Court

Minute of Meeting held on Wednesday 16 December 2015 in the Senate Room

Present:

Mr Dave Anderson Employee Representative, Professor George Baillie Senate Assessor, Mr Graeme Bissett Co-opted Member, Mr Ken Brown Co-opted Member, Ms Heather Cousins Co-opted Member, Ms Morag Deans SRC Assessor, Professor Lindsay Farmer Senate Assessor, Dr Carl Goodyear Senate Assessor, Professor Karen Lury Senate Assessor, Mr Liam King SRC President, Mr Brian McBride General Council Assessor, Dr Morag Macdonald Simpson General Council Assessor, Mr Murdoch MacLennan Chancellor’s Assessor, Ms Margaret Anne McParland Employee Representative, Mr Ronnie Mercer Co-opted Member, Ms June Milligan Co-opted Member, Ms Margaret Morton Co-opted Member, Professor Anton Muscatelli Principal, Mr David Ross General Council Assessor (Convener of Court), Dr Duncan Ross Senate Assessor, Ms Lesley Sutherland General Council Assessor, Professor Paul Younger Senate Assessor

In attendance:

Ms Ann Allen (Director of Estates & Buildings), Professor Anne Anderson (Head of College of Social Sciences and Vice-Principal), Ms Christine Barr (Director of Human Resources), Professor John Briggs (Clerk of Senate), Professor Muffy Calder (Head of College of Science & Engineering and Vice-Principal), Professor James Conroy (Vice-Principal Internationalisation), Professor Frank Coton (Vice Principal Academic and Educational Innovation), Professor Anna Dominiczak (Head of College of Medical, Veterinary and Life Sciences and Vice-Principal), Mr Robert Fraser (Director of Finance), Professor Neal Juster (Senior Vice-Principal), Ms Deborah Maddern (Administrative Officer), Mr David Newall (Secretary of Court), Professor Roibeard O Maolalaigh (Head of College of Arts and Vice-Principal)

Apologies:

Members: Mr David Milloy Co-opted Member, Cllr Pauline McKeever Glasgow City Council Representative

Attenders: Professor Jon Cooper (Vice-Principal Innovation & Knowledge Exchange), Professor Miles Padgett (Vice-Principal Research)

CRT/2015/12. Announcements

Morag Deans SRC Assessor, Lindsay Farmer Senate Assessor, and Ronnie Mercer and June Milligan Co-opted members, were welcomed to their first meeting. Elizabeth Passey, Convener of Court from 1 August 2016, was welcomed as an observer. George Baillie, Senate Assessor, was attending his final meeting. Court thanked him for his contributions to Court and wished him well in the future.

CRT/2015/13. Minutes of the meetings held on Monday 30 September and Wednesday 7 October 2015
The minutes were approved.

**CRT/2015/14. Matters Arising**

There were no matters arising.

**CRT/2015/15. Report from the Principal**

**CRT 2015/15.1 Comprehensive Spending Review/University Funding.**

The government had published a joint Spending Review and Autumn Statement on 25 November 2015. Universities UK had made a submission to the government ahead of the CSR, setting out: i) how universities contributed to the UK’s economy by meeting skills needs, undertaking world-leading research, driving innovation and supporting growth; ii) how the sector would ensure that public funding was spent as effectively and efficiently as possible - including an efficiency agenda, responsive and strategic financial management, and a framework to support excellence and innovation in teaching; and iii) specific proposals for the CSR, around each element of public funding for university teaching, research and innovation.

Court’s attention was drawn to the recently-published *Inspiring Economic Impact* brochure, which had been developed by the University in relation to activity at Glasgow.

The Chancellor had asked all but a few departments to find very substantial cost savings. The Department for Business, Innovation and Skills (BIS) would see its overall budget drop by 17%. However, within this, the Chancellor had reiterated his support for science and had announced that, in this Parliament, the budget for science would be protected in real terms and rise to £4.7bn – to include a £1.5bn new Global Challenges Fund. The science budget supplied the public funding for the seven Research Councils, which operated across the UK, providing research grants on a competitive basis.

The Chancellor had also advised that the government would implement the Royal Society president Paul Nurse’s recommendations following his independent review of the Research Councils and, subject to legislation, would introduce a new body (Research UK), which would work across the Councils. Court noted that it had also recently been announced that there would also be a review of the operation of the REF, chaired by Lord Stern. The Principal had been appointed as a member of the review group.

The 2016/17 Scottish Budget announcement, which would include details of Scottish HE funding, was expected imminently. The Principal would provide a summary to Court as soon as possible after the meeting. The Scottish HE sector had been active in promoting to the Government the sector’s strong contributions to the Scottish economy; the sector has also re-articulated concerns about aspects of the Higher Education Governance (Scotland) Bill, including the possibility of reclassification of institutions as public bodies by the Office for National Statistics.

**CRT 2015/15.2 Major Science-based initiatives.**

Court noted updates on: the Precision Medicine Catapult, the new University of Glasgow-led
Clinical Imaging Centre of Excellence (ICE), based at the Queen Elizabeth University Hospital, and the Quantum Technology Hub.

**CRT/2015/15.3 Key Activities**

Court noted a summary of some of the main activities in which the Principal had been involved since the last meeting of Court, covering internal and external activities beyond daily operational management and strategy meetings. The activities were under the broad headings of: Academic Development and Strategy; Internationalisation activities; Lobbying/Policy Influencing and Promoting the University; Internal activities and Communications.

**CRT/2015/16. Report from the Secretary of Court**

**CRT/2015/16.1 Higher Education Governance (Scotland) Bill**

As previously advised to Court, publication of the HE Governance (Scotland) Bill had been in June. The Bill was continuing its passage through the Scottish Parliament, and meanwhile Universities Scotland and the Committee of Scottish Chairs, led by David Ross, had had discussions on the Bill with the Cabinet Secretary and her advisers. The focus of these discussions had been on areas where the sector had previously expressed concerns, including Ministerial involvement in governing institutions, the potential for reclassification of institutions as public bodies by the Office for National Statistics, the composition of governing bodies and of Senates/academic boards, the mechanism for election of Convener/Chair, and the respective roles of Convener and Rector.

The Scottish Parliament would issue a report on the Stage 1 parliamentary review of the Bill, and if amendments were to be made to the Bill, the nature of these would probably become known in early February 2016.

Court would continue to be kept informed.

**CRT/2015/16.2 Estate Strategy: Court Working Group**

Court noted a report of the most recent meeting of its Estates Strategy Working Group, where the focus had been on progress on the Learning and Teaching Building. Court also noted a timeline of key decision dates relating to 4 business cases for campus developments, for which it was intended to seek final Court approval in September 2016.

Professor Frank Coton briefed Court on the background to, and development of, the Learning and Teaching Building. The development would protect and enhance the student experience, secure capacity for future growth and bolster the University’s competitive position. The building would act as a gateway to the extended campus, and was ideally positioned at the centre of the expanded Gilmorehill site. The key benefits would be: an improved student learning experience; facilitation of innovative approaches to delivery of teaching, with a physical environment that facilitated the evolution of the pedagogic model in terms of effectiveness and efficiency; and enhancing the student experience and satisfaction levels by provision of an innovative University Services model that managed the building effectively and was visible and accessible. This “service model” aspect of the project was critical, with good
practice having been analysed at various institutions, including some overseas. The Development Board, chaired by Professor Coton, was reporting to the Governance Board, which was supported by a number of external experts and was providing constructive challenge on aspects of the proposals. A significant amount of up-front testing of assumptions had taken place with regard to aspects such as the configuration of the spaces and facilities offered within the building.

Court noted that discussions were ongoing with the City Council in relation to Planning permissions connected to the Estate Strategy as a whole, including the Transport plan associated with the Campus Masterplan.

The next significant update to Court would be in April 2016, when approval would be sought for the Campus Masterplan and for the full business case for the Learning and Teaching Building. Ahead of that, the Working Group would meet again to consider further progress on the building, including financial details, set in the context of the overall Estate Strategy budget.

**CRT/2015/16.3 Nominations Committee business**

Since the last meeting, recruitment had taken place to a number of Court and Court Committee vacancies. A series of interviews had been held in October, for the following positions:

- Convener of Court, with Court having already approved the appointment of Ms Elizabeth Passey for 4 years from 1 August 2016, with an option of reappointment, at Court’s discretion, for a second term of office. There would be the opportunity for shadowing David Ross ahead of that date, to include observing at a Court meeting or meetings and observing the main Committees.

- 2 Co-opted positions on Court. Court had since approved the appointment of Mr Ronnie Mercer and Ms June Milligan to these positions for 4 years from 17 October 2015.

- A Remuneration Committee external (non-Court) member. Court had since approved the appointment of Mr Dominic Cole-Morgan to this position, for four years from 1 December.

- An Audit Committee external (non-Court) member, to replace a member who had now demitted office. Court had since approved two appointments, of Mr Simon Bishop and Ms Lindsay Campbell, for 4 years from 1 November 2015.

Court had also approved the appointment of Mr Rob Goward to a co-opted (non-Court) position on the HR Committee, for 4 years from 1 November 2015.

Court approved a recommendation from the Nominations Committee that Douglas Smith be appointed as an external (non-Court) member of the Estates Committee.

Interviews would be held shortly for 2 GU Holdings Ltd external members, further to Court's approval of revised Terms of Reference for this company; recommendations for appointment would follow.

**CRT/2015/16.4 Honorary Fellowships of the University**

Court approved nominations for the award of Honorary Fellowships to Professor Paul Bishop
and Dr Melvyn Pond.

**CRT/2015/16.5 Ordinance relating to Membership of the General Council**

At the last meeting, Court had agreed that an approach to the Privy Council could be made, to ask for an early view on the feasibility of making the Ordinance relating to General Council membership more flexible. This would be so as to generalise categories of membership associated with joint and validated degrees, so that they could cover any such joint awarding/validation arrangements in operation from time to time, rather than listing specific courses. This would mean that future requirements for amendments should be kept to a minimum. The Privy Council had indicated that this approach was possible. Further discussion would therefore take place with relevant parties, with a draft being brought to Court at a future meeting.

**CRT/2015/16.6 Senate Assessors on Court**

Professor Lindsay Farmer, School of Law, had been appointed as Senate Assessor until 31 July 2019, replacing Professor Christine Forde.

Professor George Baillie was demitting office as Senate Assessor on 31 December 2015. Senate had recently appointed Professor Nick Hill, School of Mathematics and Statistics, to replace him, for the period 1 January 2016 until 31 July 2019.

**CRT/2015/16.7 SRC Assessor on Court**

Morag Deans had been appointed as SRC Assessor on Court until 31 October 2016, replacing Marvin Karrasch.

**CRT/2015/16.8 Head of School Appointment**

College of Science & Engineering - School of Physics and Astronomy

Professor Martin Hendry had been reappointed as Head of the School of Physics and Astronomy, for 2 years from 1 August 2016.

**CRT/2015/16.9 Voluntary Severance**

Following recent publicity surrounding voluntary severance payments in the Scottish FE sector, practice at the University was clarified to Court. The voluntary severance policy had been approved by Court at its last meeting, on the recommendation of Remuneration Committee. It allowed that a Panel of senior executives (the Principal, the Senior Vice-Principal and the Secretary of Court) might authorise severance payments where they complied with the standard terms of the policy. A report was made to each meeting of Remuneration Committee on the number and cost of severances approved by the Panel between meetings of the Committee, and the Committee’s minute recorded the number and cost of the cases approved.

Wherever any proposal for severance: a) would involve a payback period of more than one year; and/or b) would cost £100,000 or more; and/or c) was intended for a member of the Senior Management Group, the offer of severance might only be made following a decision by the Remuneration Committee itself. In these exceptional cases, the Remuneration Committee
minute would record the severance payment approved and the reasons why it had agreed to make an offer that departed from the standard terms.

Court would receive details via the Remuneration Committee when it reported to Court.

**CRT/2015/16.10 Cyber Security**

Court noted that along with many other institutions in the sector, the University had recently suffered a distributed denial of service (DDoS) attack, that had resulted in reduced connectivity and disruption for customers on the HE ‘Janet’ network. Various blocks and filtering had been put in place by JISC (the consortium operating Janet) to limit the impact of the disruption. Court noted that the University undertook regular IT penetration testing and would continue to do so.

**CRT/2015/17. Reports of Court Committees**

**CRT/2015/17.1 Finance Committee**

**CRT/2015/17.1.1 University Financial Statements as at 31 July 2015**

The Director of Finance, Robert Fraser, gave a presentation on the University’s financial statements for the year to 31 July 2015.

There was an operating surplus for 2014/15 of £45.5m, £39.8m ahead of the original budgeted surplus. The movement in surplus reflected: staff savings of £9.9m - an outcome that was unlikely to be repeated in 2015/16 as the salary budget now included an estimate of savings arising from voids; increased income of £3.6m; £15.9m net income relating to one-off Research & Development tax relief; a reduction of £6.4m in the FRS 17 pensions liability; and movements in endowments and subsidiaries totalling £2.3m. At year end, cash and deposits totalled £153.7m, a decrease of £9.6m in the year.

The Finance Director briefed the Committee on exceptional items, including the background to the Research & Development tax claim, explaining that this was a one-off benefit that could not be claimed again in future due to a change in the rules. The benefit had been fully accounted for across financial years. There was also a reference to loss on sale of assets, within the exceptional items, which had a zero net effect, and had arisen in the context of a transfer of funds via the University to the NHS in relation to the Queen Elizabeth University Hospital.

Capital expenditure for 2014/15 was £64.6m, an increase of £15.8m compared to 2013/14. The increase was largely due to investment in the Queen Elizabeth University Hospital, the Centre for Virus Research, and investment in the new Combined Heat and Power system.

The net pension liability for the University of Glasgow Pension Scheme and Strathclyde Pension Fund had increased by £12.1m. The University had made a deficit reduction contribution of £2.5m in line with the agreed deficit reduction plan. Further volatility was expected with respect to pensions figures in the coming year; this was due largely to likely movements in gilt rates and inflation. Court noted that the triennial revaluation of the University’s Pension Scheme was due in 2016, at which point assumptions would be reviewed, with the Trustees’ involvement. Court also noted that the ultimate arbiter in the
matter was the UK Pensions Regulator, therefore the University’s control over the matter was limited.

Court approved the University Financial Statements for the year to 31 July 2015. Court thanked Robert Fraser and his team for their work.

CRT/2015/17.1.2 Universities Subsidiaries and Trust Financial Statements as at 31 July 2015

Court approved the financial statements of the subsidiaries and the Trust, which had also been approved where applicable by the respective boards and trustees.

Court noted that the position of Kelvin Nanotechnology Ltd would be kept under review, the company having posted a loss in the past financial year. The company had received additional funds to assist expansion, with the aim of improving long-term performance.

CRT/2015/17.1.3 CapEx applications and programme of capital works

Court noted a report outlining steps taken by University management to eliminate tender underestimates and later cost overruns on capital projects.

CRT/2015/17.1.4 Endowment Investment Report

Court noted an endowment investment report as at 30 September 2015.

CRT/2015/17.1.5 Financial reports

Court noted an overview of performance as at 30 September 2015.

The report was noted.

CRT/2015/17.2 Audit Committee

Court noted the annual report of the Audit Committee, which was provided as a matter of good governance, and included its assessment of the adequacy of the University’s systems of internal control. The Committee was of the view that for the year past, generally there were adequate levels of internal control. The report also contained a request for Court’s views on the proposed areas for internal audit and scrutiny in 2015/16, and for Court’s suggestions about other areas of University activity that might be audited. Members were asked to contact Heather Cousins if they had views or suggestions.

With regard to references in the Committee papers to improvements being required in Project Management, it was noted that these had related to specific projects, rather than to a systematic problem. With regard to audit of MyCampus, David Newall would discuss the matter with the chair of the Committee, Paul Brady, to ensure that the previously agreed remit to include staff and student experience of the system was covered. With regard to references to health
and safety recommendations, Court heard that the audit’s findings had been focused on overseas travel, not on University health and safety matters in general, with specific recommendations about those travelling overseas having a point of contact with the University and about robust risk assessment being undertaken before travel was approved.

Court noted that the University’s methods and processes for articulating and managing strategic risk would be refined in the current session, with the role of both the Audit Committee and Court in this area to be reviewed. This would ensure that the balance between oversight of, and more active involvement in, Risk Management was appropriate. The Audit Committee would examine the matter in the first instance and report to the April 2016 meeting of Court, where members would have the opportunity to agree the level of input with which they were content. Court members would contact Mr Newall in the meantime if they had comments.

At its most recent meeting, the Committee had received the 2014/15 financial statements for the University and subsidiaries, together with the external auditors’ report and the draft management representations. The Committee had also received the annual report of the internal auditors, which had concluded that risk management, internal control and governance arrangements in relation to business critical areas were generally satisfactory, but that there were some areas of weakness in this framework, that required improvement. The Committee had further received reports on audit reviews of Treasury Management, Intellectual Property (licensing), the Procurement Process, and Project Management (Combined Heat & Power CHP). The minutes were noted.

**CRT/2015/17.3 Human Resources Committee**

The Committee had received an update on the National Pay negotiations, the year’s Performance & Development Review process, the University’s application for accreditation as a Living Wage employer, and initiatives underway to review the effectiveness of the recruitment processes. The Committee had received briefings on the HR function and the strategic challenges within their people agenda, and on the introduction of the Workload modelling tool within a number of pilot Schools and Research Institutes.

Court was advised that UCU had requested a Court member to join the Joint Committee of Consultation and Negotiation (JCCN), which was currently comprised of 4 union and 4 management representatives, plus an external chair. Mr Newall would revert to Court with further details at the next meeting.

The Committee had also received an update of key HR data, which paper was included for Court’s information. There had been discussion under this item on the work being done to support career progression for women at the University and the efforts being made to effectively manage the equal pay agenda. With regard to figures on sickness absence, Court heard that the levels of absence in the Operational job family were being monitored, and that absences through stress were similarly being kept under review, with the health and welfare strand of the Empowering People programme, arising from the new Strategic Plan, taking steps to address this matter. With regard to a concern expressed about the length of time that the P&DR process took annually, Court noted that SMG would consider whether steps might be taken to make the process less onerous, and to place more emphasis on development. Court was made aware of some concerns about the ‘norm-referenced distribution’ approach to P&DR assessments, in particular the budget-driven nature of this.
The report was noted.

**CRT/2015/17.4 Estates Committee**

**CRT/2015/17.4.1 Estate Strategy and Capital Programme**

Court noted the progress made in respect of the Estate Strategy, and of the Learning and Teaching Building and Research Hub.

**CRT/2015/17.4.2 CapEx applications**

Court noted and endorsed Estates Committee’s approval of a CapEx application in respect of: Library Levels 1 and 2 in the additional sum of £710k.

The report was noted.

**CRT/2015/17.5 Remuneration Committee**

The Principal and all members of senior management, with the exception of Christine Barr, left the meeting for this item.

The approach to the annual review of senior management pay, linked to the relevant individuals’ performance and development review, had been agreed by Court at its September EGM. Court heard that there was a budget for the pay review, and that it has been applied proportionately in the same way as the senior professoriate review. Court noted that the national pay award was not given to these categories of staff. It was agreed that Court would be provided with anonymised information on the spread of ratings applied to senior management in 2015, and that for the 2016 report to Court, an explanation would be provided were the spread of ratings to deviate from the norm applied to University staff as a whole.

The report was noted.

**CRT/2015/18. Communications from Meeting of Council of Senate held on 10 December 2015**

Council of Senate had received updates on the Estates Masterplan and Capital Projects; on the development of the Learning and Teaching Building; on the ‘Empowering People’ workstream of the University Strategy; and, further to the Organisational Change proposal for the Centre for Open Studies received by Council of Senate at its meeting in June 2015, on developments relating to the delivery of the Centre’s Access Programme, supporting the research activities of existing research and teaching staff, marketing the Centre’s courses, and reshaping its community education provision.

The Clerk of Senate had reported on acceptances for receipt of Honorary Degrees in 2016.

The Communications from the Council of Senate were noted.

**CRT/2015/19. Annual report on the University’s Complaints Procedure 2014/15**

Court noted the annual report on complaints activity during academic session 2014-15 up to 31
July 2015.

CRT/2015/20. Enhancement-led Institutional Review (Year-on Response)

Court was reminded that the University had undergone its Enhancement-led Institutional Review by the Quality Assurance Agency (QAA) in 2014. The Scottish Funding Council (SFC) required that, one year after the date the ELIR reports were published, universities submit to QAA a year-on response to the report. The SFC also required that the institutional response be approved by the Governing Body.

Court noted that, as with the 2010 ELIR, the handling of the ELIR reports had been taken forward with the intention of maximising the benefit to the student learning experience and to the University more generally. To that end, the areas for possible action contained within the ELIR report had been combined with the University’s ongoing Learning & Teaching Strategy Action Plan. The report described how actions had been taken forward, including the effectiveness thereof.

Court approved the Year-on response, noting that it would now be forwarded to the QAA and the SFC. Ongoing progress with ELIR-related actions would be discussed with and monitored by the QAA via annual engagement meetings with the University.

CRT/2015/21. Any Other Business

There was no other business.

CRT/2015/22. Date of Next Meeting

The next meeting of the Court will be held on Wednesday 10 February 2016 at 2pm in the Senate Room.
Court - Wednesday 10 February 2016

Principal's Report

Items A : For Discussion

1. Comprehensive Spending Review/University Funding

At the last meeting, we were on the point of receiving details about the Scottish Budget, following the UK Government’s Spending Review and Autumn Statement at the end of November 2015. Following the Court meeting, I emailed members with a summary, including headlines for Higher Education, as follows:

<table>
<thead>
<tr>
<th></th>
<th>2015-16 budget</th>
<th>2016-17 budget</th>
<th>% change</th>
</tr>
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<tbody>
<tr>
<td>HE resource (SFC)</td>
<td>£1,062.5m</td>
<td>£1,027.2m</td>
<td>-3.3%</td>
</tr>
<tr>
<td>HE Capital</td>
<td>£21.0m</td>
<td>£35.7m</td>
<td>+70%</td>
</tr>
</tbody>
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The major capital increase in large part reflected some earmarked allocations. The cash reduction in the resource budget was less than -3.3% from 2015-16 actual, since there was some in-year reduction in the available budget for SFC to allocate to HEIs. Overall there are some pressures on the SFC budget, due to earmarked allocations and expected efficiencies which make the settlement tight. I will update Court on ongoing discussions with the SFC and the sector.

The Scottish Government confirmed that it would continue to fund its commitment to free tuition. It also renewed its commitment to investing in HE, with a further one billion pounds to be invested in 2016-17, in the context of a new relationship with the sector in the form of a long-term partnership, underpinned by ongoing significant investment to support the delivery of key shared priorities.

Discussions are ongoing between the sector and the Government to flesh out the detail of this new ‘compact’. I will update Court at the meeting, if further information is available.

2. Reviews of REF Units of Assessment

Soon after the REF2014 results were published in December 2014, it was agreed by Research Planning and Strategy Committee (RPSC) and SMG that we would conduct an external review of our Unit of Assessment (UoA) submissions, to identify ways to improve our position in the next REF. Each UoA review involves an assessment of material associated with our REF2014 and RAE2008 submissions, and holding a panel meeting in Glasgow comprising external assessors. The primary outcome of this process is a written review that is sent to the relevant Head of College and Director of Institute/Head of School for consideration and response.

The reviews will be completed by July 2016. By then, each of the 32 UoAs submitted to REF2014 will be associated with a report containing observations and recommendations on the Unit’s REF2014
submission, its ongoing research and impact strategy, and its state of readiness for the next REF exercise. These reviews present an excellent opportunity for Glasgow to examine its research and impact profiles, and to identify the strengths on which it can build.

Miles Padgett will provide an update to Court on the progress of the REF2014 reviews and will summarise the important lessons learned for improving the quality of Glasgow’s outputs, knowledge exchange and impact plans, environment, strategy, and leadership.

3. Outcome Agreement

Over the recent past, Court members have been updated on the background to and content of the University’s Outcome Agreement, which is required to be submitted to the SFC as a condition of funding. What follows is an update prepared by Martin Boyle, Director of Planning & Business Intelligence and Frank Lynch, the Deputy Director.

Background

1. In 2012 The Scottish Government, via the Scottish Funding Council (SFC) initiated a new partnership approach to the funding of the HE and College Sector through the use of Outcome Agreements. These agreements were intended to work in 3-year cycles, with the objectives being set by universities in discussion with the SFC. The intention is to maximize the university's ability to be successful in the priority areas identified by the Scottish Funding Council.

2. The current agreement represents the 3rd and final update of this current cycle. It is anticipated that the next 3-year agreement will be considerably refined. SFC priorities reflected in the agreement have included:
   - Knowledge Exchange
   - Widening Access
   - Graduate Skills
   - International Research competitiveness
   - Contribution to a coherent pattern of Higher Education in Scotland

Current SFC priorities

3. During the 3-year cycle, the SFC have generally focused each year on the priorities of the Scottish Government. The current priorities SFC expect to be addressed during this final 3rd year are:

Subject Gender Imbalances

4. The SFC have requested detail of how universities plan to address the gender imbalance of the Total student population and in particular subjects. For example at the University of Glasgow:
   - The proportion of female undergraduates (59%) is above the Russell Group median;
   - Females are underrepresented in Engineering (23%) and Computing Science (17%) and males are underrepresented in Veterinary Medicine (25%), Nursing (10%) and Education (20%);

5. In our Outcome Agreement we have indicated that we are going to wait for the publication of the SFC Gender Action Plan and at that point we will use this as the basis for a considered action plan for the University, though we already have in place a strong Equality and Diversity Strategy.
Equality and Diversity
6. Our commitment to this priority is one of the key objectives in our Learning and Teaching Strategy where we state: "Via a robust and fair admissions policy, to attract the best talent, irrespective of background, to engage in and successfully complete their study at the University. In doing so, to remain the leading University of choice for talented students from under- represented groups."

Whilst recognising where we can make improvements, and the gender imbalances noted above, the University of Glasgow is recognised by the SFC of performing strongly in this area. In addition, we hold an Athena Swan Institutional Bronze Award. Eight schools and research institutes across the University also hold Athena Swan Awards.

Articulation
7. Articulation is not a model that is in widespread use within the university. We find that students who come through our entry Programmes, such as REACH or our Summer School, are much better prepared for entry to our Undergraduate programmes. While we do accept students with advanced standing with qualifications like HNDs etc. we have no formal articulation agreements outside of Dumfries. We are continuing to discuss with SFC our options around developing articulation routes or other innovative ways to ensure we continue our strong widening access.

Widening Access - Increasing intake of learners with Care experience
8. The SFC want to see evidence of an increasing number of Care experience students entering HE. The University of Glasgow is fully supportive of this initiative and has been awarded the Buttle Trust UK Quality Mark for care leaver provision in 2007, 2010 and 2013. Our Care Leaver Action Plan has been used by Buttle UK as an example of best practice in the UK. Care experienced students are not compelled to volunteer their Care status to UCAS, thus under-reporting of care leavers in HE is the norm. Through self-identification at Registration, we anticipate that we have roughly 5 times (69 students in total) the number of Care students as those recorded by UCAS.

Contextualised Admissions
9. The University of Glasgow pioneered the use of contextualised progression agreements for our pre-entry programmes in the West of Scotland and this has now been adopted throughout Scotland. We have also now put in place a formalised approach to using contextualised student profiles to secure admission of applicants from backgrounds of low entry rates to HE.

Conclusions
10. We are currently awaiting the official 2016-17 funding outcome for the University from SFC. This is due in early to mid-February 2016. It is our intention to finalise the Outcome Agreement in its current format, but to withhold submitting it to the SFC until we are aware of the contents of the funding letter. There is uncertainty as to where the cuts will be made and we need to be certain we can continue to deliver on all our targets within any lower funding settlement.

11. The University of Glasgow continues to make significant contributions to the key SFC priorities, mainly where those priorities fit with the University's overall strategic objectives. In discussions with the SFC on this current revision exercise our strong contribution was recognised.

12. This revision of the Outcome Agreement is the final year of a 3-year cycle and has to be light touch. We will produce a new Agreement in 2016 taking account of any changed priorities of the new Scottish Government. This will be presented to Court for agreement this time next year.
Items B: For Information

4. 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. In order to cut the length of this report, I have provided brief headings and can expand on any items of interest to Court.

Academic Development and Strategy

17 December: Attended the Beatson Board of Governors Meeting.

15 January: Chaired interviews for the Director of Robertson Centre and on 19th for the Chair in Mathematics.

20 January: Hosted a dinner discussion with SMG members and Scottish Enterprise officials to provide a briefing on the campus development and to discuss potential collaborations.

Internationalisation activities

18 January: Signing Ceremony with Professor Tan, President of SIT and delegation from SIT, to launch a new joint degree in Nursing. This was followed by dinner in the Lodging. This is the first joint degree in partnership with SIT, though as Court will know, since 2011, we have partnered SIT in delivering five Engineering and IT programs.

Lobbying/Policy Influencing and Promoting the University

Throughout this period continued to participate in various discussions and meetings between the Scottish Government and senior representatives of the HE sector over the Spending Review and budget settlement.

18 December & 29 January: Attended Scottish Funding Council Business Meeting and on 26 January an SFC Finance Committee Meeting.

6 January & 2 February: Attended the Commission on Widening Access.

6 January: Attended the opening of the 29th International Congress for School Effectiveness & Improvement (ICSEI) Conference. Welcomed the delegates and introduced the First Minister who was addressing the conference.

11 January: Hosted a Head Teachers (Glasgow Schools) Dinner in the Lodging.

12 January: Contributed a short piece to camera as part of College of MVLS participation in the Biotechnology and Biological Sciences Research Council (BBSRC) Excellence with Impact competition. This competition aims to recognise institutions that can develop and successfully deliver a vision for maximising impact, alongside an institution-wide culture change in understanding and delivering the impact agenda. BBSRC will be visiting MVLS in February and the film will form part of the College’s presentation and bid.

13 January: Welcomed delegates to a conference/workshop entitled Scotland, Public Service Broadcasting & the Broadcasting Landscape.
13 January: Hosted a Lodging dinner for Nicola Dandridge, Chief Executive of UUK and members of the SMG. This was arranged as part of a new initiative to invite key players of interest and importance to the HE sector and so to the University, to take part in discussion over dinner with senior officers of the University.

14 January: Attended a USS Board Meeting and on 27th took part in a USS Investment Committee teleconference meeting.

14 January: Attended the first meeting of the REF Review Steering Group, held in the British Academy.

18 January: Took part in a conference call with the executive group of Growing Value: Scotland (GVS) Taskforce in association with the National Centre for Universities and Business (NCUB) and on 26 January attended a GVS Steering Group Meeting. A further conference call with the Executive group will be held on 8 February.

22 January: Attended (by teleconference) a meeting with a small number of senior business leaders, Russell Group V-Cs and HM Treasury on UK productivity challenge.


28 January: Attended a Russell Group Meeting.

2 February: Meeting with the Deputy First Minister, officials and advisers

4 and 5 February: Will attend a two day meeting of the Council for Economic Advisers, chaired by the First Minister.

9 February: Co-hosted Pitch @ the palace event led by HRH, the Duke of York.

Internal activities and Communications and Alumni events

17 December: Attended School of Education reception to congratulate staff on their success in the NSS. Teacher Training at Glasgow was top in the UK for student satisfaction. This was one of a series to acknowledge and congratulate other subject areas that also achieved top rating in the UK. These were: Archaeology, Celtic Studies, Comparative Literary Studies, Genetics, Music.

15 January: Attended and spoke at our London Alumni Burns supper held in the Caledonian club.


1 February: Held another Principal's Surgery.

1 February: Will attend and introduce Michael Russell MSP’s inaugural lecture as Professor of Scottish Culture and Governance.

8 February: Monthly meeting with SRC Sabbatical Officers.
5. Senior Management Group business
In addition to standing and regular items the following issues were discussed:

SMG Meeting of 14 December 2015
- International Recruitment: Maintaining and Growing our Market Position, and Strategic Investment Bid
- Three items from the VP Internationalisation
  - FAPESP
  - ‘Directors’ of TNE operations
  - Fulbright Visiting Professorship
- Estates Strategy – Masterplan: Update
- Organisational Change: Estates & Buildings
- Leadership Fellowship Scheme

SMG Meeting of 21 January 2016
This meeting of SMG was one in a series of Top Team Development Workshops and there was therefore no formal business.
SECTION A - ITEMS FOR DISCUSSION / DECISION

A.1  Higher Education Governance (Scotland) Bill

At the last meeting, Court heard that the HE Governance Bill was continuing its passage through the Scottish Parliament, and that Universities Scotland and the Committee of Scottish Chairs had discussed it with the Cabinet Secretary and her advisers, the focus being on areas about which the sector has previously expressed concerns.

The Education & Culture Committee's report on its scrutiny of the Bill, and the Scottish Government's response to the report (attached for reference as Annex 1), have been provided to Court for information, since the last meeting. Annex 1 indicates that, at Stage 2, the Government is likely to:

.1 amend or delete two clauses in the Bill (8 and 13) which involve new ministerial powers and so have raised concerns regarding possible reclassification of universities as public bodies;

.2 clarify a two-stage process for the selection of chairs of governing bodies; selection of suitably qualified candidates by the Nominations Committee, followed by an election by staff and students of the University;

.3 abandon proposed legislative amendments that would have removed references to the Rector's role as 'president' of Court in the ancient universities;

.4 clarify that, if requested by a Chair, the University should offer that person reasonable remuneration;

.5 remove the statutory requirement for a governing body to contain two graduates association members, this in recognition of the fact that not all Scottish HEIs have graduates associations;

.6 establish a four-year implementation period in which universities should ensure that the membership of their governing bodies becomes compliant with the new Act; and

.7 remove the proposal to cap the membership of a University Senate at 120.

Amendments to the Bill are due to be tabled in early February, and Court will be updated at the meeting on 10 February. It is understood that the final date for enactment of the legislation is 23 March. When Court next meets, therefore, we should be aware of the content of the legislation, and can discuss what steps are required to address its requirements.
A.2  Estate Strategy

At the last meeting, Court received a report from its Estate Strategy Working Group, including an update on the Learning & Teaching Building, and a timeline of approvals to be sought from Court in 2016.

Court’s approval will be sought for the Campus Masterplan at the April meeting. Ahead of this significant milestone, and to ensure Court is fully briefed ahead of making a decision, Ann Allen will present the context for the Masterplan, and other relevant information, at the pre-Court lunchtime session in April.

The Court Working Group will meet again later this month to consider further progress on the Learning & Teaching Building. This will include a review of the financial projections for that building and for the Estate Strategy as a whole. All major campus developments (of £25M or more) require the explicit approval of Court. A full business case for the Learning & Teaching building will be presented to the June meeting of Court.

SECTION B – ITEMS FOR INFORMATION / ROUTINE ITEMS FOR APPROVAL

B.1  Annual Court Self-Assessment and Convener appraisal

As in 2015, a questionnaire for Court self-assessment/feedback on performance will be circulated. The Court Governance Working Group will meet ahead of the April Court meeting to consider the outcomes of this now annual effectiveness review and also, with reference to the Code, to ensure that the University is addressing all its responsibilities in terms of good governance. The working group will report to April Court.

Murdoch MacLennan will also undertake an appraisal of the Convener's performance.

B.2  University Collaborations with Singapore Institute of Technology

Court may recall that it was agreed that Professor Paul Younger would undertake a visit and report on the University’s collaboration with Singapore Institute of Technology, as part of the overview of Internationalisation activity.

B.3  Nominations Committee Business

Since the last meeting, appointments have been made to two external vacancies on the board of GU Holdings Ltd., with Court approval having been given between meetings to the appointment of Mary Jane Brouwers and Fraser McLatchie, for 4 years from 1 February 2016.

There is a lay member vacancy on the HR Committee. The Nominations Committee recommends to Court that June Milligan be appointed to this position with immediate effect. Court’s approval of the recommendation is sought.

Following discussions with Ken Brown, chair of the Finance Committee, it is suggested that this Committee’s membership and skills profile be augmented by the appointment of an additional co-opted member. Court’s approval of this course of
action is sought. Assuming Court is content, a recommendation for appointment will follow via the Nominations Committee.

B.4 Joint Negotiating and Consultation Committee

The Joint Negotiating and Consultation Committee (JNCC), a locally based group comprising management and union representatives, is chaired by former lay member of Court Alan Macfarlane. The UCU representative on the Committee has repeated a request that a Court member be appointed to participate as one of the management representatives on the Committee. I have discussed this request with the Convenor and the Principal. Our suggestion is that, to keep Court informed on the work of the JNCC, the Committee should be invited to provide an annual report to Court, highlighting its activities and keeping Court appraised of any significant issues. Is Court content to receive such a report annually?

B.5 Senate Assessor on Court

As reported verbally at the last meeting, Professor Nick Hill, School of Mathematics & Statistics, has been appointed as a Senate Assessor from 1 January 2016 until 31 July 2019, replacing Professor George Baillie.
Higher Education Governance (Scotland) Bill

Scottish Government Response to the
Education and Culture Committee Stage 1 Report

January 2016
INTRODUCTION

The Scottish Government notes the key points and requests for further information made in the Committee’s Stage 1 Report. The following response aims to address the key issues and recommendations set out by the Committee.

For ease of reference, the response includes the text from relevant paragraphs in the Stage 1 Report, and also uses the same paragraph numbering as the Report.
SCOTTISH GOVERNMENT RESPONSE TO THE STAGE 1 REPORT

The Scottish Government's analysis

34. We consider the reclassification of Scottish HEIs would be in no-one’s interests, given such a decision could cause very significant harm. We therefore consider all reasonable measures should be taken to minimise any risk of reclassification.

The classification by the Office of National Statistics (ONS) of Scottish higher education institutions (HEIs) has been central to our consideration of risk and the policy decisions taken throughout the development of the Bill. The Scottish Government’s assessment is that this Bill does not advance the risk of reclassification. As I said in my evidence before the Committee on 10 November 2015, re-classification is an outcome that the Scottish Government would never want to realise.

Although we are confident that the provisions in the Bill do not amount to government control as set out in the current ‘indicators of government control’ used by ONS, we have listened to what stakeholders have said in respect of certain provisions in the Bill at introduction. Having given the matter careful consideration, the Scottish Government is minded to put forward amendments at Stage 2 to remove sections 8 and 13 of the Bill. In addition, as is set out more fully in response to paragraphs 55 and 68 below, the Scottish Government is also minded to put forward amendments which would reduce or remove the need for regulation-making powers in sections 1 and 2 of the Bill.

As noted at paragraph 29 of the Committee’s report, sections 1, 8 and 13 have been identified by stakeholders as those which they believe would increase the risk of reclassification. While we do not share stakeholders’ fears, the action which the Scottish Government proposes to take should allay concerns that stakeholders have about the Bill contributing to reclassification.

35. Our scrutiny has taken into account not just the current Scottish Government’s intended approach, but also how the powers in question could be used by any future Scottish Government. We therefore welcome the Cabinet Secretary’s commitment to amending or removing the relevant provisions. We expect this to mean the powers could not be used in a way that would unjustifiably increase ministerial control. We consider there should have been more productive discussions between the Scottish Government and the HEI sector about the intended purpose of these provisions, some of which are commonly found in legislation.

The Scottish Government does not want to advance ministerial control over universities; we are clear that they are autonomous bodies. In particular, the powers in the Bill at sections 8 and 13 are fairly common of their type, where it is useful to future-proof primary legislation. However, as stated above, the Scottish Government is minded to put forward amendments at Stage 2 to remove sections 8 and 13, and to reduce or remove the need for regulation-making powers in sections 1 and 2 of the Bill.
As the Committee recognises, the ancillary regulation-making power at section 20 of the Bill is a standard provision that is included in many Bills. The provision gives the Scottish Ministers the power to make further provision via secondary legislation, if necessary or expedient to do so for the purposes of or in connection with the Bill as enacted. Therefore, the power is already limited in terms of the provision that can be made under it. Typically, the provision would allow Ministers to act quickly in order to fix technical problems with the operation of the Bill if any come to light during implementation. The Delegated Powers and Law Reform Committee did not raise any concerns about the provision. We do not therefore propose to remove section 20.

36. There has been considerable disquiet from Universities Scotland about the level of analysis undertaken by the Scottish Government on how the Bill may alter the risk of reclassification. We therefore agree with the Finance Committee that the Scottish Government should publish, before the Stage 1 debate, the full analysis it has undertaken on this issue.

A full, separate response to this recommendation will be issued to the Committee, and copied to the Finance Committee, prior to the Stage 1 debate.

37. The issues discussed above raise broader questions about the extent to which any future Scottish Government's development of legislation, policy or funding relating to HEIs may, in effect, be constrained by the possible risk of reclassification. We would welcome the Scottish Government's views on this issue.

The extent to which any future legislation proposed by the Scottish Government might represent a potential risk to the classification of Scottish HEIs, as private not-for-profit bodies, would have to be fully assessed in light of the particular proposals being considered, as it has been for this Bill. This is not a situation where there is a 'one size fits all' answer, as it will depend upon the detail in each case.

**Charitable Status**

41. The charitable status issue is connected to the question of whether the Bill increases ministerial control over HEIs, and, in particular, Scottish Ministers’ powers to make future regulations (as discussed above). We therefore reiterate our support (in paragraph 35) for the Cabinet Secretary’s commitment to amending or removing the relevant provisions, as we consider this would also remove any potential threat to HEIs’ charitable status.

The Scottish Government is aware of how important charitable status is, of its value to the higher education sector, and the benefits it helps institutions deliver to our society and economy. The Office of the Scottish Charity Regulator (OSCR) raised no significant concerns about the Bill’s provisions, as introduced, in its response to the call for evidence issued by the Committee. Its overall assessment was that the Bill as introduced would not pose a threat to the charitable status of HEIs.

However, OSCR rightly highlighted that, should regulations be made, it would have to consider whether, taken together with the existing provisions, these amounted to
ministerial control. While the Scottish Government may not share the view that there is any risk to HEI charitable status, we are, as set out in response to paragraph 35, minded to put forward amendments to remove sections 8 and 13 by amendment at Stage 2. This should reassure those stakeholders who have raised concerns about this issue (to the extent that they remained concerned despite OSCR’s positive assessment of the overall position).

54. HEIs have already taken steps to open up the process of recruiting governing body chairs, including the involvement of students and staff. We support measures that would potentially increase the pool of suitable candidates for the post of chair and agree that openness, transparency and consistency in the appointment process is desirable.

The Scottish Government values the Committee’s comments on this matter, which is central to the general principles underpinning the Bill.

55. At this point, the exact means by which the chair is to be appointed is not clear and our evidence-taking has indicated no consensus amongst stakeholders about a way forward. It therefore appears that the Scottish Government may have to adopt a model that will not attract unanimous support. In order to inform the Stage 1 debate on this key part of the Bill, the Scottish Government should provide more detail on the process envisaged, such as whether there will be a pre-selection of candidates before an election; if so, who will be responsible for conducting that process; and who exactly will form the electorate for the election of chair.

Having undertaken further engagement with stakeholders in the higher education sector, we are minded to put forward amendments to section 1 in order to put core provisions on the face of the Bill. Our intention is to require the appointment of the elected chair to be undertaken through a two stage process involving first selection and then election.

An appointment process for the elected chair would likely feature:

- open advertisement for the role of chair (specifically the role of the senior lay member of the governing body, as currently exists at all 18 Scottish HEIs (often called the senior governor or vice convener));
- interview and selection of electoral candidates by a nomination committee (featuring both staff and students) based on an agreed competency criteria; and finally
- an election where the franchise is all staff and students of an HEI.

While we are aware that this model does not attract unanimous support, we believe it meets with our stated policy aim of embedding modern, inclusive and transparent processes. In addition, the inclusion of a robust selection element should ensure that candidates who want to take up the role have the ability required for the position.
56. Given the strong emphasis the sector has placed on maintaining an appropriate link between the chair and the rest of the board, it would be helpful if the Scottish Government could also provide examples of governing bodies in Scotland that do not directly appoint their own chairing member. Where such cases exist, have any evaluations been carried out to determine how this has affected the organisation’s performance? Is the quality of governance in such bodies markedly different?

We note the points raised by the Committee in relation to this issue. The Scottish Government has not undertaken specific research in this area. However, the recommendation that the chair of the governing body of an HEI should be elected originates in the Review of Higher Education Governance in Scotland, a review which took wide ranging evidence from Scotland, the UK, Europe and beyond. Our HEIs are autonomous bodies with few, if any, directly comparable peers. The recommendations in the Review were tailored in response to the evidence collected by Professor von Prondzynski and his colleagues on the particular requirements, with regard to improving governance, of universities and other HEIs.

As all senior lay member candidates on the shortlist for election will be selected by a nominations committee in each HEI, this will ensure that all candidates will possess the attributes necessary to perform the role of leader of each governing body. The introduction of an election element to this process is in line with the principal objective of the Bill, to enable a framework of higher education governance in Scotland that is more modern, inclusive and transparent.

**The role of rectors**

64. It is regrettable that the position of rector has not been clarified by now and that there was no substantive discussion of this issue in the Bill or its accompanying documents. However, we welcome the Scottish Government’s reassurance that the role of rector will not diminish. The final model proposed by the Scottish Government must ensure there is no ambiguity about the roles of elected chairs and elected rectors, and that both figures are able to work together for the good of the institution.

Ministers appreciate the role that rectors play in those HEIs that have them (primarily the ancient universities), raising the profile of the sector and representing students. The role of rector will continue. The rector is part of the democratic tradition in our ancient universities, and is also in keeping with the spirit of democratic renewal informing this Bill.

We can also reassure the Committee that the Scottish Government’s plans for elected chairs, as set out in response to paragraph 55, will, if approved at Stage 2, result in no alteration of the statutory underpinning which exists for rectors in our ancient universities and will ensure that the role is not diminished. We intend to put forward amendments which will remove those consequential modifications in the Bill’s schedule which would have removed the right of rectors at the ancient universities to preside at meetings of the governing body.
The precise way in which the role of rector dovetails with the role of the new elected senior lay member (however it may be designated) will primarily be a matter for each of our autonomous HEIs which appoints a rector. This is the position now in the ancient institutions, as the rector has the right to preside at meetings of court but the substantive role of chair is undertaken by the senior lay member of the governing body, and we understand that the interaction between these roles has not proven problematic for the institutions in question.

The Committee has asked that the Scottish Government ensures there is no ambiguity about the respective roles of elected senior lay members of court and elected rectors. Rather than take powers to set out already established roles in statute, the current intention is that the dynamics between both roles is left to the five individual HEIs in question, as it is now.

Remuneration

68. The von Prondzynski review recommended that the chair should receive “some form of reasonable remuneration”. However, we remain unclear why the Scottish Government requires a statutory power to make regulations about remuneration when HEIs already have a power to remunerate chairs. We therefore call on the Scottish Government to set out the intended benefits it expects to derive from assuming this power. We also invite the Scottish Government to address the following points, which were not explained in the Bill's explanatory notes—

- how it would intend to use the power, for example, whether it would expect to set remuneration at a significantly different level than universities would;
- why it is seeking to delegate to “other persons” the power to determine remuneration and allowances in certain cases. Which persons does the Scottish Government have in mind and why?

Having listened to stakeholders’ views, and having given this matter further consideration, the Scottish Government is minded to propose an amendment to this provision at Stage 2, replacing the regulation-making power at section 2 with full provision on the face of the Bill. The focus of such provision is likely to be a requirement that institutions must, upon request by the chair, provide reasonable remuneration to an elected chair in connection with carrying out that role. We think this approach can make a contribution to widening access to the role for candidates with lower incomes, or who are still working. In this context, remuneration should be construed as expenses or allowances, not salary.

On balance, we do not consider retention of a power for Ministers to set levels of remuneration or delegate this role to other persons to be necessary.

Governing body composition: the impact of new members

83. By definition, the Bill’s proposals on governing bodies would make them more inclusive, although it cannot be guaranteed that governance and decision-making would improve as a consequence. Nonetheless, we agree
with the principle that a diverse group of people, all of whom clearly have a shared interest in the institution’s continuing success and who bring a wide range of experience in skills and governance, should be included on the governing body.

The Scottish Government values the Committee’s support on this matter, which is central to the general principles underpinning the Bill.

84. We note that all members of a governing body are required to act in its best interest – a point acknowledged by trade unions – and therefore cannot agree that the appointment of trade union members would undermine this principle. HEIs have, however, asked legitimate questions about the Bill’s impact on existing governing body members. Although the Scottish Government does not envisage a problem with HEIs complying with this provision, it is the Scottish Funding Council that requires HEIs to follow the Code as a condition of grant of public funding. We therefore seek assurances from the SFC that no institution would be forced, by the Bill’s proposals, to remove existing members of governing bodies, several of whom are elected members of staff, and also that there would be no detrimental effect on university management if the governing body number exceeded 25.

The comments made in the Committee’s report on governing bodies and the role of trade union representatives are noted and welcomed.

The Scottish Government considers that it should be a matter for the governing body to determine how best to accommodate the new statutory members, and it will have the transitional period before the Bill comes fully into force to do this. It is anticipated that this will be approximately 4 years following the Bill’s enactment. The transition period for the Bill is aimed, amongst other things, at ensuring that HEIs will not be required to remove existing members of their governing bodies and that, rather, compliance with the Bill can be addressed alongside the natural turnover of membership of the governing body. However, the question submitted to the Scottish Funding Council by Committee is noted.

**Specific issues**

85. There are some other, more specific issues around these provisions that we wish to highlight. Glasgow School of Art (GSA) and other HEIs pointed out that they do not have a graduates association, which they consider would be needed to comply with this section of the Bill. GSA described the creation of such an association as “an extremely costly and time consuming exercise”. The Royal Conservatoire of Scotland has raised concerns about its ability to comply with the requirement to appoint trade union members. We call on the Scottish Government to address these specific concerns. More generally, given the diversity of the sector, we would welcome confirmation from the Scottish Government that all HEIs will be able to comply with the requirements of section 4.

As set out in response to paragraph 84, the Scottish Government considers that it should be a matter for the governing body to determine how best to accommodate
the new statutory governing body members. However, we have listened to the views presented by stakeholders and reviewed the evidence submitted to the Committee, and are minded to propose an amendment to reduce the number of statutory members to 7: two trade union members, two members of staff, two students, and the elected chair (senior lay member), removing the requirement for two graduate association members. This is in recognition of the fact that most institutions will naturally attract some graduates of that institution to serve on their governing body in any case. The majority of institutions are likely to already have five of those seven roles on their governing bodies (staff, students and the senior lay member – albeit currently appointed slightly differently). As such, we do not consider that any institution will have difficulty in complying with this provision, and they can introduce these new members in a phased manner during the transitional period.

As far as the RCS’ concerns about trade union members are concerned, we understand from its second written submission to the Committee that although it does not officially recognise any trade union, there are three trade unions which would satisfy the definition in section 4(2)(b) of the Bill. Should the RCS not wish to exercise its entitlement to choose between these three, the Bill specifically contemplates the possibility of HEIs allowing different bodies to work together to provide a joint nomination, and section 6(3)(a) allows for this.

86. We have been informed that elected student representatives (the student president and vice-president) would not be eligible to serve on the university court because they are on sabbatical and, therefore, technically not students. It would be helpful if the Scottish Government could clarify this point.

We are continuing to review this matter which was raised during the Committee evidence sessions on the Bill, and will consider putting forward an amendment to the Bill at stage 2 to clarify that relevant student representatives who are on sabbatical would be able to serve. The Scottish Government understands that student representatives in some HEIs remain students during their sabbatical office by virtue of specific provisions in the relevant governance instruments. However, it would appear that in some HEIs, as the Committee has noted, they do not in fact remain students and this will be taken into account in considering any stage 2 amendments.

87. We also note the Cabinet Secretary’s comments that one of the student representatives on the governing body would have to be the president of the students association and the other would have to be a woman. The Bill does not appear to contain such requirements and we therefore seek clarification from the Scottish Government on this point.

The requirement set out within the Bill is that there are two student members of the governing body nominated by the students of the institution from among the students of the institution. No additional requirements will apply to these two positions. The Bill leaves it to individual HEIs to determine the rules which will apply to the nomination process.
88. We have previously asked the Scottish Government whether, in theory, one person could fill the role of being both a graduate nominee and union nominee to the governing body. The Scottish Government confirmed this was not the policy intention. It added that “membership of each of the categories of governing body member is intended to be mutually exclusive” and said it would consider whether this needed to be made explicit. Given some of the concerns raised about trade union and graduate members of the governing body, we would welcome an update on the Scottish Government’s position in advance of Stage 2.

I can confirm that, as previously stated, the membership of each of the categories of governing body member is intended to be mutually exclusive. We think that this is strongly implicit, and we note that other Acts, including the Post-16 Education (Scotland) Act 2013, are framed in a similar manner in relation to the required composition of boards despite there being, in some cases, at least a theoretical possibility of overlapping appointments. Nonetheless, the Scottish Government is considering whether it would be helpful to make this explicit on the face of the Bill (while noting that we must be careful not to cast doubt on the effect of existing legislation). However, as confirmed in answer to the questions at paragraph 84 and 85, we are minded to put forward an amendment to the Bill at Stage 2 to remove the statutory obligation on HEIs to have two alumni members on the governing body.

**Academic boards**

98. The Scottish Government took the principles on the academic board from the von Prondzynski review. However, we are concerned about the lack of evidence on this issue and consider that the Scottish Government should provide a more detailed explanation as to why it should legislate on this body. We also ask whether there could be flexibility around the 120 member threshold.

The Scottish Government engaged with Professor von Prondzynski after the Stage 1 evidence session held on 10 November, in relation to the evidence supporting the recommendation that academic boards should comprise a maximum of 120 members. He noted that the Review Panel found that there were academic boards with so many members that meetings became hard to manage. Some Senate meetings struggled to hold quorate meetings due to their size.

Professor von Prondzynski confirmed that the Review Panel formed the view that some of these problems would be mitigated if academic boards were smaller, but also if they had an elected majority.

However, having given consideration to both this and the views of those who oppose this provision as set out in the evidence provided to the Committee detailing the substructures established in institutions which currently have academic boards exceeding the proposed cap, the Scottish Government is minded to consider putting forward an amendment at Stage 2 to remove this requirement (to abide by a cap of 120 members). While the Scottish Government is still of the view that each academic board needs to be of a manageable size and efficiently run, we are persuaded that, on occasion, this can be achieved by a larger academic board.
99. We understand the merit of having a student presence on academic boards and note that HEIs do not appear to have any significant concerns about this proposal. With reference to paragraph 92, it would be helpful if the Scottish Government could identify whether any more tangible benefits are likely to arise from this provision.

The specific improvements and benefits expected will flow from all parts of the HEI community having the ability to make their voices heard as part of the governance structures guiding an HEI. We envisage that the more inclusive approach proposed by the Bill will strengthen unity and the sharing of responsibility between different parts of the community within HEIs. Students can help mould the academic ethos within an organisation, and ensure that their voice is heard.

100. We are still not clear why – taking into account the explanation provided in paragraphs 93 and 94 – there is to be statutory student representation on academic bodies, but not statutory trade union or graduate representation. We therefore require further clarification on this point.

Governing bodies are the structures responsible for determining the overall strategic direction of HEIs. If trade unions are represented on governing bodies, their contribution to the HEI at that level can have a percussive effect throughout the institution. An institution’s academic board is accountable to its governing body, so the trade union members on the governing body will still have oversight of the academic board even if not directly represented on it. The Bill therefore limits the reach of this provision to only those groups at the very core of every institution: the staff and students. It is not our intention to micro-manage HEIs; this Bill aims to set out some high level obligations. How the different contributors work together as communities is rightfully a matter for them.

**Academic freedom**

117. Scottish Government officials committed to investigating the wording of the existing legislation on academic freedom and to establishing “what consideration, if any, was given to the student side of the equation”. We have not heard anything further from the Scottish Government on this matter and expect to receive an update before the Stage 1 debate.

As the Committee notes, officials agreed to investigate the construction of the standing definition in the Further and Higher Education (Scotland) Act 2005 and establish what consideration, if any, was given to the student side of the equation. That work is on-going and to date it appears that in the construction of the definition of academic freedom in the 2005 Act, the protection of the academic freedom of students was not something on which representations were made. However, we do not consider that the same policy rationale exists for students in this context, as at its core the safeguard is about appointments and staff privileges in the context of their work for an HEI or college. That said, where, for example, PhD students are involved in carrying out teaching, they would benefit from the same protection in relation to their teaching activities.
We have also taken careful note of all of the evidence presented, in particular the importance of ensuring that academic freedom cannot be cited as a cover for airing views that are offensive to the extent that their promulgation constitutes a criminal offence. As was stated by my officials in evidence before the committee, the criminal law would prevail in such cases, and the provisions of the Bill do not change that. However, in light of all of the comments made, we are considering the final form of the relevant provisions in this area, with a view to possibly putting forward an amendment at Stage 2.

118. We also look forward to receiving clarification on the following statement in the Bill’s Financial Memorandum: “Alteration to the definition of academic freedom might change the nature of some internal disputes within HEIs. However, no additional costs are expected to arise.”. We also invite the Scottish Government’s views on UCU Scotland’s suggestion that academic freedom should also apply to academic related and support staff.

This passage simply means that academics may cite the new definition in a dispute by quoting the expanded scope of the definition - for example, the slightly stronger obligation on the HEI to ‘aim to uphold’. This might help some academics feel confident enough to cite academic freedom in a dispute situation, or to pursue a dispute for longer. However, it is unlikely that this would lead to an increase in the low number of existing cases, hence the assumption of low additional costs.

As regards academic related support staff, we have reviewed the construction of the definition of academic freedom in the Further and Higher Education (Scotland) Act 2005. This focuses solely on academic staff. We do not see a strong justification for extending the definition along these lines, as the intention is to protect views which relate to the teaching, learning provision or research that a staff member is directly engaged in, so as to avoid stifling academic debate. Accordingly, the Scottish Government does not consider it necessary to extend this further to academic and related support staff.

Financial memorandum

123. We acknowledge the concerns raised by the Finance Committee and stakeholders about the Financial Memorandum, and welcome the Cabinet Secretary’s commitment to examining these concerns.

The Scottish Government will update the Financial Memorandum following Stage 2 in accordance with the Scottish Parliament’s Standing Orders.

124. We also expect the Scottish Government to take the Finance Committee’s concerns about consultation into account, as appropriate, when preparing future Financial Memoranda.

The Scottish Government is committed to ensuring that each Financial Memorandum is of a high quality and provides the Parliament and interested parties with clear information about the financial implications of a Bill. The Finance Committee’s concerns will be taken into account when preparing future Financial Memoranda.
Conclusions

129. We welcome the Cabinet Secretary’s commitment to monitoring the Bill’s impact in conjunction with the sector as a whole, and her statement that the university sector advisory board could help to measure the Bill’s success. We look forward to receiving detailed information on how this board would work in practice, including how it could be informed by any other reviews of HE governance.

The University Sector Advisory Forum was established in 2012. The membership comprises Universities Scotland, institution representatives for the post ’92, ancient, and chartered institutions, unions and NUS Scotland.

The Forum meets once or twice a year and its remit is to consider the Scottish Government’s and SFC’s university sector strategies. The remit of the Forum has evolved since 2012 but specifically, it aims to provide the Scottish Government and the SFC with expert input into their key strategies.

Should the Bill be passed by the Scottish Parliament, the Scottish Government will keep the Committee informed of developments in monitoring its impact.

130. The Scottish Government has explained its reasoning for each of the Bill’s provisions. However, we have highlighted in this report examples of further information we believe the Scottish Government should provide in order that members’ participation in the Stage 1 debate is as informed as possible. We have also highlighted the concerns about the issue of reclassification, and have suggested a possible solution that we consider the Scottish Government should be able to deliver. While recognising there is a difference of opinion, as set out at the beginning of this report, we agree it is appropriate to seek to improve governance, particularly to try to avoid future problems arising. Taking all these points into consideration, we support the strengthening of governance in higher education and thus the Bill’s general principles. The Stage 1 debate will be an opportunity for all members to question in more detail the precise means by which this will be delivered.

The Scottish Government welcomes the Committee’s support and notes the comments made in the Stage 1 Report. The Scottish Government is happy to provide any further information required.
Court - Wednesday 10 February 2016

Report from the Students’ Representative Council

Court receives an annual report from the SRC. The President of the SRC, Liam King, will brief Court at the meeting.

A copy of the 2014/15 annual report is attached.

A copy of the SRC strategic plan will also be circulated ahead of the meeting, by email. Liam King will also cover this topic in his briefing to Court.

1.2.16
CONTENTS

4. Welcome
5. Developing the Strategy
6. Vision, Mission & Values
8. Representation & Engagement
10. Support & Wellbeing
12. Volunteering & Community Engagement
14. Our People
16. Communications, Marketing & Information Technology
18. Finance & Funding
GUSRC is delighted to present our third strategic plan.

This plan sets out how we will work over the next five years and highlights some shorter term activities that will help us along that road as well as some success measures. In response to feedback we’ve stripped down the plan removing a lot of additional text and focusing on our key aims. We produce an annual report every year highlighting our progress against our strategy, additional information on our work can be gathered from these reports through our website at www.glasgowstudent.net.

Representing the interests of students is the core of our existence. We have a long, proud history of campaigning, influencing and working in partnership to bring positive change to the lives of students at the University. The process of developing the plan has encouraged us to reflect, not only on what we do, but what we stand for. We’ve therefore developed a set of values and included them in our strategy. These values are like horizontal themes which cut across all areas of our activity as well as defining our organisational culture and approach.

Where relevant, this plan aligns with the University of Glasgow’s own strategy document: “Inspiring People - Changing the World 2015-2020”, whilst also reflecting a natural evolution of GUSRC strategies past.

During the period of this plan the University is likely to undergo some of the most significant changes in its long and proud history. GUSRC welcomes the opportunity to be part of it.

Liam King
President 2015/16

Bob Hay
Permanent Secretary
DEVELOPING THE STRATEGY

As GUSRC is a democratic organisation with new officers elected every year, the plan is intended as a framework which offers the requisite degree of operational flexibility whilst serving as a vehicle for continuity and building on success.

To inform the plan’s development we commissioned an external research company, Greenhouse Ltd., to gather feedback from stakeholders including senior University staff, GUSRC staff, and student officers. Specific focus groups were organised for identified ‘communities of interest’, for example international and postgraduate students. Feedback on work under the last plan was highly positive.

Feedback from the research indicated overwhelming agreement that the existing three student-facing themes were still relevant and appropriate. This plan therefore retains these key aims for its primary structure. We have incorporated ‘communications’ as an additional enabler, an area identified as one GUSRC should develop. Also introduced are key success indicators; although previous strategies have incorporated references to targets, the key success indicators will enable us to more transparently review and evaluate performance whilst still accommodating our democratic framework and the aspirations of student officers.

Although our student-facing themes remain similar this does not mean that GUSRC remains static. In fact this is an exciting time for us. As a relatively small but multi-faceted organisation we engage with thousands of students every year in a wide range of environments. What follows incorporates the views of our stakeholders as to how we build on past successes and meet the challenges of a changing higher education landscape, whilst continuing to operate efficiently and effectively within set funding parameters.

“There doesn’t appear to be any strong rationale for a dramatic shift in the strategic themes for GUSRC, and therefore a consolidation approach is a more compelling approach. This should not be seen as some sort of consolidation in any sense of standing still, but a dynamic and developmental approach which recognises the new challenges ahead.”

- Greenhouse Ltd. April 2015

“The rating of the current Strategic Plan’s progress among the university interviewees was relatively high, with a large majority scoring it 8 out of 10, and only one stakeholder scoring below 7. Comments exemplifying the views included: “I’ve been impressed with GUSRC over the last cycle of the strategic plan – they’ve articulated well their purpose”; “I’m aware of the plan and they stick to it, and there’s a high degree of accountability to the set up”; and “They’re delivering pretty well – each year the sabb’s have their own focus and the management provides that continuity – and the separation from the two unions keeps them focused”.

- Greenhouse Ltd. April 2015
VISION, MISSION & VALUES

OUR VISION
The Independent Student Voice at the University of Glasgow.

OUR MISSION
To provide effective representation, support, opportunities and services for and on behalf of the students of the University of Glasgow.
OUR VALUES

GUSRC’s values permeate all areas of our work. They define us, not only shaping our strategy but underpinning our day to day activities and behaviour. These values state that GUSRC, as an organisation, can be defined in the following terms.

Student Led

We work to ensure that we know and represent all of our students, listening and working with them for positive change. Our student leaders and representatives shape every decision we take.

Effective

Everything we do has a positive impact for our students, we constantly challenge why and how we are doing things and we value our resources, working to ensure that we do not waste them.

Democratic

Our members are at the heart of our decision making. We represent and empower them. We are responsible and accountable.

Independent

Whilst working collaboratively, we will maintain our independence to allow us to fully represent our students at a local, national and global level.

Supportive

We will seek to provide an environment where students can access support and advice, easily and with confidence.

Socially Responsible

Committed to fostering and promoting the broader social good, across all areas of work undertaken by the organisation.

PARTNERSHIP - DISTANCE TRAVELLED

“Scope for improved consistency and effectiveness in the working partnership between the University and the SRC”

- QAA ELIR University of Glasgow, 2004

“Clear evidence of a strong and effective partnership between the SRC and University, which has developed significant developments in policy and provision, all of which contribute positively to the student experience of Glasgow”

- QAA ELIR University of Glasgow, 2010

“The partnership between the University and the Students’ Representative Council continues to be a strong and effective relationship”

- QAA ELIR University of Glasgow, 2014
GUSRC will continue to work in partnership with the University to ensure the interests of our members are at the forefront of decision making. The University is clear on its intention to build on our strong working relationship; the Learning and Teaching Strategy 2015 to 2020 states “We will develop this partnership further by working more closely with the Students’ Representative Council (GUSRC) on policy development and engaging students more actively in the co-creation and evaluation of the learning experience”.

Beyond the learning and teaching experience, we will continue to engage with student support services and shape their growth and development. The new Campus Vision is a thread of change that will weave its way through many areas of University life. Our challenge, and that of the University, is to develop and sustain meaningful and informed student engagement with the estates development process.

Like the University itself, we face new challenges as the student demographic continues to change. The University’s emphasis on widening participation, the drive to towards a postgraduate population of 5,000 students, a burgeoning international student population and an increasing number of transnational education students as well as a projected growth in distance learning will impact on our work across all spheres of activity as we seek to engage with and represent increasingly diverse communities of interest whilst continuing to represent the interests of the traditional majority undergraduate population.

**GILCHRIST POSTGRADUATE CLUB**

In October 2012 GUSRC and the University jointly opened the Gilchrist Postgraduate Club, marked by an opening ceremony with guests including the University Principal, Rector Charles Kennedy and descendents of Marion Gilchrist, after whom the club is named.

The following year the Postgraduate Research Experience Survey (PRES) revealed that that 53% of students ‘Agreed’ or ‘Strongly Agreed’ with the statement “There is adequate provision made for postgraduate social space at my institution” up from 34.6% the following year. Satisfaction with postgraduate social and study space continues to improve and the Gilchrist serves as a base for our postgraduate engagement work.

> “Glasgow has always been recognised for encouraging and supporting researchers to take the lead on their own innovative career development initiatives. The Gilchrist has given researchers ownership of a space which allows them to do exactly that and it’s been really exciting to see how its use has developed. We’re now being approached by other universities who are keen to replicate this model for their own researcher community building initiatives.”

- Dr. Elizabeth Adams
  Researcher Development Manager
OBJECTIVES

1: Undertake and support evidence-based campaigning, lobbying and representational activity in the interests of our membership on campus and at local and national government level.

2: Sustain our positive working partnership with the University and represent the student population at all levels throughout the University.

3: Continue to develop our work with the University in enabling students to engage in policy development and evaluation of the learning experience, in an informed and inclusive way.

4: Link with Senate and Graduate Schools to develop representation of postgraduate students, increase engagement and enhance social capital.

5: Ensure our democratic, representative structures are valid and accessible for all students.

PRIORITIES

Work with the University in developing the class representation system to ensure it remains fit for purpose and responsive to the growing diversification of University learning and teaching delivery methods.

We will work together to develop and implement a system for evaluating the impact of class representatives on the student experience.

We will enhance our communications processes to deliver a planned and targeted approach to student engagement.

We will seek to address inconsistencies around PG representation, develop and agree a joint postgraduate engagement and representation strategy with relevant University stakeholders.

We will continue to view feedback in the Enhancement Led Institutional Review as a benchmark of success.

We will train an average of 800 class representatives per year over the 5 years of this plan and maintain a satisfaction rating of 95% with the training.

We will retain a satisfaction rating of 95% or above in the International Student Barometer.

Develop management information systems in order to, where possible, identify the proportion of postgraduate and international students who engage with GUSRC activities (class representatives, volunteering, clubs and societies).

KEY SUCCESS INDICATORS

We will continue to view feedback in the Enhancement Led Institutional Review as a benchmark of success.

Joint, resource-backed postgraduate engagement plan agreed and ‘signed off’ by Graduate Schools and Senate Office by year 3 of this plan.

In partnership with the University we will have established an online class representative training system for distance learning students by year two of this plan.

We will participate in 100% of PSRs and 100% of feedback will agree that the student representative made a constructive contribution to the process.

We will train an average of 800 class representatives per year over the 5 years of this plan and maintain a satisfaction rating of 95% with the training.

We will promote good teaching through running annual Student Teaching Awards with a minimum of one thousand students participating in the nomination process and report and publicise our findings.

We will monitor the diversity of those students who are involved with our representative and democratic structures and increase engagement with groups under-represented within the context of our student population.
The team of staff at GUSRC’s Advice Centre advise and represent thousands of students each year in a range of environments, from the Small Claims Court to Senate Appeals Committee. Feedback from Senate Office staff has highlighted the benefits to students and University from correctly prepared and presented appeals, something the Advice Centre is proud to offer support with. The work is augmented by printed and online advice materials dedicated to enabling students to educate themselves on how best to deal with difficulties they may experience whether financial, academic or otherwise.

In 2012 GUSRC opened the Welcome Point; a joint project with the University to serve as hub for students and gateway for visitors to the campus. The Welcome Point is staffed by a team of current students, thought to be the best ambassadors for the University. Whilst the new campus developments may shift the focus of the centre of campus it is unlikely that the role of the Welcome Point will be diminished as the Gilbert Scott building will continue to fill an administrative and teaching function as well as being a major draw for campus visitors and an attraction for potential students to University Open Days.

The opening of the new Welcome Point in 2012 was the culmination of several years planning by the University and GUSRC. The Welcome Point provides students and visitors with a prestigious reception area where they are welcomed by student staff members. It also serves as a hub for GUSRC and an information point for current students to learn about events on campus, the services and facilities available from GUSRC and pick up official documents including maps, advice leaflets and services publicity.

The graph opposite shows the number of enquiries made at the Welcome Point in each full year of operation since its opening.
OBJECTIVES

6: Offer a friendly and informed frontline service which reflects our pride in the University and serves as a welcoming gateway and signposting service to GUSRC and the campus.

7: Provide high quality independent information, advice and advocacy services and seek to access resources to enable them to meet the needs of our evolving student demographic.

8: Demonstrate effective student leadership in working with the University to provide a welcoming environment for all our members through the delivery of events and initiatives focused on inclusion, equality and wellbeing.

9: Ensure, through research and environmental scanning, we monitor and respond to students’ changing support needs as the Higher Education landscape changes.

10: Investigate partnership opportunities to develop new and existing services in order to enhance GUSRC’s offer and better cater for the diverse needs of our members.

11: Work with the University to ensure that the value of the role of our student-led support services is acknowledged and the visibility and space needs are fully considered and addressed within the new campus development.

PRIORITIES

We will review the current positioning of the Welcome Point and seek funding for an internal redesign which better meets the needs of students and visitors.

Enhance links with the student enquiries team in order to address how the Welcome Point complements the student facing functions of the student enquiries desk.

Review our enquiry recording systems to gain greater insight into the profile of our clients and understand how they reflect the University demographics.

KEY SUCCESS INDICATORS

We will work with the University to increase the number of ‘campus visitor’ Welcome Point enquiries by 5% per annum over the life of this plan.

We will establish a baseline measure for the percentage of Advice Centre clients who would recommend the Advice Centre to a friend and report against it annually.

By the end of this plan over 50% of students involved in formal university procedures (e.g. appeals, fitness to practise, conduct hearings, complaints) will have consulted with the Advice Centre.

We will continue to co-ordinate an annual Freshers’ week, resources permitting, and work with the University to engender an inclusive and welcoming environment. We will seek a satisfaction rating of 75% or above with key GUSRC events.

We will run a minimum of four campaigns/initiatives per year, in partnership with the University and/or other student-led bodies where appropriate, focused on student wellbeing.

Postgraduate students will feel more welcomed to the University - we will seek to establish baseline figures in the PRES and PTES and measure success against this.
We will enhance the cultural and community life of our students by promoting personal development and encouraging active citizenship.

Just as the University expresses its commitment to societal engagement, we will work to build on the vast reservoir of energy, talent and diversity that constitutes the student body at Glasgow in order to develop the links between the University and the surrounding communities. Our Student Volunteer Support Service (SVSS) is a key element in the work we undertake assisting students towards and through, suitable volunteering opportunities.

We will continue to maintain and sustain current levels of support, seeking to strengthen our links with the voluntary sector in Glasgow. During the last plan we also commenced campus tours which give student tour guides an opportunity to hone their communication skills and show off our campus. We are working closely with archives and the alumni office as we diversify and expand the tours offer in exciting ways.

It is through volunteering and involvement with clubs and societies that many students have the opportunity to develop social links and friendships. Membership of societies can assist in overcoming isolation and creating a sense of belonging, all factors which assist retention.

The University has made explicit in Inspiring its strategy 2015 -2020 its commitment to provide ‘suitable space for study and social/recreational activity’. Space on campus for clubs and societies is extremely limited and it is vital that Estates Development fully addresses this gap in provision.

GUSRC’s Student Volunteer Support Service continues to go from strength to strength. With increased emphasis on the importance of graduate attributes and gaining experience outwith studies from both the University and GUSRC, the service has seen an increase in students subscribing to and participating in the service in the past four years.

Opportunities such as Glasgow University Service to Homeless People, Elderly Befriending and Classroom Support continue to be heavily subscribed, with GUSRC continuing to look for new ‘quality’ volunteering opportunities for our students that will increase our capacity and assist us in meeting their expectations.

As the graph below shows, GUSRC registered an average of 717 student volunteers via SVSS per year during the period of the last plan, a total of 2869 volunteers.
OBJECTIVES

12: Complement the formal learning experience at Glasgow by facilitating volunteering opportunities which encourage links with the local community and deliver social benefit.

13: Encourage a rich and culturally diverse campus life by promoting the development of clubs and societies and providing financial, administrative and developmental support to enable them to fulfil their objectives.

14: Continue to develop our campus tours and through links with archives and the alumni office seek to diversify our offer to reflect the interests of alumni and attract local people onto campus.

15: Facilitate opportunities for students to be active citizens, participate fully in campus life, and encourage reflection and engagement in developing graduate attributes.

16: Facilitate collaboration between student groups, encouraging them to work together and pool resources to increase the impact of society-led events and initiatives.

17: Support and publish a range of student-led media whose values reflect these of GUSRC.

PRIORITIES

Introduce new systems to better track our volunteers’ involvement and the time they give.

Work on increasing the profile of our ‘celebrating success’ events to ensure our volunteers are better recognised for their commitment.

Focus on providing quality opportunities, and strengthen our links to local community and charitable organisations.

Consider areas for complementary working with the University and seek opportunities to tender as a service delivery agent.

Work with the University in ensuring that the needs of clubs and societies are provided for in the new Learning and Teaching Hub both in terms of space and future building management arrangements.

KEY SUCCESS INDICATORS

We will sustain 20 Volunteer projects per year placing an average of 800 volunteers per year over the life of this plan.

Students’ satisfaction with clubs and societies shall continue at minimum 94% or above on the International Student Barometer.

We will establish a baseline for the number of volunteers who agree with the following statement: “GUSRC has helped me to develop skills that could assist me in my future career” and set a target for annual improvement.

The current level of eligible clubs and societies’ office bearers seeking HEAR accreditation is 40%. We will seek to increase to 60% over the lifetime of this plan.

Total registered membership of GUSRC-affiliated clubs and societies shall continue at over 50% of the registered student population.
We have 14 full-time staff and 18 part-time staff with strategic, secretariat, developmental and administrative responsibilities. In addition we contract with individuals to deliver areas of our work. Staff are accountable to an elected Council of up to 49 members, four of whom are full time, paid sabbatical student officers in the elected positions of President, Vice President - Student Activities, Vice President - Education and Vice President - Student Support.

The rapid changeover in student officers requires a robust, effective continuation framework. For non-sabbatical council members there is potential to improve the handover and induction process. Elements of the handover materials can be standardised and there is a need to establish and sustain contact with newly elected members early during their period of office, particularly after the spring elections where there can be a gap of several months between elections and the next meeting of Council.

In 2012 GUSRC restructured the organisation’s representative system to reflect the University restructure. We introduced a new tier of representatives in the form of school representatives who have helped us gain an understanding of issues at a more localised level as well as build a closer relationship with class representatives, something we hope to develop further through the period of this strategy.

They number of class representatives we trained increased significantly over the period of the last plan, as reflected in the graph opposite.
OBJECTIVES

18: Sabbatical Officers and Council Members are supported and empowered to achieve their annual stated objectives.

19: Sabbatical and staff teams share a common vision, understand and value each others’ roles and work together to deliver shared objectives.

20: A positive organisational culture which encourages learning and reflection in addition to continued personal development for staff and officers.

PRIORITIES

Conduct review of council members’ handover system and general support to council members.

Develop annual ‘exit’ questionnaire for Council members to identify the effectiveness of support mechanisms and shape the way forward.

Review current planning template to better enable sabbaticals and staff to work together on an annual planning cycle to establish priorities for each year ahead.

Conduct a review of the current Performance & Development Review (PDR) system.

KEY SUCCESS INDICATORS

Sabbatical officers’ training evaluation approval rating shall be an average of 90% or above during each year of this plan.

We will establish a baseline for satisfaction with support through Council members’ questionnaire and measure future progress against that baseline.

Every staff member shall receive an annual PDR from their line manager and shall remain occupationally competent in their role through the identification of appropriate training and development activity.

Each sabbatical officer will produce a plan incorporating their aims for the year by the first meeting of Council and progress against milestones shall be reported accordingly.
Our membership is ever changing and from a diverse array of backgrounds, requiring us to utilise an ever wider variety of engagement and communications tools. Throughout the period of this plan we will work to broaden our understanding of our membership’s needs. Fundamental to this is the agreement that communication remains two-way throughout; it’s not just about talking to members, it’s about listening as well.

Feedback on the period of the previous strategy suggests that internal and external communication are lacking, both in terms of effectiveness and in engaging our key target audiences. Inevitably, failure to communicate effectively will lead to an undervaluing of the impact of our work on the student experience, something GUSRC must seek to rectify during the period of this plan.

"Across all three themes the need to revisit communications came across really quite strongly. By identifying some of the stronger features of the SRC offer, it would be realistic to expect increased awareness, engagement and perceived value from such an approach”.

- Greenhouse Ltd. April 2015

In 2013, GUSRC commissioned the development of a new glasgowstudent.net website based on a research exercise which suggested the existing website was no longer fit for purpose. The new site introduced several new, key technical features, including better mobile performance, social media integration and embedded video support.

Over the period of the plan, usage has increased considerably going from less than 50,000 page views in 2011 to nearly 900,000 in 2014/2015, as shown in the graph below. Other key metrics including unique users, time on site and bounce rate all showed significant improvement during the period.
OBJECTIVES

21: Continue with development of IT and related infrastructure, updating and aligning management information systems to strategic and operational objectives.

22: Enhance our profile by delivering a coherent and consistent brand/message through development of an organisation-wide communications and marketing strategy.

23: Ensure staff and officers are committed to this strategy and understand the roles we play within it by instilling communication as a key priority throughout the organisation.

24: Build on our existing work with the University to optimise effective communication with our membership where key messages and priorities coincide.

PRIORITIES

Consult with staff to identify potential for greater integration of communication into workloads.

Seek to identify and agree weekly ‘minimum’ hours that sabbatical officers shall spend communicating directly with students.

Establish a communications plan and set of visual identity guidelines to augment this strategy.

Undertake ‘root and branch’ review of all current communications channels.

Review the priorities of the IT department to ensure effective and timely reporting of necessary management information.

KEY SUCCESS INDICATORS

- Improved engagement with website and key social media platforms as defined by progress against established baseline metrics.
- Continue to produce an annual report highlighting our work over the year.
- Successful delivery of the strategy.
We are a representative and service-driven organisation and depend heavily on the Block Grant allocation from the University. Little opportunity exists for us to generate additional revenue. Our Freshers’ Fair and general marketing activity enable us to generate small amounts of additional revenue which plays a vital role in ‘plugging the gap’ between the block grant allocation and what we actually need to maintain our current levels of activity and service provision.

It is likely that the University’s financial position will render any significant block grant increases extremely unlikely over the period of this plan. Our researchers acknowledged this in their report and suggested “To help mitigate the threat [of limited block grant increases], students’ unions in the UK are increasingly agreeing more specific project-based additional grant funding from their institutions which have time limitations and clear key performance indicators” (Greenhouse Ltd. April 2015).

The growth of the campus west of Gilmorehill may present new opportunities. Whilst the John McIntyre Building’s current location is ideal, it may be worth considering how the new campus development will impact on how students interact with our services. The number of student clubs and societies has increased significantly in recent years but the University is unable to meet their needs in terms of gathering or activity space. It may be time therefore to explore the development of a new purpose built, student run facility that can meet our needs and reflect the societal demands and expectations of a global student population attending a modern, ‘ancient’, university.

Throughout the course of the 2011-2015 strategic plan, engaging with and supporting international students was a key priority of GUSRC, as reflected by the organisation’s ratings in the International Student Barometer survey (shown in the graph opposite).

During the period, GUSRC has consistently scored over 90% satisfaction, one of the top three ranked services in the student support category, ahead of the majority of similar organisations throughout Scotland and the Russell Group.
OBJECTIVES

25: Continue to demonstrate the value of our work as a unique campus organisation through effective activity and outcome monitoring and reporting.

26: Strive to bridge the ‘gap’ between University grant funding and the requirements of the organisation through effective marketing and low level commercial activity.

27: Seek to access additional project funding from the University in furtherance of mutual strategic objectives and where core funding limits potential for additional contribution.

KEY SUCCESS INDICATORS

Sufficient income generated through block grant and low level commercial activity to enable break-even budget.

Sustain a reserves policy which contributes to our sustainability and our capacity to manage unforeseen financial difficulties.

PRIORITIES

Review budget heading allocations with a view to incorporating increased communication costs.

Continue to deliver a comprehensive block grant submission outlining the unique value of GUSRC activities and services.
CONTENTS

1 WELCOME
4. Foreword
5. Highlights
8. Governance

2.1 REPRESENTATION & ENGAGEMENT
11. Council & Representation
13. Within The University
18. External Representation
22. Postgraduate Engagement
23. Student Media

2.2 STUDENT WELLBEING
27. The Advice Centre
29. Safety & Welfare
32. Services, Information & Publications

2.3 VOLUNTEERING & GRADUATE ATTRIBUTES
35. Student Volunteer Support Service
38. Clubs & Societies
39. Campaign Weeks

3 ANY OTHER BUSINESS
41. Finance
42. Postword
Welcome to the Annual Report from the University of Glasgow Students’ Representative Council (GUSRC).

We continue to develop and deliver a range of services and activities to try and make a significant contribution to meeting needs and aspirations of the diverse range of students attending the University of Glasgow. In terms of diversity the indicators look very positive with a 97% satisfaction rating in the latest i-graduate International Student Barometer, giving us one of the highest ratings amongst University of Glasgow services.

We have entered a new planning cycle and have begun work on developing our third strategic plan which will take us to 2020. The excitement of developing a new strategy is tempered by the extremely limited funding climate but we hope that we can continue to demonstrate the value of what we do and where opportunities arise, access additional resources to develop what we offer.

As you’ll read later, the demand on our Advice Centre increased considerably with a 32% increase in cases. Interestingly almost a quarter of the Advice Centre client group were postgraduates.

We continue to try and improve the orientation and induction of new students by coordinating Freshers’ Week but most importantly running an ‘alternative’ range of events. GUSRC events that are focused on non-alcohol related activity and are, in some cases, targeted to specific groups of student and designed to be attractive to ‘traditional’ and ‘non-traditional’ students alike. Ideally we would like to work more closely with the University in encouraging a more ‘joined up’ approach to orientating new students, as we now do with open days and applicants visit days.

There’s a considerable committee framework beginning to emerge around the new campus vision. Our involvement in the decision making process will enable us to make a contribution that will help shape the quality of the student experience in the years and decades to come for all students of the University of Glasgow.

These are examples of our work over the year. This report guides you through the massive range of activities and successes achieved throughout the year as we strive to deliver quality services and informed representation for and on behalf of the students of the University of Glasgow.

Bob Hay
Permanent Secretary

Breffni O’Connor
President 2014/15
HIGHLIGHTS

RECORD BREAKING STUDENT TEACHING AWARDS

For the fifth consecutive year, GUSRC’s Student Teaching Awards (STAs) has grown, with the 2015 iteration of the awards attracting over one thousand nominations from students for the University staff members they believe deserve special recognition for their contribution to the student experience.

Page 16

ADVICE CENTRE WORK & INITIATIVES

GUSRC’s Advice Centre had a landmark year, with the service in even greater demand than previously. The team processed a record number of pieces of casework in 2014/15; recording financial benefits to students of over £55,000, in addition to developing new awareness campaigns and initiatives to help students avoid commonly occurring problems.

Page 27

STUDENT MEDIA CELEBRATIONS & SUCCESS

2014/15 saw both Glasgow University Student Television (GUST) and Subcity Radio celebrate anniversaries with events of reflection, offering the opportunity for each organisation to reflect on its past successes and begin to plan for the future. Add in GUST’s six-award sweep of the National Student Television Association Awards (NaSTAs) and it was a fantastic year for student media.

Page 24

CLUBS & SOCIETIES GROWTH

GUSRC’s support for clubs and societies grew in 2014/15 with a record 287 student organisations affiliating in 2014/15. The number of students registered with one of the University’s clubs or societies, which receive support from GUSRC, is around 14,000; approximately half of the student population of the University.

Page 38
YEAR IN NUMBERS

5671
SECOND HAND BOOKS SOLD BY GUSRC
Page 32

£3,000+
RAISED DURING RAG WEEK 2014/15
Page 39

97.3%
GUSRC ISB SATISFACTION RATE
Page 17

6
NASTA AWARD WINS FOR GUST
Page 24

£55,110
FINANCIAL GAINS FOR STUDENTS VIA GUSRC ADVICE CENTRE
Page 27

14,000
STUDENT MEMBERS OF GUSRC AFFILIATED CLUBS
Page 38

28,834
GUSRC / UNIVERSITY WELCOME POINT ENQUIRIES
Page 32
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<td>STA Nominations</td>
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</tr>
<tr>
<td>888,132</td>
<td>Pageviews of GlasgowStudent.net</td>
<td>21</td>
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</table>
University of Glasgow Students’ Representative Council (GUSRC) is a non-incorporated organisation and is a registered charity (Scottish Charity No SC006970). It is the main representative body of students of the University of Glasgow.

All students registered at the University of Glasgow are automatically members of GUSRC. Students can opt out once per academic session. Membership entitles students to vote and stand for election. Where students opt out they can still use GUSRC facilities and services.

The objectives of GUSRC as set out in the constitution are:

- To represent and promote the general interests of students of the University.
- To advance civic responsibility by providing a recognised means of communication between students and the Court and Senate of the University.
- To prevent and relieve poverty and to advance health by providing welfare services for students and potential students.
- To advance the arts, culture, education, heritage, science and sport by providing amenities and supporting activities for students.
- To promote equality of opportunity amongst students and challenge all forms of discrimination whether based on sex, age, race, ethnicity, sexuality, disability, religion, cultural background or other such status.

GUSRC operates according to three high level aims which define the three key roles of the organisation on campus.

**Representation & Engagement**
Ensure the interests and views of our members are represented and addressed throughout the University and externally.

**Student Welfare**
Promote the wellbeing of existing students and potential students by providing independent professional support services which reflect the diversity of the student body.

**Volunteering & Graduate Attributes**
Contribute to a thriving campus life and individual personal development through provision of opportunities and activities which meet the intellectual, cultural and social needs of our members.

**GOVERNANCE**

**MISSION**
“To provide effective representation, support, opportunities and services for and on behalf of the students of the University of Glasgow.”

**AIMS**

GUSRC COUNCIL
Council is the governing body of GUSRC. Members of Council are elected through secret ballot of all students. The constitution makes provision for a Council of not more than 49 members, including a GUSRC Executive of four (President, three Vice Presidents) and Permanent Secretary. One of the organisation’s three Vice Presidents also serves as Depute President.

Council elections take place biannually. A candidate can stand for one position at one election. Members can only vote and nominate candidates in academic constituencies (i.e. the School or College) to which they belong. Votes are cast online.

There is also provision for five ex officio members of Council. Council meet monthly to discuss GUSRC business and items raised by students and all Council members have one vote.
GUSRC’s mission and high level strategic aims are consolidated into a strategic plan. The organisation seeks, where possible, to evaluate and improve by reviewing its activities against the stated aims contained in each strategic plan. GUSRC’s current strategic plan was prepared in 2011 via consultation with a range of stakeholders including senior University and GUSRC staff, students and student officers to review aims set out in the pre-existing strategy and agree goals for the next period. GUSRC’s next strategic plan will be adopted and actioned in 2015/2016.

In recent years the GUSRC and the University have worked closely together in establishing and developing meaningful informed student engagement. The University’s reflective analysis for ELIR 3 demonstrates the strength of this relationship:

“Partnerships

“Engaging with and supporting international students remains one of GUSRC’s priorities. As the number of students from outwith the UK attending Glasgow University increases, GUSRC continues to represent and engage with an increasingly diverse international student community.

From Freshers’ Week on, we try to develop alternatives to alcohol based events that many international students and often home students have little interest in. International students make a disproportionately high use of GUSRC services such as the Student Volunteer Support Service, Clubs and Societies, Minibus Service and the Advice Centre.

The latest International Student Barometer (ISB), with students interviewed in the summer of 2015, continued to send a positive message about International Students’ perception of the work of GUSRC.

GUSRC’s rating increased to 97.3%, an increase from the previous session’s 94%. GUSRC was ranked first within the University in the Student Support category with a rating a full 5% higher than the Russell Group institution average. With an ever increasing number of Clubs and Societies emerging on campus and receiving support from GUSRC, we’re pleased that Clubs and Societies received a satisfaction rating of 96.9% ranking them 2nd overall in the University in the Student Support category.

Both GUSRC’s and Clubs and Societies’ satisfaction ratings exceeded the targets stated in our current strategic plan (95% and 94% respectively). Given the comparatively limited resources of GUSRC relative to other Russell Group student associations, we consider this a satisfying outcome. We will continue to develop work with international students within the resources allocated by the University.

To ensure ISB feedback is specific to GUSRC, ‘student representative council’ replaces ‘student association or student union’ in the survey.
GUSRC is committed to its representational role, continually ensuring that it engages with students, University stakeholders and external partners. This section highlights and summarises some of the main aspects of GUSRC’s work over the year. It incorporates the processes whereby GUSRC seeks to ensure its representation function is legitimate and relevant as well as to highlight some of the activities and achievements in this context.
COUNCIL & REPRESENTATION

GUSRC’s constitution includes provision of up to 49 GUSRC Council members.

- Four Sabbatical Officers
- Four College Convenors
- Four Postgraduate Convenors
- One Postgraduate Taught Convenor
- Nine Welfare and Equal Opportunities Officers
- Four General Student Representatives
- Two First Year Representatives
- Eighteen School Representatives

GUSRC Council has undergone significant restructuring in the past three years, with new positions introduced and others reshaped. Notable changes include the introduction of a new Welfare and Equal Opportunities officer in 2013/14 in response to the manifestation of mental health issues affecting more students, and subsequent desire to introduce a position dedicated to the area, and the restructuring of the Sabbatical Officer positions at the start of the same academic year, with the introduction of Vice President - Activities and redistribution of the responsibilities of the role of Vice President - Media & Communications.

Earlier, the addition of School Representatives to Council was intended to introduce a supplementary representative tier to bridge the gap between class representatives and GUSRC and better reflect the University’s academic decision making framework.

These changes, when considered overall, are fairly major for an organisation the size of GUSRC, and as part of the reflective and consultation process in producing the next GUSRC Strategic Plan, it is intended that the shape and effectiveness of Council be considered to ensure efficient working going forward for GUSRC.

COUNCIL STRUCTURE

All student officers are elected annually. The officers are supported by a staff team who fulfil a combination of secretariat, advisory, support and developmental functions. Throughout the year the strong, positive working relationship between staff and student officers contributed to the organisation’s successes. GUSRC officers sit on an extensive range of committees and working parties within the University plus a significant number of college and school level committees. Our staff team are allocated committees and will meet with the nominated student officers prior to these meetings and prepare briefing materials as required. This ensures a degree of continuity as well as informed, empowered student involvement.

GUSRC’s structure helps to ensure that its campaigning priorities and policy formulation are evidence based and informed by the current issues affecting students. The Advice Centre, through its casework, is often able to identify issues and trends at an early stage and brief officers accordingly.

Matters emerging as a result of senior officers’ participation in University committees are communicated back to GUSRC Council in the required council report format for discussion and agreement on future action.

There is a comprehensive training and induction programme provided for the trustees with a particular focus on the sabbatical officers. A training needs analysis is undertaken and the effectiveness of the training is evaluated, based on progress against set indicators. Council members are required to attend a full introductory training event plus additional sessions throughout the year. The training programme ensures effective governance and an inclusive, informed approach to organisational development. Training areas include internal policies and procedures (including financial controls), financial management and budgeting skills, managing professional relationships, planning and objective setting, creating/managing change and equal opportunities.

COUNCIL SUPPORT & TRAINING
GUSRC and the University have joint responsibility for the organisation and operation of the class and postgraduate research (PGR) representation system. GUSRC coordinates and delivers class representative training with Glasgow students benefitting from the bespoke Glasgow University-focused training developed by their representative organisation, as opposed to the more generic training product or service. As GUSRC also now funds the trainers, all individuals recruited are Glasgow University students and, therefore, familiar with the structures and systems of the University, both academic and representational. As well as training on the main campus, we also provide class representative training for students on site at the Dumfries Campus, and for students on partnership programmes at Singapore Institute of Technology and UESTC in Chengdu, China (via video link).

In the academic year 2013/14, GUSRC undertook a concentrated publicity and recruitment campaign ahead of the Autumn (non-) election. This campaign was deemed successful, returning the highest ever number of votes cast in the same election, where historically the turnout has been comparatively low. GUSRC attempted to repeat the feat in 2014/15, once again putting in place an extensive publicity and recruitment campaign and results were once again positive, although not recording breaking. The Autumn 2014 election saw a total of 2162 unique voters, approximately 16% down on the record 2586 in 2013, but considerably up (approximately 25%) against 1731 unique voters in the same election in 2012.

Elected Council members continue to make efforts to engage with students across campus, e.g. GUSRC’s First Year Representatives have established surgeries at the Welcome Point and at halls to hear the concerns of first years, and to inform them about the work of GUSRC. Postgraduate convenors held regular surgeries in the Gilchrist.

Traditionally the bigger of the two elections, GUSRC’s Spring Elections took place in March 2015, seeing a total of 43 candidates contesting 29 positions, a slight increase in total number of candidates versus 2014. Eight candidates contested the four sabbatical positions of President and three Vice Presidents, a reduction from 11 in 2014 but one more than 2013. The number of votes cast was 3476, slightly down from 3935 in 2014 but up from up from 3350 in 2013. Over 100 students attended the Heckling Meeting, similar to last year.

Each year there are discussions about how to maximise the effectiveness of election publicity to encourage both candidates to stand for election, and for students to then vote for candidates on polling day. GUSRC constantly seeks new ideas to help further engagement in the election of student representatives to Council and the student democratic process, and will continue to do so into 2015/16.
Representative & Engagement – 13

Within the University

Fossil Fuel Divestment

Following a successful motion at GUSRC Council proposed by the Climate Action Society, GUSRC representatives took a proposal to University court that the University divests investment in fossil fuels.

A Court working group, including GUSRC representation, was established and evidence taken from Glasgow University Climate Action Society and the University Investment Committee. Following the group’s report to the October meeting, Court made a decision in principle to begin a phased divestment in the fossil fuel extraction industry over a ten year period.

The University of Glasgow therefore became the first university in the UK to commit to fully divesting from fossil fuel industry companies and issued a statement which acknowledged “the devastating impact that climate change may have on our planet, and the need for the world to reduce its dependence on fossil fuels”. The decision brought much popular media coverage and praised the University as a pathfinder for other institutions to make similar decisions. There were however some qualifications to the decisions and we continue to work with the University on achieving complete disinvestment.

Dignity at Work & Study

The University’s Equality and Diversity Unit (EDU) proposed a campaign to increase awareness of the Dignity at Work and Study policy. GUSRC representatives were involved in contributing suggestions around the content and layout of the publicity materials to help maximise the impact of the campaign on students. Both students and staff will benefit from increased knowledge of how to deal with harassment, once the campaign is launched (planned for October 2015).

Patriarchal Architecture

Virtually all of the University buildings are named after male benefactors. Following a presentation by GUSRC Vice President - Student Support, the University's Equality and Diversity Strategy Committee agreed that a more inclusive naming policy for future campus developments should be adopted and, where there are unrestricted naming rights, project boards should be encouraged to consider the wider University community by recognising more women, ethnic minorities or those with other protected characteristics. It was also agreed that, where buildings are already named, spaces such as lecture theatres and meeting rooms within them, could also be named. Following further discussions between GUSRC and the Director of Estates a set of criteria was established and this GUSRC-initiated policy has now been approved and adopted by University Court.

Glasgow ARM

GUSRC continues to work with Glasgow Aid for Rwandan Medics (ARM). The charity, developed through discussions between medical students and a University professor working in Rwanda, aims to provide support for Rwandan medical students, many of whom lack the necessary equipment to complete their studies and some of whom are unable to focus because of a lack of food. The organisation had been experiencing difficulties in attaining the status of a registered charity. GUSRC worked with ARM to resolve matters and were pleased when OSCR granted charitable status. The move opened the door to many opportunities in terms of fundraising and access to funding.

Pop-Up Study Spaces

At certain times of the year students find it difficult to access space to study. We worked with Central Timetabling (CTT) to identify rooms suitable for study which would be empty at certain times during the day. Once agreed, GUSRC publicised them to students as ‘pop-up’ quiet and group study spaces. Uptake was inconsistent, which we believe may be due to failure to effectively publicise. We will review this initiative before deciding whether to pursue it in future years.
Mental health issues amongst students across the UK are increasing at a significant rate. As part of our activities seeking to raise awareness and challenge stigma associated with Mental Health we successfully attracted funding from Awards for All to finance an external company to deliver 'Mind Your Mate' training.

The overall aim of the programme is to increase awareness within the student body of mental health issues and the dangers associated with undiagnosed and untreated depression as well as increasing the ability of students to identify the warning signs that a fellow student may be at risk of suicide. Students participating in the training learn how to communicate safely and effectively with a fellow student they have identified may be at risk as well as how to identify within themselves signs of depression.

The training was delivered in ten sessions over a the space of a week, with participants asked to complete a short feedback questionnaire at the end of the final session. There were 198 total attendees, and their feedback highlighted the value of the sessions. Of the 198 who attended, GUSRC was able to confirm:

- 193 agreed they were more likely to ask for help if they were feeling down or depressed after attending the training.
- 196 agreed that after completing the programme they were more likely to help a friend who is feeling down or depressed.
- 196 agreed that they would recommend the programme to other students.

The full evaluation explores distance travelled by participants in more detail; there was also an opportunity for free text responses in completing the evaluation which included a significant amount of positive qualitative feedback including the testimonial featured below.

**SUICIDE PREVENTION TRAINING**

**NEW CAMPUS DEVELOPMENT**

The University continues to move forward with the roll out of the new campus development and a proposed investment of £750 million. GUSRC will seek to work with the University in delivering meaningful student consultation to help ensure that the development is not just fit for purpose upon completion but is future-proofed against subsequent changes in learning and teaching.

The size of the new campus development project however has significant implications for GUSRC. Our student officers already find themselves in demand to participate in an emergent committee framework growing around estates development. The demand on GUSRC representatives to participate effectively in existing University committees is already considerable, and furthermore GUSRC staff support is finite and equally stretched. It will be a significant challenge for GUSRC to continue to engage effectively with the new campus development whilst at the same time maintaining its existing areas of representative activity in years to come.

**NON-ACADEMIC DEBT**

After extensive negotiations with senior University representatives around the University’s non-academic debt policy the University agreed to increase the debt threshold with which students are permitted to re-register for the next academic year from £5 to £25. We also responded to two consultations carried out by the Competition & Markets Authority into HEIs’ compliance with consumer protection law and have presented arguments that the restrictive, blanket approach of HEIs to collection of non-academic debt, where individual circumstances are not considered, is unfair and potentially could be regarded as breaching consumer protection regulations. In the meantime we continue to lobby the University to encourage a review of its policy.
It is often international students who are targeted for criminal exploitation. We were advised by the University International Support Team that they were being approached for advice on housing matters. It was agreed that members of our Advice Team would run a housing workshop for international students in March 2015, which aimed to give international students looking to move into the private sector an idea of the pitfalls and issues to consider. It would also publicise the services offered by the Advice Centre. International Student Support publicised and arranged a venue for the workshop. The Housing workshop received good feedback from those who attended, and it has been agreed that we will run another session next year.

INTERNATIONAL STUDENT SUPPORT

PERIODIC SUBJECT REVIEWS

The University continues to work with GUSRC as a partner in quality enhancement by ensuring that Periodic Subject Review (PSR) panels include a GUSRC student representative. The reviews result in a report which highlights the strengths and achievements of the subject(s) and includes recommendations for changes aimed at strengthening and further enhancing the teaching provision and student experience. The student representatives are seen as a positive force, with both University staff and external examiners, once again, praising the contributions and insight into the student perspective provided by student panellists. During 2014/15, student panel members participated in seven PSRs and one Graduate School Review, listed above.

A key aspect of the preparation is the one day ‘mini-review’ training event for student panel members run by the Senate Office, GUSRC and the Academic Development Unit. The course provides an overview of PSR in relation to the Scottish Quality Enhancement Framework, as well as highlighting what is expected from panel members, including analysis and interpretation of documentation; effective communication and planning for the review. The course includes a review of documentation from a review held the previous year and an interview with the Head of the Subject. This provides a realistic and relevant scenario and an opportunity to compare outcomes with the recommendations made by the Review Panel the previous year. The course evaluation was positive, particularly in relation to increased confidence, and knowledge development. The feedback will be considered in developing next year’s training session.

Liam was thorough and thoughtful in his comments on the Self-Evaluation Report received from the School prior to the review. I would consider his input to the process and discussions before and during the review as excellent. Liam was able to balance his role representing the student voice with a sensitivity to the views of the rest of the Panel and the objectives of the PSR process.

EDUCATION & TECHNOLOGY CONFERENCE

The Education and Technology Conference is a new concept at the University, developed with the aim of providing students with an opportunity to gain conference experience, network and share ideas as well as presenting the tools they are using to staff. Seven students responded to the call for abstracts with six going ahead. This, along with one staff contributor and two breakout sessions completed the day. Over 150 students and fifty staff registered for the event. The seventy spaces were allocated evenly between staff and students. Student-delivered talks were: ‘Stop Motion on a Shoestring’ by Tim Peacock; ‘Medx Toolbox’ by Martyn Edge; ‘Video Conference Technology’ by Yasmine Abdel and Julia Bambach; ‘Microsoft OneNote and Livescribe’ by Lee Hill; ‘Bacteria Combat’ by Carla Brown and Daniel Falconer; and ‘Websites to Enhance Learning’ by Scott Dallas.

All speakers are producing short video summaries of their presentations, which will be shared round all of our Glasgow Campuses and consideration will be given as to which of any of the concepts can be taken forward at Glasgow.
This was the fifth year of the University of Glasgow’s Student Teaching Awards (STAs), organised and administered by GUSRC on behalf of students. GUSRC developed a strong marketing campaign for 2014/15 resulting in the number of nominations received from students increasing from 750 in the previous year to 1,050 this year. There was also a substantial increase in unique staff nominations with 531 nominations received as compared to 354 2013/14. Although ‘Best College Teacher’ was still the most popular category we did receive considerably more nominations in the smaller categories, recognising a greater variety of work undertaken at the University. The proportion of nominations in the ‘Research and Dissertation Supervisor’ category showed an increase from 10% to 12%, indicating to GUSRC that more postgraduates were engaged with the process.

By recognising the impact of excellent tutors, lecturers, support staff and individual contributors to this experience, the STAs will assist GUSRC and the University in shaping the learning experience of the future.

Students who are caught cheating in exams often say that they did not know something was prohibited or they forgot they had notes with them. Advice Centre staff developed a poster campaign to be displayed outside exam venues, intended to serve as a last-minute trigger to remind students of the risk in cheating and encourage them to check their belongings carried. An electronic version was also distributed to staff who might be doing exam preparation lectures or tutorials. It has proved impossible to evaluate the impact of the posters this academic year due to the preventative nature of the campaign. However discussions between GUSRC, Senate office and key members of College staff around this issue are likely to be ongoing, especially regarding potential for further development of similar campaigns going forward.

In recent years, the use of legal representation at student conduct hearings has become more commonplace, this has raised questions around fairness, and process. The University had drafted a proposal to prevent access to legal representation during appeal or conduct hearings and consulted with GUSRC. Following a constructive discussion between GUSRC representatives and the Senate Office, GUSRC submitted a written response outlining our thoughts and making suggestions on the way forward.

It was subsequently agreed that the right to legal representation would not be withdrawn. There was a consensus that problems encountered in Student Conduct hearings were not solely down to the presence or otherwise of legally qualified representatives, and it would be beneficial to all sides if the process was further formalised and made more robust. GUSRC made several recommendations to this end, including training for staff members who sit on and chair these hearings; this was accepted by the Senate Office.

GUSRC was delighted to welcome Canine Concern Scotland Trust to campus several times during the academic year. As part of the charity’s ‘Paws Against Stress’ project, GUSRC invited the charity to host a number of sessions to help students relieve exam-related stress and anxiety by spending time with canine friends.

The sessions were incredibly popular, with all time slots booked out in advance to ensure traffic through the venues were not troubling to the pets. Many students offered positive feedback about the project, some of whom joined a session immediately before, or immediately after an exam. GUSRC hopes to continue to develop a working relationship with Canine Concern Scotland Trust for future academic years.
SUPPORT FOR CARERS

Following on from our pioneering work in initiating the development and establishment of the first Carers Support Policy of any HE institution in the UK, we worked over this year to raise awareness of carers’ issues on campus. We organised the hosting of a carers’ lunch which included a consultation in the form of a world café and facilitated discussion around the University’s Student Carers’ Policy and carers’ experiences in University.

From this exercise it became apparent that the experience of carers was that their Advisers of Studies had limited or no knowledge of the policy or Carer’s Plan template. To address this GUSRC presented a paper to Chief Advisers’ Sub Committee to request that awareness of the policy be increased amongst Advisers of Studies.

All attending the lunch agreed it would be productive if student carers and GUSRC were to work together and hold regular events in order that carers could meet for mutual, peer-to-peer support, and receive talks and advice from invited guest speakers such as members of the Carers Centre. GUSRC also set up a Carers’ Network discussion group on Facebook and requested a change to MyCampus in order that carer status can be captured at registration and support can be proactively offered by Advisers of Studies.

GUSRC believes that student carers, who provide unpaid support to family or friends who could not manage without their help, are a hidden group of students who face unique barriers and challenges in accessing and succeeding in higher education. They are also likely to face elevated financial hardship and decreased well-being, and have a variety of support needs that are often misunderstood. GUSRC hopes that our continuing work in this area will continue to develop with the ultimate aim of mitigating some of the negative aspects of carers’ experience whilst studying at University.

NATIONAL STUDENT SURVEY

Each year, GUSRC undertakes the promotion of the National Study Survey (NSS) on behalf of the University, with the aim of increasing awareness of the survey, encouraging students to complete it and ultimately increasing the University’s overall response rate.

Part of the NSS promotion strategy involves GUSRC contracting one student designer to create fresh and innovative materials, including posters, flyers and digital signage, as part of a marketing campaign whilst another student is contracted to manage promotion, coordinating a publicity team in carrying out more than two hundred lecture and lab call-outs to encourage completion of the survey. We also worked closely with subject areas to increase awareness of the survey among lecturers and support staff.

2014/15 once again saw GUSRC achieve considerable success with the promotion of the NSS, as reflected in the increase in response rate to 75.6%, higher than the 2013/14 response rate and considerably higher than the sector average of 69.9%. Question 24 of the survey asks students their opinion on their ‘student union’. The University of Glasgow’s system of four student bodies, rather than one single union, poses some problems in this regard. The response to the question however indicated a satisfaction rating of 75.1% against a Russell Group average of 70.5% and a Scottish average of 67.1%.

The partnership between GUSRC and the University in administrating the NSS is mutually beneficial; the University and GUSRC both use the information gathered to inform their own work, strategies and priorities in improving the student experience. A number of suggested improvements and refinements for NSS promotion have been agreed for 2015/2016, as we seek to build on past successes and remain amongst the top universities in Scotland and the UK in the NSS, both in terms of response rate, and student satisfaction.
Housing issues are amongst the most common issues dealt with by the GUSRC Advice Centre. There is a large volume of evidence that, nationwide, students are becoming more and more of a target for ‘scammers’ or fraudsters to take advantage of when it comes to housing.

As mentioned above, international students are especially prone to becoming targets of unscrupulous landlords and people posing as landlords to be victims of accommodation-related crime, especially due to their limited knowledge of the Scottish housing sector and associated rules and norms. In response to this growing trend, GUSRC developed new content, initially in the format of a leaflet and webpage, entitled ‘10 Tips to avoid Housing Scams’. The webpage will go live in Summer 2015 and the University’s Recruitment and International Office agreed, at the March meeting of the Student Support and Development Committee, to send a link to the page to all incoming international students, with further advice to contact GUSRC should they have any enquiries regarding housing.

The content will be reviewed each year going forward to determine its effectiveness and, where possible, improve upon it.

Over 50% of international and European Union students that come to the University of Glasgow take up accommodation in the private rental sector. Often prospective students undertake the search for a flat whilst still in their home country and many find themselves in the position of having to sign a lease before they have had a chance to view the flat or have the lease checked by GUSRC’s Advice Centre team. This situation can unfortunately mean that this category of students are regarded as an easy target by ‘scammers’.

Every year the GUSRC Advice Centre deals with a high number of cases of students who have paid a deposit for a non-existent flat, paid thousands of pounds rent in advance for accommodation that is virtually uninhabitable or simply found that the flat, despite the way it has been advertised or described, is not actually in Glasgow.

In response we are developing a new project that will seek to reduce the number of students exploited in this manner. GUSRC’s "Private Accommodation Viewing Service" will be jointly co-ordinated between our Volunteer Service and Advice Team. The service will use trained volunteers to view properties and complete a checklist which is then sent to the prospective tenant overseas, in order for them to make a decision on whether to take the flat.

We hope to launch the pilot of this project to international students studying within the University’s Business School from the 2015/16 academic year onward. We are currently drafting a training session for potential volunteers and are in discussions with the Senate Office about HEAR recognition for project volunteers. We have explored and clarified matters around liability and are satisfied that GUSRC nor the University will not face any exposure.

GUSRC sits on the panel of Support for Carers Advisory Group’s (CPAG’s) Students and Benefits Project’. This project aims to increase the number of low-income students who are able to access further and higher education. It also aims to reduce the impact of poverty on students who access such educational opportunities.

The membership of this group is wide-ranging; the project has a Scotland-wide remit and includes representatives from the Scottish Funding Council. GUSRC’s participation provides an opportunity to input into CPAG’s national campaigning and information activities as well as keeping up to date with national policy developments which may impact students.

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The content will be reviewed each year going forward to determine its effectiveness and, where possible, improve upon it.
GUSRC believes that all students who choose to study in Scotland have the right to do so safe in the knowledge that their human rights, freedom of expression and right to religious belief will be protected by law.

The consultation process for the ‘Prevent’ duty guidance was limited in its circulation. GUSRC only found out about it by accident and our timescale for submitting a response was limited to two days.

The main thrust of GUSRC’s response argued that putting front-line University and SRC staff in charge of assessing risk and reporting students who happen to be members of certain groups whom the authorities believe are ‘at risk’ of being radicalised is a huge burden of responsibility, impractical to implement but more importantly has the potential to create an atmosphere of mistrust and fear. This atmosphere does not bode well for an effective learning environment and reinforces stereotypes that can further isolate students who are already stereotyped and marginalised in society.

Whilst the Bill passed with limited amendments, we did meet with the Scottish Preventing Violent Extremism Unit who contacted us after reading our response. They sought to reassure us that they are interpreting the legislation and guidance in Scotland as facilitating a ‘safeguarding’ approach to protect vulnerable people.

We will continue to communicate with the authorities in Scotland in order to monitor how the new duty will be implemented, and we will continue to work with the University to try and ensure that students’ rights are appropriately safeguarded and the relationship of trust between staff and students is not eroded by the new duty.

Scottish Government consultations on new tenancy for private sector
We responded to the two consultations held by the Scottish Government on their New Tenancy for the Private Rented Sector. There were several issues raised by the consultation which we believe are relevant to issues faced by students in privately rented accommodation, particularly the proposals around grounds for eviction and model tenancy agreements.

If our comments are taken on board this should mean that any new tenancy regime does not unduly disadvantage student tenants. We will continue to monitor the progress of the Bill and will respond to any future consultations held.

As in previous years, GUSRC once again acted to encourage students to educate themselves about and vote in major national polling events that took place 2014/15.

In September 2014, GUSRC hosted a hugely successful debate regarding the Scottish independence referendum in the lead up to polling. The debate took place during Freshers’ Week, and though many new students were not registered to vote in Scotland, turnout was high with both freshers and returning students joining the audience for the discussion.

Key speakers from both sides of the indyref debate generated lively, engaging and informative discussion to help those undecided be better informed about the issues surrounding the vote.

In the run up to the May 2015 Westminster election, GUSRC ran a small scale campaign encouraging students to ensure they were registered to vote or that their voter information was up to date and correct. While remaining neutral in the election, GUSRC further promoted awareness by linking to polling station information on polling day.
GLASGOWSTUDENT.NET

Launched in early 2014 following a year of development the revamped glasgowstudent.net completed its first year online during the academic year 2014/15.

The new GUSRC website allowed us to introduce new types of content, including video and sabbatical blogs, in addition to allowing integration with social media platforms. Furthermore, the new website was designed for easier use on smartphones and tablets, in addition to being generally easier to use on any device, with a new content hierarchy established to allow students to find relevant content more easily.

GUSRC is pleased to report that the first year saw little by way of issues with the new glasgowstudent.net website, with only a small amount work required in 2014/15 to address minor issues. Qualitative feedback on the new site was overwhelmingly positive, and quantitative feedback can be found in the Online & Digital section below.

IN THE MEDIA

Traditionally, GUSRC have maintained a positive working relationship with both local and national media outlets. Independence from the National Union of Students ensures GUSRC have freedom to comment on matters autonomously, thus reflecting the interests of the particular students it represents. Some of the media in which GUSRC featured included:

- The Times
- The Scotsman
- The Herald
- BBC Scotland
- The Journal
- Evening Times
- Radio Scotland
- Real Radio
- The Guardian
- Daily Record
- The National

RECLAIM THE NIGHT

In November 2014, GUSRC joined, and promoted the RapeCrisis ‘Reclaim the Night’ event in Glasgow’s West End, part of a sixteen day plan of action for the elimination of violence towards women.

The event saw members of the community march from the Botanic Gardens to Woodlands, where a rally with key speakers was held. Members of GUSRC Council attended the march, and GUSRC promoted the event through its website and social media channels in order that students were made aware of the event and encouraged to participate alongside elected Council officers. The event was considered a success, despite some poor weather, with a increase in turnout compared to the 2013 iteration of the event.

NATIONAL DEMONSTRATION FOR FREE EDUCATION

On 19 November, a coalition of The National Campaign Against Fees and Cuts, The Student Assembly Against Austerity and The Young Greens, with support from the NUS, arranged a national demonstration against higher education fees under the banner “Free Education: No fees. No cuts. No debt” in London. GUSRC promoted the event and arranged subsidised transport for University of Glasgow students to travel to London, as they have in previous years for major national demonstrations. Members of GUSRC Council travelled with students to the event as part of GUSRC’s continued commitment to free education and in order that Glasgow was well represented at the event.
The academic year 2014/15 was the first full year for the redeveloped glasgowstudent.net web portal, GUSRC’s own website including information about all its functions, personnel and services.

Overall, the website proved successful by a number of metrics. While the number of unique visitors saw a decline of 11% to 109,822 compared with 2013/14, the website’s total page views increased by 5% to 888,132 and other metrics relating to website quality also showed improvement. The number of pages per visit and average duration of visit both increased, showing those who visited the site were more likely to explore and spend time reading the content, while the bounce rate (those who visit just one page of the website before exiting) significantly decreased. These criteria have enabled GUSRC to confidently say that the website redevelopment was a worthwhile project and we hope that the website will continue to grow in future years.

In terms of integration with the University’s own website, the percentage of students who visited the GUSRC website from a link on the University’s site was consistent with 2013/14 (48.65% of referrals in 2013/14, versus 49.72% in 2014/15). GUSRC appreciates the mutually beneficial relationship that the two organisations’ online presences share.

Trends of popular content on the website closely mirrored 2013/14, with 41% of all visitors seeking out information about GUSRC’s supported clubs and societies, all of which are indexed and given their own listing on the site. Interesting, amongst the clubs and societies pages, the content regarding starting a club or society ranked amongst the most popular pages. GUSRC’s services including printing, minibus and Jobshop accounted for 30% of visits.

With the role of Vice President - Media & Communications replaced by Vice President - Student Activities for 2013/14, GUSRC adopted a new strategy for maintaining and updating the organisation’s social media profiles. Each year, GUSRC contracts a student, usually a member of Council, to take on the responsibilities, however this had led to mixed results. The amount of traffic driven from GUSRC’s Facebook and Twitter accounts to the glasgowstudent.net website decreased from 18% in 2013/14 to 7.8% in 2014/15, which somewhat accounts for the overall decline in unique visitors to the website.

The official Facebook page allows GUSRC to advertise news, events and updates on a platform used highly by students, as well as engage in dialogues with students about current issues or any of the posted updates. Once again, popular posts from the year included photo galleries of GUSRC events and election content and updates. In 2014/15, the number of subscribers (those who have ‘liked’ the page) to GUSRC’s Facebook increased 21% with a total subscriber base of over 7000 with content reach of over 500,000 in the academic year. Visits to the page itself slightly decreased from 2013/14, but still totalled over 10,000 sessions.

GUSRC’s profile on Twitter allowed further, instantaneous engagement with students, staff, external organisations and other University services. In the year July-June GUSRC’s twitter presence increased 22% to over 3300 followers. GUSRC also operates individual twitter accounts for each sabbatical officer, with these accounts showing significant growth in 2014/15, collectively over 100% increase in followers versus 2013/14.

In September 2014, GUSRC also launched its own Instagram profile for photo sharing in event and campaign promotion. The account attracted around 400 followers in its first year.

GUSRC continues to monitor statistics for all digital media presences, to gauge how students interact with the organisation’s online content and how effective it is. Where possible, GUSRC continuously seeks to improve its output and use digital media as a way of determining the level of success for its events, services, strategies and content.
The Gilchrist Postgraduate Club, now in its 3rd full year of operation, is a joint venture between the University and GUSRC aimed at providing a social and learning space for postgraduate students. The management of the Gilchrist space rests with GUSRC while Hospitality Services manage the business of the café/bar, in consultation with GUSRC.

The Gilchrist reflects the University’s strategy in building a campus environment which will foster a cohesive postgraduate community. It is a dedicated space for all postgraduate students at the University of Glasgow and provides social and study space for postgraduates and staff of the University, allowing them to meet in a collegiate environment. It is unique on campus in maintaining a character which is distinct from other social spaces such as the student unions, which research suggests are not popular with postgraduate students. Its popularity continues to grow as it becomes established on campus and we develop a greater understanding of what postgraduates want. This is reflected in the increased turnover and surpluses generated for the University.

GUSRC developed a pilot PhD Buddy Scheme which aims to pair up willing second or third year PhD students with those in their first year who feel they may need extra support. We received positive feedback from those who participated in the scheme and there is evident demand. Future development of the scheme is resource-dependent and GUSRC intends to review the costs and benefits in order to decide whether to proceed with it in its current form for the coming year.

In conjunction with the University’s Student Learning Service, GUSRC also established a ‘Knit Away Your Stress’ class for postgraduates, the aim being to offer a break from academic pressures and allow students a chance to engage with one another and de-stress.

Following a review of the 2013 Welcome Month, a decision was taken to reduce the timespan to a fortnight. Postgraduate volunteers were recruited and trained as helpers to assist new students with orientation. We organised a programme of events, quite different to the offers of the University’s student unions, to welcome Postgraduate students to Glasgow. Events over the fortnight included comedy evenings, live poetry nights, quizzes, whisky tastings, murder mysteries and a Brewdog beer festival. There were pop-up stalls from different services, including the Careers Service, the University Library and the GUSRC Advice Centre.

The Gilchrist offers a meeting/social space for postgraduate networks including e-Sharp, The Kelvingrove Review, Oxbridge Biotech Roundtable - Glasgow and many more. In addition to providing space, we offer support to postgraduate students in developing their own events. In recent months this included; a postgraduate research conference, an American Revolution evening and Italian Studies Symposium, amongst others.

The venue itself continues to host regular evening events, including a bi-weekly quiz night as well as the live poetry group ‘Verse Hearse’, who perform once a month.

The number and range of academic workshops and seminars continues to increase. The ‘Presenting with Impact’ series was again well attended, six extra workshops were added last year but the sessions were again oversubscribed. Other popular workshops include ‘Three Minute Thesis’, ‘Project Management’ and ‘Famelab’.

The Student Learning Service (SLS) hold their PGT and PGR dissertation writing classes, and the College of Social Sciences held a wide ranging selection of career focused workshops throughout 2014/15.
Glasgow University’s student media plays two key roles for students of the University. The first is to provide students with an opportunity to learn new skills and share in common experiences. In this respect the media organisations are similar to clubs and societies. The second function of the media is to provide engaging, informative and entertaining content for students and the wider Glasgow community. This dual role played by the student media highlights its importance to GUSRC, the University and the students. GUSRC continues to support media organisations both with funding and with administrative and developmental assistance. Below is a summary of the achievements of each of GUSRC’s supported media bodies in the academic year 2014/15.

**GUARDIAN**

The Glasgow Guardian published six issues, including a special election edition, over the year, with 4,000 copies of each paper printed. In addition to an election issue, the editorial team, working in collaboration with the other student media outlets, organised comprehensive online coverage of the elections at all four of the student bodies. This included ‘live blogging’, photo-journalism and ‘live streaming’ of events as they unfolded. The Glasgow Guardian website was adapted for this purpose, and over the course of the month, was viewed 46,000 times.

While work on a new website continues, while social media outlets have further assisted in expanding the newspaper’s readership. It currently has 6,800 Twitter followers and 2,500 Facebook likes.

Content continues to be a balance of campus-specific and student-related news, along with in-depth feature articles, high-profile interviews, reviews and sports coverage. Over the course of the year, the paper published interviews with both Alex Salmond and Nicola Sturgeon. The newspaper continues to train a number of contributors and editors in writing, editing and design. A new session, open to all, focussing on effective newswriting, was also added to the training programme.

**SUBCITY**

Subcity Radio is GUSRC’s student-led radio station, broadcasting from Glasgow to the world via the subcity.org website. The station is known for its openness, inviting not only students, but members of the local community, to be part of its infrastructure, from management through to content development. It is managed by a committed team of around fifty individuals and features contributions of nearly two hundred content creators from around the city.

In the last year, the station has received tens of thousands of listens worldwide with visits to the station website consistent at approximately 50,000 unique visitors contributing to over 100,000 individual sessions. In addition to this success, the station has held numerous successful events in a variety of venues across Glasgow, including Broadcast, Stereo and The Art School. Furthermore, the station recorded and broadcast numerous live music sessions with local bands and artists, further reinforcing its role as a pivotal part of the Glasgow music scene. The enduring success of the station is manifest in the achievements of its alumni and in its receipt of press during the 2014/15 academic year from STV Glasgow, Time Out, and Synth.

In 2015 Subcity celebrated twenty years of broadcasting, marking the occasion in a number of ways. In the time running up to the anniversary, Subcity produced a feature-length documentary about the station’s history, featuring contributions from members of the team and show hosts from previous years. This was premiered at The Art School, alongside an exhibition of archival content, including publicity materials, artwork and event photography. The celebrations culminated in an appropriately grand celebration held once again at The Art School.

With plans for further expansions in events for the next academic year already underway and the recent release of a new website, the station’s prospects continue to grow.
Glasgow University Student Television (GUST) is the University's student-led television station, staffed by a team of student volunteers. The organisation produces and distributes a wide variety of content, including factual, entertainment, music and more via its website, gust.tv.

2014/15 saw GUST celebrate its 50th anniversary year, and during the year the station created a wide range of celebrated content, marked five decades of student television history with a series of exciting events under the ‘GUST50’ banner and took home six awards from the prestigious National Student Television Association Awards (NaSTAs). In every aspect, 2014/15 was an exciting and successful year for GUST.

September 2014 saw GUST cover events during the University’s Freshers’ Week. A dedicated GUST team produced five daily programmes covering the events from Monday-Friday. Channeling the spontaneity of Freshers’ Week, the shows were edited, shot and directed in diverse styles that particularly engaged with social media trends to appeal to the student demographic and promote cross-campus events to new students. GUST’s first live broadcast of the 2014/2015 year featured the Freshers’ Address and the much-anticipated live-link with the newly elected rector, Edward Snowden. At the same event, GUST broadcast their annual Freshers’ Guide which showcased the university and the student bodies to the new students in attendance and those watching online.

GUST is run by a team of student volunteers and successfully recruited over 160 new students during Freshers’ Week, many of whom went on to be significant contributors for the full academic year. Newcomers to the organisation had a huge advantage, joining the station at an exciting time; thanks to renovations in the Southpark House Learning and Teaching Centre Studio, filming equipment was upgraded to high definition, enabling GUST’s studio produced content to be released in full HD for the first time.

Another successful change to GUST in the 2014/15 year was the addition of weekly training sessions that aimed to give new volunteers and existing members extensive training on many different aspects of GUST’s content production. Training sessions included; camera training, sound training, editing training, a lighting workshop, presenting workshop, Adobe Photoshop workshops, special effects using Adobe After Effects and Flash Animation.

The celebrations for GUST50 climaxed in a black-tie event held on the 18 October at the Glasgow University Union. The event was attended by GUST members past and present, University staff, members of other student television stations and the executive of the National Student Television Association. The event included an exhibition of historical photographs, props, awards and artefacts, dinner and keynote speeches from GUST Alumni, Steven Moffatt (show-runner of BBC’s Doctor Who and Sherlock), and John Hardie – CEO of ITN. GUST50 was funded in part by the ‘GUST50 Showcase’ fundraiser event held at the Queen Margaret Union, a night of live entertainment.

The annual NaSTA awards night was extremely successful with GUST getting six awards including winner of Best Music, Best Documentary, Best Factual and highly commended prizes for Freshers’ Week coverage, On Screen Male and On Screen Female.

To end a successful year, GUST created ‘One-Minute-Manifestos’ for the annual GUSRC Spring elections and live-streamed the Student Teaching Awards ceremony.

GUST’s social media presence continued to boost high viewership on the GUST website and regular, active membership reached an approximate high of 80 students. GUST have recently made further investments in new equipment to see them prosper further in their 51st year.
Glasgow University Magazine (GUM) is the oldest student publication in Scotland and offers a blend of fashion, art and politics in a high quality publication. Over the year three issues were produced with a circulation of 4,000 distributed at the University and throughout the wider Glasgow area, specifically targeting arts, culture and student-oriented venues for distribution.

In 2014/15, GUM made significant changes to its structure to better reflect the interests of the students of the University of Glasgow. Two new sections were added to the magazine for the year’s three issues; business and economics, and science and technology. Not only did these new sections offer new types of content for students to consume and engage with, but they also helped attract new writers to the magazine, those who potentially would not have found their place writing for the magazine in any other section.

Another introduction to the magazine was a showcase section, with each issues featuring poetry, short stories and artwork from students and creatives from around Glasgow. This new content platform was introduced to help showcase GUM as a creative platform for multi-professionals and developing talent.

GUM continued to host additional content on its website, with traffic growing over 20% compared to 2013/14. The website and content were promoted using social media, with GUM’s profile also showing similar levels of growth as website traffic. New for 2014/15 was the establishment of a LinkedIn page for GUM, to help those who volunteer and contribute to the magazine showcase their talents and increase potential employability.

With increased pressure on student media to become self-sustaining and to reach out and be more inclusive, GUM ran several events over the course of the academic year.

The first event of the academic year featured a successful Freshers’ Week fundraising event at the Bank Street Café with complimentary food and bar snacks for contributors, and live music from Morgan Williams. Donations were taken for the funding of future issues and new students mingled with the GUM team.

To mark the release of the magazine’s first issue, GUM hosted a party at The Art School on 4 December 2014. The event was a night of fashion, music and spoken word performances with all ticket proceeds going to the funding of future issues of GUM. Feedback on the night was generally very positive.

GUM also contributed to GUSRC’s Media Week 2015, hosting a writing and journalism workshop featuring contributors from Scotcampus magazine.

During the year, GUM organised three fashion photoshoots for use in the magazine and online. Each was conducted on a cost-neutral basis.

The first featured clothing designer was KellyDawn^Riot with her stunning SS15 menswear collection, beautifully photographed by Jodie Mann. The clothes were a commentary on gender aesthetics and stereotypes, as GUM moved to cover more male fashion.

The second fashion shoot showed off the clothes of designer Irina Gusakova from Central Saint Martins in London. Her designs provided perfect silhouettes against Glasgow’s Brutalist architectural landscape, photographed by Peter Methven.

The third fashion editorial covered designer Akash Sharma, a textile student at Glasgow School of Art. It depicted a collection of sportswear inspired by prints and imagery from the Ndebele tribe of South Africa, showcasing some of this Glaswegian’s ground-breaking work.
2.2 STUDENT WELLBEING

GUSRC aims to contribute to and promote the well being of all students. The organisation delivers a number of services to support the range of students it represents. This section covers some of the work undertaken throughout the year under this heading.
GUSRC’s Advice Centre employs four full time staff members and provides high quality, impartial advice and advocacy on a range of welfare and academic issues to students and prospective students of the University. The Advice Centre also plays a key role in informing and legitimising our policy development and campaigns. This section focuses on the casework element of the Advice Centre. The rest of the work is subsumed within other elements of this report.

As with previous years, the Advice Centre recorded detailed information about the work it undertook in 2014/15. There were 926 anonymous enquiries, 1377 new cases and 13,326 casework entries between 1 July 2014 and 30 June 2015. Whilst these figures represent a 15% fall in anonymous enquiries compared to 2013/14, both the number of recorded cases and casework entries increased by a higher margin at 32% and 27% respectively.

The majority of the Advice Centre’s users continues to be undergraduates, making up 63% of the total recorded clients for the year. This proportion is slightly down from last year, with a slight increase in postgraduates using the Advice Centre, 22% of the total recorded users. The rest of Advice Centre enquiries come from prospective students, students’ parents, guardians or family members, University staff members and former students. 5% of clients were not identified with any particular group this academic year.

The Advice Centre recorded an increased proportion of international students using the service in 2014/15, compared to previous years, with 44% of users who gave geographical information identifying as international students (non-UK), up from 37% in 2013/14. This breaks down as 30% of international users from outside the EU, and 14% international students from within the EU. The single largest demographic continues to be home students from Scotland at 48%, down from 53% in 2013/14. Other home nations (England, Northern Ireland and Wales) made up approximately 9% of the total users. GUSRC continues to monitor demographics to ensure the service provided by the Advice Centre is suitable for those who need it.

As reported elsewhere within this annual report, accommodation continues to be a major concern for students, with the high demand for private rental accommodation and students’ relative inexperience in finding property making them likely targets for exploitation. It’s therefore no surprise that the second biggest category of casework undertaken by the Advice Centre is accommodation problems with 3658 casework entries this year, versus 3003 in 2013/14. GUSRC continues to find ways to help students avoid being scammed, including the PAVS initiative (page 18) and new publicity materials containing general advice.

Financial issues made up 1406 casework entries, an increase from 914 last year, while miscellaneous issues accounted for 1147 entries.
**ACADEMIC OUTCOMES**

Where possible, the Advice Centre will record the outcome of any enquiry or case, however in many cases the client is empowered with information to act for themselves and will not revert to the Advice Centre unless further assistance is required.

For academic appeals in 2014/15, there were 54 completed cases, of which 25 were successful. This represents a significant increase in the number of completed cases, up from 42 last year, of which 29 were successful.

The number of completed student conduct cases remained the same, with 50 completed cases. The number of successful cases decreased slightly, from 29 in 2013/14 to 26 in 2014/15.

Finally, the number of complaints processed increased to 11, from eight last year. Of the 11 completed in 2014/15, six were successful, compared to seven of the eight last year.

The high percentage of successful complaints in 2013/14 meant a record high of a 72% success rate for the Advice Centre, with the 2014/15 success rate of 52% more reflective of a typical year. It is also worth noting that quantitative data can only express a certain amount about the work undertaken and that the nature of each academic case can be wildly different.

**POSITIVE FINANCIAL OUTCOMES**

Where possible to record, financial gains for Advice Centre users for the 2014/15 academic year totalled £55,110, a significant increase of 52% against last year's figure of £36,149. This total represents the outcomes for 45 individuals.

Recorded financial gains came from a variety of sources across all categories of GUSRC Advice Centre work. These include assisting with PhD funding, challenging unlawful tenancy fees, resolving SAAS funding issues, pressuring employers to pay wages owed, challenging tenancy deposit deductions, and several other contributors.

Whilst we continue to be proud of the work undertaken to benefit students financially through the Advice Centre, financial gains figure is always a significant underestimate of the true financial gain as GUSRC is only able to record gains which are confirmed. In the majority of cases where there is a potential financial gain, it is most typical for these clients to not return to advise of the outcome.

**NON-FINANCIAL OUTCOMES**

We recorded 179 non-financial gains over the year, which represents an increase of 31% on last year. This includes 22 students accepted back onto their course, 16 resubmissions/re-sits granted, 8 housing repairs carried out, 6 grades reviewed, 6 apologies received and homelessness prevented in 3 instances.

**HARASSMENT ADVISERS NETWORK**

We proposed to Equality & Diversity Unit (EDU) that the Advice Team should join the University’s Harassment Advisers Network as the majority of student cases come to the Advice Centre in the first instance and many do not make their way to a harassment adviser subsequently. Members of the team now attend quarterly network meetings. University statistics for student harassment cases have increased this year, a fact that can very likely be attributed to a result of increased reporting through the Advice Centre.

**CASE STUDIES**

**Student A** had not been paid wages owed for some trial shifts he had worked at a restaurant. The employer had apparently promised to pay but nothing had happened despite the student contacting the employer repeatedly. The advice worker telephoned the employer to remind him of his legal responsibility to pay wages owed. The student subsequently received his wages in full.

**Student C** ended a rental tenancy in June 2014, and contacted the Advice Centre in October, having not received his deposit back. The landlord had not placed the deposit in an approved scheme as required by law. The Advice Centre repeatedly contacted the landlord, who advised that a portion of the deposit was to be retained to pay for repairs. This was disputed by the tenants. The Advice Centre advised the tenants of court action options, but they opted to settle the matter with a partial refund of the deposit. They finally received their part-refund in November, six months after having left the flat. It is questionable whether they would have received anything at all, had the Advice Centre not become involved.

**Student B** contacted the Advice Centre for help, having been subjected to harassment and bullying on racial grounds by her flatmates. As The Advice Centre is a Third Party Reporting Centre for Hate Crime, we were able to report the matter to the police on her behalf. The Advice Centre staff member also supported the student to contact other members of University staff, and advised on raising the matter as a breach of the Code of Student Conduct. The Advice Centre staff member accompanied Student B to meetings with the police and with the Senate Student Conduct Committee. Towards the conclusion of the case the student emailed to simply say “Thank you so much for everything”.

**Student E** contacted us when she discovered that her PhD scholarship was only funded for 2 years and not 3 years as she had previously been led to believe. The Advice Centre assisted the student in submitting a stage 2 complaint to the University and her complaint was upheld. This resulted in her receiving the additional funding for the remaining year of her PhD which was a financial gain of over £16,000, and crucially enabled her to progress towards completion of her award.
The free campus-to-halls minibus service continues to fulfil an important role in ensuring students feel safe when travelling between their residence and campus, particularly after studying late at the library or elsewhere on campus on dark nights. It ensures that students can spend extra hours studying without having to consider the possible dangers of walking home, the costs of a late night bus ride, if available, or a taxi journey. Students are also more likely to use campus study facilities if they know they don’t face a long walk home in the dark through areas which at times can be dangerous and where students have, in the past, been targeted.

**Evening Service**

GUSRC currently runs three minibuses on different routes. During 2014/15 total student journeys for the evening were 59,909, a fall of 20% on the previous year’s figure of 75,307.

**Morning Service**

Once again the service was in high demand with 43,434 student journeys made. This represents a fall of 11% against last year’s record high figure of 47,380.

**Analysis**

Total student journeys of 103,343 reflect a drop of 16% against last year’s ‘peak’ of 122,687 but still up on 2012/13 figure of 102,147 in 2012/13 85,423 in 2011/12 and 66,437 during 2010/11.

This year we were required to implement a Priority Bus Pass system to ensure students staying in halls enjoyed precedence in access to the service, especially during peak times. There was an inevitable impact on service user numbers as non-halls residents chose alternative forms of transport rather than wait for later buses when availability was greater. Student feedback, in terms of the courtesy of individual drivers, continues to be very positive.

**Future Service Provision**

Students clearly appreciate the bus service and, as indicated by high demand and increased uptake, it is clearly valued (over 400% increase in student journeys in a five year period). There are no additional resources available for ongoing running costs. We will continue to optimise the use of resources available to us in providing what is a virtually unique service, however, if expressed demand is to be met it may be that the University needs to consider an alternative delivery model.
Taking place in January as a way to welcome international students who are visiting for only one semester or welcome back returning students, Refreshers’ Week is a concept that has proved very successful at universities across the UK, but hadn’t become a fixture in the University of Glasgow calendar until 2014/15. This January GUSRC took on the responsibility of coordinating an official, cross-campus Refreshers’ Week on behalf of the four student bodies, serving a similar function to the one it performs for the main Freshers’ Week in September.

Refreshers’ Week took place in the second week of semester two and was generally successful in meeting its aim of organising events to reinvigorate campus after the Christmas break and welcome new students to the University. In the run up to Refreshers’ Week, GUSRC had been involved in nurturing and supporting the development of a new international student society for the University and the Refreshers’ Week format presented the perfect platform on which to host a launch event. GUSRC also provided another opportunity for clubs and societies to market themselves with a Refreshers’ Fair in the University Memorial Chapel. Uptake was considerable, the 54 available stalls were all taken within a day of becoming available and a waiting list had to be opened for those who missed out.

In partnership with Student Learning Service we ran a Language Café, SLS were pleased with the outcome and are keen to work with us on this again. In partnership with University Archives we marketed and ran ‘Explore Your History’ tours. As well as the tour, students were made aware of the Club 21 placements available at University Archives. Again, feedback from Archives was very favourable.

Societies ran a variety of events over the week in addition to those organised by GUSRC. Participating societies included, GU Ballroom Dancing Society, Great Days Out, GU Photo Society and Pause Gaming.
STUDENT WELLBEING - 31

GUSRC has an integral role in developing and supporting the University's equality and diversity agenda and therefore opted to become a Third Party Reporting Centre. GUSRC is currently the only such centre on University of Glasgow campus. Any student who wishes to report a hate crime but does not want to speak to the police can now report it anonymously and more comfortably than previously.

Team members from the GUSRC's Advice Centre, the Permanent Secretary and the Vice President - Student Support have all undertaken specialist Third Party Reporting training to ensure that any student seeking support from the organisation are able to be confident that it is available to them.

3RD PARTY REPORTING

Held annually in February, the Accommodation Options Forum is an event organised by the University’s Residential Services. GUSRC has been participating and contributing to the success of the event for the past four years and was once again invited to be part of it in early 2015.

Members of the GUSRC staff team talked directly to 192 students throughout the course of the event, offering advice and guidance regarding privately rented accommodation and the rights of students seeking their first flat. Additionally, many more students visited GUSRC’s area at the event to collect printed advice leaflets containing useful advice on the same topics.

This event is mutually beneficial, as students can conveniently gather information on the dos and don’ts of accommodation hunting and GUSRC is able to promote the Advice Centre as a source of information and advice on housing to students, as well as raising awareness of the support it can offer should students find themselves in a difficult situation in relation to housing.

ACCOMMODATION FORUM

PREVENTION OF SEXUAL OFFENDING

In response to a rise in recorded sexual assaults within the 18-24 year old age group and a range of media outlets highlighting the heightened risk to female students of sexual violence, we commissioned and produced a range of publicity materials around ‘consent’. The materials, with strong messaging and graphics, were applauded widely on social media and picked up by media outlets including The Guardian. GUSRC also went on to approach Rape Crisis with a view to working together to build a stronger campaign focussed on reducing sexual violence.

We were also approached by the University’s Head of Security with a view to establishing a joint initiative to deliver a methodology aimed at Preventing Sexual Assaults and specifically targeted at 18-24 year olds.

A steering group has been established incorporating GUSRC, University Security and the head of Police Scotland’s National Rape Task Force to take the initiative forward based upon the following:

- there could be real benefits in a student led but co-produced initiative developing messages within the relevant age group for the relevant age group.
- communication should use media and information mechanisms that are appropriate to the audience.
- messages emerging through this work will focus on developing and creating a culture of accepting responsibility for your own actions, considering bystander responsibilities and focussing upon perpetrators’ behaviours.

At the time of writing, an exploratory workshop has been organised to consider how we may progress matters. The workshop will bring together a range of additional interested parties including the Violence Reduction Unit, Communications & Public Affairs Office, the School of Social and Political Sciences, Rape Crisis and Sexpression.

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SERVICES, INFO & PUBLICATIONS

THE WELCOME POINT

The Welcome Point opened in November 2012. The key aims of the project include enhancing visitor perception of the University and increasing the visibility and accessibility of GUSRC on campus. Currently, the core function of the Welcome Point is to provide an information and signposting service to visitors, staff and students of the University. It is an ideal showpiece for any new visitors to the campus, with our student staff team happy to engage and inform visitors, staff and students alike. The Welcome Point has also become the key contact point for University events such as Applicants’ Day and Open Day.

The number of external visitor enquiries continues to rise. This year we dealt with 28,830 enquiries, a small rise against the 27,890 enquiries the previous year.

Both the University and GUSRC are in the process of developing new strategic plans. It is likely that community engagement will be an increased priority on both and we anticipate discussions with the University as to how the Welcome Point can contribute to enhancing the community engagement activity of both organisations.

2ND HAND BOOKSHOP

GUSRC’s not-for-profit second hand book trading facility contributes to the alleviation of student poverty through providing cheap course texts, whilst affording an opportunity for students to gain money back on texts which they no longer require. Bookshop sales revenue increased by 30% during the year to £50,352. A total of 5,671 books were sold over the year against 4,138 in 2013/14. Calculations indicate students saved a total of £28,750 by buying books second hand whilst students selling books made £33,531 income from the sales. Total financial benefit to students using the service over the period is £62,281, against £47,593 in 2013/14.

Jobshop is a free ‘job and skills’ matching service, provided to all students and employers. Employers contact GUSRC with employment opportunities which are then advertised to students through GUSRC’s website. GUSRC also produce information for students about their employment rights and joining trade unions in order to prevent/minimise employer exploitation. Our employment rights booklet, ‘Wage Slave or Winner’ can be found on the GUSRC website.

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GUSRC again produced a diary developed for use by first year students, with the aim of enhancing learning and contributing to student retention through:

- Encouraging time management, good learning practices and organisational skills.
- Assisting integration and participation in a range of activities.
- Highlighting the range of Support Services offered by the University and GUSRC, to ensure that students know who can help them with any issues.
- Assisting the process of students settling into the city and settling into the University environment.
- Encouraging a sense of belonging at the University.

Although the diary undergoes an annual redesign, it retains basically the same format and includes similar (but updated) information.

Feedback from the University remains positive as we continue to explore how our role can develop. GUSRC also contributes to the ‘Student Life Fair’ at each open day event, with both the Advice Centre and GUSRC itself attending for potential students to enquire about the facilities, services and representation role of GUSRC. The stalls are staffed by the Advice Centre team and by GUSRC Council Members. Also available at the stalls are printed publicity materials for students to take away as reminders of the organisation and its services.

GUSRC continues to offer high quality printing and photocopying facilities to all students at a considerably lower rate than commercial high street agencies, however the introduction of the University pull print service at comparable rates has impacted on demand. Photocopying unit sales have seen a significant drop from 248,000 in 2013/14 to 184,000 in 2014/15, roughly 35%. The binding service continues to be well used with an ongoing struggle to meet demand. The upward trend continues with sales rising 39% against the previous year.

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UNIVERSITY OPEN DAYS

GUSRC continues to assist the University in the planning and activities associated with both University Open Days and Applicants Visit Days. In addition to coordination and preparation of the cross-campus talk on ‘life as a student at the University of Glasgow’ which is held at both events, GUSRC’s role is developing further as the Welcome Point becomes an established fixture about campus.

The Welcome Point is now working in partnership with the Recruitment and International Office (RIO) on all undergraduate and postgraduate open day events, run in April, June, September and November. During these events GUSRC staff engage with hundreds of potential students providing information on a wide range of enquiries.

THE GUIDE

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STUDENT WELFARE - 33
2.3 VOLUNTEERING & GRADUATE ATTRIBUTES

In keeping with the organisation’s strategic aims and the University’s Graduate Attributes agenda, GUSRC continues to provide a dedicated service that facilitates volunteering opportunities for students as well as acting as the central campus hub for University clubs and societies – all of this helps contribute to a thriving campus life and individual personal development through the provision of opportunities which meet the intellectual, cultural and social needs of our members.
The Student Volunteer Support Service (SVSS) provides students at the University of Glasgow with the opportunity to gain skills and experience through volunteering, both on campus and in communities throughout Glasgow. Through administrative support and guidance, along with advice on legal compliance, the service makes a significant contribution to the University’s graduate attributes agenda and encourages the development of skills not necessarily acquired through structured curricular activity.

SVSS has seen a significant increase in numbers in recent years. This year we received 722 applications to take part in SVSS Projects, down against the record high of 982 during 2013/14 but still above the previous record number of 668 in 2012/13 and 497 in 2011/12.

GUSRC staff, in consultation with sabbatical officers, continued to revise and update SVSS marketing materials with the aim of making them more effective at showing the diversity in opportunities available. Redesigned booklets and flyers have been well received and are an effective part of our volunteer recruitment process, along with the new GUSRC website and social media including a dedicated Volunteer Facebook page. Working with University colleagues in the Library has seen the development of a GUSRC Stall near the University Library café, where partner organisations can advertise their opportunities directly to students.

The success of SVSS continues to belie its limited resources. We are conscious of the latent demand amongst University of Glasgow students for volunteering opportunities but are concerned that the service’s capacity to meet that demand is extremely limited. Our partnership with the library, where students are given an opportunity to contact organisations directly, is one mechanism for reducing the pressure on SVSS to process and place volunteers although it is recognised that in utilising this alternative solution, it is less likely for students to have the opportunity to discuss options with the SVSS coordinator and make informed choices.

We are currently investigating how we can make best use of our website to simplify the process of ‘signing up’ for volunteering and reduce the administrative burden to GUSRC. It is hoped that gains through such efficiencies can be used to expand the service further.
The Higher Education Achievement Report (HEAR) allows students who engage in certain extracurricular activities to have their participation recorded on their academic record, a process which GUSRC is part of in authenticating students who have undertaken valid activities.

In the 12 months up to the end of 2014, a total of 531 student volunteers had one or more volunteering projects verified by GUSRC and added to their HEAR.

We recently reviewed and updated our ‘reflective log form’ to assist students in identifying attributes, skills and knowledge which they have developed through their volunteering activities, as well as encouraging them to note how they feel participation in extracurricular activity has contributed to their overall University experience. The intention is for students to gain experience in discussing their skills and achievements outside their studies with a view to preparation for future job interviews.

Volunteers who wish to take part in projects which see them regularly working with children or protected adults, are required to undergo a ‘disclosure process’ through the Protection of Vulnerable Groups (PVG) scheme, a system that can be both complex and expensive. SVSS offers volunteers within such groups with a free PVG service, advising on compliance matters and liaising with Central Registered Body for Scotland (CRBS) to secure free access to the scheme for students involved in each project. This equates to a cost of £59 per individual new application and £18 per update to an existing application, a direct savings benefit to student volunteers.

Examples of schemes where PVG support service plays a significant role in enabling volunteers to find placements include after-school projects or initiatives taking place within care homes. In addition, we assist projects such as Student Volunteers Abroad (SVA) and Students for Kids International Project (SKIP) in processing students to enable them to travel to work with children abroad and we estimate that our PVG service saved UoG volunteers £9500 in 2014/15 - an increase of £1500 against the previous year’s savings.

Volunteering, in particular, gives our students practical experience and encourages them to record and articulate this, something increasingly in demand by employers.
The Classroom Support project continues to be a popular project, predominantly used by students who wish to undertake classroom experience before applying for a PGDE, but this is not a requirement and many students simply enjoy working with young people. The project has maintained a similar level of operation this year; demand continues to outstrip our capacity to deliver placements. To maintain uptake, we also provide students with basic assistance and information and encourage them to secure their own placements. In 2014/15 we placed 52 students which is a significant drop from 82 the previous year. However there was a considerable gap in SVSS staff changeover which we think may be a contributory factor.

We continue to work with Professor Alice Jenkins of the College of Arts in facilitating participation in placements for the course, Humanities in the Classroom. In recent years, the number of Humanities in the Classroom participants has steadily risen from 15 in 2011/12 to 38 last year. There was a break in this year due to Professor Jenkins being away on a research placement but we intend to restart this project in the coming year.

GUSRC’s historical campus tours are led by professionally accredited student guides, who are regularly praised for their professionalism, knowledge, courtesy and good nature. We continue to offer one hour scheduled tours four days per week as well as privately booked group tours which we promote through a range of channels and media including Visit Scotland.

GU Tours

We hope in the coming year to work with University Archives in developing more bespoke tours that reflect groups’ particular interests and specialisms and will continue to work with the University’s Alumni Office in delivering tours to Alumni groups.
Clubs and societies are a key element of the student experience. The clubs affiliating to GUSRC for 2014/15 numbered 287, an increase over the previous year. Total student membership of affiliated clubs and societies is approximately 14,000. Affiliates are eligible to receive administrative and developmental support from GUSRC. Affiliated clubs and societies continued to benefit from advice and support on issues as diverse as governance, constitutional frameworks, charity registration, risk assessments, publicity, and event management. GUSRC continues to provide free minibuses to facilitate trips in the UK and travel to conferences and meetings (see case study below), as well as free room hire, website listings and postbox services.

We continue to operate our recently developed clubs and societies induction sessions, which help to strengthen the links between clubs and societies and GUSRC, encouraging dialogue and mutual support throughout the year.

GUSRC notify all eligible office bearers about HEAR and collect completed forms and update student records accordingly. This year 354 office bearers applied to have this activity recorded in their HEAR, over 100 more than the previous year.

Clubs and societies remain an integral part of GUSRC’s Freshers’ Week planning with 136 stalls allocated to clubs and societies on each day of Freshers’ Fair. Other clubs and societies’ Freshers’ Week events included cultural fairs, sword fighting displays and meet and greets with society members.

GUSRC’s grant allocation system seeks to balance accountability with ease of access. Clubs and societies are required to advise on potential outcomes that grant funding will enable them to achieve and are invited to make a presentation to the members of the Clubs and Societies Committee. The system is one tier and straightforward and there has been a year on year upsurge in applications from clubs.

VCS AWARDS

A GUSRC initiative to promote student engagement in extra-curricular activities, this year’s Volunteering, Clubs and Societies Awards continued to recognise the great work of the students involved with volunteering projects, clubs and societies from across campus in its seventh successive year of taking place.

As with previous years, each of the ten categories were heavily contested, ensuring that the judges had difficult decisions to make, and also highlighting the extraordinary range of work undertaken by students at the University. The number of applications this year far surpassed that of previous years, with over 155 individuals submitting nominations, more than double last year’s total of sixty and over four times the 2012 total of 35. This steady growth is a positive indicator as we continue to seek to highlight the work of student volunteers and encourage recognition of their activities.

The winners for 2014/15 are listed below, with each winner picking up their trophy at a dedicated event to which members of GUSRC Council, staff and University staff are also invited.

- Innovation Award: Contemporary Musicians United
- Best New Club/Society: oSTEM
- Exceptional Event: “Charity Fashion Show”
- Working in Partnership Award: Coalition for Syrian Refugees
- Publicity Award: Amnesty International (second year)
- Students & the Community Award: Philanthrobeats
- Most Dedicated Member: Agota Vass
- Pride of Volunteering Award: Maxim Yan Muk
- Fundraising Award: GUMSA
- Volunteer of the Year: Maggi Laurie

NUMBER OF GUSRC AFFILIATED CLUBS & SOCIETIES

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/11</td>
<td>149</td>
</tr>
<tr>
<td>11/12</td>
<td>175</td>
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<td>240</td>
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<tr>
<td>13/14</td>
<td>265</td>
</tr>
<tr>
<td>14/15</td>
<td>287</td>
</tr>
</tbody>
</table>
In 2014/15 academic year the University of Glasgow Flight Club aimed to enhance its members aerospace engineering design experience by forming the UG Design Build Fly (UGDBF) to take part in the prestigious annual Design, Build, Fly student competition organized by American Institute of Aeronautics and Astronautics. The aim of the competition is for university teams to design from scratch, fabricate and demonstrate flight capabilities of unmanned radio controlled model aircraft which can best meet several specified ground and flight mission profiles. In April 2015, 11 of the UGDBF team members along with teams from other one hundred leading edge engineering universities across the Globe came to Tucson, Arizona, USA to complete.

Having received comprehensive support from the University of Glasgow School of Engineering, Department of Aerospace Sciences, Chancellors fund and GUSRC the UG DBF team has managed to place 19th, one of the best results for the first year entry team in the twenty year history of the competition as mentioned by the judges. Following invaluable skills and experience gained from taking part in the competition as well as team’s success the team has decided to compete again this year.

GUSRC continues to develop its fundraising and awareness campaigns, working with local and national charitable organisations, a significant part of which includes Raising and Giving (RAG) Week. After an attempt at decentralising raising and giving efforts in 2013/14, it was decided to refocus the fundraising on a particular week for this academic year. RAG week seeks to unite all four student organisations with the shared aim of raising money for student-nominated charities, with events taking place at various venues across campus. This year’s campaign week took place in March, with over 15 events over the week contributing to a total of £3,000 raised for good causes.

Other fundraising activity during the academic year included the annual One Dress, One Month campaign for Glasgow Women’s Aid, Movember supporting The Prostate Cancer Charity and the Poppy Appeal RAG Raid in support of Poppy Scotland.

Glasgow University Media Week was the first event of its kind in the UK, though in recent years, the concept has been adopted by other student organisations. Media Week, organised by GUSRC's Vice President - Student Activities, enables students to gain a greater understanding of a career in media, while also giving GUSRC an opportunity to cement and develop its relationship with media professionals.

Media Week 2015 took place in February with over twenty events covering broadcasting, writing and many other media disciplines. There were also special events highlighting the work of student media with the aim of encouraging new contributors to get involved.

Highlights of the 2015 programme included a session on the trials and tribulations of forging a career as a freelancer, a session on club promotion from successful Glasgow entrepreneur Matthew Craig of promoter iAm and a headline slot for Scottish broadcasting legend, Jackie Bird, who visited campus to offer insight into her 25 year career with the BBC.

Falling under the remit of Vice President - Student Support, Welfare Week is timed to coincide with one of the most stressful parts of the year for students, the Winter exam digest.

The week, held in late November, featured a line up of events intended to help students relax, refocus and ready themselves for the testing exam season. Notable events include the previously mentioned suiciice prevention training (page 14), introductions to meditation and mindfulness, free gym access for all students and a drop in session from the Glasgow University LGBTQ+ society.

For the first time, international women’s week was marked with a full week of events organised by GUSRC, or in collaboration with GUSRC.

Events included performances of The Vagina Monologues, self-defence training sessions for women, a wide variety of discussion panels and talks, a career development session, a bring-and-buy sale and even a chess workshop. Events were held in both student unions with some of them being led by clubs and societies.
FINANCE

INCOMING RESOURCES

<table>
<thead>
<tr>
<th>INCOMING RESOURCES FROM GENERATING FUNDS</th>
<th>RESTRICTED FUNDS (£)</th>
<th>UNRESTRICTED FUNDS (£)</th>
<th>2015 TOTAL (£)</th>
<th>2014 TOTAL (£)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOLUNTARY INCOME</td>
<td>.</td>
<td>585,055</td>
<td>585,055</td>
<td>568,800</td>
</tr>
<tr>
<td>ACTIVITIES GENERATING FUNDS</td>
<td>.</td>
<td>42,085</td>
<td>42,085</td>
<td>48,480</td>
</tr>
<tr>
<td>INVESTMENT INCOME</td>
<td>.</td>
<td>5,193</td>
<td>5,193</td>
<td>5,170</td>
</tr>
</tbody>
</table>

| INCOMING RESOURCES FROM CHARITABLE ACTIVITIES | 3,979 | 286,098 | 290,077 | 292,599 |

| OTHER INCOME                            | .     | .       | .       | 1000 |

| TOTAL INCOMING RESOURCES                | 3,979 | 918,431 | 922,410 | 916,049 |

RESOURCES EXPENDED

<table>
<thead>
<tr>
<th>COST OF GENERATING FUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COST OF GENERATING VOLUNTARY INCOME</td>
</tr>
<tr>
<td>FUNDRAISING TRADING COSTS</td>
</tr>
</tbody>
</table>

| CHARITABLE ACTIVITIES | 4,115 | 877,008 | 881,123 | 802,545 |
| GOVERNANCE COSTS     | .     | 45,622  | 45,622  | 48,404 |

| TOTAL RESOURCES EXPENDED | 4,115 | 939,113 | 943,228 | 865,713 |

BALANCE

| NET MOVEMENT IN FUNDS | (136) | (20,682) | (20,818) | 50,366 |
| BALANCE BROUGHT FORWARDS AT 1 JULY 2014 | 2,832 | 441,441 | 444,273 | 393,937 |
| FUND BALANCE CARRIED FORWARD AT 30 JUNE 2015 | 2,696 | 420,759 | 423,455 | 444,273 |

NOTES

GUSRC recorded a deficit this year of £20,818 compared to a surplus in 2014 of £50,366. GUSRC have sought to maintain or increase the performance across the organisation this year whilst operating in a difficult financial environment.

Total reserves at 30 June 2015 stand at £423,455, down from the 2014 total of £444,273. The fall in reserves reflects the capital funding received in 2014 being partially allocated in the expenditure accounts in 2015.

The block grant from the University was £585,055, a rise of £16,255 from the previous year. There is an additional £27,000 allocated to this heading as the University’s notional building rental charge.

GUSRC received £47,880 from the University’s Residential Services and Glasgow Student Village as a contribution towards the running of the Halls to Campus Minibus Service, in line with the previous year. We received £6,720 additional funding from the University Transport Services department to purchase a tracking and camera system for the minibuses.
GUSRC has now published eight consecutive annual reports and every page in every year highlights the incredible value students add to the University and the student experience when they choose to become involved in student representation through GUSRC. Session 2014/15 was no different and highlights have included the highly rated ‘Mind Your Mate’ training; University Divestment from the Fossil Fuel Industry, a 32% increase in Advice Centre Cases and our first ever Education and Technology Conference. It could be easy for us to rest on our laurels and let others forget that effective representation is students meaningfully engaging with the full scope and depth of University activity and decision making. But we don’t and what we do, we do exceptionally well. From the bread and butter of our seven hundred plus class reps across Glasgow and Singapore, to the more esoteric matters of Court’s Finance Committee and its endowment investments we have been there putting students front and centre in the small and big decisions. Looking back over the last eight years of annual reports it is evident that we are still a constantly changing, dynamic organisation ever developing new ways of working to advance the interests of students at this University.

I was fortunate to experience this dynamic organisation first hand this year as Vice-President (Student Support) and I am thrilled and humbled to be continuing in the organisation as President. The burden of expectation to drive forward the organisation with such a strong record is great. But the new opportunities that both our and the University’s new strategic plans open up is truly exciting. Most notable of course is the campus redevelopment which is now really taking off. This coming year will see key decisions being made on the first new build of the redevelopment programme - the Learning and Teaching Hub. It will set the bar by which all other projects will be judged but most crucially it will partially address the now chronic overcrowding that increased student numbers has created. The overarching Campus Masterplan will also be developed and agreed this coming year. It will define the world-changing campus for the next 100 years and we must ensure GUSRC and students are central to this, and that students have accessible consultation avenues. But underlining all of this is a need to ensure our representation work is sustainable as workloads increase with the campus redevelopment whilst resources are squeezed. Looking at our activities over past years it is noticeable how our work develops both in quality and quantity, far ahead of any increase in University funding. More students, greater diversity and more committees to attend with a greater need for engagement across the board places greater demands on us than we can hope to deliver.

We will also need in the coming year to continue to engage with both the Scottish and UK Government as policy priorities for higher education look to diverge at a faster rate. Issues such as: HE Governance Bill (Scotland), Green Paper on Higher Education, government funding of universities, Commission on Widening Access, UK visa rules, and the EU referendum will collectively change UK higher education beyond what my 2007/08 predecessor would recognise. Ensuring all our students are not disadvantaged by these distant national actors is paramount. The key opportunity in this space will of course be the Scottish Parliament elections in May 2016 and the new pledges that will come from each political party.

Some of the above might sound a bit like doom and gloom if not for the comfort that an anniversary and reflection brings. On 9 March GUSRC celebrates its 130th birthday and if we have made it this far, through 130 years of tumult and success, I have no doubt that 2015/16 will be just as successful.

\[Signature\]

Liam King
GUSRC President 2015/16
PROJECT MANAGEMENT & COPY
Bob Hay

DESIGN, LAYOUT & EDIT
Iain Smith

ADDITIONAL COPY
Helen Spiers, Breffni O’Connor, Liam King, Gina Connor,
Thomas Killean, GUSRC Student Media Officers, Iain Smith

PHOTO
Gavin Reynolds, Iain Smith, Dasha Miller, Patricija Lisovskaja,
Glasgow University Photographic Unit, GUST, Chris Denlinning, A
Thousand Flowers, Alice Grapp, Olivia Vitazkova,
Farouq Taj, Ian Forsyth, CLRY2, Simon Peyda

PROOF
Helen Spiers, Avril Conacher, Markee Rambo-Hood,
Anne Bankier, Abi Smith

THANKS
Gavin Reynolds, Abi Smith
WWW/GLASGOWSTUDENT.NET
THE UNIVERSITY OF GLASGOW STUDENTS’ REPRESENTATIVE COUNCIL IS A CHARITY REGISTERED IN SCOTLAND
REGISTRATION NUMBER SC006970
Report from the Meeting of the Finance Committee held on
20 January 2016

Cover Sheet

Brief description of the paper

This report sets out those items considered at the Finance Committee’s last ordinary meeting which require Court approval or which it was considered should be brought to Court’s attention.

A Items – for approval

CA/2015/42. Anti-Bribery Policy

In recent months, the University has commissioned a bespoke online training package on Anti-Bribery and Corruption. The material has been designed by an external supplier in partnership with staff in the Procurement Office. It takes approximately 30 minutes to complete and is user-friendly. The intention is that the training will be undertaken by all university staff whose duties may place them in positions where they could be exposed to bribery and corruption.

Associated with the launch of the Anti-Bribery Training, a new policy statement has been issued, clarifying the standards that the University expects of its staff and the requirement to undertake training. The Finance Committee has reviewed the policy, and Court is now invited to approve the Anti-Bribery and Corruption Policy, attached (Annex 1).

B Items – for noting

CA/2015/44. Finance Key Performance Indicators

Finance Committee received a report on the Key Performance Indicators. The Committee noted a year-on-year increase in total revenue in 2014/15 of 6.17% (an increase from £511.3m to £542.9m).

It was noted that further analysis, benchmarked against other Russell Group universities, would be provided later in the year.

CA/2015/45. Endowments Investment Reports as at 30 November 2015

Finance Committee noted the Endowments Investment Reports.

CA/2015/47. Overview of Performance as at 30 November 2015

Finance Committee noted a report giving an overview of performance to 30 November 2015
University of Glasgow
Finance Committee
Minute of Meeting held on Wednesday 20 January 2016
Melville Room

Present:
Mr Graeme Bissett, Mr Ken Brown (Convener), Mr Robert Fraser, Dr Carl Goodyear, Ms Margaret Morton, Prof Anton Muscatelli, Mr David Ross, Dr Duncan Ross, Mr Iain Stewart

In attendance:
Mrs Ann Allen, Ms Brenda Massie, Mr David Newall, Ms Fiona Quinn

Apologies:
Mr Paul Brady, Prof Neal Juster, Mr Liam King

CA/2015/37. Minutes of the meeting held on Wednesday 18 November 2015

The minutes of Finance Committee held on 18 November 2015 were approved.

CA/2015/38. Conflict of Interest

No new conflicts of interest were noted.

CA/2015/39. Treasury Management Policy (paper 5.1)

Finance Committee received the draft Treasury Management Policy, setting out the objectives of the treasury management activities of the University, defined as the management of cash resources and funding requirements of the University and its subsidiary companies, and the control of associated risks.

Finance Committee noted the different credit ratings which were applicable to different counterparties. A note setting out the rationale would be circulated to Committee members.

Finance Committee approved the policy.

CA/2015/41. Estates Business Case Evaluation Model (paper 5.3)

Finance Committee received a paper proposing a financial model which will be used to evaluate the strategic investments undertaken as part of the major redevelopment of the Gilmorehill campus.
The Committee was asked to approve the implementation of the model and the revision of the discount rate within the cashflow from the current rate of 5.25% to a lower rate of 4%.

In response to a question from the Committee, the Director of Finance clarified that the figures provided in the example graphs were merely intended to illustrate the concept and the thinking behind the model.

Following a discussion, Finance Committee requested some revisions to the wording of the Key Assumptions. The Director of Finance was asked to circulate a revised version of the paper.

There was a discussion around VAT charges which would be applicable to the capital projects. The Director of Finance reported that he had examined possible options previously, however he would review again and report to the Committee.

CA/2015/42. Anti-Bribery Policy (paper 5.4)

Finance Committee received a draft Anti-Bribery and Corruption policy, aiming to clarify the standards that the University expects of its staff and the requirement to undertake training. The Committee noted that the University had recently commissioned a bespoke online training package, designed by an external supplier in partnership with Procurement Office staff. The intention was for the training to be mandatory for all staff whose duties may place them in positions where they could be exposed to bribery and corruption.

Finance Committee suggested minor changes to the policy and, subject to these edits, agreed to recommend the policy to Court.

Court would be asked to approve the policy at its February meeting, subject to any comments from Audit Committee, which would meet on 16 February.

CA/2015/43. Clydesdale Bank Facilities Letters (paper 5.5)

Finance Committee received Clydesdale Bank facilities letters setting out provision of services offered to the University. The Committee noted that Clydesdale accounts were still in place to allow remittance of existing direct debits and standing orders from donors, avoiding the need to ask donors to re-direct their regular gifts to a new bank account.

The Committee noted that the facilities letters contained some clauses which were not necessarily applicable to the current relationship between the University and the Clydesdale Bank. However the Director of Finance explained that the facilities letters now reflected a standard set of terms and conditions, rather than the tailored version which was in place previously.

The Committee approved the facilities letters.

CA/2015/44. Finance KPIs (paper 6.1)

Finance Committee received a report on Finance Key Performance Indicators. The Committee noted a year-on-year increase in total revenue in 2014/15 of 6.17% (an increase from £511.3m to £542.9m). It was noted that the increase in income was largely driven by an increase in SFC
income, increased international tuition fees and growth in research income. The 2015/16 outlook recorded 2.1% year-on-year growth in total revenue. The 2016/17 budget projected 1.72% year-on-year growth due to continued expansion in international student recruitment and improved research performance. The University KPI of 2% surplus was exceeded in 2013/14 and 2014/15.

The Director of Finance noted that the benchmarking data with other similar universities would be brought to a further meeting of Finance Committee.

The Committee accepted the KPIs.

CA/2015/45. Endowments Investment Reports (paper 6.2)

Finance Committee noted the Endowments Investment reports as at 30 November 2015.

CA/2015/46. Minutes and Action Points from the Investment Advisory Committee meeting held on 13 November 2015 (paper 6.3)

Finance Committee noted the minutes and actions from the Investment Advisory Committee meeting held on 13 November 2015.

CA/2015/47. Overview of Performance as at 30 November 2015 (paper 7.1)

The Director of Finance presented the overview of performance for Period 4. Finance Committee noted that the Year to Date surplus stood at £24.6m, £2.1m ahead of the Year to Date budget. The projected surplus at full year stood at £13.5m, which was £2m higher than budget and £0.2m higher than the outlook at Period 3. The Committee noted that salaries were £1.7m lower than budget as a result of voids, unfilled strategic appointments and pay award savings. Savings across the four Colleges were offset by new investments in new posts in University Services and a delay in restructuring savings in Open Studies. Tuition fees were £0.7m higher than budget.

The Committee noted net funds at Period 4 were £166.5m, representing a cash inflow of £20.6m for the year to date.

The Committee noted that it would be helpful to see an explanation in the commentary of the apparent dip in the figures relating to Singapore Institute of Technology.

CA/2015/48. Debtors Reports as at 30 November 2015 (paper 7.2)

Finance Committee received an update on debtors as at 30 November 2015. Overall debt stood at £88.98m in comparison to £83.01m at November 2014.

Student and sponsor debt totalled £62.27m at 30 November 2015 compared to £58.25m at 30 November 2014. A high volume of tuition fee invoices had been issued and the Committee noted that the top ten sponsor balances represented 89% of total sponsor balances outstanding.
Commercial debt totalled £23.91m at 30 November 2015 compared to £22.05m at November 2014. This increase was explained by increased billing.

Finance Committee noted a small increase in outstanding debt for the Small Animal Hospital to £1.37m at November 2015 from £1.15m at November 2014.

In response to a question from the Committee, the Director of Finance reported that around 0.5% of student debt tended to be written off. In general, there were no other write-offs.

**CA/2015/49. Cash Balances Report as at 8 January 2016 (paper 7.3)**

Finance Committee noted the summary of cash balances, totalling £181m at 8 January 2016.

**CA/2015/50. Date of next meeting**

Wednesday 22 March 2016, 2pm, Melville Room.
Anti-Bribery and Corruption Policy

Contents

1 Policy Statement .......................................................................................................................... 2
2 Scope ........................................................................................................................................... 2
3 Standards ..................................................................................................................................... 2
4 Training ....................................................................................................................................... 3
5 Responsibilities ........................................................................................................................... 4
6 Exceptions ................................................................................................................................... 4
University of Glasgow

Anti-Bribery and Corruption Policy

1 Policy Statement
The Bribery Act 2010 came into effect on April 2011, superseding previous legislation. Notably, it made failing to prevent bribery a corporate offence. It also made bribing a foreign public official an individual criminal offence.

The University of Glasgow is committed to conducting its activities with the highest ethical standards. It expects its employees and representatives to reflect this commitment in their work, behaving honestly and with personal integrity. The University will not tolerate bribery or corruption and is committed to preventing bribery and corruption by its staff and by any party acting on its behalf.

Bribery or corruption by University staff will be treated as a serious disciplinary offence. Should it occur, the University will take firm action, which may include dismissal and legal action.

2 Scope
This policy applies to every member of staff, including temporary staff, agency staff, voluntary workers and staff of subsidiary companies. It applies to all activities of the University.

The University expects anyone acting on its behalf to have procedures in place to prevent bribery and corruption. This includes agents and others who represent the University, and suppliers who perform services for the University in the UK and in other countries.

3 Standards
Staff and other persons who act on behalf of the University are expected to adhere to the following standards:

3.1 they must not seek a financial or other advantage for the University through bribery, they must not give - or offer to give - a bribe, and they must not receive - or agree to receive - a bribe.

3.2 they must not make or accept facilitation payments.

3.3 they must not engage in any form of fraudulent activity.
3.4 they must abide by the University’s financial regulations on gifts and hospitality. These require that, with the exception of low value gifts such as a gift worth less than £25 or hospitality worth less than £50, employees must seek written permission from their Head of School/Institute/Department before accepting gifts or hospitality from potential or existing suppliers or their agents. Under no circumstance must the receipt of gifts or hospitality influence the choice of a supplier, and, if there is any doubt, then gifts and/or hospitality should be refused.

3.5 they must report any suspicion of bribery or corruption; either to their line-manager and/or through the University’s Whistleblowing Policy (web link below). A deliberate failure to report suspicions of corruption, or to conceal corrupt action by others, will be subject to disciplinary action.

http://www.gla.ac.uk/services/humanresources/mgrs-admin/employee/whistleblowing/

4 Training and its objectives

The University has developed online training material (web link below) to assist staff in understanding their duties in terms of UK Anti-Bribery and Corruption legislation. This course should be completed by all staff, including agents employed by the University, where their duties may place them in a situation where they might be exposed to bribery or corruption. It is essential for anyone doing international travel on behalf of the University, involved with any Procurement activity, and staff involved in areas such as international partnerships, student recruitment, student registration and estates development.

The objectives of the training are that participants will be able to:

- Understand what bribery is (direct and indirect forms of Bribery)
- Understand the Bribery Act 2010
- Identify instances of corruption and feel confident about reporting them
- Anticipate difficult situations and take the necessary steps to avoid them
- Deal with ethical dilemmas in the workplace
- Understand that the onus is on the individual to comply with the Act
- Apply the knowledge acquired in the course to comply with the Act
- Inculcate respect for the law and inspire an ethical approach amongst all colleagues
- Demonstrate clear understand of the legislation through 100% pass rate for online assessment.

http://www.gla.ac.uk Log into MyGlasgow, select Moodle, select Anti-Bribery and Corruption.
5 **Responsibilities**

5.1 The University Court is responsible for this policy.

5.2 The Secretary of Court is responsible for:

- communicating the policy to staff.

- ensuring the policy is reviewed at least once in every 2 years, taking account of any relevant legislation and/or changing circumstances.

- conducting, at least once in every 2 years, an assessment of the bribery and corruption risks faced by the University.

- ensuring an audit, at least once in every 5 years, of the implementation of this policy.

5.3 Heads of School / Directors of Institute / Heads of Department are responsible for:

- ensuring that staff in their area of responsibility are aware of this policy and that relevant staff undertake the University’s online training.

- reporting any suspicion of bribery or corruption; either to their line-manager and/or through the University’s Whistleblowing Policy.

5.4 All employees are expected to:

- adhere to the University’s anti-bribery and corruption policy.

- undertake the University’s online training, where their duties may place them in a situation where they might be exposed to bribery or corruption.

- report any suspicion of bribery or corruption; either to their line-manager and/or through the University’s Whistleblowing Policy.

6 **Exceptions**

The University recognises that exceptional circumstances might arise in which a member of staff’s refusal to offer or accept a bribe might cause immediate personal danger to that individual. In such circumstances, a payment may be offered or accepted, but this must be reported and recorded at the time of the event or as soon as possible thereafter.
Court - Wednesday 10 February 2016

Report from the Estates Committee

The Minutes of the meeting of the Estates Committee held on 8 January 2016 are attached.

Action Requested of Court

Court is asked to:

Note the progress made in respect of the Estate Strategy (EC/2015/20.1 refers);

Note the remainder of the minute.

Lynn Duncan
Clerk to Estates Committee
25 January 2016
UNIVERSITY of GLASGOW
Estates Committee
Minute of the meeting held in the Conference Room, Isabella Elder Building on
Friday 8 January 2016

Present: Mrs A Allen, Mr R Fraser, Mr L King, Professor K Lury, Mr D Milloy, Ms M Morton (Convener),
Professor A Muscatelli (Principal), Mr D Newall, Mr A Seabourne, Mr D Smith

In Attendance: Mrs N Cameron, Mrs L Duncan, Mr P Haggarty, Mr R Smith

Apologies: Professor N Juster, Professor P Younger

Welcome: The Convenor welcomed Mr Doug Smith as a new member of the Committee and Lay Member of
Court.

EC/2015/17 Minute of the meeting held on 6 November 2015

The minute was approved as an accurate record.

EC/2015/18 Matters Arising

There were no matters arising which were not otherwise covered by the agenda.

EC/2015/19 Declarations of Interest

There were no declarations.

EC/2015/20 Strategies and Performance

EC/2015/20.1 Estate Strategy

The Committee noted the update in respect of the Estate Strategy and Capital Plan.

Work stream 1 Master Planning and Infrastructure

Dialogue was continuing with Glasgow City Council, Planning, Transportation and other stakeholders,
including Historic Scotland. A proposal of Application Notice would be submitted in early January
2016 triggering the minimum 12-week formal consultation period prior to submission of the Planning
Application. It was noted that the University was aiming for approval by September 2016.

Infrastructure proposals were being developed in line with the Masterplan with power and heating options
for the Western Infirmary site being investigated. Early discussions were scheduled with Scottish Power
and Scottish and Southern Energy in relation to the underground electrical network

Site investigations on the Learning and Teaching Hub site commenced on 7 December 2015 and would
commence on the Western Infirmary site in January 2016.

A formal consultation exhibition in respect of the Community Engagement Strategy was scheduled to take
place from 17-21 February 2016.

Work stream 2 Key Projects (Design and Construction)

All projects were progressing to schedule and in line with the published critical path.

Work stream 3 Procurement and Appointment of Lead Contractor (Construction)

Expressions of Interest and completed Pre-Qualification Questionnaires had been received from seven
leading teams, all of whom were considered capable of delivering on the programme. Responses were
being evaluated by the Assessment Team and a consolidated evaluation and short-list recommendation
would be finalised in early January 2016. Invitations to Participate in Dialogue would be issued to four
short-listed bidders in February 2016.
Work stream 4 Transfer of the Western Infirmary Site
A detailed decant programme had been requested from the NHS. It had confirmed that vacant possession would be provided by April 2016 although the University considers that this will be challenging due to the number of services which remain to be relocated.

The option for retention and temporary use of existing buildings for decants was being considered however their condition, and the consequent impact on the disposal strategy, indicates that consideration should be given to the use of modular buildings as an alternative.

Master planners and conservation architects had developed a strategy which identified the significant elements of listed buildings which would inform the decant and demolition strategy. A demolitions sequencing schedule would be prepared for the next meeting, scheduled to take place on 11 March 2016.

Work stream 5 Effective and Efficient Space Management
An engagement programme to enable University-wide debate on the effective utilisation of space and a policy for space use had been drafted for consideration by SMG later in January 2016.

Work stream 6 Effective Management of the Estate
A Facilities Management Review had commenced and reviews of the global higher education sector and other organisations had commenced in the context of exploring customer service ethics and models.

Route Map and Programme
The Committee noted the updated route map and programme which had been developed to take account of its recommendations. The Committee requested a collective dashboard be prepared to show the total aggregated spend.

Risk Register
The Risk Register remained as previously noted. The Committee noted in respect of Risk 7 (Costs on early projects high therefore other projects unaffordable), that specifications would be rigorously reviewed to ensure costs were contained as much as possible. It was noted however that as the programme progresses, new opportunities were emerging and this would necessitate decisions to be made on those projects which should remain within the programme and those which should be reconsidered to allow new opportunities to be pursed. It was recognised that this would require difficult decisions to be made and an impact analysis would be required to fully inform such decisions.

EC/2015/20.2 Procurement Update
The Committee noted the status of the process to appoint the Programme Development Partner.

A total of seven expressions of interest and pre-qualification responses had been received. Technical and quality responses were being evaluated by the tender assessment panel which was supported by Technical and Cost Advisors. A short-list would be presented to the Procurement Working Group before the end of January 2016.

The Committee noted that there was no scheduled meeting ahead of the required decision date and approved that delegated authority be given to a small sub-group of Estates Committee members to agree the short-list. This group would comprise of the Convenor, Mr A Seabourne, Professor N Juster, Mr D Newall and the Directors of Finance and Estates.

EC/2015/20.3 College of Arts Project Update
The Committee noted that the Project Development Board had progressed a series of work streams to inform and shape the strategic briefing process. The work streams focused on: Vision; Space Configuration; Teaching, Learning and Research; Specialist Performance and Practice Space; Student Experience; Specialist Space Requirements; Professional Services; Social Space; External Reach; Communication; IT; Construction and Design; Building Operations; and Development of Outline Business Case and Financial Appraisals.

Most work streams had reported key observations. The remainder, and the recently established Cultural Change work stream, would report in due course. The Project Development Board would review all feedback and identify key elements to be incorporated into the strategic brief and schedule of
accommodation. Spatial and functional implications to support the business case would be presented to Estates Committee in March 2016.

EC/2015/20.4 Strategic Travel and Transport Plan (STTP)

The Committee noted that the University’s current Strategic Travel Plan was written for the period 2010 – 2015 and was due to be reviewed. The University has appointed specialist transport consultants, Peter Brett Associates, to assist with the review. The University Project Team leading on this includes the Town Planning Manager and the Travel and Transport Co-ordinator.

The Plan would align with the evolving Gilmorehill Campus Masterplan, Campus Development Framework and would support the University’s Strategic Plan, Estate Strategy and Carbon Management Plan. It would include a baseline review of travel and transport matters relating to the main campuses in Glasgow; a set of targets to measure and influence travel activities and outcomes; a monitoring and evaluation statement; and would be accompanied by three specific Action Plans for Gilmorehill, Garscube and Dumfries.

The Committee noted the updated Plan was expected to be completed in February 2016 in order to align with key projects and would inform and support planning applications. It was expected that the final Plan would be presented to the March 2016 meeting.

EC/2015/21 Carbon Management and Sustainability Update

The Committee noted that the University Sustainability Strategy would be completed over the course of the next three months. It was expected that the full report would be provided to the Committee at its meeting scheduled to take place in May 2016.

EC/2015/22 Projects

EC/2015/22.1 Approved Projects Status (RAG) Report

The Committee noted the current status of all projects.

Since its last meeting in November 2015 two projects had been completed: WNC Cleanroom; and Quantum Innovation Centre.

Red Projects – There were currently no projects within the Red category.

Amber Projects – There were two projects reported within the Amber category:

GLaSS – Delay to programme with potential request from contractor for extension of time claim.

CHP – Programme delays with potential request for extension of time.

Green Projects – The Committee noted that all other programme projects were currently reported within the Green category.

EC/2015/23 Any Other Business

EC/2015/23.1 Masterplan Interim Stage Report

The Committee noted the draft report. It requested that a detailed cost plan for the complete programme be prepared and that this would include infrastructure costs, temporary accommodation, specific project costs including all known abnormal cost elements. Where there were significant abnormal costs, these would be fully detailed and identified. Phasing plans were also being prepared. Cost and phasing plans, together with an updated draft stage report would be provided to the Committee ahead of its next scheduled meeting and would be discussed at the meeting in March 2016.

EC/2015/24 Schedule of Meetings for 2015/16

Friday 11 March 2016

Friday 13 May 2016

*The information in this document, and accompanying papers, is confidential information of the University of Glasgow. The information must not be released in response to any request without first seeking advice from the DP/FOI Office.*
Brief description of paper

The draft minute of the meeting of the Human Resources Committee held on Tuesday 19 January 2016 is attached for information.

The HR Director’s report provided an update to the Committee highlighting a number of substantive areas including the HR People Strategy, Strategic Plan implementation, Leadership development, the National Pay negotiations, last year’s Performance & Development Review process and a proposed restructure of the Recruitment Team.

The Committee received two presentations. The first was from Mr Peter Aitchison, Director of Communications & Public Affairs and Mr Phil Taylor, Internal Communications Manager, providing an update on Internal Communications and the progress that had been made from 2012 to 2016 along with the work being done to support staff engagement and the empowering people agenda. The second presentation was from Mr Eddie O’Grady, Head of Employee and Organisational Development, who gave an overview on the People and Organisational Development Goals for 2016-2020. Both presentations were well received and generated good dialogue amongst the members.

Action required

No action required.

Richard Claughton
Deputy Director of HR & Clerk to the HR Committee
28 January 2016
UNIVERSITY OF GLASGOW
Human Resources Committee

Minute of meeting held in the Melville Room, Main Building
on Tuesday 19 January 2016

Present: Professor A Muscatelli (AM), Mr D Newall (DN), Professor E Cameron (EC), Mrs A Allen (A All), Mrs C Barr (CB), Mr R Claughton (RPC), Dr M Macdonald Simpson (MMS), Professor R O Maolalaigh (ROM), Ms S Ashworth (SA), Ms S Campbell (SC), Professor L Farmer (LF), Mr R Goward (RG), Professor N Hill (part) (NH), Mrs J Shepherd (JMS) (Notes)

By Invitation: Mr P Aitchison (PA), Mr P Taylor (PT) and Mr E O’Grady (EOD)

Apologies: Mr S Wilson

HR/16/01 Opening Remarks & Apologies
DN opened the meeting and advised that Professor Nick Hill, a Senate Assessor on Court would be joining as a new member and would attend the March meeting. Subsequently, Professor Hill joined the meeting mid-way through. Apologies were noted from Simon Wilson who was due to present Item 5. This item would be presented at a future meeting.

HR/16/02 Minute of the Meeting held on 25 November 2015
The Minute was taken as read and approved by the Committee.

HR/16/03 Matters arising from meeting held on 25 November 2015
The Committee noted that there were no outstanding actions which were not covered in the HR Director’s Report or other agenda items.

The Minute of 25 November 2015 referred to a “96% completion rate” for the annual P&DR process and CB was asked as to how the University dealt with the remaining 4%. CB explained that there were a number of staff who would not be in scope for reasons such as maternity leave or long term sick and that discussions always took place at local level to maximise completion. It was noted that the completion rate was very high compared to many organisations.

HR/16/04 HR Director’s Report
CB spoke to her report, highlighting the key points.

CB shared the latest version of the Revised People Strategy which included a new slide setting out a draft three year delivery plan. Due to limited resources some of the items in the plan will have greater priority than others. CB was asked how she could measure what items had been a success and link these to the KPIs. CB advised that for some activities this was difficult to measure but future staff survey results could be used along with other standard HR data analytics.

CB was asked how the HR strategy would be communicated and she advised that this was the output from the work of the senior HR teams across the campus. Discussions would now take place through SMG and the College Management Group to seek feedback and then the plan would also be discussed with the trade unions.

DN asked what the timescale was for the agreed document. CB advised that she was hoping to have it finalised within the next 2 weeks and would share it in February. Some challenges had already been flagged re funding which would inform the priorities within the plan. Year one of the plan was effectively 2016 with some elements already well under way or building on work initiated under the current People and OD Strategy.

HR/16/05 CB updated the Committee on the activities of the Empowering People workstream to support the University Strategic Plan and advised that there had been a number of key developments which also built on the last staff survey, including significant movement in the number of people on the Leadership Development Programmes and the launch of the Full Stop campaign. The Denison Cultural Diagnostic Tool had been selected to assist in identifying the main priorities to focus on in order to implement the necessary culture change aligned with the strategy. CB shared a chart with the Committee that showed the four main themes of the Denison model namely; Adaptability, Mission, Consistency and Involvement.
CB advised that the Denison survey would build on the 2014 survey and supplement the 2016 survey. CB advised that a small pilot survey had been conducted which produced some interesting information giving confidence that the wider survey would be highly valuable in setting out some key challenges.

CB advised that the Denison survey had been sent to around 1,000 participants on Friday 15 January inviting them to take part. The aim is to achieve a response from 10% of a full cross section of University staff which will provide representative data. The timescale for the survey would be a two week turnaround which included the production of the results. Consultants would be involved for these two weeks until the results were issued with management taking over the analysis and action planning activities. It was vital that the University had full ownership of this. It was noted that the number of participants that took part in the last staff survey had risen and this was due in large part to the fact that it had been run independently which meant that staff felt that they could say what they wanted and were more trusting.

SA asked if the results would show granularity at unit level. CB advised that the 10% sample should be big enough to show this and results would be broken down to US and College level and also across the grades; hopefully there will be sufficient responses to also show results at a School/RI level and for the larger Services. To protect identification and ensure the results are meaningful, smaller units would be collapsed within others. CB added that she was hopeful of a 60/70% return rate in order to make the 10% cut.

The next stage would be to embark on the 2016 staff survey. As an example of actions taken following the 2014 survey, CB circulated a booklet that had been produced by Professor John Marsh and his team for the School of Engineering addressing aspects of their culture.

AM asked what would be done with the results from the survey once they were released. CB advised that following the last survey, Ambassadors had been identified to work with the focus group and these people would work together with line managers at a local level with support from HR to ensure that the results were shared with staff accordingly and responses developed.

CB updated the committee on the high level outcomes of the P&DR process and indicated that a significant review was taking place following a range of feedback. DN advised that there would be a fuller discussion on P&DR at the next HR Committee but invited members to comment on key areas.

CB advised that Moderation was perceived to be one of the less productive areas in P&DR and she was working with Professor Neal Juster and others to look at removing the concept of moderation and relying instead on empowered leadership at a local level. Discussions were also considering extending the process over a longer period of time and the decoupling of performance and reward.

LF advised that one of the issues with Moderation was communication. He was aware of staff who had been moderated and received a new grading but given no feedback or explanation at the time. If Moderation was to continue staff would need to be better informed and receive appropriate feedback.

With reference to gradings, LF advised that staff saw the High Quality grade as a failure and wondered if statistics were available to all staff then they could see that the High Quality grading was the norm. LF also wondered whether not enough people were being graded Inconsistent which undermined the High Quality rating of others.

LF recognised that the lack of clear line management structures within academic areas also represented a challenge in terms of managing consistency.

CB advised that the review would continue with the input of senior managers and leaders.

RPC advised that he was looking at reviewing the management of sickness absence as part of a review of the Capability Procedure and this, along with a revised Grievance Procedure, would be presented to the Committee in due course following further consultation with the Unions.
CB advised that plans were underway to restructure Recruitment to create a service that was fit for purpose to support the talent agenda arising from the University Strategy and the forthcoming REF. Tracey Stirling will attend the meeting in March to give an overview.

HR/16/09  
**COSE Strategic HR Update**
Please note that this item was cancelled due to illness and will be presented at a later date.

HR/16/10  
**Communications Update**
PA and PT gave a presentation on Internal Communications and the progress that had been made from 2012 to 2016. The presentation included progress of the development of the MyGlasgow staff portal/intranet and an update on communication and engagement. PS and PT were currently working with IT to create the intranet strategy and the business case was currently with Court Office for consideration. The engagement piece required the assistance of ambassadors/champions.

PT advised that there had been investment in new video equipment and as a result of this there would be more video contact available on Campus e-News which is driving significant levels of traffic to the website.

CB advised that the work of team was embedded within the Empowering People piece. PA advised that they were working together with people from all parts of the University. This was a long process partly due to the link to cultural transformation.

AA thanked Communications for their support to E&B and asked how they could embed engagement within the University to duplicate this success. PT responded that whilst individual campaigns had indeed gone well there was a need for a more coordinated approach to staff engagement and management communication which his team were keen to lead and support.

DN thanked PA and PT for their update.

HR/16/11  
**Employee & Organisational Development – Strategic Update**

EOD shared the final draft of the Leadership Behavioural Framework (LBF) with the Committee. This had been developed via a series of focus groups and interviews with senior university officers and includes five key behaviours and indicators, namely:

- Inspiring
- Influential
- Credible
- Resolute
- Connected

EOG advised that there would be development programmes tailored to different levels of leaders within the organisation and that as well as feeding in to Leadership Development the LBF would also inform future recruitment and selection criteria and tools and activities such as succession planning and talent management.

Members of the Committee expressed their support for the ambitious programme of work set out by EOG and the introduction of the LBF which they believed would be highly valuable to the University.

RG asked how EOG could quantify the success of the programmes. EOG advised that the main way of measuring success was by using the 360° process as well as seeing improvements in feedback from the staff survey and other organisational level KPIs.

RG asked how talent and succession was communicated throughout the University. EOG advised that his personal view was to tell people using an open, fair and consistent approach but noted that these tools were not yet widely used and pilots would begin to inform the best way to share such information within the University.
MMS asked if the reporting process had an option for whoever was filling out the report to identify potential development needs. CB confirmed that all staff had leadership and development objectives which the PDR process review would support and develop further.

LF pointed out that academics could be asked to demonstrate different types of leadership skills ie teaching or research and that this should be taken into consideration when looking at the LBF and communicating it. This point was duly noted.

DN thanked EOG for his update.

**HR/16/12 Data Analytics**
The paper was noted and it was agreed to look at the sickness absence analysis in more detail at the March meeting.

**HR/16/13 Minutes of Equality and Diversity Strategy Committee**
The draft Minutes of 26 November 2015 were noted. Discussion entailed as to how diversity was reinforced in the University. CB advised that a number of Diversity Champions from the SMG were in place representing gender, disability etc and there was an active structure of meetings and actions. Other initiatives included Athena Swan which predominantly focused on gender but will open up on other aspects; disability actions, which had a strong focus on aspects of access and support for both students and staff; and the Full Stop campaign for students and staff where feedback had been very positive. DN added that the University had a public sector duty to ensure that diversity was covered and reported and actively supported and managed.

**HR/16/14 AOB**
There were no matters to discuss.

**HR/16/15 Date of Next Meeting**
The next meeting will take place in the Principal’s Meeting Room on Wednesday 23 March 2016 at 10am.
Court – Wednesday 10 February 2016

Report from the Meeting of the Health, Safety & Wellbeing Committee held on 9 December 2015

Cover Sheet

Brief description of the papers

In December, the Health, Safety & Wellbeing Committee covered its usual range of business. It reviewed standard reports on Occupational Health activities and on accidents that have occurred in recent months. There is nothing of note arising from these reports that need be brought to Court’s attention.

The Committee also received an update on safety for overseas workers, on which matter the University is working with the insurers to add risk assessments to current insurance procedures, preferably using an electronic method. The Committee approved the Lone Study Policy, which will now be published on the HSW website.

Action requested of Court

Report for information only.

Author’s Name: Debbie Beales
Title: Clerk to HSW Committee
University of Glasgow

Health Safety and Wellbeing Committee

Minute of Meeting held on Wednesday 9 December 2015 at 10:00 AM in the Melville Room

Present:
Mrs Ann Allen, Ms Louise Bowden, Mr James Gray, Mr David McLean, Mr John F Malcolm, Mr David Newall, Mr Paul Phillips, Mr Deric Robinson, Mr David Somerville, Ms Aileen Stewart, Mr Graham Tobasnick, Ms Selina Woolcott,

In Attendance:
Ms Debbie Beales, Mr Richard Claughton, Mr Chris Harrop, Mr William Russell

Apologies:
Mrs Christine Barr, Dr Lesley Doyle, Ms Julie Ommer, Mr Oscar Schafer, Ms Una Marie Daragh

Convenors Business:
The Convenor welcomed Graham Tobasnick to the Committee as the new rep for CoSE. He also welcomed William Russell (SEPS new fire officer) and Chris Harrop (to speak to item 3). The Convenor advised the Committee that the e-cigs policy had been approved by Court and was now published on the University website.

HSWC/2015/11 Minutes of the Meeting held on Tuesday 15 September 2015
The Minute from the meeting of 15th September 2015 was approved.

HSWC/2015/12 Matters arising

HSWC/2015/12.1 Staff counselling, in house (verbal update SW)
Ms Woolcott informed the Committee that, due to resourcing issues, this had not progressed since the last meeting. It was hoped that a 3 month in house pilot would start in the New Year to run alongside the external provider (contract extended to June 2016) and she would update the Committee at the next meeting.

HSWC/2015/12.2 Fire alarm weekly testing (verbal update SW)
Ms Woolcott informed the Committee that the working group met last week and Estates & Buildings were looking to include additional FTE's in their budget bid to address compliance issues which would include assisting with weekly fire alarm testing. As this wouldn't take effect until 2016/17 current arrangements should continue for now. SEPS would work with areas currently not testing weekly to offer support.

HSWC/2015/12.3 Safety for overseas workers (verbal update SW)
Ms Woolcott informed the Committee that the University was working with the insurers to add risk assessments to current insurance procedures, preferably using an electronic method.
The Committee noted the Paper that was circulated. Ms Woolcott informed the Committee that this document was now complete and would be published on the HSW website to go live in the New Year. She asked that members draw it to the attention of relevant members of staff and students. The Committee approved the document.

HSWC/2015/13 Overseas travel risk, Olive tree project (verbal report Chris Harrop)

Mr Harrop briefed the Committee on the Olive Tree project, in which the University had recently participated for the first time. The initiative was supported financially by the Pears Foundation and was run in partnership with the University of California. This involved Glasgow sending 10 students and 3 academic staff on a field trip in summer 2015 to the Middle East (the first European university to do so). Mr Harrop felt that the procedures and risk assessments that the University now had in place for overseas travel were clear and structured, in fact much more so than the American partner university. One issue that he felt needed to be addressed was the lack of insurance for UG students studying overseas. The Committee agreed that this issue should be addressed and noted that it had been raised with SMG, which supported the introduction of insurance cover where undergraduates were studying abroad as part of their programme of study. The Committee thanked Mr Harrop for his informative briefing.

HSWC/2015/14 USHA leadership management guidance (Paper 2)

The Committee noted the Paper that was circulated. Ms Woolcott informed the Committee that this document had been developed by the Universities Safety and Health Association (USHA) to replace the Health and Safety Management Code of Practice. It explained the legal responsibilities and duties of leadership and management in higher education and would help HEI managers to demonstrate good H&S management. Within the University of Glasgow this guidance was to be used in conjunction with the SEPS document ‘Safety Management for Heads of Management Units’. Ms Woolcott asked that members share this document with colleagues and senior management groups with questions relating to the guidance being raised with her in the first instance. The Chair noted that it would be helpful to prepare an introductory note for senior managers to accompany the document.

HSWC/2015/15 OH Report (Paper 3)

The Committee noted the Paper that was circulated. Ms Stewart informed the Committee that most planned health surveillance had been completed with the exception of Cochno Farm where there had been significant staff changes. Mr Phillips agreed to liaise with management to ensure that staff requiring health surveillance were referred to OH. Ms Stewart informed the Committee that the number of management referrals was up on the previous year but there didn't seem to be any emerging trends so far. It was becoming clear, however that managers needed training on the referral process and OH were working with HR to produce online training to address this. Ms Stewart would update the Committee at the next meeting. The Committee thanked OH staff for their continuing oversight of the audit programme.

HSWC/2015/16 SEPS Report (Paper 4)

The Committee noted the Paper that was circulated. Mr McLean informed the Committee that within the accident stats there were no anomalies to report. He was aware that 4 of the slips/trips were seemingly related to maintenance issues such as broken lights and was working with E&B to resolve this issue. Mr McLean tabled the latest audit update which
showed good progress being made with the exception of Medicine, Humanities and Mathematics. The Committee thanked SEPS for their continuing work on the audit programme.

**HSWC/2015/17 EAP Report (Paper 5)**

The Committee noted the Paper that was circulated. Ms Woolcott informed the Committee that overall uptake of the service had increased by more than a quarter, with 43 employees using the service. This was due to a substantial increase in telephone business - face to face counselling had fallen by 50%. The employee 'drop in' service at CaPS continued to operate 2 days a week with 7 staff members using the service in the previous quarter. Ms Woolcott informed the Committee of a complaint raised concerning a lack of disabled access to counselling services. She had been in contact with Optum to resolve the issue but had not been given assurance that the matter would be satisfactorily addressed in the near future. As a result the issue had been raised with APUC who would be preparing the specification for the tendering process for the new framework agreement.

**HSWC/2015/18 Draft Minute from US H&S Committee admin/office (paper 6)**

The Committee noted the Paper that was circulated. Mr Claughton, chair to the Committee, informed the Committee that work was being done with SEPS to help new and existing managers understand their responsibilities within health and safety and how to access appropriate training. Once completed this would be published on the SEPS website.

**HSWC/2015/19 Any Other Business**

Revised health and safety management agreement between NHS GGC and UoG - replacing former memorandum of understanding. This document can be found at the following web page [http://www.gla.ac.uk/seps/policies/](http://www.gla.ac.uk/seps/policies/)

**HSWC/2015/20 Date of Next Meeting**

The next meeting of the HSWC will take place on Wednesday 9th March 2016 at 10am in the Melville Room.
University of Glasgow

University Court – Wednesday 10 February 2016

Communications to Court from the meeting of Council of Senate
held on 04 February 2016

(All matters are for noting)

1. Progress of the University Strategy Workstreams

Following the update received by Council of Senate from Professor Roibeard Ó Maolálaigh, Vice Principal and Head of College of Arts in relation to the ‘Empowering People’ workstream of the University Strategy at the December 2015 meeting, Professor Frank Coton, Vice Principal Academic and Educational Innovation and Mrs Ann Allen, Director of Estates and Buildings provided updates on the two other workstreams being taken forward, on ‘Agility’ and ‘Focus’ respectively.

Professor Coton reported that the Agility workstream had been established in light of inefficient processes that were constraining activity. A steering group made up of staff from across the University had been set up and a project delivery team established, drawn from each of the Colleges and University Services and with a project manager. The initial task for the project delivery team was mapping university processes to establish a clear sense of what processes and procedures currently in place, how we they operate and how they interact, in order to understand the key issues. Opportunities to make early improvements and establish longer term priorities would be identified by April 2016. The aim being that improvements would create processes that support and empower staff to contribute effectively to the future success of the University.

Mrs Allen reported on the work of the Focus workstream, which was addressing the tension between the University’s ambitions and necessarily limited resources. The actions of the group were to develop a revised strategic and financial planning process that is consultative and takes full account of ambition, potential and performance. It would define a transparent process for assessing the performance of Units and empower them to take decisions about how best to commit their resources. Phase 1 had considered strategic planning best practice sought from across the HE sector and private sectors, the development of a new unit-level planning dashboard for the planning round 2015-16 and a PAG strategic planning workshop. The workshop identified key constraints on capacity, mitigating actions and priority KPIs and investments for the next 12 months.

In discussion, members also highlighted that poor communication was often the source of the issues that are experienced. It was reported that communication was being addressed by each of the three workstreams, both individually and collectively. It was recognised that processes include people and culture and these aspects were being considered in the mapping of the processes being undertaken by the Agility group.

It was noted that the workstreams were considering all processes and procedures that support the University, for example, recruitment, creating information for third parties, etc.

It was also acknowledged that in order to make process design effective, decision making was required at the appropriate level.

The planning dashboard which would provide a single, clear source of key information was being developed at School, Unit, College, Service and Department level to ensure that it was fit for purpose.
Members also voiced concerns about the quality of data within the University and the problems caused by inaccurate. It was recognised that data accuracy was a real issue across the University. Part of the problem was a number of complex information systems that represent information in a variety of ways and with different interpretations. It was also noted that the degree of fragmentation of data was substantial, with numerous people involved in inputting, checking, correcting and re-entering data.


The University response to the Green Paper issued by the Department for Business, Innovation and Skills on Higher Education in November 2015: ‘Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice’ was received by Council of Senate. The Green Paper was directly concerned with HE in England, but had significant implications for the rest of the UK. If carried through, the Green Paper would bring very far-reaching changes to HE, including Fundamental change to the ‘architecture’ of HE – notably, the dissolution of HEFCE and a number of its associated bodies and their replacement by an ‘Office for Students’. It also signalled a significant opening up of the market to new and private HE ‘providers’, with a proposed relaxation of criteria for entry to the sector, granting of degree awarding powers and obtaining university title. The Green paper proposes the introduction of a Teaching Excellence Framework (TEF) equivalent of the REF, based on metrics, to be initially implemented in 2016, and with 3-4 levels and subject-level assessment in future years. Success in the TEF would be linked to fee increases. At the same time, HEFCE has proposed fundamental change to teaching quality assessment for England, Wales and N Ireland; it was not stated whether the HEFCE proposals would be adopted or how they might relate to the TEF. The paper also poses questions concerning the future of UK research governance, in the context of the dissolution of HEFCE and the outcome of the Nurse Review, with which it coincided.

3. Education Policy & Strategy Committee: Report from the meeting held on 9 December 2015

Council of Senate received a report from the Education Policy and Strategy Committee from Professor Coton, Vice Principal for Learning and Teaching and were asked two endorse the following:


Council of Senate endorsed the proposal from the School of Social and Political Sciences in the College of Social Sciences concerned a multiple award following a two year programme of study. The University of Glasgow would be the administering or lead partner in the consortium which included 3 other institutions: University of Barcelona; Erasmus University of Rotterdam; and Georg August Universität Göttingen. EdPSC also noted that an application for Erasmus Mundus funding for the programme would be submitted in February 2016.

The arrangements, were very similar to other approved collaborative programmes, had been considered by the Collaborations Group and EdPSC and had been approved.
4. Convener's Business

4.1 Nurse Review of Research Councils

Professor Miles Padgett, Vice Principal for Research provided an update on the Nurse Review of Research Councils. It was reported that the response to the Green Paper (see Item 2 above) also included the University's response to the Nurse Review.

The review proposed the creation of an overarching body that would coordinate the existing individual Research Councils to support interdisciplinary research and oversee the allocation of funding. It would also mean that there was a single point of contact for Department for Business Innovation & Skills.

The Government had stated its commitment to continuing Dual Funding including Research Excellent Framework (REF) funding, but not through HEFCE. The Russell Group had responded, indicating its unanimous preference to maintain dual support and to retain QR funding.

It was noted that there had not been a formal mechanism for responding to the Nurse Review, although the Green Paper consultation had asked for comments in response to the Nurse Review. The Russell Group had submitted a separate response to the Review in addition.

The Council noted that it wished to continue to give consideration to the research agenda.

4.2 Funding Environment

- The Scottish Funding Council letter was expected to be received in a matter of days. The letter would set out guidance on the budget and how the 5% cuts would affect the University.

- The Knowledge Exchange Grant would be allocated for individual projects, rather than a metrics based allocation as previously.

- Results of the REF – Funding Council had decide that cuts in funding would be implemented over 2-3 years

- Teaching Grant – Current budgeting took into account the 3.5% cuts to the grant.

4.3 Widening Participation

The Commission on Widening Access had produced an interim report outlining the current state of access in Scotland, barriers and issues and setting out key areas that the Commission will consider in the second half of its work. The recommendations were expected to look at the most disadvantaged (areas with the 20% and 40% most significant multiple deprivation - MD20, MD40) as part of a basket of measures for determining deprivation. It was noted that in the current period of no growth of student numbers, any increase in widening access places would displace other others students.

Council of Senate commented that widening access was extremely important to the University and the activity undertaken had a much wider impact that reflected in our own student numbers, such as the Top-up programme that was run across Schools in Glasgow.

It was recognised that the University could do more to promote the activity it currently undertakes to support widening access.
5. Clerk of Senate's Business

5.1 HE Governance Bill – implications for Senate

The Clerk of Senate provided an update on the progress of the Government’s HE Governance Bill. Council of Senate was reminded that the Scottish Government had submitted its HE Governance Bill to the Parliament last June and that it was intended that the new Act would be approved before the dissolution of the Parliament, which will be at the end of March 2016. Last September, the Council of Senate had submitted its response to the consultation carried out by the Parliament’s Education & Culture Committee. Since then, the Committee had continued to take evidence and the Council heard that, in the course of the consultation, the Government had signalled a number of changes it was likely to make to the draft Bill:

- To remove the likelihood that Scottish HEIs could be re-categorised as public bodies (which would have implications for our autonomous status), or that HEIs could lose their Charitable Status.
- Amplification of the process for the selection of Chairs of Governing bodies (Courts) [This would involve shortlisting by a panel and election by all staff and students].
- Confirmation that the proposed remuneration of Chairs of Court means the covering of expenses.
- Confirmation that the post and current role of University Rectors will be maintained.
- Removal of provision for two members of the Graduate Association (in our terms, General Council) on Court.

Of direct interest to the Council of Senate, Government had also indicated the likely:

- Removal or reduction of provisions for Ministers to vary the remit and composition of HEIs’ Governing Bodies and Academic Boards (or Senates), and
- Removal of the cap on the size of Academic Boards/Senates at 120 members that had been previously proposed.

It was anticipated the new Act would be passed before the end of March and the implications for our academic governance would therefore be known before the next meeting of the Council of Senate.

It was proposed, with support of Council of Senate Business Committee, that a paper be provided to the April meeting of the Council of Senate, setting out the questions that affect Senate and that need to be addressed. It is proposed that the Council would then request that the Business Committee prepare a paper for the June meeting setting out options for the Council to consider. In the course of developing the paper, views would be invited from members of the full Senate. Council of Senate were content with the proposed way forward.

Some issues were identified that would need to be considered concerning how the new ‘Academic Board’ that would come into being was established. It was reported that there was a strong sense that the term ‘Senate’ for the University’s senior academic forum should be retained.
As noted previously, the Council of Senate conforms almost completely to the proposed terms of the new 'Academic Boards' – i.e., there was already an elected majority, 12 student members (10% of the total membership). The Act was likely to require that Heads of School/equivalent be members of the Board ex officio - the composition of the Council was also consistent with this.

Council of Senate has 121 members and, while Government had noted that 120 may not be sufficient to meet the needs of all universities, they remain concerned that 'Academic Boards' should not be so large that they become unwieldy.

There were questions about the role of the University of Glasgow full Senate and any role it might play in the future arrangements. In the University's response to the Parliament consultation, Council of Senate noted that the full Senate was valued as part of the academic culture and as a collegial sounding board. It might be considered whether to continue to maintain the current Senate or similar. For example, at present, members of the full Senate are entitled to attend and speak at Council of Senate meetings. They only distinction is that they may not vote. An option would be to continue with this arrangement. The full Senate includes 25% elected members – so this means we have elections for the full Senate as well as for the Council, which is challenging. Consideration would be given to ways of retaining a form of large collegiate body as well as the other issues the Act raises.

5.2 Honorary Degrees Committee Report

Council of Senate received the oral report from the Honorary Degrees Committee concerning recommendations for the conferment of honorary Degrees in 2016.

The Clerk of Senate also reported that following acceptances had been received from nominees to receive Honorary Degrees in 2016:

Mr Malcom and Mrs Margaret Howat
Founder Howco Group PLC and Co-Founders of the Howat Foundation

The names noted above of those who had accepted the offer of an Honorary Degree were now in the public domain.

5.3 Senate Guest Night – 10 March 2016

The next Senate Guest Night Dinner would be held on Thursday, 10 March 2016 at 7.00pm in the Senate Room. The guest speaker would be Professor Sir Tom Devine, who is a renowned Scottish historian. Tom was Professor and Dean of the Faculty of Arts and Social Sciences, and then Deputy Principal, of Strathclyde University. In 1998 he accepted the Directorship of the Research Institute of Irish and Scottish Studies at the University of Aberdeen. In April 2005, he was appointed to the Sir William Fraser Chair of Scottish History and Palaeography at the University of Edinburgh, the world's oldest Chair of Scottish History, which he took up in January 2006. He is the author or editor of some three dozen books and over 100 articles.

Tom also has a high media profile both at home and abroad, regularly contributing articles and comments in the press and often appearing on TV and radio in historical, cultural and current affairs programmes. One of his books, Scotland's Empire 1600-1815, formed the basis of a six-part BBC2 series in 2005. Members of Senate and Court were encouraged to attend.
6 Intimations
The Council of Senate stood in silence to mark its respect for former members of Senate whose deaths had been announced during the session:

Professor Brian Bluck

Professor Brian Bluck was appointed titular Professor of Geology in 1989 and Emeritus Professor of Sedimentation and Tectonics. He was an Honorary Senior Research Fellow in the Department of Geographical and Earth Sciences. He died on 19 June, 2015.

Professor Richard Elliott

Professor Richard Elliott worked in the MRC Virology Unit of the University and became Professor of Molecular Virology in 1995. He left the University in 2005, returning in 2013 to hold the Bill Jarrett Chair of Infectious Diseases. He passed away in June 2015.

Professor James Kellas

Appointed Professor of Politics in 1995, and formerly Head of the Department of Politics, James Kellas died aged 79 in September 2015.

Professor Bill Lever

William Lever was an Emeritus Professor and Honorary Senior Research Fellow in the Department of Urban Studies as well as Emeritus Professor of Urban Studies in the Mackintosh School of Architecture at the Glasgow School of Art. He was appointed Professor of Urban Studies in 1982. Professor Lever died in January 2016.

Professor Sir Roderick MacSween

Professor Sir Roddy MacSween, Emeritus Professor of Pathology, passed away on 11 December 2015, in his 81st year. He was appointed Professor of Pathology in 1978.

Professor Anthony Sanford

Professor Tony Sanford, Emeritus Professor of Psychology, passed away on the 4 December 2015. He was made Professor of Psychology in 1982, retiring in 2009.