out in the CHP	2				
Taken forward	448	364	84	30	54

There were 448 complaints in total during the reporting period. 364 at Stage 1. The number of Stage 1 cases has increased considerably from previous years. For example, in 2020-21 there were 172 Stage 1 complaints, the previous year, 133 were recorded.

In 2021-22 only 8% of cases were escalated from Stage 1 to Stage 2 because the complainant was dissatisfied with the response they had received. This indicates an effective level of frontline resolution and complainant satisfaction, It is a lower percentage than in previous years (2020-21, 11% and 2019-20, 24%), despite the substantial increase in cases. We have been working with colleagues across the University to support and improve complaints handling at Stage1.

As well as the small number of cases that were escalated from Stage 1, 54 complaints were considered directly at Stage 2, this is when cases are determined to be more complex or where it is unlikely resolution can be achieved at Stage 1. In total there were 84 Stage 2 complaints (4 of these were considered as part of one combined investigation). For

comparison there were a total of 81 complaints considered through 73 investigations in 2020-21. Six Stage 2 cases were withdrawn by the complainant prior to conclusion of our consideration.

The outcome of complaints at each stage

The number of complaints upheld, partially upheld, not upheld and resolved at stage 1 or stage 2 and stage 2 following escalation as a proportion of all complaints closed at stage 1, stage 2 and stage 2 after escalation.

Outcome	Stage 1 (%)	Stage 2 overall (%)	Escalated to S2 (%)	Direct to S2 (%)
Withdrawn	9.3	7.1	0.0	10.7
Resolution /Remedy	76.9	7.1	3.6	8.9
Resolution not accepted	6.6	0.0	0.0	0.0
Not upheld	3.3	60.7	82.1	50.0
Upheld in part	0.3	15.5	7.1	19.6
Upheld	0.3	7.1	3.6	8.9
Presumed resolved	2.7	0.0	0.0	0.0
No finding		1.2	0.0	1.8
Pending		1.2	0.0	

Complaints at each stage that were closed in full within the set timescales of five and 20 working days.

The number of complaints closed in full at stage 1, stage 2 and after escalation within MCHP timescales as a proportion of all stage 1, stage 2 and escalated complaints.

Stage 1 Timescales	S1 (%)	Stage 2 Timescales	Stage 2 overall (%)	Escalated to S2 (%)	Direct to S2 (%)
<5	46.1	<20	2.6	0.0	4.0
<10	20.0	>20	96.2	100.0	94.0
>10	30.9	Pending	1.3	0.0	2.0
unknown	3.0				

Stage 1 complaints are normally responded to by the local area where the issue arose. Almost half of all complaints considered at Stage 1 were resolved in five days or less. The average time taken to respond to a complaint at Stage 1 was 12.

It can be difficult to resolve stage 2 complaints within 20 working days, because they are often complex and may involve sensitive issues which require careful consideration. Where there are clear and justifiable reasons for extending the timescale, there is scope to do so as part of the Complaints Handling Procedure.

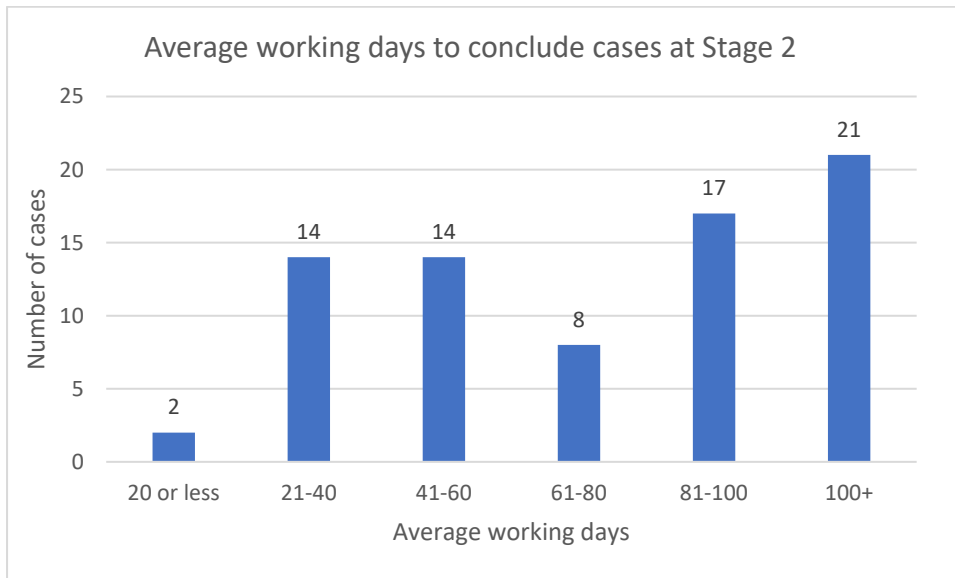
In those cases that require full investigation (where acceptable resolution is not achievable), the investigation can often take longer than 20 days to conclude. Competing cases and a high caseload also impact on the timeframe of conclusion for individual cases.

The average time in working days for a full response to complaints at each stage

The average (mean) time in working days to respond at stage 1, stage 2 and after escalation.

Average working days	Stage 1	Stage 2 overall	Escalated to S2	Direct to S2
	12.1	79.7	64.5	89.4

On average Stage 2 cases took 79.7 working days to conclude. This compares to 59 working days in 2020-21 and 65 in 2019-20. The table below provides a breakdown of cases and the average days taken.



The timescales prescribed by the SPSO continue to be a concern as our experience of complaint investigation work identifies many practical reasons why the 20-day deadline is challenging. 20 working days,

There are several factors that have contributed to the increased time taken to conclude cases at Stage 2 during the reporting period. As in other years, these include the complexity of some of the cases, delays due to the complainant, the unpredictability of complaints workflow and availability of members of staff who are needed to contribute to the investigation. Of particular significance during 2021-22 is the marked increase in Stage 1 caseload and the work involved to support complaint handing and resolution at Stage 1. This has put additional pressure on the team and made the 20-day time frame for Stage 2 case more challenging to meet.

Additional resource has been secured through the 2021-22 planning round and through specific investment for complaints and student conduct. This will provide additional capacity to improve on timescales for completing cases at Stage 2.

3. Learning from Complaints and process improvement

This section identifies the key issues and learning from complaints in 2021-22. We provided some of this information in a paper which was considered by Court and the Student Experience Committee in June 2022.

Postgraduate research students

These complaints often involve a breakdown in relations between student and supervisor(s). They can be quite difficult to resolve because the depth of expertise required to supervise a student means that there may not be a suitable alternative supervisor/team inside the university. In addition, the terms of a scholarship may mean that it is non-transferable.

When issues arise early in a student's programme of study, this often seems to be because there has been insufficient scrutiny during the selection process, a mismatch of expectations between student and supervisor, or failures of induction and training.

PGR complaints are often made more difficult to resolve, because the process of informal resolution within the relevant graduate school can become extremely protracted

When problems arise in the later stages of study, they are more difficult to resolve because both parties have usually invested significant time and effort to reach this point. Sometimes the problem is triggered by a period of ill health or other adverse circumstances affecting the student. However, we often learn that the problems have existed for some time and have not been addressed through the supervisor or through annual progress review. The resolution in these cases may be to work towards an early exit award, such as a MSc by research or MPhil degree.

In some cases, the best resolution for both parties is for the student to withdraw, in which case we normally reimburse fees and associated costs and we might offer a letter of introduction/reference to another university.

The Complaints Resolution Office are continuing to work with colleagues in Research and Innovation Services and Graduate Schools to consider the support needs for PGR students when they experience difficulties. Some of the measures already taken include enhancements to the APR process and PGR students receive increasing amounts of training and support related to their wellbeing. Supervisors also benefit from a range of initiatives to support them as supervisors (training, supervisor community of practice, supervisor buddying), and links with research integrity training - more information can be found here: <https://www.gla.ac.uk/myglasgow/ris/researcherdevelopment/supervisors/>. There is also a new programme of inductions that takes place across a week in October and a week in January that is shared between the researcher development team and Graduate Schools – this gets students off to a much better, more informed start.

There is also a Research Experience project which is in the early stages of looking at data management and reporting with a view to improve processes.

Thirty-eight new Respect Advisers across all four Colleges have been appointed; it is anticipated that this will help to resolve some of the issues that PGR students experience, before they become formal complaints.

Students with disabilities

Complaints received from students with disabilities have typically related to dissatisfaction with the support provided during their studies. The issues raised by students include:

- registration with the Disability Service is not automatic following the disclosure of a disability at registration/enrolment
- the timeliness of the implementation of reasonable adjustments or failure to implement adjustments consistently
- Failures in communication between central services and subject areas the extent to which support can be proactively offered, and the way in which information about disabilities/support requirements is shared across different parts of the University

The University completed a major review of provision for disabled students in February 2021 and is pursuing a programme of work which builds on its commitments to access and inclusion. Of particular significance are actions to improve the sharing of data concerning the needs of new students and the implementation of a new case management system. There will also be a review of the roles of school-based disability coordinators, which will address concerns about the implementation of teaching-related adjustments.

Steps have been taken since 2020 to make approach offer holders and further work is being undertaken by the service at present to create a data feed from admissions, which will allow support options to be outlined proactively.

Academic Advising

Complaints relating to Academic Advising are frequently linked to issues of support and wellbeing and reflect some ambiguity around the roles and reasonable expectations of Academic Advisers. Students typically complain about lack of contact with their Adviser, poor or inaccurate information and signposting to other sources of support, and inadequate advice about matters of progression.

To address these concerns, the University has implemented a new support and wellbeing service model and invested in a team of Student Support Officers to work alongside Academic Advisers.

There are developments to Academic Advising to ensure support for PGT students (following an ELIR recommendation) which will also help to address the types of concerns raised through the Complaints Handling Procedure. Other developments within the Colleges include new appointments to dedicated advising posts and roles the additional Senior Advisors to address the needs of both UG and PGT students.

In the future, the University may want to undertake a further review of the Academic Advising system, clarify the role and responsibilities, and enhance induction and training for Advisers.

Communication

Issues of communication are a feature of almost all complaints:

- They sit at the heart of some of the most intractable problems affecting research students
- Inconsistencies between institutional, school and programme/course messaging can be a source of confusion and anxiety to students
- Our messages often employ complex educational terminology and jargon which can be difficult for all students and particularly so for non-native speakers of English
- Communication with students particularly around issues that can cause anxiety or distress sometime lack empathy which can exacerbate dissatisfaction
- Failure to respond to queries or requests for service or delayed responses can result in complaints
- Sharing of information between departments – having to reexplain a situation several times to multiple staff members can be frustrating when trying to get an issues resolved and in some instances where the information is sensitive or upsetting can cause anxiety and distress.
- Our reaction to complaints is often defensive, which can lead to unhelpful escalation

A number of recommendations have been made via complaints for improvements to clarity, transparency and timeliness of communications

In some cases, additional training has been undertaken by staff in student facing roles.

The need to enhance sharing of information between teams, schools and service areas to ensure a joined-up approach, has also be identified through a number of complaints received this year and local areas are working on enhancements

The Complaints Resolution Office have been working with a number of Schools, Colleges and teams to provide support to enhance frontline complaints handling and a more resolution focused approach.

Where teams have experienced a number of complaints about lack of delayed communication, improvements to local processes have been identified and implemented. Learning from patterns of complaints, have lead to changes to complaints handling have been introduced to improve response times and anticipate potential issues that might result in complaints so that responses/ remedies can be given consideration in advance.

To Note:

Industrial Action

Students have understandably been concerned by the impact of the ongoing Industrial Action, particularly those who have already experienced disruption from the pandemic and the previous round of strikes. Complaints tend to relate to the impact of cancelled classes and are often associated with requests for reduction in tuition fees. It is apparent from the concerns raised, that students are often not clear about the measures that are being put in place to minimise the impact of disruption and that University and schools should therefore do more to explain the mitigating measures in place.

Covid-19

Complaint handling has been impacted significantly by the Coronavirus pandemic. The number of complaints has risen markedly, but they also reflects the wide-ranging impact of the pandemic on students' lives and the associated stress and anxiety they have experienced. This is hardly a surprise and is replicated across the HE sector.

It has been a challenging time for staff as well as for students and many decisions have understandably had to be made a short notice, in line with changing Government guidance. The complaints we have received underline the importance, at times of uncertainty, of clear, consistent, and timely communication.

The main themes reflected in Covid-related complaints relate to:

- inadequate, unclear or conflicting communication, particularly as it related to the provision of on-campus and online teaching and assessment
- the timeliness and quantum of information and support for students
- a perception that online teaching is not a good substitute for on-campus teaching and does not deliver value for money
- teaching materials and assessments, which have not been adapted sufficiently for delivery online

It is worth noting, though, that the total number of complaints relating to the pandemic has been smaller than we had expected. In the main, students seem to have recognised that the

staff has made every effort to ensure that standards are maintained and keep disruption to a minimum.