University of Reading

Handbook for MEMBERS OF THE COUNCIL 2019–20

INDEX

3 Visitor and Officers of the University

4 History of the University

6 Land and property

7 The governance of the University

10 The powers and duties of the Officers of the University

12 University Organisational Chart 2018–19

13 Finance

16 Academic organisation

17 Teaching, research and learning services

19 Student residence, welfare and services

Appendix 1 The Council – Charter and Ordinances (which include the Powers of Council and Senate) can be found on the Governance Zone: **https://www.reading.ac.uk/about/governance/governance-zone.aspx**

Council Standing Orders

Appendix 2 Terms of Reference for the Sub-Committees of the Council and of the University Executive Board are available in the Committee List which can be found via the following link: **https://www.reading.ac.uk/about/governance/governance-zone.aspx**

Appendix 3 Members of the Council: Biographical details

Appendix 4 Committee reporting structure

Appendix 5 Values and Behaviours

Appendix 6 Scheme of Delegation

Appendix 7 Financial Regulations are available via the following link: **http://www.reading.ac.uk/web/files/finance/Financial_Regulations_July_2014.pdf**

Appendix 8 Public Interest Disclosure ('Whistleblowing') Policy and Procedures are available via the following link: **http://www.reading.ac.uk/internal/internalaudit/Public_Interest_Disclosure_(Whistleblowing).aspx**

Appendix 9 Fraud Policy and Fraud Response Plan are available via the Governance Zone: **https://www.reading.ac.uk/about/governance/governance-zone.aspx**

Appendix 10 Memorandum of assurance and accountability between HEFCE and institutions (June 2014/12) including Audit Code of Practice **https://www.officeforstudents.org.uk/media/1328/bd-2018-jan-111-he-funding-briefing.pdf**

Appendix 11 CUC (Committee of University Chairs) Higher Education Code of Governance

Appendix 12 Previous Officers of the University

Appendix 13 The University At A Glance

Appendix 14 Some statistics

VISITOR AND OFFICERS OF THE UNIVERSITY

VISITOR

Her Majesty the Queen

CHANCELLOR

The Rt. Hon. the Lord Waldegrave of North Hill

VICE-CHANCELLOR

Professor R. Van de Noort, **BA (Utrecht); Drs (Amsterdam); PhD (Exeter); FSA, PFHEA**

PRESIDENT OF THE COUNCIL

Dr Paul Preston **BSc, PhD (Cardiff), FRSM, FIoD**

VICE-PRESIDENTS OF THE COUNCIL

Mr R. Evans, **BSc (London), FCIPD**

Ms K Owen, **BA**

DEPUTY VICE-CHANCELLOR

Professor G. Brooks, **BPharm, PhD (London); MRPharmS, FAHA , PFHEA**

PRO-VICE-CHANCELLORS

Professor M. Fellowes, **BSc(Hons), ARCS, PhD, DIC, PgCert, FRSB**

Mr V. Raimo, **BA (Reading); MA (Leicester); FCIM**

Professor P. Yaqoob, **MA, DPhil, RNutr, FAfN, FHEA**

Professor D. Zaum

CHIEF STRATEGY OFFICER AND UNIVERSITY SECRETARY

Dr R.J. Messer, **BA (Oxford); PhD (Birmingham)**

CHIEF FINANCIAL OFFICER

Ms S. Foley, **BA (Keele), CIPFA**

AUDITORS

Deloitte

HISTORY OF THE UNIVERSITY

In 1892 Christ Church, Oxford, commissioned Mr (later the Rt Hon Sir) Halford Mackinder to develop a College in Reading. Mackinder, famous for making the first ascent of Mount Kenya, was responsible for establishing the study of Geography as a new discipline in universities, and had a distinguished career as Director of the London School of Economics, a Member of Parliament and a Commonwealth statesman. He became the first Principal of the Extension College of the University of Oxford which was established as a result of the Christ Church initiative. Two existing institutions in Reading, a School of Art founded in 1860 and a School of Science dating from 1870, were incorporated into the Extension College. In 1902 the College, then in Valpy Street, qualified for inclusion in the list of institutions receiving a Treasury grant and in 1904, through the generosity of Mr Alfred Palmer, it moved to a larger site in London Road. Large sums were raised to provide laboratories, classrooms, studios, the Great Hall and other buildings, and the Rt Hon George William Palmer presented an endowment fund of £50,000. In 1926 University College, Reading was incorporated as the University of Reading, able to award its own degrees. Dr W M Childs, who had succeeded Mr Mackinder as Principal of the College in 1903, thus became the first Vice-Chancellor of the University, which was the only University to be granted a Royal Charter between the two World Wars. The armorial shield of the University incorporates in its upper half three shells, representing the shield of Reading Abbey; the engraved cross below represents the arms of Christ Church, Oxford, with a Lancastrian rose (which forms part of the arms of the Royal County of Berkshire) superimposed. The shell was in former times the symbol of a pilgrim. Another name for a pilgrim was 'palmer'; thus the generosity of the Palmer family is neatly commemorated in the University arms.

In 1947 Whiteknights, a 300-acre park which is the remnant of the medieval manorial estate of Earley or Erleigh Whiteknights, was bought for the University. Landscaped in the 18th century, it was ornamented considerably between 1798 and 1819 under the ownership of the Marquis of Blandford (who became Duke of Marlborough). Later, the original manor house having gone, the estate was divided into six leaseholds containing Victorian family houses which were lived in until some 40 years ago. Today the site accommodates most of the University's academic departments including those at Earley Gate, the eastern extremity of Whiteknights. In April 1989 Bulmershe College of Higher Education merged with the University and the University acquired the 42 acres of land and buildings. The Bulmershe

College site, latterly known as Bulmershe Court, about one and a half miles from Whiteknights became the University's third campus but was vacated by the University in 2012.

In 1989 a large portion of the nine-acre site at London Road was sold to what became Witan International College, an international Japanese foundation; the University always retained ownership of part of the site and of buildings there, including the University's War Memorial, and the Great Hall which is used for degree congregations and other ceremonial occasions, as well as for concerts and opera performances. In 2004 it re-acquired the entire site and the Institute of Education relocated into fully refurbished facilities there in 2012.

In 2008 the University merged with Henley Management College (based at Greenlands, the former estate of the stationer WH Smith in Henley-on-Thames) to create a world-class Business School with the status of a Faculty of the University.

In 2011, the University announced the first phase of the development of a Reading presence in the Malaysian city of Johor Bahru. The Foundation in Business programme, which qualifies students to study in either Malaysia or the UK, started in September 2013 and the first undergraduate degree programme followed in 2014.

In February 2016, the brand new, purpose built University of Reading Malaysia campus at EduCity, Iskandar, was officially inaugurated. The design for the campus made the finals of the World Architecture Festival Awards in 2013. It is located in Johor Bahru, a city experiencing vast amounts of growth and investment in Malaysia.

LAND AND PROPERTY

"Clearly the management and development of the estate continues as we endeavour to enhance the experience of all."

As well as the campus at Whiteknights, the University has farms for agricultural and horticultural teaching and research at Sonning and Shinfield, and a site at London Road. We also operate the Henley Business School at Greenlands in Henley-on-Thames, the home of the former Henley Management College.

The University also has international presence including a new campus in Johor Bahru Malaysia.

From the late 1950s the University has been engaged in a continuous development of the estate. Early notable landmarks were the Faculty of Letters building, opened by Her Majesty The Queen in 1957, and the Library, opened by the Chancellor Lord Bridges in 1964; hence Queen's Drive and Chancellor's Way.

Many more buildings were added during the closing decades of the twentieth century and the pace has continued in recent years.

In 2014, The University Council approved an estate strategy covering the period to 2026. This estate strategy sets out a number of themes, with strategic responses and targets. These range from Scale, through Functional Suitability and Condition, to Carbon Management, Sport and Leisure and maintaining our award-winning Green Campus amongst others. An implementation plan is currently in development. This encompasses some major refurbishment schemes including the Library, together with new developments including Health and Life Sciences and potential expansion of the Henley Business School.

The Campus hosts a modern state of the art Energy Centre with Combined Heat and Power high efficiency gas fired boilers and associated hot water distribution system.

Clearly the management and development of the estate continues as we endeavour to enhance the experience of all who are fortunate enough to share this magnificent setting.

THE GOVERNANCE OF THE UNIVERSITY

Charter

The Charter of the University dated from 17 March 1926 when the University received its Royal Charter. It has been updated with the approval of the Privy Council with effect from 1 August 2015. It embodies the arrangements under which the University is governed.

Council

The Council (Chair: the President) has provision for 27 members, comprising 12 internal members, 2 of whom are students, and 15 external members.

The Council, which meets four times each academic year, is the Executive Governing Body of the University with responsibility for the governance of the University, managing the University's resources (including finance, land, property, investments, contracts, and other business affairs), approving changes to the Charter, appointing Officers of the University, and reviewing and promoting teaching and research in the University.

The Council has delegated powers to a number of sub-committees, including the Strategy and Finance Committee, the Appointments and Governance Committee, the Student Experience Committee, an Audit Committee and a Remuneration Committee. These are formally constituted as committees of the Council with written terms of reference and specified membership, including in each case a majority of lay members.

Appendix 3: Biographical details of members

The lay members of Council play a role similar to that of non-executive directors and bring to the University diverse professional skills, and broad experience of the community at large. They also form a useful sounding board for the Vice-Chancellor and other senior Officers of the University and give valuable advice and help in the development and strategic direction of the University. By becoming a member of the Council whether in an ex officio, lay or academic capacity, the individual concerned agrees to play as full a part as possible in its affairs, including membership of its sub-committees, and to accept the corporate responsibility for the Council's decisions which membership involves.

Under the University's Financial Regulations a member of Council having a material, personal, financial or other beneficial interest in any transaction between the University and a third party shall disclose his or her interest in writing in advance in any discussion or decision regarding that transaction. The disclosure shall be made to the University Secretary.

The University Secretary maintains a Register of the Interests of members of the Council, Senior Staff and lay members of all University committees.

Strategy and Finance Committee

The Strategy and Finance Committee (Chair: the President) normally meets four times a year and in many respects functions as an executive of the Council. Its membership provides for a lay majority in recognition of its pivotal role in acting for and advising the Council.

Senate

The Senate (Chair: the Vice-Chancellor) has about 80 members, including the Deans; Heads of School; elected representatives of Schools, teaching and learning, and research colleagues, and students. It meets at least four times a year and is the principal academic administrative body of the University. University Boards responsible for developments and innovation in research, teaching and learning report to the Senate.

A review of the effectiveness of the Senate was undertaken during 2016/17. A number of recommendations have been made to change the format and membership of Senate; some were implemented in 2017/18 and the rest will be implemented during 2018/19.

University Executive Board

The University Executive Board (Chairman: the Vice-Chancellor) consists of the Vice-Chancellor, the Deputy Vice-Chancellor, the Pro-Vice-Chancellors, the Chief Financial Officer and the Chief Strategy Officer and University Secretary. It meets weekly throughout most of the year and deals with all aspects of academic management, including finance. It also advises the Strategy and Finance Committee on the allocation of resources.

The University Executive Board reports to the Senate and to the Strategy and Finance Committee.

University and School Boards

Within the University and in accordance with a published strategy, teaching and learning is developed, regulated and co-ordinated by the University Board for Teaching and Learning, chaired by the relevant Pro-Vice-Chancellor, and by School Boards for Teaching and Learning chaired by the appropriate School Director of Teaching and Learning. In parallel with this and similarly in accordance with a published strategy, research is developed and co-ordinated by a University Board for Research and Innovation, chaired by the relevant Pro-Vice-Chancellor. The University Boards for Teaching and Learning and for Research and Innovation report to the Senate.

There are a number of other committees and boards, on certain of which members of the Council are invited to serve, normally for periods of three years at a time.

THE POWERS AND DUTIES OF THE OFFICERS OF THE UNIVERSITY

Visitor

The Charter retains the Queen as Visitor of the University.

Chancellor

The Chancellor is the Chief Officer of the University. He presides at the yearly meeting of the University Court and formally confers degrees but has no other statutory duties. However, he plays an important part in representing the interests of the University in general.

Vice-Chancellor

The Vice-Chancellor has a general responsibility to the Council for maintaining and promoting the efficiency and good order of the University. He acts both as its academic leader and in many respects as its Chief Executive; and is its principal disciplinary officer. He is Chairman of the Senate and the University Executive Board and is an ex officio member of all major committees in the University, many of which he chairs. He represents the University on Universities UK, the body representing all higher education institutions and is the principal channel of communication with the Office for Students, other universities, outside bodies and the general public.

President and Vice-Presidents of the Council

The President of the Council is Chairman of the Council and of the Strategy and Finance Committee. He is concerned, both formally and informally, with all the major financial and policy-making decisions of the University and works closely with the Vice-Chancellor on broad issues of strategy and development.

The Vice-Presidents of the Council act as the President's deputies and serve on many of the major University committees.

Deputy Vice-Chancellor

The Deputy Vice-Chancellor is appointed by the Council from amongst the Pro-Vice-Chancellors. He or she deputises for the Vice-Chancellor when necessary and relieves him of a number of day-to-day responsibilities, and is consulted by him on a wide variety of issues.

Pro-Vice-Chancellors

The Pro-Vice-Chancellors are each appointed by the Council. They deputise for the Vice-Chancellor when necessary and relieve him of a number of day-to-day responsibilities, and are consulted by him on a wide variety of issues.

Chief Strategy Officer and University Secretary

The Chief Strategy Officer and University Secretary is responsible for conduct of Council business and as such has direct access to the President.

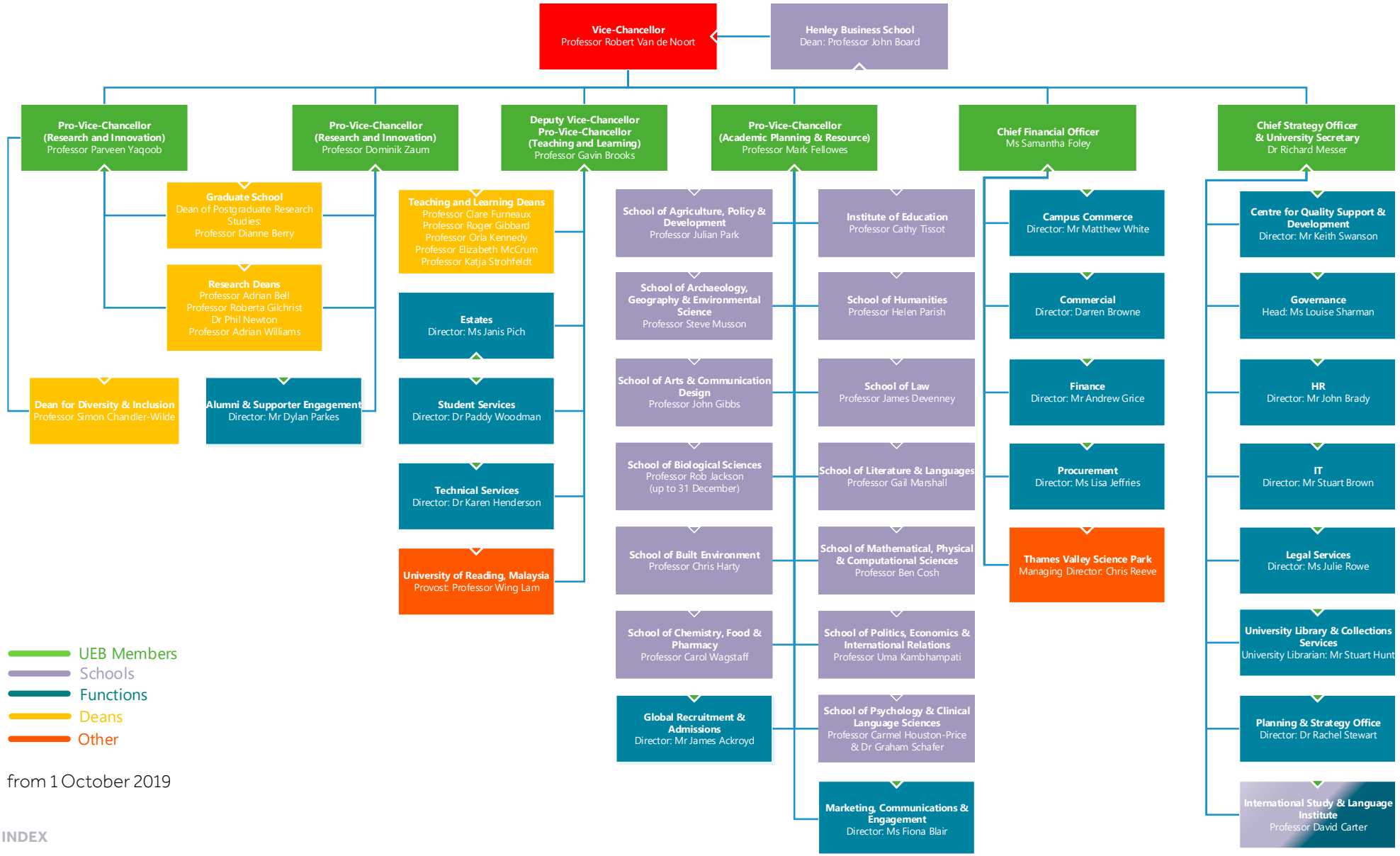
He acts as Secretary to the Senate, Strategy and Finance Committee, Appointments Committee, Audit Committee, Remuneration Committee and all the Joint Standing Committees of the Council and the Senate, and has oversight of a number of statutory and compliance functions.

He is also responsible for Governance, HR, IT, Legal Services, University Library, Museums and Collections, Planning and Strategy and Quality Support and Development.

Chief Financial Officer

The Chief Financial Officer is responsible for oversight of all financial matters in the University, and leads the Finance Service, Campus Commerce, Procurement and the Thames Valley Science Park.

THE UNIVERSITY'S HIGH LEVEL ORGANISATIONAL STRUCTURE



from 1 October 2019

FINANCE

Performance

The financial year runs from 1 August to 31 July. The University's consolidated income in 2017/18 was £317m against operating expenditure of £349m, giving net expenditure of £32m. After profits on disposals, investment revaluations and remeasurement gains, the University achieved a total comprehensive income of £17m. For full details on 2017/18 please access our financial statements, **www.reading.ac.uk/web/files/finance/fcs-accounts-2017-18.pdf**

Income

English universities receive much of their income through tuition fees from students. In the case of UK & EU students studying a first degree, the current fee is £9,250, and this comes to the University directly from the Student Loans Company who later recover it from the student over a number of years.

Some funds are received by way of grant from the Office for Students. OfS is informed annually of the government funding available to it by the Department for Education. OfS then allocates funding to each University for the academic year, starting 1 August. There is a main teaching grant, a main research grant and a number of smaller grants.

The University receives income from research contracts carried out for Research Councils, charities, governments and industry.

The University receives income from a number of other sources:

- Commercial income generated from executive education, catering, property rentals, conferences, consultancy, SportsPark, enterprise activities and dairy farming.
- Income from investments.
- Income from donations and endowments.

In 2017/18 the University's income was made up as follows:

	£K	%
Tuition fees	182,921	57.7
Funding body grants	29,771	9.4
Research contracts	38,882	12.3
Other income	59,583	18.8
Investment income	2,335	0.7
Donations and endowments	3,683	1.1
	317,175	**100.0**

Expenditure

Total expenditure in 2017/18 was as follows:

	£K £'000	% of total
Academic and related expenditure	148,491	42.6
Administration and central services	65,361	18.7
Premises	59,885	17.2
Catering and conferences	11,876	3.4
Research grants and contracts	38,607	11.1
Other expenses	24,689	7.0
	348,909	**100.0**

Decisions on the internal allocation of University funds are made by the Council on the recommendation of the Strategy and Finance Committee.

The process of allocating budgets begins at School & Function level, with Heads of School/Function submitting proposed income and expenditure against each of the budget headings for the following financial year. They are considered in detail by the University Executive Board which then forwards its recommendations to the Strategy and Finance Committee which in turn, and after further examination, submits them to the Council.

Subsidiaries

The University owns all the shares of the following:

- Henley Business School Ltd
- Thames Valley Science Park Ltd
- Henley Business School – South Africa
- Henley Business School – Germany
- RUMAL Reading Sdn. Bhd. – Malaysia

The University is the sole member of Henley Business Angels Ltd which is a company limited by guarantee.

The University is the sole member of Reading Real Estate Foundation. This is a company limited by guarantee and is a registered charity.

Taxable profits generated by UK non-charitable subsidiaries are donated to the University under deed of covenant to the extent that there are sufficient distributable reserves.

The University is sole Trustee of a number of Trusts. These are termed connect charitable institutions. They are consolidated in our group accounts.

The Research Endowment Trust, which held reserves of £117m at 31 July 2018. The Trust holds land, buildings and investments.

The National Institute for Research in Dairying Trust, which held reserves of £102m at 31 July 2018. Its objectives are to promote and carry on research into agriculture and food.

The Hugh Sinclair Trust was formed in 1995 to support research into human nutrition. The Trust's reserves stood at £5.8m at 31 July 2018. It makes annual donations to the University to fund staff working in the area of human nutrition.

The Beckett International Foundation had reserves of £3k and works to promote research and provide education in connection with the works of Samuel Beckett.

The Greenlands Trust was set up following the merger with Henley Management College in 2008 to hold the associated land and buildings for the benefit of the Henley Business School. It also holds cash reserves from which it makes donations to Henley Business School to assist with funding for strategic initiatives. At 31 July 2018 it had reserves of £14.8m.

Endowment funds

The University has received gifts and bequests from various benefactors. These monies were given to fund either specific scholarships, prizes or are available for specified purposes. The funds are invested and the dividends and interest received are used by the University to sponsor scholarships, prizes and general University purposes in line with the terms of the original gift or bequest.

Timetable for financial statements

The normal timetable for financial statements is as follows:

Annual financial statements

For the annual financial statements the Audit Committee receives and considers draft financial statements for the previous year during the Autumn Term; the audited version is submitted to the Council in November.

Provisional estimates

The University Executive Board receives the proposed revenue and capital budget for the following financial year/s and reports on these to the Strategy and Finance Committee in March/April. The Council receives the provisional budget in June/July to approve.

Budget monitoring reports

The Strategy and Finance Committee (or the University Executive Board in any month when there is no meeting of the Strategy and Finance Committee) receives regular management accounts which give the latest projected figures for the current financial year.

Charitable purposes

The University is an exempt charity under the Charities Act 2011. Although not required to be registered with the Charity Commission, it is subject to Charity Commission regulatory powers which are monitored by the OfS.

All charities must have charitable purposes and apply them for the public benefit. All organisations wishing to be recognised as charities must demonstrate, explicitly, that their aims are for the public benefit.

The University's core charitable purposes are the delivery of higher education teaching and research and it seeks to achieve excellent standards in these areas which it believes are to the benefit of the local, national and international communities. A key part of the University's strategy in ensuring it delivers its core purposes for the public benefit lies in its policy of equal opportunities for all. The University aims to encourage people of all backgrounds to participate in and benefit from its teaching, research and other activities.

The University's Council are required to have due regard to the Charity Commission's guidance on public benefit, which is available on the Charity Commission's website: **www.charity-commission.gov.uk**

ACADEMIC ORGANISATION

Historically the University has grouped its academic departments into Faculties of related disciplines. From 1 August 2016 the Faculty Structure was abolished. Instead, the University has fifteen Schools covering Arts, Humanities and Social Science; Life Sciences and Science. The full list of Schools is:

- School of Agriculture, Policy and Development
- School of Archaeology, Geography and Environmental Science
- School of Arts and Communication Design
- School of Biological Sciences
- School of the Built Environment
- School of Chemistry, Food and Pharmacy
- Institute of Education
- Henley Business School
- School of Humanities
- International Study and Language Institute
- School of Law
- School of Literature and Languages
- School of Mathematical, Physical and Computational Sciences
- School of Politics, Economics and International Relations
- School of Psychology and Clinical Language Sciences

All academic departments have been aggregated into Schools. Some Schools are monolithic (e.g. Agriculture, Policy and Development); others have retained constituent departments (e.g the School of Humanities with constituent departments of Classics, of History and of Philosophy).

In 2017/18 the total number of active students was 21,620 of whom 17,715 were full-time. Of all students there were proportionately more women (56%) than men (44%). Of all our UK-based students, some 22% (4,000) were paying overseas fees.

Undergraduate students follow programmes lasting three (or in some cases four) years. There is a wide range of postgraduate programmes, including three-year research programmes leading to the degree of PhD, one-year Masters programmes, and courses leading to the award of a diploma or certificate.

There is a range of short courses for professional or mid-career training and development and the University is actively seeking to widen access to all its courses by encouraging the entry of those in mid-career or without the traditional qualifications of the school-leaver.

TEACHING, RESEARCH AND LEARNING SERVICES

University Library and Collections Services

The Library

The Library supports University research, teaching and learning by providing access to, and the skills to exploit, the world of information.

Library staff add value to the work of the University by helping and teaching users find and use information effectively through one-to-one and group teaching, guides and at information desks. The Library's Study Advice and Mathematics Support Team advise on academic study skills and maths within any discipline. The IT Service Desk, in the Library offers technical help.

The Library website links members of the University – wherever they are – to many thousands of academic subscription e-journals, e-books and databases, 24/7.

At the heart of Whiteknights campus, the University Library is an important and popular hub for students. It has recently been completely refurbished, providing an increase in the number and quality of study spaces as well as an expanded café. It is a destination of choice for students. The Library is open 24/6 during term time.

Further information is on the Library's website at:
www.reading.ac.uk/library

University Museums and Special Collections Services

The University Museums and Special Collections Services (UMASCS) support the academic and cultural life of the University and the wider community. These include three Designated collections of national and international importance and outstanding departmental research and teaching collections.

The Museum of English Rural Life, the University's largest museum, has been redeveloped, with nine new galleries and new learning facilities. Founded by the University in 1951, the Museum is the leading national resource for the study of the history of rural life and the English countryside. It delivers extensive public programmes for the general public and specialist audiences.

The Cole Museum formed by the first professor of Zoology at Reading, Francis Cole, reflects the diversity of animal life and is heavily used in undergraduate teaching. The Ure Museum, established in 1922, is a leading collection of Greek archaeology used extensively in departmental teaching and by local schools. Other significant departmental collections, used for research and teaching, include the Herbarium and the Typography collections.

"The Museum of English Rural Life, the University's largest museum, has been redeveloped, with nine new galleries and new learning facilities."

The Special Collections Services are responsible for important collections of archives and rare books. These include the Samuel Beckett Archive, the largest collection relating to the author and dramatist Samuel Beckett (1906–1989), consisting of manuscripts, typescripts drafts, notebooks, annotated production text and books for his personal library. The Archive of British Publishing and Printing brings together the most extensive collection of British publishing activity of the 19th and 20th centuries, with strengths in literary and general and educational publishing. Books and printed materials include the Overstone Library; the Cole Library of Early Medicine and Zoology; the library of Sir Frank Stenton and Doris, Lady Stenton; the Children's Collection and the Robert Gibbings Collection.

Further information is on the Special Collections website:
www.reading.ac.uk/special-collections

UMASCS' focus on support for the University's teaching and learning and research strategy, involves working in collaboration with researchers across the University, particularly with those involved in the Heritage and Creativity theme. UMASCS serves increasing numbers of students, researchers and members of the public through access to collections via the Reading Room and a varied programme of exhibitions, academic and public events and activity.

In partnership with the Departments of Classics and Archaeology UMASCS deliver two joint undergraduate degrees as well delivering learning support and modules teaching across a number of disciplines. Growing numbers of opportunities for student placements, work experience and student and community volunteering are offered by UMASCS each year.

Information Technology

The IT department supports all aspects of University business by providing a wide range of central services.

First and second line support is provided by the Service Desk and the Specialist User Support team. This includes providing first call fixes, a student-focused service desk counter within the University Library, remote and deskside support to staff, support to visiting staff and being an integral part of the Deliver-to-Desk PC and laptop service.

The department's third line support and systems development teams provide a range of services including servers, file storage, networking, telephony and Office 365 collaboration tools. The department also provides technical systems support to the main corporate units (e.g. CQSD-TEL, Finance, HR, Student Information Systems).

The Business Change Team supports the development of new services through to the provision of business analysis and project management for major change projects. IT development support is provided through the Enterprise Architect and Licensing and Contracts functions.

The Academic Computing Team provides specialist support for research and teaching.

IT and information security is supported by a cross-function team that provides policy, strategy and technical services to ensure that University staff and data is kept safe and secure.

STUDENT RESIDENCE, WELFARE AND SERVICES

Halls of residence

From its beginning Reading has always been a residential University. Wantage Hall was opened in 1908 through the generosity of Lady Wantage and was considered the prototype for similar residential foundations across the country.

Today, The University of Reading still prides itself on being a residential University where the majority of undergraduates as well as many post graduates choose to live in Halls of residence.

The University has a diverse portfolio of Halls accommodation to suit most tastes and more importantly most budgets. From ultra-modern ensuite accommodation to traditional rooms with an abundance of historic character, Reading has something for everyone.

In January 2012 UPP (University Partnership Programme) and the University of Reading established a 125 year partnership which saw an unprecedented transfer of the entire university residential estate out of University ownership. The deal which involves an investment into the accommodation of almost a quarter of a billion pounds, is the largest private investment into a UK university residential estate to date, and represents the first large scale investment from AVIVA Commercial Finance into the HE sector.

The partnership provides £228 million investment for the University and will see UPP operating a total of 4,984 rooms for the University as well as managing the University accommodation office. The partnership involves the transfer and operation of a total of 2,610 rooms, in addition to its 816 rooms of existing accommodation at The University of Reading. A further 895 rooms were opened in 2012 which included new townhouse style residences which have proved hugely popular with returning students. UPP have also completed the development of Bridges Hall bringing a further 650 rooms to the Whiteknights Campus.

Even though the halls have been transferred to UPP care has been taken to ensure that each hall retains its uniquely established 'University' character and both UPP and the University are committed to ensuring that the student experience is second to none. Management of the Halls operation is now also in the hands of UPP with the majority of University staff transferring with their same job titles to UPP employees. The University is still the landlord with UPP operating as the provider of services. The University has a role in ensuring that the standards delivered by UPP remain consistently high and work with UPP daily to ensure that both student's and the University as a whole receive their full entitlement under the contract.

Each hall of residence also has a dedicated and experienced warden team who are retained by the University and has the responsibility for welfare and discipline of the students in residence.

The warden team are supported by Hall Mentors, these are PhD students who are employed to help provide the pastoral care as well as organising various events for students residing in halls. Regular appropriate monthly training is provided and the teams link into the wider University strategy of supporting their students.

The accommodation comprises of 3 main groups:

Northcourt Group – made up of Benyon Hall, Sherfield Hall, St Patrick's Hall and Northcourt Houses. In this group there are a mixture of catered and self-catered halls with both en suite and wash basin style rooms.

There are some premium rooms available in Benyon which offer more space and double beds.

Redlands Group – St George's, Wessex and Wantage Halls and Bridges make up the Redlands group and again offer a selection of accommodation choices. Bridges Hall provides a brand new mid price point which has proved a popular option for many students.

Park Group – Windsor, Greenow and McCombie, Mackinder, Stenton and Childs. This group contains the majority of premium ensuite rooms which are situated in Mackinder. Childs Hall and Stenton which opened in September 2012 comprise the new style townhouses.

The University of Reading entered into a 5 year nomination agreement with Unite Students' Kendrick Hall for 603 which commenced in academic year 2018/19. This Halls of residence is located at London Road and is adjacent to our London Road campus.

Kendrick Hall has a university staff residential warden responsible for the welfare and discipline of the students in residence.

Welfare Services

The University introduced a team of Welfare Officers in 2018/19 whose remit is to support students during their studies at Reading. The team consists of one Manager, one Senior Welfare Officer and five Welfare Officers who are all linked to schools within the University structure, providing a professional, consistent and proactive support structure for students. The team run a drop-in session every week as well as an appointment system. The Senior Welfare Officer also line manages the Hall Mentors and links in with the Warden team.

Other University accommodation

The University owns a number of private houses and one multi-bedded unit at Martindale, which are ideal (but not exclusively) for students. Martindale is within close proximity of the University and provide a good standard accommodation. However, these units and the private houses do not have the benefit of any pastoral support and are therefore often considered most suited to postgraduates, families or University staff.

University Counselling Service

The University Counselling Service is available to all registered students. There is a charge for staff counselling, although referrals may be made via HR or Occupational Health. For further information contact reception on 0118 378 4216.

University Dental Centre

The University Dental Centre is situated in Northcourt Avenue.

Students' Union

The Students' Union represents, supports and advises the University's student population. The organisation is governed by a Board of Trustees alongside five Student Officers who collectively act as student trustees and political representatives. The Student Officers represent students within the University, the local community and nationally.

Reading University Students' Union (RUSU) is central to student life at the University, with shops, bars, membership services, and Little Learners Nursery.

The Union offers independent, confidential and professional advice in its Advice, Representation and Campaigns centre. This department is also responsible for RUSU's elections, ranging from the election of Course Reps to full time Student Officers.

RUSU's Student Activities Centre is where students go to find out more about societies, sports clubs, and volunteering opportunities. There are societies and sports clubs which are all operated by students, with the support of the RUSU staff team. There are also many volunteering opportunities, which are organised and promoted by the Union.

In recent years, the Union has developed its student media streams, allowing students to develop their journalism skills. Three thousand copies of Spark* are published fortnightly, Junction11 radio is broadcasted online **www.junction11radio.co.uk** and RU:ON TV can be found at **www.ruon.tv**.

The Students' Union boasts a number of social spaces and services for its members: an award winning nightclub (3sixty), a continental style coffee shop serving breakfast and light lunches (Café Mondial) and a traditional student pub (Mojo's Bar). RUSU alternatively offers 'The Study', a state of the art study space with areas where students can study individually or engage in group work.

Reading University Students' Union continues to be highly regarded and is considered a top 5 students' union in the UK by the National Student Survey. RUSU contributes significantly to the National Union of Students and engages extensively with local and national government. In addition, RUSU has gained the Gold Excellence Standard in the Green Impact Awards and Investors in People Gold Award. RUSU remains a not-for-profit organisation, led by students for students.

Sport and recreation

In 2019 the University launched its Active Campus Strategy with the vision for Reading to be recognised as one of the UK's most Active Campuses. The core of our strategy is to encourage and support the University communities to have an active lifestyle for their physical and mental wellbeing.

The strategy recognises that competitive sport still plays a very important part of student life and Reading features strongly in many of the British University & Colleges Sport leagues and tournaments. Reading is in the top tier of universities in rugby, hockey and rowing.

In 2018 we launched our sports Hall of Fame, which celebrates the sporting achievements of 16 alumni, many of whom won Olympic medals and the generous support from John Nike who funded a sports scholarship programme for students with Olympic aspirations. The Hall of Fame can be seen in the SportsPark Pavillion. It is being planned that the next sports Hall of Fame inductions will be after the Tokyo Olympics 2020.

Reading Student Survey showed that 49% of our students considered themselves physically active (30 minutes or more) on three days or more a week. Our Active Campus will encourage more people to undertake physical activity more often and we will look at innovative ways to encourage those who are currently inactive to become active.

Providing attractive, accessible and value for money facilities is a key part of achieving our Active Campus vision and contributes to Reading to be a great place to study and work. Our Active Campus will also be a place that welcomes everyone from the local community and we will ensure that they will benefit from the University of Reading being their neighbour. Physical activity and sport transcends culture and age and it unifies people of all backgrounds. It builds an Active Community and creates lasting friendships.

Careers

'The University also provides students with the opportunity to participate in a range of extra curricular placement and employability schemes.'

The Careers department at the University provides all Undergraduate and Postgraduate students, as well as new Graduates, with high quality career development support and training. This is achieved by working collaboratively with faculty to embed employability in the curriculum, as well as providing a comprehensive range of Careers events, development programmes, career fairs and online resource and advice. Working across four teams – Careers Consultancy, Employer Engagement, Placements and Information and Events – key highlights of 2018/2019 included:

- Overall career training and coaching provided to 18,000 participants. Significant uptake in training engagement overall: 9% more training attendance achieved in departments, 51% training uptake achieved at central careers training.
- Launch of the new #RDGgrad19 career engagement programme for final year students, supporting them as they go through graduate recruitment. Through this we increase career training uptake by Finalists by 90%, achieving a take up of 2,168 training and coaching hours (from 1,240 the year before).
- Launched CareerSmart, a 4-week summer careers course for UG an PGT students, in preparation of final year graduate recruitment. This reached over 400 participants in summer 2019.
- 4,914 participants welcomed across seven career fairs, including two new career fairs on careers in Health & Science as well as a new Graduate Recruitment Festival.

- Ongoing delivery of our key engagement programmes RED, Thrive Mentoring, UROP and the Reading Internship Scheme.
- Introduction of PowerBI service dashboards, to allow ongoing monitoring of student engagement in careers training, together with timely interventions to grow student engagement.
- Creation of a first ever "Graduation Career Survey" attached to the summer graduation process. Through this we have full updates on the job outcomes of over 75% of graduates. Those indicating they are looking for work are proactively contacted by telephone to offer support and career coaching.

In addition to working to support students the Careers team also support the University in all related teaching enhancement processes including SPELT, periodic reviews of degree programmes, TEF, the Curriculum Framework. We also oversee and manage the Graduate Outcomes process on the behalf of the University (formerly DLHE).

APPENDIX 1

COUNCIL STANDING ORDERS

Council Standing Orders

1. **Notice of Meetings**

1.1 At least 14 days' notice shall be given of each regular meeting of the Council normally through the annually published calendar of meetings.

1.2 A special meeting of the Council may be called by the President with the agreement of not less than four other members of the Council.

1.3 A special meeting of the Council shall be called by the President if so requested in writing by not less than seven members of the Council but the request shall include a general statement of the business to be transacted at the meeting.

1.4 At least 14 days' notice of any special meeting of the Council shall be given in writing to all members with a general statement of the nature of the business to be transacted and any such meeting shall not be competent to transact any business other than the matter in the notice or arising directly therefrom.

1.5 An Agenda for any regular or special meeting of the Council shall be sent to all members at least five days before the date of the relevant meeting.

1.6 For the purpose of (1.1), (1.4) and (1.5) above notice shall be deemed to have been given or an Agenda sent on the day of dispatch by the University Secretary.

2. **Quorum**

The quorum for meetings of the Council is one third of its membership of whom a majority must be lay.

In the event of a meeting being non-quorate

i) no business shall be transacted with the exception of any item judged by the Chair to be urgent and so agreed by all those present

ii) unless there is a regular meeting of the Council within four weeks a special meeting of the Council shall be called to transact business deferred from the non-quorate meeting.

3. **Personalia**

The President of the Council shall be Chair. In the event of the President not being present a Vice-President shall be Chair and in the event of neither the President nor either Vice-President being present the Council shall elect a Chair from among those persons present who are neither staff nor students of the University.

The Chair shall have a deliberative vote and a casting vote in the case of equality.

The Council shall appoint a secretary to the Council, currently the University Secretary. In the event of the University Secretary being unable to act the President shall appoint a substitute Secretary for such period as he or she may specify.

4. **Notice of Business**

4.1 Members of the Council wishing to bring forward any item of business at an Ordinary Meeting shall give written notice of such business to the University Secretary at least 14 days before the date of the meeting.

4.2 The Chair shall rule on whether any items of `Any Other Business' be taken. It will be expected that normally at least two days' notice will have been given to the Chair or to the University Secretary of any such matter.

5. **Categorisation of Business**

Reserved Business shall be as defined by Ordinance.

6. **Resolutions**

6.1 Formal Resolutions to give effect to business transacted by the Council shall be proposed by the Chair.

6.2 Other Resolutions may be proposed by any member of the Council provided that the proposal is seconded. Notice of such Resolutions shall normally be given to the Secretary not less than ten days before the relevant meeting.

6.3 Amendments to Resolutions

(a) may be proposed without previous notice

(b) shall be required to be seconded

(c) shall not take the form of a direct negative of a Resolution

(d) shall be put before the Resolution to which they refer

(e) in the case of two or more amendments shall be put in an order to be determined by the Chair

6.4 Resolutions shall be passed or otherwise by a show of hands unless three or more members require a secret ballot in which case ballot papers shall be issued.

7. **Conduct of Business**

The Chair shall rule on any matter relating to the conduct of business at a meeting.

8. **Register of Interests**

Any member having a personal interest in any matter (whether or not recorded in the Register of Interests) shall declare that interest and such declaration shall be recorded. The member shall withdraw from the meeting in question unless this requirement is waived by the Chair.

9. **Periods of Service**

Beyond the initial period of service, the renewal of any appointment to the Council shall not be automatic, but be recommended by the Appointments Committee acting as Nominations Committee as part of its report on filling vacancies and be subject to satisfactory performance. Continuous service beyond three terms of three years is not desirable (although exceptions, such as retention of a particular skill or expertise, may be permitted). After this point members will normally retire and be replaced by new members. There is no bar to a particularly valued member returning to office if a vacancy occurs in future years.

10. **Minutes**

Minutes shall be prepared by the University Secretary and shall be circulated to members with the Agenda for the meeting at which they are to be confirmed.

11. **Delegation**

The Council may delegate powers under and may from time to time delegate powers to Officers for a specified period. In both cases delegation shall be made by Resolution.

12. **Suspension of Standing Orders**

With the exception of (2) above (Quorum) a Standing Order may be suspended for any specific item of business if a motion to that effect has been passed by two-thirds of those present and voting.

APPENDIX 3

MEMBERS OF THE COUNCIL – BIOGRAPHICAL DETAILS

Biographical details of members of the Council and those in attendance at its meetings

Mr Tom BEARDMORE-GRAY graduated from Oxford University in 1983 with a degree in Modern History. After three years with the Metropolitan Police he joined Price Waterhouse and qualified as a Chartered Accountant. In 1991 Tom joined Pepsi Cola International and then moved to De Beers in 1994. Tom held a number of senior management positions at De Beers, including Senior Vice President of De Beers Canada and Head of Business Development for De Beers UK. He worked extensively in the Far East, southern Africa and Russia and became Chief Executive of Archangel Diamond Corporation in 2008. He was a director of Hindustan Diamond Corporation (India) and of diamond trading subsidiaries in Antwerp, Hong Kong and Shanghai. In 2010 Tom joined the Girls' Day School Trust (GDST) as Finance Director. The GDST, which is one of the UK's largest charities, owns and operates 26 independent girls' schools and two academies across the UK. In 2018 Tom took up the role of Chief Executive of the Cothill Trust, a UK charity committed to providing high quality preparatory school education across a diverse range of day and boarding schools. The Trust currently comprises six preparatory schools in England and the Château de Sauveterre near Toulouse in France. Tom is also a Trustee of the Institute of Business Ethics.

Professor John BOARD is Dean of the Henley Business School and Professor of Finance. His research and consulting activities have focussed on the operation of financial markets and their regulation and he has acted as advisor or consultant to many markets, agencies and regulatory authorities in the UK and abroad. Before taking the position of Dean, John was Director of the ICMA Centre. He has taught finance and related topics in some 20 countries. Before joining the University, John spent a number of years on the faculty of the LSE.

Professor Gavin BROOKS has been Pro-Vice-Chancellor with particular oversight of Teaching and Learning since January 2012 and was appointed as Deputy Vice-Chancellor in September 2018. He graduated with a first class honours degree in Pharmacy (1984) and obtained a PhD in the areas of organic chemistry and pharmacology (1988) from The School of Pharmacy, University of London. He registered as a Pharmacist with the Royal Pharmaceutical Society of Great Britain in 1985 and has remained an active member since that date. In 1988, he joined the Imperial Cancer Research Fund Laboratories in London as a post-doctoral research fellow before being recruited (1992) as a Group Leader to the 5*-rated Department of Cardiovascular Research, The Rayne Institute, St. Thomas' Hospital, London, where he began focusing on the mechanisms that control physiological and pathophysiological cardiovascular cell growth. In 1997, he joined Prolifix Ltd. as head of their

cardiovascular programme and in 1999 returned to academia as a Lecturer at the University of Reading, becoming Professor of Cardiovascular Research in 2002. In 2001, he was elected a Fellow of the American Heart Association and in January 2004, he became founding Head of the new Reading School of Pharmacy. In 2008, he was a founding member of the highly successful Institute for Cardiovascular and Metabolic Research (ICMR) that is based at the University and from August 2008 – July 2010 he served as Head of the School of Biological Sciences. He was elected Dean of Science in August 2010 and was awarded Principal Fellowship of the Higher Education Academy (PFHEA) in 2015. Amongst a number of external appointments, he is a Director of the Reading Real Estate Foundation (RREF), Chair of the RREF Board of Trustees, co-chair of the Higher Education Academy's Deputy Vice-Chancellors/Pro-Vice-Chancellors Network, an independent Governor of Henley College and an academic member of the Office for Students (OfS) Project Board for the Teaching Excellence and Student Outcomes Framework (TEF).

Miss Molli CLEAVER is the President of Reading University Students' Union (RUSU). She recently finished her Undergraduate degree in English Literature in the School of Literature and Languages at Reading.

She previously acted as a School Rep for Literature and Languages and Course Rep for English Literature students. During her years at the University of Reading she has been St George's JCR President, RAG President and worked for RUSU bars.

Molli's remit at RUSU includes a focus on Commercial Services, Democracy, Student Engagement and Sustainability. Her role is to protect and enhance the student experience that the University of Reading currently offers.

Mr Kevin CORRIGAN has worked in investment management for over 25 years. He was formerly Chief Investment Officer at Sandaire, an investment office responsible for the wealth of families, colleges and foundations. Prior to that, Kevin was Head of Fixed Income at Lombard Odier, a Swiss private bank. He has also worked at Goldman Sachs and began his career at JP Morgan.

Kevin is a fellow of the Association of Chartered Certified Accountants, a board member of the COIF/CC;A Charity funds and a trustee of the Cumnor Foundation. He served as Honorary Treasurer of Samaritans until 2015 and continues to serve as a member of their Finance Committee.

Kevin graduated from Reading University in 1987 having studied English and Classics and serves on the university's Audit and Investment Committees as well as Council.

Ms Penny EGAN CBE, joined the Council in January 2016. She stepped down as the Executive Director of the US-UK Fulbright Commission in July 2019 having taken on the role in February 2007. She is Chair Designate of Compton Verney Art Gallery and will formally take up the position in January 2020.

She joined the Commission after stepping down as the Executive Director of the RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce) where she was the first woman to have led the RSA in its 250-year history.

Prior to taking on the top job at the RSA in 1998, she was Programme Development Director and RSA Lecture Secretary. Her early career included the posts of Press and Publicity Officer at the Crafts Council, Press Officer to the Prime Minister at No 10 Downing Street and Press Officer at the Victoria and Albert Museum.

Penny is a trustee of the RSA Academies Board. She stepped down as Chair of the Geffrye: Museum of the Home in 2014 and finished her term as a lay member of Warwick University Council in summer 2015 but remains a member of the Art Collection Committee. She served as a member of the Design Council for 9 years; a trustee of the DEMOS think-tank and was a non-executive director on the board of Wardour Publishing. She was made a CBE for 'services to international education' in the 2013 New Year's Honours. She is an Honorary Fellow of the Royal College of Art and the RSA.

Mr Robin EVANS graduated from the University of Reading in 1975 with a degree in Estate Management. He spent the early part of his career as a Land Agent for the National Trust and then became Chief Executive of the Landmark Trust for 8 years. In 1995 he was appointed Palaces Director at Historic Royal Palaces who manage the 5 unoccupied Royal Palaces in London including The Tower of London and Hampton Court. In 1999 he joined British Waterways (now the Canal & River Trust) as Commercial Director and from 2002 to 2013 was Chief Executive. Robin is a Fellow of the Royal Institution of Chartered Surveyors and a Companion of the Chartered Institute of Management. He is Chair of the Valuation Tribunal Service.

Professor Mark FELLOWES. As Pro-Vice-Chancellor for Academic Planning and Resources, Professor Mark Fellowes is responsible for staff deployment, the overall course programme, and helping shape the capital investment programme in teaching and research facilities. He is a member of the University Executive Board. Mark studied Zoology at Imperial College London (1995), and moved to Imperial's Silwood Park campus to complete a PhD in Evolutionary Biology (1998), followed by a brief post-doctoral position at the NERC Centre for Population Biology. He joined the University of Reading as lecturer in Zoology (2000), before promotion to Associate Professor and then Chair in Ecology. He was Head of the School of Biological Sciences for seven years.

Mark's research initially focused on how the evolution of immune systems are constrained by life-history trade-offs, and the ecological consequences of variation in defence traits. More recently, his research has two overlapping and integrated strands. First, Mark's group work on human-wildlife interactions, asking how the choices people make have unforeseen consequences for species. Current projects include work on red kites, urban greening, cats and conservation, leopard ecology and urban butterfly population dynamics. Second, his group works on insect ecology. One major area of research focuses on how patterns of interactions between predators and prey can be altered by indirect effects. Current projects in this strand ask how the presence of mutualists affects plant-herbivore-enemy interactions in an urban context, how ubiquitous plant pathogens alter interactions at higher trophic levels and how stored project pests may be managed. The work of Mark's research group has featured widely in national and international print and broadcast media, won a silver medal at the Chelsea Flower Show, and he has published two science books aimed at the general public.

Samantha FOLEY has a BA Joint Honours Degree in English Literature and American Studies, and she is a Chartered Accountant. Samantha was previously the Director of the Government Finance Academy, where she was responsible for the creation and leadership of a new Academy providing high quality learning and development to circa 14,000 finance professionals. Prior to that, she was the Chief Financial Officer for the Department for Culture, Media and Sport (DCMS).

As Chief Financial Officer at Reading, Samantha has responsibility for managing the University's finances, investments and commercial interests, as well as wider relationships with the Business Community. She is also a key member of the University Executive Board.

Clare FURNEAUX is a professor of Applied Linguistics at the University and a Teaching and Leaning Dean with responsibility for 'the student experience' since 2015. Her first degree was in English and History from the University of Bristol; she has a post-graduate diploma and PGCE from Manchester, a Masters in Applied Linguistics from Reading and a Doctorate in Education from the University of London's (now UCL) Institute of Education. Her background is in English Language Teaching and she taught for six years in Asia (Malaysia, Nepal, China and Japan) before joining Reading. She has experience of working with students of all levels and backgrounds, and has recently led projects on distance learning, the experiences of international students, and Post-graduate Taught students (PGT). Her research is into academic literacy at Post-graduate level.

Mrs Helen GORDON joined the Science Council as Chief Executive in February 2019. She has 14 years of leading professional membership organisations following a career in the health service. Originally training as a nurse at St Bartholomew's Hospital in London, she progressed through a number of clinical and managerial positions in hospitals in the National Health Service, before serving as CEO of The Hillingdon Hospital and then Queen Mary's Sidcup NHS Trust in South East London.

She then moved to national roles to support the development of health professionals. Between 2005 and 2018, Helen as led as CEO the Royal College of Obstetricians and Gynaecologists, the Royal Pharmaceutical Society and the Royal Society of Medicine. She is now delighted to be supporting a diverse community of professional bodies in science through the Science Council. Helen is chair of the Alumni and Development Board at Henley Business School and a trustee of Aeop arts enterprise with a social purpose.

Miss Gemma KING is the elected Welfare Officer for Reading University Students' Union 2019/20 after graduating in BSc Psychology. Whilst studying at Reading, she was on the committee for societies Open Mind which focuses on raising awareness for mental health and providing a safe space for students to talk; as well as Sport in Mind which provide sport sessions for those experiencing mental health problems. Gemma also worked as a student communication ambassador throughout her second and third year.

Whilst in post, Gemma hopes to increase awareness and support surrounding mental health; increase safety at the University especially after union nights; and improve housing issues by holding landlords accountable.

Susan MAPLE took up the position of lay member at Reading in 2019. Prior to this, she was an HR executive working largely in the Financial Services industry in a number of senior global and regional HR roles across the globe. Sue has lived and worked in the UK, New York, Hong Kong and Dubai providing support to companies Chief Executive officers and company boards. Sue has worked for Dresdner Klienwort Benson, Barclays, Merrill Lynch, British Gas and VTB and is about to take up a role as Group HR lead in a global brokerage company. She is an accredited executive coach and a certified practitioner in MBTI and SHL development tools.

Sue is an alumni of Henley Management College where she completed her MBA. Sue lives in France with her husband and commutes weekly to the UK. She is an avid gardener and an amateur musician where she plays and competes in the brass band movement.

Dr Richard MESSER is Chief Strategy Officer and University Secretary. He read Philosophy and Theology at Oriel College, Oxford, before completing a PhD in Philosophy of Religion at Birmingham University. He joined the University of Reading in 1991 in the Urban and Regional Studies Faculty Office, followed by a five year period as the University's Examinations Officer. He became Director of Planning Support in 1998, Director of Academic Services in 2008, and Director of Student and Academic Services in 2011. Dr Messer is Chief Strategy Officer and University Secretary, and leads Academic and Governance Services. He is a member of the Association of Heads of University Administration. He is married with two children.

Peter MILHOFER studied Computer Science at Cambridge University graduating in 1991. He then joined KPMG where he qualified while working as an external auditor. While at KPMG he spent time developing and delivering training on audit and accounting both internally and for clients. He worked with a range of local and international clients and ran the audit department in Reading. In 2005 Peter moved to work for Shell and held several senior roles, including as Head of Finance Audit based in London, and then for 7 years in The Hague as Head of Financial Reporting and then as Vice President of Sustainability Reporting. In this last role he was also secretary of the Board committee responsible for Sustainability topics. Since leaving Shell, Peter has chosen to spend time on voluntary work, initially as Treasurer of Reading Rowing Club, and now starting to build a portfolio of non-Executive roles.

Ms Kate OWEN was Vice President, Executive and Organisation Development for BP until 2006 during a time of major mergers and change. She spent 24 years in the oil industry and 10 years in the retail industry, local government and Industrial Training Boards after graduating from the University of Nottingham.

She spent 8 years as a Governor of Imperial College, London and is now a Trustee for Imperial College Union. She was a Non-Executive Director of the Royal Brompton and Harefield NHS Foundation Trust.

She spent 9 years on the Board of first, the Inland Revenue and then, after the merger, Her Majesty's Revenue and Customs. She was on the Ministry of Defence Training Review of the Armed Forces and a member of the Whitehall Risk Review Steering Group.

Kate was a Fellow of the Windsor Leadership Trust. She also runs her own organisation consulting business.

Professor Julian PARK is a graduate of the University of Newcastle and Cranfield University. He is currently the Head of School of Agriculture, Policy and Development at the University of Reading and former Associate Dean of the Faculty of Life Sciences. He is a Principal Fellow of the Higher Education Academy and a National Teaching Fellow with particular education related interests in assessment, feedback and technology enhanced learning. He currently sits on the Royal Society of Biology Heads of Biosciences Group.

Dr Paul PRESTON became president of the Council in 2016 having previously served as a member of Council since 2010. Dr Preston graduated with a PhD in Physiology from University College Cardiff prior to undertaking a post-doctoral fellowship with Hoffman-La Roche in Basle, Switzerland. He has extensive experience in the healthcare sector that includes pharmaceutical research, drug development in an international environment, sales and marketing of drugs and medical consumable products and hospital management. He completed a successful career lasting almost twenty years at BMI Healthcare, the country's largest independent hospital group, where he became Managing Director. During this time he helped to source two university based research programmes, working with leading academics to form successful independent commercial companies. He went on to work with 3i, a leading venture capital firm, where he contributed sector knowledge in support of the investment teams. He has subsequently worked with a number of private equity companies in the buy-out and management of healthcare businesses. He retains an interest in a number of health related projects. He is a Fellow of The Royal Society of Medicine and a Fellow of the Institute of Directors.

Mr Simon PRYCE is currently the Chief Executive of Ultra-Electronics plc, the FTSE 250 specialist defence electronics and software solutions provider, which employees over 4500 people in North America, the UK and Australia, of which over 1200 are qualified engineers. Prior to his appointment in June 2018, he was Group Chief Executive of BBA Aviation plc for 10 years. BBA Aviation is a FTSE 150 listed, US based group that employs some 14,000 people at over 200 locations around the world. Simon led the migration and growth of BBA Aviation from a financial conglomerate to the world's leading aviation support and aftermarket services company which owns and operates global businesses such as Signature, Dallas Airmotive and Ontic.

Simon is currently also a Non-Executive Director of Electrocomponents plc, the global, high-service industrial and electronic products distributor, Chairman of its Remuneration Committee and a member of the Audit and Nomination Committees. He was appointed to the Board in September 2016.

Simon is a Fellow of the Royal Aeronautical Society and a member of the Chartered Institute for Securities and Investment. After graduating from Reading University in 1983, Simon qualified as a Chartered Accountant in the UK before working at the global investment banking

firms of Lazards and JP Morgan, in London and New York, and at the international automotive and engineering group GKN plc in the UK and Germany in a range of international corporate finance, finance and general management roles. Simon has also chaired or been on the Board of numerous trade bodies including the Society of Motor Manufacturers and Traders and the General Aviation Manufacturers Association and was an Associate Director of Alvis plc prior to its acquisition by BAe in 2004.

Simon is a member of the Council of the University of Reading, Chairman of its Investment Committee and a member of its Strategy and Finance Committee.

Simon lives in London with his two sons. When not working or parenting, he is a keen sportsman, although a lot less active than he used to be, a member of the MCC and a keen Saracens and Tottenham Hotspur fan.

Dr Chris SHAW is a member of the Institute of Chartered Accountants of Scotland and alumnus of the University of Reading. Chris originally graduated from the University of Warwick with a degree in Medicinal Chemistry before moving to the University of Reading to complete a PhD in Synthetic Organic Chemistry.

Chris qualified as a Chartered Accountant with Ernst & Young LLP in Reading specialising in Corporate Tax. He is now Finance Director and Company Secretary for a global division of a group listed on the Hong Kong Stock Exchange. The division is a World leader in Electronics Manufacturing with manufacturing sites in the UK, Singapore and Malaysia. Prior roles within the group have included Global Compliance and Internal Audit when US listed and he has worked throughout Asia and Europe.

Chris spent six years as an Independent Non-Executive Director at Bournemouth University serving on the Board and the Audit and Risk Committee. He also sits on the Board and Finance Committee of a Multi-Academy Trust in Dorset.

Nigel RICHARDS retired in 2016 after a 40 years career in banking and since then has been a Non-Executive Director of Union Bank UK PLC, the UK subsidiary of a West African bank where he chairs the Risk Committee and is shortly to become a Director of Standard Chartered Trustees (UK) Limited, the Trustee of Standard Chartered Bank's pension fund where he will chair the Administration & Risk Committee. His career started in the UK with National Westminster Bank before moving on to Standard Chartered Bank where he spent 29 years in a variety of senior business, risk, audit and governance roles working in several countries in Asia and Africa and visiting over 50 more on business for the bank. His final two years were spent as the Head of the Wholesale Bank, Western Hemisphere for the National Bank of Abu Dhabi.

Following completion of his professional banking qualifications, he completed the Institute of Bankers Postgraduate Diploma in Financial Services before going on to take an MBA in Banking Management at the University of Exeter. He was made a Fellow of the Chartered Institute of Bankers in 2000.

He is married with two adult children and lives locally in Wokingham. He is also Chairman and a Trustee of a local charity – The Wokingham Job Support Centre – which provides free support and training to help people of all ages back into work.

Mr Keith SWANSON is Director of Quality Support and Development; he provides secretarial support to Council. After studying at the University of York and the University of Cambridge, he worked at the University of Bristol and the University of Manchester before joining the University of Reading in 1994. At Reading, he served in the Education and Community Studies Faculty Office and then as University Examinations Officer, and, in his current role, has responsibilities for policy and quality management and enhancement in respect of teaching and learning.

John TAYLOR CBE DLit CCMI. John was appointed to the Electrotechnical Joint Industry Board in 2016 as a Public Interest Member where he also serves as the Chair of their Major Contractors' Committee. He had been the Chief Executive Officer (CEO) of Acas for 12 years. His previous posts include CEO of the South Wales Training and Enterprise Council, the Development Board for Rural Wales, and the Rural Development Commission. He also worked for the former Department of Employment and its agencies in several roles, including Head of the Overseas Labour Division, Regional Director for the Midlands Employment Service and Private Secretary to the Minister of State for Employment. A former German Marshall Fellowship Scholar to the USA, his previous Non-Executive appointments include being a Legacy Adviser to the Rio Olympics, Chair of the Careers Service for Wales, Chair of the Workers' Educational Association for England and Scotland, Deputy Chair of the University of West London and independent member of the NHS Partnership Board.

Professor Robert VAN de NOORT studied History at the University of Utrecht and Archaeology at the University of Amsterdam. Before joining the University of Reading in 2014, he worked at the British School in Rome (1988–89), the Rotterdam Archaeology Unit (1989–1991), the University of Hull (1992–2000) and the University of Exeter (2000–14), where latterly he was Dean of the College of Social Sciences and International Studies. He joined the University of Reading in 2014 as Pro-Vice-Chancellor Academic Planning and Resource. He was appointed Vice-Chancellor in February 2019.

Robert is best known for his research into the archaeology of marine, intertidal and terrestrial wetlands, especially around the North Sea Basin. During his research active career, he has won major research grants totalling £2.6 million from external organisations. His most recent monographs are North Sea Archaeologies: A maritime biography 10,000 BC–AD 1500 (OUP, 2011) and Climate Change Archaeology: Building Resilience from Research in the World's Coastal Wetlands (OUP, 2014). Robert is a Fellow of the Society of Antiquaries of London and a Principal Fellow of the Higher Education Academy.

In his role as Vice-Chancellor of the University of Reading, Robert acts as the chief executive of the institution. He is accountable to the Council for the performance and sustainability of the institution, as well as for protecting and advancing its reputation in the achievement of its mission.

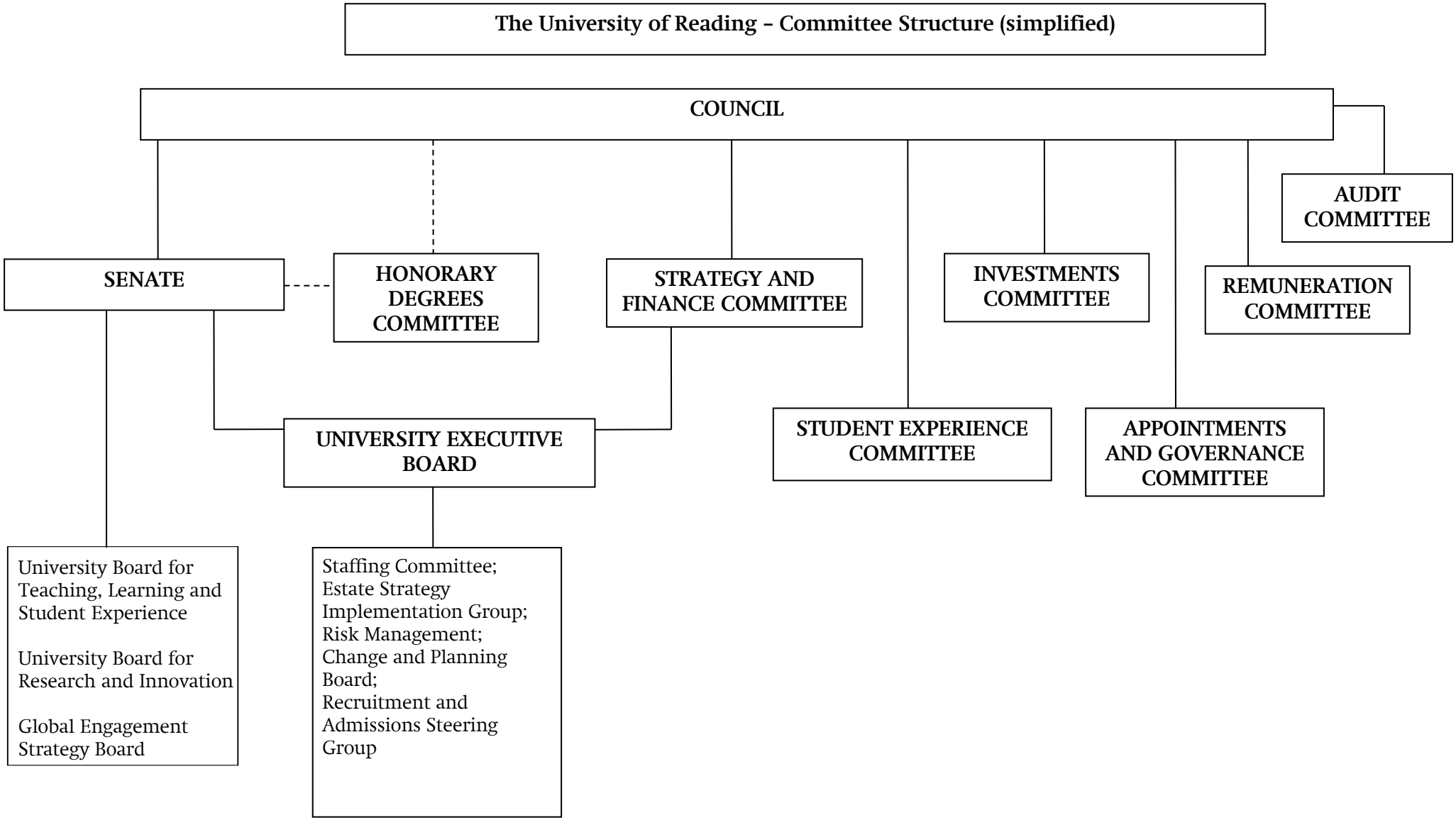
Outside the University of Reading, Robert chairs the Thames Regional Flood and Coastal Committee (RFCC), the executive committee through which the Environment Agency performs its flood and coastal erosion function in the along the full length of the River Thames, thereto appointed by the Secretary of State for the Environment (Defra).

Ms Sue WOODMAN, Vice-President of the Council since August 2013 and a graduate in French of the University of Reading, is a solicitor and General Counsel at Better Capital. Prior to joining Better Capital, Sue was General Counsel at Equistone Partners Europe (formerly Barclays Private Equity) and at Alchemy Partners, having been a partner in private practice before then. She is a member of the Impact Investment Committee of the British Private Equity and Venture Capital Association and a Governor of La Retraite School in south west London.

Professor Dominik ZAUM graduated with a BA in Philosophy, Politics, and Economics, and an MPhil and DPhil in International Relations from Balliol College, Oxford. Following work with the United Nations Interim Administration Mission in Kosovo, he was appointed Rose Research Fellow in International Relations at Lady Margaret Hall, Oxford, and joined the University of Reading as a Lecturer in International Relations in 2006. He became Professor of Governance, Conflict, and Security in 2012. Professor Zaum's research focusses on stabilisation and state- and peacebuilding efforts in conflict affected countries, on questions of legitimacy in international relations, and on the United Nations Security Council, and has published widely on these issues. From 2011–15, Prof Zaum was seconded part-time as a Senior Research Fellow to the UK Department for International Development. Before his appointment as Pro-Vice-Chancellor for Research and Innovation, in a job-share with Prof Parveen Yaqoob, Prof Zaum was Research Dean (2015–8) and Head of the School of Politics, Economics, and International Relations.

APPENDIX 4

COMMITTEE REPORTING STRUCTURE


The University of Reading – Committee Structure (simplified)
COUNCIL
AUDIT COMMITTEE
SENATE
HONORARY DEGREES COMMITTEE
STRATEGY AND FINANCE COMMITTEE
INVESTMENTS COMMITTEE
REMUNERATION COMMITTEE
UNIVERSITY EXECUTIVE BOARD
STUDENT EXPERIENCE COMMITTEE
APPOINTMENTS AND GOVERNANCE COMMITTEE
University Board for Teaching, Learning and Student Experience
University Board for Research and Innovation
Global Engagement Strategy Board
Staffing Committee;
Estate Strategy Implementation Group;
Risk Management;
Change and Planning Board;
Recruitment and Admissions Steering Group

APPENDIX 5

VALUES FOR WORKING TOGETHER AND PROFESSIONAL BEHAVIOURS

University of Reading

Values for Working Together and Professional Behaviours

Introduction

Through the Staff Survey 2011 colleagues expressed a strong desire to better understand the vision for the University and the University priorities, and see how their individual role and objectives contributed to the achievement of the University's strategic objectives.

The University's overall objectives are articulated via the **University Strategy**. The **Values for Working Together** and the **Professional Behaviours** outlined in this document complement this, and together help to provide clarity about common objectives and purpose, and the ways in which we can most productively work together.

The **Values for Working Together** aim to provide a framework within which the University community can work together effectively toward the achievement of excellence. The University will provide a working environment and experience that reflects these values and expects all colleagues to conduct themselves in a way that is consistent with them.

The **Professional Behaviours** illustrate the types of activity that the University believes will promote excellence. They are intended to be applicable to all staff at the University and can be adapted to reflect the particular needs and circumstances of different roles. They are intended to act as a guide, rather than a prescriptive check list, of the behaviours the University will recognise, reward and endorse.

Please use these as the basis upon which you, with your manager and wider team can consider how best you can contribute to the wider University.

We aim for excellence and appreciate that this takes many forms and must, in any case, be achievable. As a leading University we want to be recognised as excellent in comparison to our peers, for example, 1994 Group institutions. As individuals we want to be considered as excellent by colleagues and those we engage with.

We hope that this document will help you think about what excellence means to you and how it can be achieved.

Values for Working Together

The University is a place of learning and endeavour, a community of staff and students. Some of us contribute to that community by engaging directly with teaching, learning and research; others support and enable those core activities.

Our collective commitment is to excellence, in all our activities, and this is underpinned by certain essential values that both employees and the University should encourage and develop.

- **Freedom** within the law to question, put forward new ideas and challenge one another intellectually to contribute to the advancement of knowledge.
- **Respect** for the rights, differences and dignity of all those who study, work and lead within our community.
- Members of our community **work together** to demonstrate ethical professional behaviours at all times.
- **Communication** is honest and open, ideas and opinions are sought and given due consideration, and resulting decisions are acted upon.
- The need for **responsible stewardship** of our environment, facilities and resources is understood and respected.
- We are all **accountable** for our actions and act with professionalism so that our positive contributions are recognised and valued.
- We strive to continuously improve our work and to be **aspirational** for our own and the University's future.

These values are essential to the success and well-being of our University, and will inform and guide all our practice, policy and activity.

University of Reading
Professional Behaviours

The University of Reading Professional Behaviours provide a guide about what the University expects from its staff, in accordance with the University Strategy and Values for Working Together. They are not to be used as a check list, but should provide helpful indications of the types of behaviour that the University values and encourages in the promotion of excellence.

Achieving results page 6
Consistently meeting objectives and success criteria within agreed deadlines. Planning, prioritising, and organising workloads to ensure that deadlines are met within resource constraints.

Demonstrating excellence page 8
Working at a consistently high standard and providing the best quality service to students, staff, and other members of our community. Building genuine and long-term relationships to enable success.

Finding innovative solutions page 10
Working innovatively to analyse problems and develop workable solutions.

Embracing and enabling change page 12
Creating and contributing to a climate that encourages innovation. Seeing change as an opportunity to challenge the way things are done and being receptive to new ideas.

Developing self and others page 14
Showing a commitment to personal development. Supporting and encouraging others to develop their knowledge, skills and behaviours.

Working together page 16
Working cooperatively with others to achieve objectives. Applying a wide range of interpersonal skills. Respecting and valuing the diversity of contribution amongst the University community.

Achieving results

Examples of doing this well include:

- Prioritising and organising your workload to consistently meet objectives and success criteria on time, to an agreed specification, and within budgets;
- Distinguishing between important and urgent tasks and prioritising effectively;
- Accepting and demonstrating personal responsibility for getting things done;
- Working cooperatively with others, across and outside of the University, to achieve objectives;
- Listening to different points of view and incorporating them where appropriate;
- Making effective use of available resources, especially people;
- Making decisions and taking responsibility for them; and
- Communicating clearly and respectfully with each other, students and customers.

Barriers to achieving results could include:

- Delaying action unnecessarily;
- Over-committing, running the risk of not delivering and failing to communicate delays;
- Not being able to say no, even when a job can't reasonably be done;
- Always going for the highest quality solution regardless of cost implications;
- Focusing almost exclusively on own job or work area;
- Being insufficiently aware of the reasonable expectations of others and the overall goals of the University; and
- Failing to communicate in a timely manner with others.

Accountable, working together, communication, responsible stewardship.

Consistently meeting objectives and success criteria within agreed deadlines. Planning, prioritising, and organising workloads to ensure that deadlines are met within resource constraints.

You can develop your personal competence by:

- Talking regularly with your line manager about progress made against objectives;
- Engaging with the University Strategy and corporate priorities to inform your own deadlines and priorities;
- Taking appropriate opportunities to develop your personal skills and competencies, including by participating in training and development activities;
- Engaging in the performance review process; and
- Engaging in mentoring.

When leading and managing others consider:

- Articulating strategic direction and vision and how they can be achieved;
- Communicating team and University priorities and key University messages, creating momentum and enthusiasm about what needs to be done;
- Setting performance standards and establishing appropriate monitoring procedures, providing feedback to teams and individuals on their performance regularly.
- Identifying the ways in which resources (including people, information, networks and budgets) can be used flexibly and to best effect for the benefit of the whole University;
- Being mindful of, and communicating the financial and commercial constraints of the University.
- Identifying key risks that impact organisational performance;
- Taking time to recognise effort and achievement, celebrate successes and giving credit to the contribution others make; and
- Addressing underperformance issues and demonstrating a commitment to resolving them.

Demonstrating excellence

Examples of doing this well include:

- Promoting a positive staff and student experience, understanding the needs of different groups;
- Framing the work you do in the context of the bigger picture of your team and beyond;
- Evaluating the success of projects and good practice, sharing lessons that can be learned across your team, and beyond;
- Seeking feedback on your work and using it to improve your delivery of excellence;
- Building productive and long term relationships across the University and more broadly;
- Helping to shape the external agenda within your discipline or professional field, and Higher Education; and
- Defining ambitious and achievable goals, using benchmarks as appropriate.

Barriers to delivering excellence could include:

- Focusing on cost without regard to value;
- Failing to take responsibility for work;
- Being too internally focused and not keeping up to date with current practices and trends in your professional field of work;
- Failing to consult about alternative approaches and solutions;
- Failing to set sufficiently high standards and benchmarks; and
- Being unwilling to consider changes to practices and approaches.

Aspirational, working together, communication.

Working at a consistently high standard and providing the best quality service to students, staff, and other members of our community. Building genuine and long-term relationships to enable success.

You can develop your personal competence by:

- Taking more time to think about what others expect from you;
- Engaging in learning and networking related to your field of work;
- Working with your line manager to be clear about the benchmarks for excellence in your activities; and
- Actively seeking feedback on your work to identify areas for improvement.

When leading and managing others consider:

- Communicating vision clearly and enthusiastically to inspire and motivate others, whilst being mindful of the day-to-day pressures;
- Setting standards within your team and fostering a commitment to continuous improvement;
- Ensuring that your team know how their work relates to the University, making links between the individual and wider objectives clear and motivating colleagues towards the achievement of the University goals;
- Encouraging and trusting others to take responsibility; and
- Sharing good practice the team has identified with other areas of the University.

Finding innovative solutions

Examples of doing this well include:

- Actively seeking new ideas and approaches and sharing them with colleagues;
- Being open to, and applying, good practice and fresh ideas from inside and outside the University;
- Identifying and pursuing opportunities to work in partnership with external organisations;
- Working proactively and taking initiative; and
- Resolving problems quickly and seeking support when you can't find the solution.

Barriers to finding innovative solutions could include:

- Doing things the way they always have been done uncritically;
- Putting obstacles in the way of innovation;
- Being overly rigid and rule driven;
- Generating ideas but not following any of them through; and
- Allowing the fear of failure to inhibit innovation.

Freedom, aspirational.

Working innovatively to analyse problems and develop workable solutions.

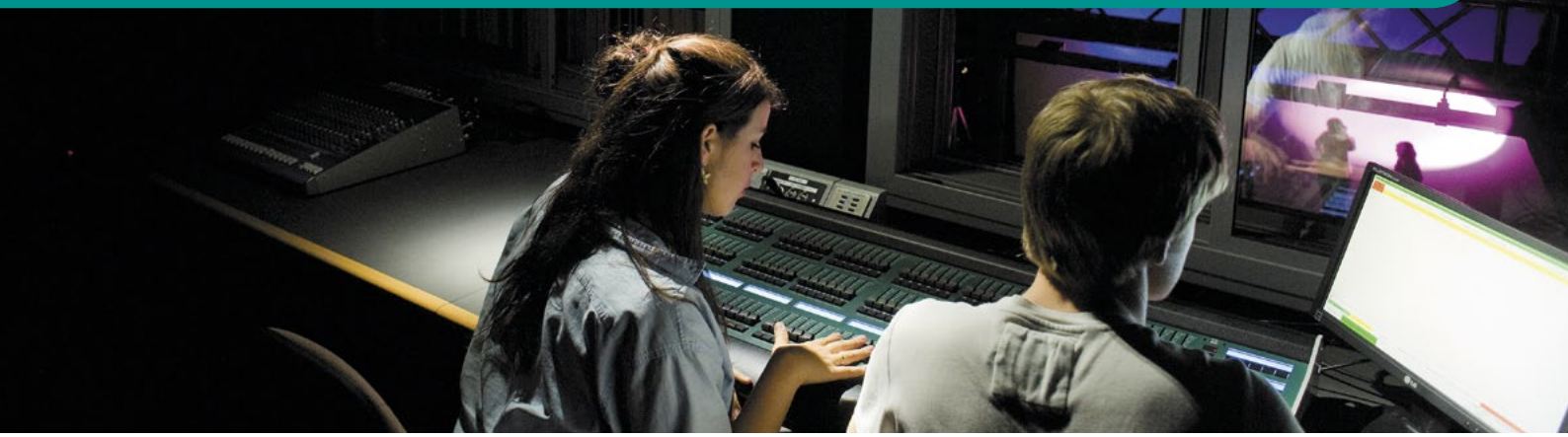
You can develop your personal competence by:

- Taking time to think about the way things are done and whether they can be improved;
- Sharing ideas with others to ensure that they are practicable;
- Working with a mentor to identify different ways of working across the University; and
- Engaging with good practice from elsewhere.

When leading and managing others consider:

- Supporting others to find their own solutions rather than imposing all the answers;
- Coaching and guiding others in developing and implementing innovative solutions;
- Encouraging and developing creativity by recruiting people with a range of talents;
- Celebrating and rewarding innovation; and
- Fostering a culture that encourages people to take acceptable risks in pursuing innovation.

Enabling and embracing change



Examples of doing this well include:

- Viewing and promoting change as an opportunity for improving and developing work;
- Leading by example in supporting the University to break with traditional methods by challenging the way things are done in a constructive way;
- Displaying an open mind to new ideas and proposals;
- Embracing new technologies, techniques and working methods; and
- Remaining positive but being realistic about the challenges of change.

Barriers to enabling and embracing change could include:

- Being unable to personally move beyond negative reaction to uncertainty;
- Complaining instead of doing something;
- Presenting only the problem with no consideration or discussion about potential solutions;
- Consistently blocking change and failing to engage with others' ideas for change; and
- Failing to provide timetables and plans for change to engender certainty in others.

Responsible stewardship, freedom, aspirational, communication.

Creating and contributing to a climate that encourages innovation. Seeing change as an opportunity to challenge the way things are done and being receptive to new ideas.

You can develop your personal competence by:

- Taking appropriate opportunities to develop your personal skills and competencies, including by participating in training and development activities.
- Attending and contributing to wider University sessions on changes that are taking place; and
- Talking to others when you are finding change difficult to manage – including utilising the University's Employee Assistance Programme, HARC advisors or Trade Union representatives.

When leading and managing others consider:

- Communicating what change is happening and why;
- Scanning the wider environment to seek opportunities to develop the organisation;
- Modifying local strategies to adapt to changes in the wider environment;
- Helping others to move from negative reaction to change; and
- Giving colleagues advice, support and feedback when they need it.

Developing self and others

Examples of doing this well include:

- Engaging in formal and informal learning and development activities;
- Being willing to assess, apply and develop your skills, abilities and experience and to seek opportunities for feedback;
- Taking an active interest in what is happening more widely in the University, participating in team and wider meetings;
- Participating in discussions about setting objectives and striving towards team goals.
- Supporting and encouraging others to develop their knowledge, skills and behaviours; and
- Providing regular constructive feedback to others.

Barriers to developing self and others could include:

- Reacting defensively to constructive criticism;
- Blocking the progress of colleagues and failing to provide equal access to developmental opportunities for all;
- Being unduly intolerant of mistakes and apportioning blame;
- Failing to reflect on own performance and how this can be developed;
- Focusing on others' weaknesses rather than their strengths; and
- Withholding information that could help colleagues.

Respect, aspirational, accountable.

Showing a commitment to personal development. Supporting and encouraging others to develop their knowledge, skills and behaviours.

You can develop your personal competence by:

- Undertaking coaching or mentoring;
- Actively participating in team and wider meetings across the University;
- Taking appropriate opportunities to develop your personal skills and competencies, including by participating in training and development activities; and
- Undertaking volunteering, including volunteering to become a Harassment Advisor, HARC advisor, or pensions member nominated trustee.

When leading and managing others consider:

- Identifying the changing needs of the University and incorporating these into own and others' development plans;
- Ensuring a supportive environment where team members can accept responsibility for failure and success;
- Providing creative work and training opportunities to stretch and develop staff;
- Helping the team to identify their own strengths, weaknesses, and development needs;
- Giving praise for work well done and providing constructive feedback to colleagues at all levels;
- Coaching and mentoring others; and
- Encouraging others to contribute to University level activity.

Working together

Examples of doing this well include:

- Co-operating to support the achievements of team and University goals;
- Working across boundaries to develop relationships, sharing information and keeping others informed;
- Being clear about where your responsibility ends and that of others begins;
- Being aware of your own behaviour and how it impacts on others, challenging inappropriate behaviour;
- Demonstrating that you value diversity of contribution, reflecting the Values for Working Together;
- Listening to the views of others so that the best way forward can be found; and
- Using your understanding of the perspective of others to help reach agreement.

Barriers to working together could include:

- Interrupting when others are speaking;
- Withholding or 'drip feeding' information that others need;
- Discouraging debate or critical discourse;
- Acting competitively when it is inappropriate to do so;
- Undervaluing the contributions of colleagues in other areas of the University;
- Sending ill considered communications without considering the potential impact on the recipients;
- Giving priority to personal goals; and
- Presenting other people's ideas as your own.

Communicating, working together, respect, responsible stewardship.

Working cooperatively with others to achieve objectives. Applying a wide range of interpersonal skills. Respecting and valuing the diversity of contribution amongst the University community.

You can develop your personal competence by:

- Undertake training on Equality and Diversity so that you understand the University's Equality Policy and Objectives;
- Participate in University wide events and consultations;
- Make efforts to connect with others across the University to share information and ideas; and
- Becoming an environmental champion.

When leading and managing others consider:

- Encouraging an University-wide perspective, ensuring that communications promote a 'team' rather than 'us and them' culture;
- Providing clarity about responsibilities and accountabilities, ensuring that working arrangements, resources and processes respond to different needs, abilities, values and ways of working;
- Sharing information and keeping others informed; and
- Addressing conflicts early and challenging inappropriate behaviour.

Using the Values and Professional Behaviours

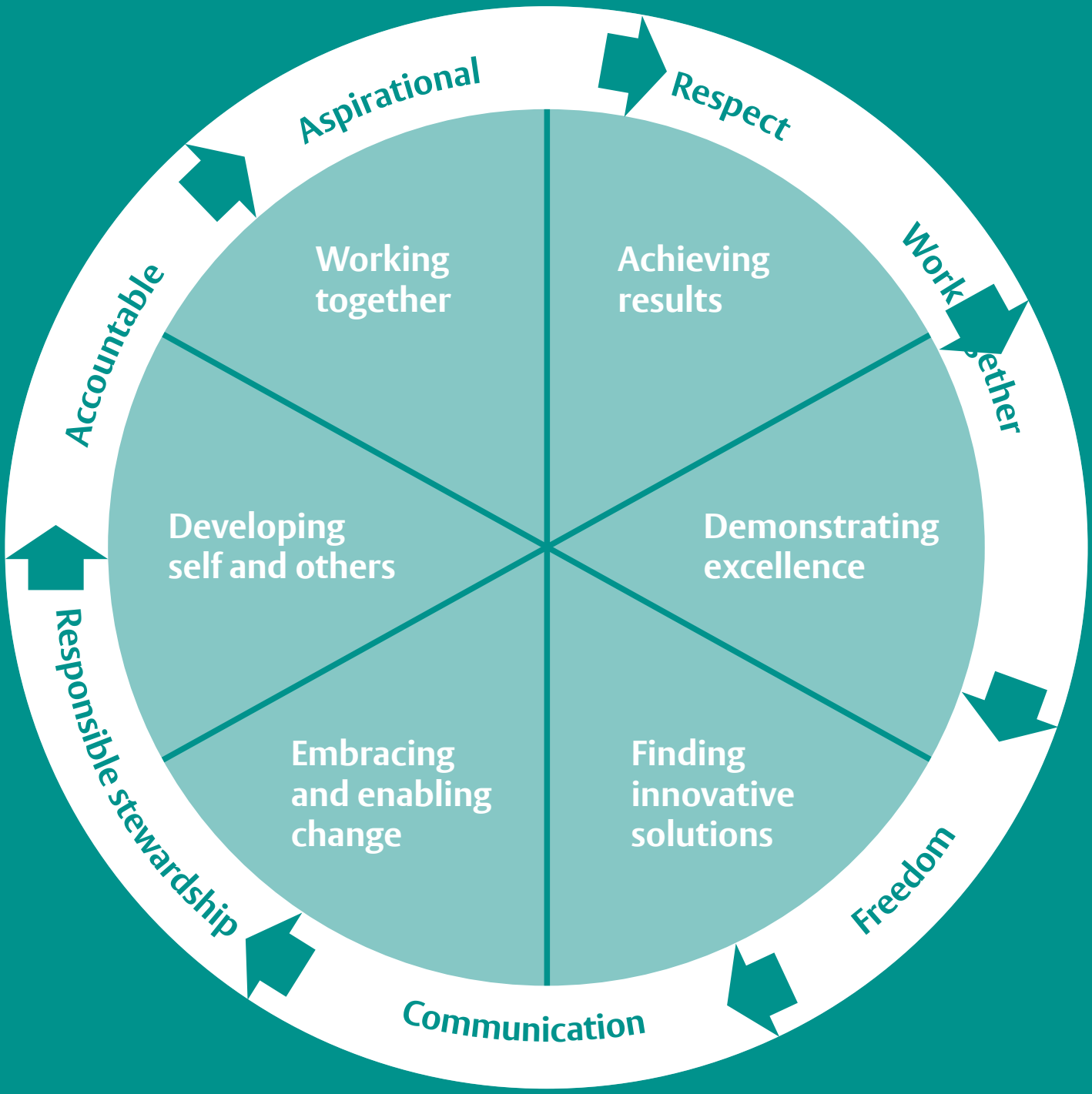
As the values and behaviours are a new development for the University you may want to think about the following questions, or where appropriate use these questions as the basis for a discussion with your team members.

Values for Working Together

- What do the values for working together mean for me/us?
- Are any of the values particularly challenging for me/us?
- How might we apply the values in our day-to-day work?
- How will we ensure that new team members understand and apply the values?
- What will we do if colleagues act inconsistently with the values?

Professional Behaviours

- Am I clear about what is expected of me to help achieve results?
- Do I work with others to achieve my objectives?
- Am I communicating what I am doing to others within the team and beyond? If not, why not?
- How focused am I on demonstrating excellence?
- Am I promoting a positive staff and/or student? What can I do to improve?
- How am I using feedback to develop my work?
- Am I applying good practice from elsewhere in the University and beyond to the work that I am doing?
- How can I improve the way I do things?
- Do I discuss change and how I feel about it?
- What learning and development am I engaged in?
- Do I know what is happening across the wider University? Am I attending University wide events?
- Am I aware of the University's Equality and Diversity policy and objectives?
- Do I recognise in myself any of the 'barriers' and if so, what can I do about it?
- What further development should I be undertaking?


Aspirational
Respect
Work
ether
Freedom
Communication
Responsible stewardship
Accountable
Working together
Achieving results
Developing self and others
Demonstrating excellence
Embracing and enabling change
Finding innovative solutions

Values for Working Together and Professional Behaviours

For more information, please contact:

John Brady or **Ruth Busby**

Human Resources
University of Reading
Whiteknights, PO Box 217
Reading RG6 6AH

workingtogether@reading.ac.uk
Tel (0118) 378 8754
www.reading.ac.uk/hr

CARBON TRUST STANDARD
REDUCING CO2 YEAR ON YEAR

THE QUEEN'S ANNIVERSARY PRIZES
2009 & 2011

BRONZE
Athena SWAN
Charter for Women in Science

B06095 09.12

APPENDIX 6

SCHEME OF DELEGATION

SCHEDULE OF DELEGATIONS

Index

Constitution and Governance

Staff

Students

Budgetary and Financial matters

Strategy and Policy Development

Capital programme and Estates matters

Signing Contracts, Agreements and Licences

Purpose

The purpose of this Schedule of Delegations is to set out clearly where key decisions are made on behalf of the University currently and to whom these decisions have been formally delegated. This document also seeks to provide guidance on the processes relating to these delegations, including limits on delegations and relevant approval routes.

How to use this document

The column on the left hand side sets out key decisions that may be made within the University. These are separated into categories which can be accessed by clicking on the links in the index below.

The remaining columns explain how each decision is reached:

- The person or committee in the "final authority" column has responsibility for making sure the decision is made in accordance with the University's procedures and within the limits of the University's authority and powers. This responsibility may be delegated or the final authority may make the decision itself.
- The person or committee in the "delegated authority" column has practical responsibility for making the decision in accordance with the University's procedures and within the limits of the authority and powers that have been delegated by the person or committee with final authority.
- The "approval route" column sets out how the decision making process is accessed. This can be by proposals being made to committees or individuals which are able to support or approve proposed actions, but cannot make a final decision. There will not always be an approval route.
- The final column provides more information about how the decision is made and any limits on the delegation. It will also, where available, link to the process to which the decision relates.

The University Secretary will ensure that the document is reviewed and updated on an annual basis. The Schedule will be submitted to the Appointments and Governance Committee for transmission to the Council. The Audit Committee will also be given the opportunity to comment.

Constitution and Governance

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
1.1 Conferring Degrees	The Chancellor	The Vice-Chancellor The Vice-Chancellor may also delegate authority to the Officers of the University		Clause 4.2 Charter of Incorporation
1.2 Appointment of the President and Vice President(s) of the Council	The Council			Clause 4.1 Charter of Incorporation Ordinance A1
1.3 Making Amendments to the Charter	The Council		Consultation with the Senate	Subject to final approval from the Privy Council Clause 5.1 Charter of Incorporation
1.4 Making Amendments to Ordinances and Regulations	The Council		Consultation with the Senate where the Ordinance OR Regulation affects academic policy.	Clause 5.2 Charter of Incorporation
1.5 Appointment of the External Auditors	The Council		Audit Committee	Clause 8 – Charter of Incorporation
1.6 Appointment of Internal Auditors	Audit Committee			
1.7 Appointment to the Council – Class 2 (lay members)	The Council			Process conducted by the Appointments and Governance Committee Clause 1.3 - Ordinance A1
1.8 Appointment to the Council – Class 4 (member of the Senate)	The Senate			Process and conditions prescribed by the Senate Clause 1.4 – Ordinance A1
1.9 Appointment to the Council – Class 5 (member of academic staff)	Academic staff member			Election overseen by the University Secretary Clause 1.5 – Ordinance A1
1.10 Appointment to the Council – Class 6 (member of non-academic staff in grades 1-9)	Non-academic staff 9			Election overseen by the University Secretary Clause 1.6 – Ordinance A1
1.11 Appointment to the Council – Class 7 (member of the Students' Union)	Reading University Students' Union			Chosen by the Students' Union Clause 1.7 – Ordinance A1
1.12 Removal of members ofthe Council	The Council			Clause 2 – Ordinance A1
1.13 Removal of the President and Vice President(s) of the Council from Office	The Council		Presentation of a Resolution to the Council passed by a majority of those Council members present and voting at the meeting.	Clause 3 - Ordinance A1
1.14 Appointment to the Secretary to the Council	The Council		The Vice-Chancellor recommends a candidate to the Council	Clause 4.1 – Ordinance A1
1.15 Decision as to whether a matter raised at a meeting of the Council is a reserved area of business	The Chair of the Council meeting			Clause 5.4 – Ordinance A1

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
1.16 Overall Control and approval of the decisions and actions of the Senate	The Council			Clause 2 – Ordinance A3
1.17 Prescription of the conditions in which the Senate will operate	The Council on the recommendation of the Senate			Clause 3.2 – Ordinance A3
1.18 Authority to direct and regulate the instruction and education within the University and the Examinations held by the University	The Council	The Senate		Clause 4.1 – Ordinance A3
1.19 Promotion of research within the University	The Senate		The University Board for Research and Innovation	Clause 4.1 – Ordinance A3
1.20 Appointment of Internal and External Examiners	The Senate		The University Board for Teaching Learning and Student Experience	Clause 4.1 – Ordinance A3
1.21 Suspension and removal of Examiners	The Senate		The Pro-Vice-Chancellor (Teaching and Learning) makes a recommendation to the Senate	Clause 4.1 - Ordinance A3
1.22 Regulation of admission of persons to courses of study	The Senate		The University Board for Teaching Learning and Student Experience	Clause 4.1 – Ordinance A3
1.23 Approval of Regulations for the discipline of Students of the University	The Senate and the Council			Clause 4.1 – Ordinance A3
1.24 Approval of proposed recipients of an Honorary Degree	The Council and the Senate		Recommended by the Honorary Degrees Committee	Clause 4.1 – Ordinance A3 Ordinance A2
1.25 Decision as to whether a matter raised at a meeting of the Senate is a reserved area of business	The Chair of the Senate meeting			Clause 5.4 – Ordinance A3
1.26 Decision to establish or disband Principal Committees	The Council		Appointments and Governance Committee	Clause 1.2 – Ordinance A4
1.27 Approval of the Terms of Reference and membership of the Principal Committees	The Council		The Appointments and Governance Committee	Clause 1.4 – Ordinance A4
1.28 Appointment of the Chair of the Principal Committees	The Council		The Appointments and Governance Committee	Clause 1.5 – Ordinance A4
1.29 Determining the requirement for particular senior committees of the University	The Council		The University Executive Board The Appointments and Governance Committee	Clause 2.1 – Ordinance A4
1.30 Creation and abolition of Schools	The Council		Report from the Senate	Clause 1 – Ordinance A5
1.31 Appointment of the Chancellor	The Council		The Appointments and Governance Committee	Clause 1.1 – Ordinance A6
1.32 Removal of the Chancellor	The Council			Clause 3.1 – Ordinance A6

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
1.33 Custody and use of the Common Seal	The Council			Clause 1 – Ordinance A8
1.34 Approval of the Common Seal in a case of urgency	The Council	The President or a Vice-President of Council and the Vice Chancellor OR the Secretary to the Council or the Chief Financial Officer		Clause 2.2 – Ordinance A8
1.35 Attestation of the Common Seal	Two members of the Council OR a member of the Council and the Secretary to the Council			Clause 2.3 – Ordinance A8
1.36 Responsibility for the recording of each use of the Common Seal	The Secretary to the Council			Clause 2.5 – Ordinance A8
1.37 Executive authority – outside the line management structure – to suspend/ close an activity/facility (e.g. a laboratory) on health and safety grounds	The Chair of the Health and Safety Committee	Health and Safety Services		

Staff

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
2.1 Appointment of the Vice-Chancellor	The Council		Selection Committee → The Appointments and Governance Committee	The Appointments and Governance Committee appoint a Selection Committee to recommend a suitable candidate Clause 1.1 – Ordinance B1
2.2 Removal of the Vice-Chancellor	The Council		Three members of Council make a written complaint to the Present of Council	Clause 3.1 – Ordinance B1
2.3 Appointment of the Pro-Vice-Chancellors	Selection Committee			The Selection Committee is appointed by the Appointments and Governance Committee Clause 3 –Ordinance B2
2.4 Appointment to Deputy Vice-Chancellor (from the Pro-Vice-Chancellors)	The Council		Via The Appointments and Governance Committee	Clause 2 – Ordinance B2
2.5 Responsibility for the management, allocation of duties and responsibilities of the Pro-Vice-Chancellors and the Deputy Vice-Chancellor	The Vice-Chancellor			Clause 4.1 – Ordinance B2
2.6 Remit of the Pro-Vice-Chancellors and the Deputy Vice-Chancellor	The Council		The Vice-Chancellor	Clause 4.1 – Ordinance B2
2.7 Removal of the Pro-Vice-Chancellors and the Deputy Vice-Chancellor	In accordance with the University's employment policies			Clause 5.2 – Ordinance B2
2.8 Appointment of a Non-Academic Officer	Selection Committee			A Selection Committee is appointed by the Appointments and Governance Committee (Clause 2 – Ordinance B3)
2.9 Responsibility for the management, allocation of duties and responsibilities of Non-Academic Officers	The Vice-Chancellor			Clause 3.1 – Ordinance B3
2.10 Removal of the Non-Academic Officers	In accordance with the University's employment policies			Clause 4.2 – Ordinance B3
2.11 Numbers and Remits of the Deans	The University Executive Board			Clause 1 –Ordinance B4
2.12 Appointment of the Deans	Selection Committee			A Selection Committee is appointed by the Vice-Chancellor Clause 3 – Ordinance B4
2.13 Management, duties and responsibilities of the Deans	The University Executive Board	A relevant member of the University Executive Board		Clause 4.2 – Ordinance B4
2.14 Appointment to Head of School	Selection Committee			A Selection Committee is appointed by the Vice-Chancellor Clause I – 1 – Ordinance B5
2.15 Management of the Heads of School	The University Executive Board	A relevant member of the University Executive Board		Clause 2.2 – Ordinance B5

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
2.16 Duties and responsibilities of the Heads of School	The University Executive Board	A relevant member of the University Executive Board		Clause I -2.3 – Ordinance B5
2.17 Leadership and management of the School	The Head of School			Clause 2 – 2.1 – Ordinance B5
2.18 Decision that a School shall be organised into Departments, Institutes or other Intra-School groupings	The University Executive Board in consultation with Head of School			Clause II – 2 –Ordinance B5
2.19 Authority to create and disband formal institutes, centres or any other grouping	The University Executive Board			
2.20 Appointment to and removal from a School-based role	The Head of School			Clause II – 4 – Ordinance B5 Clause 6.1 - Ordinance B5
2.21 Requirement for named roles and/or tasks within Schools to exist	The University Executive Board			It is the responsibility of Head of School to ensure that the roles and/or tasks required by the University Executive Board are carried out.
2.22 Dismissal of academic staff (where there has been no issue of academic freedom raised)	The Head of School and another appropriate manager plus support from HR			University policy on discipline and dismissal
2.23 Dismissal of academic staff (where an issue of academic freedom has been raised and considered by the Vice-Chancellor)	The Head of School and an independent person (from a list of such independent persons which shall be reviewed and agreed with the University and College Union each year) plus support from HR			University policy on discipline and dismissal
2.24 Dismissal of non-academic staff in grades 1–5	The relevant Line manager or another appropriate manager (with sufficient seniority) and a HR representative			University policy on discipline and dismissal
2.25 Dismissal of Professional and Managerial staff in grades 6–9	The Head of Function (in services) OR The Head of School (in the Schools) and another appropriate manager plus support from HR			University policy on discipline and dismissal
2.26 Authority to terminate an employment contract whilst a member of staff is on academic probation – academic staff	The Academic Probation Review Sub-Committee			**https://www.reading.ac.uk/internal/humanresources/policiesandprocedures/humres-inductionandprobation.aspx**
2.27 Authority to terminate an employment contract whilst a member of staff is on probation – non-academic staff	The relevant Line manager			**https://www.reading.ac.uk/internal/humanresources/policiesandprocedures/humres-inductionandprobation.aspx**
2.28 Imposition of a formal disciplinary warning – academic staff	The Head of School plus support from HR			University policy on discipline and dismissal

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
2.29 Imposition of a formal disciplinary warning – non-academic staff	The relevant Line Manager plus support from HR			University policy on discipline and dismissal
2.30 Endorsement and review of the following University Policies: • **Capability,** • **Poor Performance,** • **Redundancy and Restructure,** • **Employee Grievances,** • **Discipline and Dismissal** **(plus approval of substantial changes to them)**	The Council		The University Executive Board → The Remuneration Committee	Clause 2 – Ordinance B6
2.31 Endorsement and review of the following University Policies: • **Recruitment,** • **Induction and Probation,** • **Equality and Diversity,** • **Anti-Harassment and Bullying,** • **Whistleblowing,** • **Health and Safety,** • **Data Protection and Freedom of information,** • **Anti-Corruption and Briber,** • **Prevent**	The University Executive Board			Clause 3 – Ordinance B6
2.32 Conferring titles of Visiting Professor, Professor Emeritus or Professor Emerita, Honorary Fellow	The University Executive Board			Clause 1.1 – Ordinance B7
2.33 Conferring titles of Visiting Research Fellow, Visiting Fellow, Executive Fellow	The relevant Head of School			Clause 2.1 – Ordinance B7
2.34 Agreeing standard terms and conditions of employment	The Council		The University Executive Board → The Strategy and Finance Committee OR the Appointments and Governance Committee	In line with the Trade Union recognition and procedural agreement between the University of Reading and Reading University and College Union and following discussion with the University Staff Forum, as appropriate
2.35 Signing of individual employment contract	The Director of Human Resources	Individuals within Human Resources nominated by the director of HR		
2.36 Minor adjustments to terms and conditions of employment	The University Executive Board			In line with the Trade Union recognition and procedural agreement between the University of Reading and Reading University and College Union and following discussion with the University Staff Forum, as appropriate

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
2.37 Agreement to changes to an individual member of staff's terms and conditions of employment	The relevant Head of School or The relevant Head of Function or equivalent			(For example a request to change working hours or a request for flexible working.)
2.38 Promotion Procedures				**www.reading.ac.uk/internal/humanresources/WorkingatReading/RewardandBenefits/humres-academicpromotions.aspx**
• **Personal Titles**	Personal titles committee			
• **Merit based promotion**	Merit based promotion committee			**www.reading.ac.uk/internal/humanresources/WorkingatReading/RewardandBenefits/humres-regradingroles.aspx**
• **Re-grading**	Re-grading committee			
2.39 Approval of accelerated salary progression for staff in grade 8 or below	Reward Committee			**www.reading.ac.uk/web/FILES/humanresources/humres-Rewarding_Staff_Guidelines.pdf**
2.40 Approval of pay increase for Grade 9 and Professorial staff	The Remuneration Committee		The Professorial salaries advisory group for Professorial Staff OR The Senior Salaries Advisory Group	
2.41 Reward and Recognition		Reward Committee OR Relevant budget holder		
• **Award and approval of lump sum payments**				
• **Award and approval of vouchers**				
2.42 Approval of individual staff Retention	The Vice-Chancellor		The relevant Head of School/ Head of Service OR Pro-Vice-Chancellor	Retention Policy
2.43 Approval of overtime payments for staff in grades 1–5	The relevant Head of Function	Approval must be authorised supervisor and a manager		
2.44 Approval of early retirement cases	The Pro-Vice-Chancellor for academic planning and resource			Subject to the rules of the relevant pension scheme

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
2.45 Approval to initiate recruitment to a vacant or new post or extensions to existing contracts in the Functions				
• **Academic and administrative staff, and ancillary and operational support staff grades 1-5**	The relevant Head of School or Function		Line Manager Management/Research accounts sign off → Head of Function sign off	
• **Grade 6–8**	The relevant Head of Service or Pro-Vice-Chancellor for academic planning and resource		Line Manager → Management/Research Accounts sign off → Head of Function or School sign off → Head of Service or a member of University Executive Board sign off	
• **Grade 9**	The relevant Head of Service or Pro-Vice-Chancellor for academic planning and resource		Line Manager → Management/Research Accounts sign off → Head of Function sign off → Planning approval – Richard Messer → University Executive Board discuss and approve	
2.46 Approval to initiate recruitment to vacant or new post (or extensions to existing contracts in the Schools				To be updated in line with structural changes to the University. Decision informed by a recommendation by the planning committee to the University Executive Board where appropriate
• **Sessional Posts and Academic Grade 6**	Head of School		Head of Department/Line Manager (if applicable) → Management/Research Accounts sign off → Head of School sign off	
• **Non-academic Grade 1–8**	Head of School		Management/Research Accounts sign off → Head of School sign off → University Executive Board	
• **Academic 7–9**	Pro-Vice-Chancellor for academic planning and resource		Head of Department/Line Manager (if applicable) → Management/Research Accounts sign off → Head of School Sign off → Planning approval – Richard Messer → Pro-Vice-Chancellor for academic planning and resource sign off	
2.47 Approval of outside work/consultancy by University staff	The relevant Head of School or relevant Line Manager			**www.reading.ac.uk/web/FILES/reas/ConsultancyPolicyWeb0708.pdf**

Students

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
3.1 Sign off of Student Contract Terms	Senate	The University Board for Teaching Learning and Student Experience		Only significant changes require Senate approval.
3.2 Institutional admissions policy	The Senate		The Recruitment and Admissions Steering Group → Planning Group → The University Board for Teaching Learning and Student Experience	
3.3 Student Recruitment Targets	The University Executive Board	Planning group		
3.4 Admissions Criteria	The University Executive Board	Planning group		
3.5 Application of admission criteria	The Director of Global Recruitment and Admissions	Relevant members of staff in the Admissions department nominated by the Director of Global Recruitment and Admissions		Where appropriate the admissions staff will act on the recommendation of the admission tutors.
3.6 Approval of regulations for degrees, awards and programmes	The Senate		The University Executive Board	Clause 6 – Ordinance C3
3.7 Approval of Regulations for Student Conduct	The Senate		The University Board for Teaching Learning and Student Experience	Ordinance C8
3.8 Approval of the Student Complaints Procedure	The Council and the Senate		The University Board for Teaching Learning and Student Experience	Ordinance C8
3.9 Approval of policies concerning student discipline (including academic misconduct)	The Council		The University Board for Teaching Learning and Student Experience → The Senate	Ordinance C8
3.10 Approval of policies concerning Fitness to Study and Academic Engagement	The Senate		The University Board for Teaching Learning and Student Experience	Ordinance C8
3.11 Approval of policies concerning student fitness to practise	The Senate		The University Board for Teaching Learning and Student Experience	Ordinance C8
3.12 Approval of policies concerning the suspension of Students	The Senate		The University Board for Teaching Learning and Student Experience	Ordinance C8
3.13 Approval of changes to Degree Programmes	University Programme Board			
3.14 Approval of policies concerning review of examination results	The Senate		The University Board for Teaching Learning and Student Experience	Ordinance C8
3.15 Determination of cases of Academic Misconduct	The Senate	The Standing Committee on Academic Misconduct		**www.reading.ac.uk/internal/exams/Policies/exa-policies.aspx**
3.16 Determination of cases of Academic Engagement	Senate	The Standing Committee on academic engagement and fitness to study		**www.reading.ac.uk/web/FILES/qualitysupport/academicengagement_fitnesstostudy.pdf**

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
3.17 Determination of cases of Fitness to Study	Senate	The Standing Committee on academic engagement and fitness to study		**www.reading.ac.uk/web/FILES/qualitysupport/academicengagement_fitnesstostudy.pdf**
3.18 Determination of cases of Fitness to Practice	Senate	The Standing Committee on academic engagement and fitness to study		**www.reading.ac.uk/web/FILES/qualitysupport/FitnesstoPractise.pdf**
3.19 Determination of reviews of examination results	Senate	The Standing Committee on Examination Results		**www.reading.ac.uk/internal/exams/Policies/exa-appeal.aspx**
3.20 Suspension of Students pending disciplinary investigation	The Vice-Chancellor or a Pro-Vice-Chancellor			Regulations for Conduct – paragraph 34
3.21 Award of bursaries and scholarships	The University Executive Board	The Planning Group		
3.22 Exclusion from University accommodation	Accommodation Contract Management Office can remove for breach of contract, otherwise is disciplinary process			
3.23 Determination of the Students' Union Code of Practice	The Council		Consultation with the Students' Union → The Student Experience Committee	Ordinance C9
3.24 Approval, monitoring and review of programmes leading to degrees and awards	The Senate	The University Board for Teaching Learning and Student Experience delegated to The Programme Board		Clause 5 – Ordinance C3
3.25 Approval of student tuition fee rates	The University Executive Board	Fees Sub group reporting into the Planning Group Delegation for discounts		
3.26 Approval of student residential fees	The University Executive Board	Halls Accommodation Committee	Discussions between University of Reading, Reading University Students' Union and UPP → Proposal to the SPV Board	

Budgetary and financial matters

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
4.1 Adoption of Financial Statements	The Council		The Audit Committee	
4.2 Approval of annual budget	The Council		Finance and Planning Committee → the University Executive Board → The Strategy and Finance Committee make recommendation to the Council	
4.3 Resource allocation model	The University Executive Board		The Planning Group	
4.4 Approval of 5 year financial forecast	The Council		Finance and Planning Committee → the University Executive Board → Strategy and Finance Committee make recommendation to the Council	
4.5 Approval of treasury policy	The Strategy and Finance Committee			
4.6 Appointment of bankers	The Council		Strategy and Finance Committee	Ordinance A2
4.7 Opening of bank accounts, designation of bank account signatories	The Council	The Chief Financial Officer The University Secretary		
4.8 Approval of the financial regulations	The Council		The Strategy and Finance Committee	
4.9 Allocations of HEFCE capital funding	The University Executive Board	A relevant member of the University Executive Board in discussion with the Chief Financial Officer		
4.10 Approval of establishment of subsidiary and spin-out companies	The Strategy and Finance Committee		The University Executive Board	
4.11 Establishment of overseas campuses and significant overseas activities	The Council		The University Executive Board → The Strategy and Finance Committee	
4.12 Approval of sale of equity in subsidiaries	The Strategy and Finance Committee		The University Executive Board	
4.13 Appointment of directors of subsidiary and spin-out companies	The Strategy and Finance Committee		The University Executive Board	
4.14 Shareholder agreements, intra group services agreements and other agreements with subsidiary or spin-out companies	The Strategy and Finance Committee	A member of the University Executive Board	The University Executive Board → The Strategy and Finance committee	Also signed by the Board of the subsidiary company
4.15 Significant commercialisation of IP	University Executive Board	The Chief Financial Officer		
4.16 Setting up a Trust	The Council		The Strategy and Finance Committee	
4.17 Appointment of trust committee	The Council	The Strategy and Finance Committee		Where the University is sole or significant trustee
4.18 Management of Investment Portfolios	Investments Committee	The Investments Committee OR Relevant Trust Committee		If owned by the Trust it will be managed by the Trust Committee OR if owned by the University directly it will be managed by the Investments Committee

Strategy and Policy Development

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
5.1 Setting of and responsibility for University KPI's	The Council		The University Executive Board → The Strategy and Finance Committee	
5.2 Approval of key University Strategies	The Council		The University Executive Board → The Strategy and Finance Committee	University Strategy HR Strategy Finance Strategy Teaching and Learning Strategy Research Strategy Estates Strategy
5.3 Approval of HEFCE and HESA returns – Financial Forecasts	The Council		The Strategy and Finance Committee	
5.4 Approval of Risk Management Policy and register	The Council		Risk Management Committee → University Executive Board → the Strategy and Finance Committee AND Audit Committee	
5.5 Approval of significant corporate policies	The University Executive Board			Significant corporate policies are those that have a material impact on the whole University, for example policies concerning Finance, HR, IT, or Students
5.6 Approval to write and publish University policies	The University Executive Board	Committee on University Policies and Procedures		

Capital Programme and estates matters

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
6.1 Setting up of a feasibility group	The University Executive Board			
6.2 Setting up a pre-feasibility group	Pro-Vice-Chancellor (Academic Planning & Resource)			
6.3 Approval of Capital projects (including construction, acquisition, refurbishment and leasing of properties relating to those projects)	The Council	Depending on the value of a project, either: • The Strategy and Finance Committee, • The Vice-Chancellor, • A member of the University Executive Board to whom Estates report, or • A member of the University Executive Board that has responsibility for Estates		Authority Tiered by value: • A member of the University Executive Board to whom Estates reports – up to £500,000 • Pro-Vice-Chancellor (Academic Planning and Resource) – up to £500,000 • The Vice-Chancellor – Up to £1 Million • The Strategy and Finance Committee – Up to 10 Million • The Council – over £10 Million

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
6.4 Placing contractors	Project Committee			Capital Project committees must include the Pro-Vice-Chancellor (Academic Planning and Resource), the Chief Financial Officer, and the Director of Estates and Facilities This process must be carried out in accordance with the University's Procurement Policy
6.5 Acquisition and disposal of buildings and land (core business property)	The Investments committee OR The relevant Trust Committee OR The Strategy and Finance Committee	The Chair of the relevant Committee		
6.6 Construction of Buildings (core business property)	Project Committee			
6.7 Acquisition, construction, refurbishment and disposal of buildings and acquisition and disposal of land (Investment Property)	The Strategy and Finance Committee OR the relevant Trust Committee	The Investment committee		
6.8 Issuing of contracts in relation to University owned residential accommodation	Property Services Director	The University's estate agents via contract		
6.9 Authority to issue contracts in relation to Student accommodation	Pro-Vice-Chancellor (Academic Planning & Resource)	The Accommodation Contract Management Director		The University issues contracts to Students.
6.10 Leasing of commercial properties	The Chief Financial Officer			
6.11 Approval of building contracts	ThePro-Vice-Chancellor (Academic Planning and Resource)			This process must be carried out in accordance with the University's Procurement Policy
6.12 Approval of increase in approved budget for capital projects	The original Authority			If the increase is for a project, it is required to go through the chair of the project committee for approval. If the increase is for construction it is required to be approved via the project manager.
6.13 Authority to enter into supplier contracts for utilities	The Chief Financial Officer			This process must be carried out in accordance with the University's Procurement Policy

Signing Contracts, Agreements and Licences

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
7.1 Teaching and Learning collaborations	A member of the University Executive Board		Teaching and learning sign off is via the Programme Board	[Process under review]
7.2 Teaching and Learning Funding Agreements	A member of the University Executive Board			
7.3 Non-teaching collaborations	A member of the University Executive Board			
7.4 Sign off of research related contracts and agreements	A member of the University Executive Board	Delegation schedule to Research and Enterprise Contracts team		Contact Legal Services
7.5 Employment related contracts	The Director of HR	The Assistant Directors of Human Resources The Human Resources Partners The Head of Human Resources Operations		
7.6 Settlement agreements (employment)	The Director of Human Resources The Director of Legal Services	The Assistant Directors of Human Resources The HR Partners A qualified member of the Legal Services Department		Amounts above £30,000 must be approved by the President of the Council Amounts above £95,000 must be approved by the Remuneration Committee
7.7 Settlement agreements (other)	A member of the University Executive Board The Director of Legal Services	A qualified member of the Legal Services Department		
7.8 KTP agreements	A member of the University Executive Board	Relevant members of Research and Enterprise		In discussion with the Chief Financial Officer
7.9 Service Occupancy agreements	The Director of Human Resources	The Assistant Directors of Human Resources The Human Resources Partners		
7.10 Agent Contracts	Head of Global Recruitment (witnessed by Regional Manager)			Contracts held by Procurement
7.11 Authority to sign Pensions contracts	A member of the University Executive Board who is not a pension scheme trustee			
7.12 Agreements for the provision of services by the University	A member of The University Executive Board	Further delegations are in place – please refer to Legal Services		
7.13 Procurement Contracts	The Director of Procurement A member of the University Executive Board	Delegation schedule to members of the Procurement team		
7.14 Data sharing agreements	A member of the University Executive Board			
7.15 Approval of Institutional Licences	University Secretary	A relevant member of the University Executive Board The Director of Estates The Director of Campus Commerce		[Process under review]

	FINAL AUTHORITY	DELEGATED AUTHORITY (IF APPLICABLE)	APPROVAL ROUTE (IF APPLICABLE)	DELEGATION LIMITS, CONTEXTS AND PROCESS
7.16 Power of Attorney relating to patents	A member of the University Executive Board			
7.17 Licences from publishers	The University Librarian			
7.18 Leases				This relates to leases of a term of three years or less, which can be signed under hand. All other leases are executed as a deed, using the Common Seal
• **For TVSP**	A director of TVSP Limited			
• **For UoR (investment property portfolio)**	The Director of Estates OR a member of the University Executive Board			
7.19 Approval of trust deeds for Trusts where the University is the Trustee	The Council		The Strategy and Finance Committee	
7.20 Gift/legacy agreements	The Vice Chancellor	Appropriate nominee of Reading Real Estate Foundation OR an appropriate nominee of Alumni and Supporter office.		Some agreements subject to separate delegation – please contact Legal Services
7.21 Conferencing/event/ venue contracts	A member of the University Executive Board	Director of Campus Commerce Authority may be delegated to the Head of Conference and Events Operations when dealing with un-amended standard terms.		
7.22 Memoranda of Understanding	A member of the University Executive Board	Further delegations are in place – please refer to Legal Services		
7.23 Placement agreements: • **With providers** • **With students** • **With other HEIs**	A member of the University Executive Board	Heads of School or equivalent (If using standard template from Legal Services) Authority may be delegated by the Head of School or equivalent to a named individual within the School but this must be set out clearly in an appropriate delegation document, a copy of which has been provided to Legal Services.		
7.24 Scholarships/bursaries	A member of the University Executive Board	Delegations apply		
7.25 Confidentiality agreements/NDAs	A member of the University Executive Board	Further delegations are in place – please refer to Legal Services		
7.26 Exclusivity agreements	A member of the University Executive Board			Decisions to sign such agreements should be reported to the University Executive Board
7.27 Study Abroad agreements	A member of the University Executive Board	Further delegations are in place – please refer to Legal Services		
7.28 Variation agreements/ letters and termination letters	A member of the University Executive Board	Person authorised to do the agreement		
7.29 Agreements not otherwise set out in this document	A member of the University Executive Board	Further delegations are in place – please refer to Legal Services		

Updated 22.10.2019

APPENDIX 11

CUC (COMMITTEE OF UNIVERSITY CHAIRS) HIGHER EDUCATION CODE OF GOVERNANCE

The Higher Education Code of Governance

December 2014

Revised June 2018

INDEX

CUC
Committee of University Chairs

The Higher Education Code of Governance

Published: December 2014
First Printed: 2015
Revised: June 2018
Design: Ellie Lanham
© Committee of University Chairs
www.universitychairs.ac.uk

Contents

Section 1: Introduction 4-9

Preface 5

Using the Code 6

The Core Values of Higher Education Governance 8

The Seven Primary Elements of Higher Education Governance 9

Section 2: The Code 10-28

Element 1 11

Element 2 13

Element 3 15

- *Regulatory requirements*
- *Day-to-day operations*
- *Audit*
- *Remuneration*

Element 4 20

Element 5 22

Element 6 23

Element 7 25

- *Composition and appointments*
- *Operation*
- *Review*

Section 3: Appendices 29-31

Appendix 1: Statement of Primary Responsibilities 30

Appendix 2: Taxonomy 31

Section 1: Introduction

Preface

Good governance is at the heart of the higher education (HE) sector in the UK, and will continue to be of the highest importance as it continues to develop. To support members of governing bodies, this HE Code of Governance (the Code) has been developed after wide consultation with CUC members and HE stakeholders.

The Code's primary audience is members of HE institution (HEI) governing bodies, and its purpose is to identify the key values and practices on which the effective governance of UK HEIs is based, in order to help deliver institutional mission and success. But achieving good governance within institutions does not rely solely on the adoption of the Code itself. Good governance requires a set of strong relationships based on mutual respect, trust and honesty to be maintained between the governing body, the Clerk to the Board, the Vice-Chancellor and the senior management team.

By visibly adopting the Code, governing bodies demonstrate leadership and stewardship in relation to the governance of their own institutions, and in doing so help to protect institutional reputation and provide a level of assurance to key stakeholders, partners including the student community, and society more widely. The Code needs to be read alongside the governing instruments of HEIs and relevant legal and regulatory requirements that, so far as possible, are not repeated in the Code itself.

As the expectations of governance change, this Code itself will be reviewed regularly to ensure that it remains fit for purpose; normally this will take place every four years, in consultation with the sector.

The Code is in three parts:

1. An initial statement of the core values providing the basis for the way that HE governance is conducted.

2. Identification of the seven primary elements of governance that support the values.

3. More detailed consideration of each of the primary elements providing illustrative guidance of how governing bodies could implement them.

In addition, the CUC website *(www.universitychairs.ac.uk)* holds detailed briefing papers providing extensive coverage of areas of concern to governing bodies, alongside illustrative practice drawn from across the sector on how institutions are meeting governance challenges.

Using the Code

While the Code is, in a literal sense, voluntary, it sets out principles and practices which any organisation operating within the sector will need to apply in order to show that it conducts its business with due respect for the public interest.

The diversity of the HE sector within the UK means that governing bodies will need to decide whether/how best to implement each primary element in order for it to be proportionate and effective; in particular Scottish institutions will need to look first to the Scottish Code of Good Higher Education Governance *(http://www.scottishuniversitygovernance.ac.uk).* Governing bodies will also need to consider how best to communicate to their stakeholders how they apply the primary elements. Reflecting these points, the Code is premised on an 'apply or explain' basis.

Reporting on the adoption of the Code is a valuable source of assurance to stakeholders who need to have confidence in the governance arrangements of organisations within the sector. Organisations that adopt the Code confirm that they do so within the framework of publicly available reporting on corporate governance e.g. annual reports or financial statements.

The primary elements are the hallmarks of effective governing bodies operating in the UK HE sector and 'apply or explain' means that in order to report that an institution has applied the Code a governing body needs to:

1. **be confident that it has in place all of the primary elements. In order to do so it will be necessary for a governing body to meet or exceed the requirements of the supporting 'must' statements that prescribe essential components within the element; or**

2. **explain where it considers a whole primary element or supporting 'must' statements inappropriate. In such cases the rationale should be clearly noted and the alternative arrangements summarised within an institution's report on its use of the Code.**

The word *'must'* identifies the essential behaviours and traits of effective governance.

Using the Code

Throughout the Code, *'should'* statements illustrate the activities that are normally conducted in order to achieve the *'musts'* outlined under each primary element. The *'should'* activities are in turn accompanied by illustrative practice identified with the word *'could'* that describes practices that engender positive governance outcomes.

Recognising the strength derived from the diversity and autonomy of the sector, governing bodies are free to achieve the expectations of the 'must' statements by the means and mechanisms appropriate to their own context and do not need to report where arrangements differ from those illustrated by the Code; however governing body members will wish to understand what those alternative mechanisms are and why they are more appropriate than the examples identified within the Code.

The additional guidance published on the CUC website is for information and reference only; organisations adopting the Code are not under an obligation to report whether, or how, the guidance is utilised.

Further guidance on the interpretation of terms used within the code can be found in Appendix 2. (p. 31)

The Core Values of Higher Education Governance

High-quality HE which commands public confidence and protects the reputation of the UK system rests on a number of shared values. A failure to adopt and implement agreed values in the practice of governance has implications beyond the institution concerned, by potentially undermining the collective reputation of UK HEIs.

In setting out core values, this Code adopts and builds on the 'Nolan Principles of Public Life[1]', which provide an ethical framework for the personal behaviour of governors.

In addition, given the nature of HE, this Code is also based on the expectation that alongside specific measures of the Code, governing bodies will commit to:

- **Autonomy as the best guarantee of quality and international reputation.**
- **Academic freedom and high-quality research, scholarship and teaching.**
- **Protecting the collective student interest through good governance.**
- **The publication of accurate and transparent information that is publicly accessible.**
- **A recognition that accountability for funding derived directly from stakeholders requires HEIs to be clear that they are in a contract with stakeholders who pay for their service and expect clarity about what is received.**
- **The achievement of equality of opportunity and diversity throughout the institution.**
- **The principle that HE should be available to all those who are able to benefit from it.**
- **Full and transparent accountability for public funding.**

Within institutions it is important that the Executive, governing body and Secretary develop a shared understanding of these expectations and how they wish to apply the individual primary elements of the Code. Good governance requires more than the development of processes, since it is built on strong relationships, honest dialogue and mutual respect.

1 - Defined by the Nolan Committee as selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

See: *https://www.gov.uk/government/publications/the-7-principles-of-public-life* **for further information.**

The Seven Primary Elements of Higher Education Governance

This Code identifies the following primary elements of governance that underpin the values and beliefs outlined in the previous section:

1. The governing body is unambiguously and collectively accountable for institutional activities, taking all final decisions on matters of fundamental concern within its remit.

2. The governing body protects institutional reputation by being assured that clear regulations, policies and procedures that adhere to legislative and regulatory requirements are in place, ethical in nature, and followed.

3. The governing body ensures institutional sustainability by working with the Executive to set the institutional mission and strategy. In addition, it needs to be assured that appropriate steps are being taken to deliver them and that there are effective systems of control and risk management.

4. The governing body receives assurance that academic governance is effective by working with the Senate/Academic Board or equivalent as specified in its governing instruments.

5. The governing body works with the Executive to be assured that effective control and due diligence take place in relation to institutionally significant external activities.

6. The governing body must promote equality and diversity throughout the institution, including in relation to its own operation.

7. The governing body must ensure that governance structures and processes are fit for purpose by referencing them against recognised standards of good practice.

Each of these primary elements is outlined in detail within the following pages of the Code.

Section 2: The Code

The governing body is unambiguously and collectively accountable for institutional activities, taking all final decisions on matters of fundamental concern within its remit.

1.1 The governing body has a responsibility for all decisions that might have significant reputational or financial implications (including significant partnerships or collaborations). It **must** therefore seek assurance that the institution meets all legal and regulatory requirements imposed on it as a corporate body, including through instruments of governance such as statutes, ordinances and articles.

1.2 The regulatory and legal requirements will vary depending on the constitution of individual HEIs, but, for most governing bodies, members are charitable trustees and **must** comply with legislation governing charities and case law in the exercise of their duties. Some institutions are constituted as companies, and governing body members are normally the company's directors; the primary legislation in this case will be the requirements of the Companies Acts.

1.3 In both instances members are required to discharge their duties in line with the accepted standards of behaviour in public life, ultimately accepting individual and collective responsibility for the affairs of the institution. The main accountability requirements falling upon the governing body in respect of public funding are set out in financial memoranda issued by the funding bodies and these **must** be followed.

1.4 Student and staff members of the governing body share the same legal responsibilities and obligations as other members and **must not** be routinely excluded from discussions.

In meeting these legal obligations the governing body should:	Options the governing body could consider:
Seek assurance that decisions which might have significant reputational or financial risks undergo a rigorous process of due diligence.	Adopting a clear scheme of delegation. Asking its Audit Committee to ensure due diligence processes are reviewed.
Obtain assurances that appropriate policies and procedures are consistently applied, and that there is compliance with relevant legislation.	Including an opinion to this effect within the annual Audit Committee Report by the governing body.
Conduct its affairs in an open and transparent manner.	Including in its annual report a corporate governance statement which sets out the institution's governance arrangements (including the extent to which it has adopted this Code), policies on public disclosure and making the report widely available. Publishing agendas and minutes of its meetings.
Clearly define and communicate the scope of its own responsibilities in the context of legislation, governing instruments and guidance including the HE code through a Statement of Primary Responsibilities[2].	

Element 1

2 - See Appendix 1 (p.30)

The governing body protects institutional reputation by being assured that clear regulations, policies and procedures that adhere to legislative and regulatory requirements are in place, ethical in nature, and followed.

2.1 In protecting the reputation of the institution the governing body will want to ensure the highest standards of ethical behaviour among its members, who **must** act ethically at all times in line with the accepted standards of behaviour in public life, and in the interests of the institution.

2.2 As such, members of governing bodies **must** act, and be perceived to act, impartially, and not be influenced by social or business relationships. A member who has a pecuniary, family or other personal interest in any matter under discussion **must** disclose the interest. A member does not necessarily have a pecuniary interest merely because he/she is a member of staff or a student.

2.3 The governing body **must** ensure that its decision-making processes are free of any undue pressures from external interest groups, including donors, alumni, corporate sponsors and political interest groups.

2.4 Members whose views are not consistent with the decisions of the governing body should abide by the principle of collective decision making and avoid putting specific interests before those of the institution. Individually they **must not** make any agreement for which they do not have authority.

2.5 Legislation requires that the governing body **must** take practical steps to ensure that the students' union or association operates in a fair, democratic, accountable and financially sustainable manner. This requirement is ***in addition to*** corporate and charity legislation that many student organisations are independently subject to.

Element 2

In meeting these key requirements the governing body should:	Options the governing body could consider:
Approve a policy framework on ethics which includes appropriate measures of assurance.	Receiving an annual report on the work of appropriate institution committees, possibly supplemented by the work of the Audit Committee. Developing specific policies of compliance and reporting in relation to aspects of research governance which raise particular sensitivities (e.g. animal experimentation) and which have well-established codes of practice.
Approve a whistleblowing policy.	Seek assurance that whistleblowing is effectively managed, for example by getting an annual report on numbers and outcomes of any whistleblowing; it might also ask about the extent to which the associated protocols are widely known within the institution. Asking its Audit Committee to get assurance on 'whistleblowing'.
Receive assurance that its publications provide accurate and honest information about its activities.	Asking for an audit review of quality management systems within the publications process.
Benchmark institutional policies and practice against sector practice and external requirements.	Requesting its Audit Committee discuss with internal auditors how the institution compares with other organisations in areas undergoing audit.

The governing body ensures institutional sustainability by working with the Executive to set the institutional mission and strategy. In addition, it needs to be assured that appropriate steps are being taken to deliver them and that there are effective systems of control and risk management.

3.1 The governing body is responsible for the mission, character and reputation of the institution at a strategic level, and members will need to be adequately informed in order to carry out this key responsibility. They can expect the head of the institution to help them by providing strategic advice and guidance on the mission and strategic development of the institution.

3.2 The strategic plan plays a crucial role in ensuring the successful performance of the institution, and the governing body will want to demonstrate its commitment to and support for the plan by formally approving or endorsing it in accordance with its constitution. Aligned to this, it **must** ensure there is an appropriate financial strategy and be responsible, without delegation, for the approval of the annual budget.

3.3 It **must** rigorously assess all aspects of the institution's sustainability, in the broadest sense, using an appropriate range of mechanisms which include relevant key performance indicators (KPIs) not just for the financial sustainability of the institution but also for its impact on the environment.

3.4 In ensuring sustainability, the governing body **must** be in a position to explain the processes and the types of evidence used and provide any assurances required by funders. Where such assessments indicate serious issues which could affect future sustainability, the governing body **must** undertake appropriate remedial action.

Regulatory requirements

3.5 The governing body **must** receive assurance that the institution is meeting the conditions of funding as set by regulatory and funding bodies and other major institutional funders which include the requirements of the financial memoranda. These include the need to: use public funds for proper purposes and achieve good value for money; have a sound system of risk management, financial control and governance; ensure the use of regular, reliable, timely and adequate information to monitor performance and track the use of public funds; and safeguard institutional sustainability.

Element 3

3.6 The governing body **must** periodically review the delegated authority of the accountable officer (usually the Vice-Chancellor) and inform its funding body of any 'material adverse' change in its circumstances and any serious incident which, in the judgement of the accountable officer and the governing body, could have a substantial impact on the interests of the institution.

3.7 Requirements of governing bodies as stipulated by the funding bodies relating to audit include: appointing the Audit Committee; considering and, where necessary, acting on the annual report from the Audit Committee; appointing the external auditors; considering the annual report of the internal audit service; and receiving and approving the audited annual financial statements (this responsibility to be reserved to the governing body for its collective decision, without delegation).

3.8 Data submitted for funding purposes on behalf of the governing body **must** comply with directions published by the respective funding body and includes: annual accountability returns; any data requested by the Higher Education Statistics Agency (HESA); any information needed for the purpose of charity regulation; and other information the funding body may reasonably request to understand the institution's risk status.

Day-to-day operations

3.9 Operational financial control will be exercised by officers of the institution under delegation from the governing body, and responsibility for financial management and advising on financial matters is generally delegated to the Director of Finance (or equivalent). That individual **must** have access to the head of the institution whenever he/she deems it appropriate.

3.10 The governing body **must** get assurance that there are effective arrangements in place for the management and quality assurance of data. To do so the governing body could seek assurance from the Audit Committee about data quality.

Audit

3.11 The Audit Committee needs to be a small, well-informed authoritative body which has the expertise and the time to examine risk management control and governance under delegation from the governing body. It cannot confine itself to financial matters, and its role extends to all areas of institutional activity. While responsibility for devising, developing and maintaining control systems lies with the Executive, internal audit provides independent assurance to the governing body which should have an approved annual audit plan *(it can delegate to its Audit Committee the power to agree the plan on its behalf).*

Element 3

3.12 The Audit Committee **must** be composed of a majority of independent members (who may also be drawn from outside the governing body) and produce an annual report for the governing body, including: its opinion on the adequacy and effectiveness of the institution's risk management, control and governance arrangements; processes for promoting value for money (VFM) through economy, efficiency and effectiveness; and (in institutions receiving funding body support) the management and quality assurance of data.

Remuneration

3.13 The proper remuneration of all staff, especially the Vice-Chancellor and his/her immediate team, is an important part of ensuring institutional sustainability and protecting the reputation of the institution. Accordingly governing bodies **must** establish a Remuneration Committee to consider and determine, as a minimum, the emoluments of the Vice-Chancellor and other senior staff as prescribed in constitutional documents or by the governing body.

3.14 The Remuneration Committee composition **must** include the Chair of the governing body, be composed of a majority of independent members (who, as with audit, may also be drawn from outside the governing body) and have appropriate experience available to it. The Vice-Chancellor or other senior staff may not be members of, but may attend by invitation, Remuneration Committee meetings but **must not** be present for discussions that directly affect them. Remuneration Committees, when considering HoI remuneration, **must** be chaired by a senior independent governor who is not Chair of the board.

3.15 The Remuneration Committee **must** consider comparative information on the emoluments of employees within its remit when determining salaries, benefits and terms and conditions and ensure that all arrangements are unambiguous and diligently recorded. It **must** report on its decisions and operation at least annually to the governing body; such a report should not normally be withheld from any members of the governing body.

3.16 Remuneration Committee members **must** consider the public interest and the safeguarding of public funds alongside the interests of the institution when considering all forms of payment, reward and severance to the staff within its remit.

In meeting these key requirements the governing body should:	Options the governing body could consider:
Be assured that the strategy is realistic, supported by, and aligned to other institutional strategies.	Considering, approving and reviewing a number of sub-strategies. This will vary according to type of institution, but might, for example, include the widening participation strategy, financial and other resource strategies and internationalisation strategy. Looking to the head of the institution to provide reports and updates on those aspects of the strategic plan being implemented in the year in question, and the resulting actions and results (such a report might explicitly demonstrate how the different sub-strategies are aligned and support the delivery of the overarching strategy). Requiring an annual report including appropriate benchmarks to be produced and published.
Be clear how institutional performance is measured, and identify what institutional-level KPIs and other performance measures are to be adopted within a risk-based framework and monitor these on a regular basis.	Taking advice from the head of institution and other relevant sources (such as the ASSUR (annual sustainability assurance report) guidance), while being clear that the adoption of agreed KPIs is a governing body responsibility.
Be confident that the needs and interests of all stakeholders are adequately reflected in the strategic plan.	Look for specific references to some or all indicators of student satisfaction, research quality, business engagement, student experience and supporting graduate employment.
Have oversight of its approach to corporate and social responsibility.	Receive reports from an appropriate committee, or agree a policy and ask for monitoring reports on implementation.
Have clear policies on a range of institutional-level processes that it deems significant.	Periodically reviewing policies, for example, on access, alumni and development, treasury management, investment management, debt management and grants and contracts. Requesting that these processes are properly examined by the institution's auditors.

In meeting these key requirements the governing body should:	Options the governing body could consider:
Have confidence in the arrangements for the provision of accurate and timely financial information, and in the financial systems used to generate such information.	Relying on assurances from its auditors.
Understand the financial implications of its institution's pension arrangements and any potential deficits.	Asking for a briefing from its Director of Finance. Commissioning an independent review by appropriate external firms.
Obtain assurance that potential deficits on pension funds are properly reported in the annual accounts.	Receiving assurance from its auditors.
Ensure that the Audit Committee undertakes regular reviews of its effectiveness, including bench-marking against good practice for audit committees in HE and more widely as appropriate.	Incorporating an assessment of compliance within any assessment of governance effectiveness.
Have an agreed annual audit plan.	Delegating to its Audit Committee the power to agree the plan.
Approve financial regulations.	
The annual corporate governance statement should describe the work of the Remuneration Committee.	

The governing body receives assurance that academic governance is effective by working with the Senate/Academic Board or equivalent as specified in its governing instruments in order to maintain quality.

4.1 A high-quality student experience and, where appropriate, research portfolio are determinants of institutional sustainability and are therefore core governing body responsibilities which it shares with the wider institutional community. This, taken with the governing body's responsibility for the long-term reputation of the institution, means that it **must** satisfy itself that academic governance is operating effectively.

4.2 The underlying principles of sound academic governance are based upon collegiality, and it follows that the governing body **must** therefore respect the role, as defined within charters, statutes or articles, of the Senate/Academic Board and other bodies involved in academic governance. However governing bodies will still wish to receive assurance that academic risks (such as those involving partnerships and collaboration, recruitment and retention, data provision, quality assurance and research integrity) are being effectively managed.

4.3 The governing body **must** understand and respect the principle of academic freedom, the ability within the law to question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of losing their jobs or privileges, and its responsibility to maintain and protect it as enshrined in freedom of speech legislation.

Element 4

In meeting these key requirements the governing body should:	Options the governing body could consider:
Oversee an effective academic strategy that it has approved. This strategy need not be a separate document, but may be embedded in an overall institutional strategy or be articulated in separate teaching, research and other strategies.	Receiving reports from Academic Board/Senate and monitoring with relevant performance measures that are credible to the academic community. Examining the outcomes of academic governance effectiveness reviews and requesting that they be regularly conducted (nominally every four years). Adopting and reviewing an internationalisation strategy (if active internationally).
Have oversight of all major academic partnerships involving significant institutional-level risks.	Agreeing a scheme of delegation and a process of due diligence that defines major risk and allocates responsibility for decisions. Receiving annual reports from relevant committees on the current status of high-risk partnerships.
Actively encourage student engagement in academic governance.	Receiving regular reports from students' union or association officers and/or institution/student representation committees. Receiving assurance that honest, accurate and timely information is provided to students, stakeholders and the public about all aspects of academic provision.
Seek assurance that student complaints are effectively addressed and that the welfare and wellbeing of students are secured.	Requiring that summary reports are produced and considered (at least annually) on student complaints and appeals, taking into account – where appropriate – the requirements of the Office of the Independent Adjudicator.

Element 4

The governing body works with the Executive to be assured that effective control and due diligence takes place in relation to institutionally significant external activities.

5.1 As already noted, the governing body has a responsibility to ensure the long-term sustainability of the institution and maintaining its reputation. It will therefore want assurance on external activities with significant potential financial or reputational risks. Where such activities involve commercial transactions, care **must** be taken to ensure that arrangements conform to the requirements of charity law and regulation. This is particularly the case where institutions have established subsidiary entities, for example separate operating companies or charitable trusts.

5.2 The governing body will also want to ensure that fund-raising, donations, corporate sponsored research and partnerships and similar activities do not inappropriately influence institutional independence, mission or academic integrity.

In meeting these key requirements the governing body should:	Options the governing body could consider:
Get assurance on external activities with significant, institutional-level financial or reputational risks.	Agreeing a scheme of delegation to make clear the authorisation requirements for approving such arrangements, including the circumstance where governing body approval is required.
Get assurance that the board of any subsidiary entity possesses the attributes necessary to provide proper stewardship and control.	Appointing suitably qualified directors or trustees to its board. Requiring the entity's board to conduct its business in accordance with a recognised and appropriate code of governance.
Be clear about its responsibilities in relation to any other corporate governance arrangements and associated reporting.	Incorporating into its standing orders (or equivalent) its responsibilities regarding any group structures.
Retain unambiguous responsibility for approving and monitoring a clear institution-wide policy[3] on development and fund-raising which identifies the processes for the scrutiny of proposed donations.	Receiving an annual report on development and fund-raising activity.

3 - This would describe clear lines of responsibility and identify the individuals authorised to act

The governing body must promote equality and diversity throughout the institution, including in relation to its own operation.

6.1 HEIs are required by law to comply with extensive equality and diversity legislation, and governing bodies are legally responsible for ensuring the compliance of their institution. The legislation covers the individual rights of staff and students not to suffer discrimination on the grounds of a number of protected characteristics[4]. Legislation in this area does not distinguish between domestic and international students and staff.

6.2 Beyond this there is evidence that board diversity promotes more constructive and challenging dialogue, which in turn can improve governance outcomes by helping to avoid 'groupthink' and that as a result there is a strong business case for diversity alongside legal and moral expectation.

6.3 The governing body **must** ensure that there are arrangements in place to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people who do and do not share a protected characteristic; and
- foster good relations between people who share and those who do not share a protected characteristic.

6.4 This means going further than simply avoiding discrimination, and it requires the active promotion of equality in a number of defined areas. The governing body **must** therefore satisfy itself that agreed action plans to implement the equality and diversity strategy are progressed throughout the institution.

6.5 The governing body **must** also routinely reflect on its own composition and consider taking steps to ensure that it reflects societal norms and values.

4 - see: *https://www.gov.uk/discrimination-your-rights/*

In meeting these key requirements the governing body should:	Options the governing body could consider:
At a minimum, receive an annual equality monitoring report detailing work done by the institution during the year, identifying the achievement of agreed objectives, and summarising data on equality and diversity that institutions are required to produce (e.g. on staff recruitment and promotion).	Discussing reports based on HESA data on staff and student profiles, the National Student Survey and material from the Equality Challenge Unit.
Demonstrate through its own actions and behaviour its commitment to equality and diversity in all aspects of its affairs, particularly by agreeing its policy on recruiting new members.	Requiring its committees to explain within their annual reports how decisions have taken account of the institution's equality and diversity policy. Setting itself targets in terms of its own membership. Advertising vacancies locally and nationally, including in local ethnic-minority publications, and via social media. Using alumni, particularly as they may give access to a more diverse and younger pool of potential applicants. Drawing on search consultancies who can sometimes access a broader pool. Building a diverse pool for the future by providing training for potential governors, appointing them to sub-committees to gain experience, and providing other opportunities for their participation in board-related events.
Approve, review and report on the institution's approach to equality and diversity and its agreed indicators that measure performance.	Ensuring that the human resource management strategy takes equality and diversity into account and is monitored. Approving and monitoring the delivery of a stand-alone equality and diversity strategy. Including in its annual report a description of its policy on diversity, including any measurable objectives that it has set, and outlining progress on implementation. Producing a separate equality and diversity report with a simple cross reference to the annual report.

The governing body must ensure that governance structures and processes are fit for purpose by referencing them against recognised standards of good practice.

Composition and appointments

7.1 The governing body **must** have a majority of external members, who are independent of the institution. All members should question intelligently, debate constructively, challenge rigorously, decide dispassionately and be sensitive to the views of others both inside and outside governing body meetings.

7.2 The governing body **must** have the power to remove any of its members from office, and must do so if a member breaches the terms of his/her appointment.

7.3 The governing body **must** establish a Nominations Committee (or similar) to advise it on the appointment of new members and the terms of existing members as well as the perceived skills balance required on the governing body. Normally final decisions on appointment are taken by the governing body.

7.4 The governing body will need to ensure suitable arrangements exist for the continuation of business in the absence of the Chair. In some cases arrangements for a Deputy Chair are codified within institutions' governing instruments; where they are not, the Nominations Committee can advise the governing body on what arrangements should be.

7.5 The Chair and Secretary will want to ensure all members receive an appropriate induction to their role and the institution as necessary.

7.6 There is an expectation, often enshrined within the constitutional documents of HEIs, that governing bodies will contain staff and student members and encourage their full and active participation.

Element 7

7.7 Current normal practice is not to remunerate external members and to pay only travelling and other incidental expenses. However, if the governing body decides it is appropriate to remunerate, it will need to consider the:

- **provisions of charity and employment law;**
- **implications for the division of responsibilities between the governing body and the executive;**
- **public service ethos which applies generally among HE governors;**
- **need to be explicit about time commitments;**
- **need to apply a formal process of appraisal to the remunerated governor.**

Where it is decided to remunerate, payments would need to be both commensurate with the duties carried out and reported in the audited financial statements.

Operation

7.8 The Secretary (or Clerk) is responsible to the governing body for the provision of operational and legal advice in relation to compliance with governing instruments, including standing orders. He/she is also responsible for ensuring information provided to the governing body is timely, appropriate and enables an informed discussion so that it may effectively discharge its responsibilities.

7.9 All members of the governing body **must** have access to the services of the Clerk. Arrangements for the appointment or removal of the Secretary/Clerk may be defined by governing instruments; where they are not, it **must** be a decision for the governing body as a whole.

Review

7.10 Governing bodies need to adopt an approach of continuous improvement to governance, in order to enhance their own effectiveness and provide an example to institutions about the importance of review and evaluation.

7.11 Accordingly, governing bodies **must** conduct a regular, full and robust review of their effectiveness and that of their committees, the starting point for which should be an assessment against this Code and the statutory responsibilities alongside those which it has assumed and articulated independently (e.g. through a statement of primary responsibilities). Many governing bodies find an external perspective in this process useful, whether provided by specialist consultants or peer support from other governing bodies.

Element 7

7.12 Codes of governance in other sectors adopt a period of two or three years. Recognising the need to balance the cyclical nature of HE and the impact this can have on the implementation and embedding of new practices, and the swiftly evolving HE and broader legislative environment, reviews **must** be conducted at least every four years with, as a minimum, an annual summary of progress towards achieving any outstanding actions arising from the last effectiveness reviews.

Acting on the outcomes of effectiveness reviews is as important as undertaking them, and it is desirable that outcomes and associated actions are reported widely, including in the corporate governance statements.

In meeting these key requirements the governing body should:	Options the governing body could consider:
Ensure that the governing body has sufficient skills, knowledge and independence, including though the appointment of an independent Chair, to enable it to discharge its responsibilities.	Regularly refreshing members' skills and knowledge through development activities funded by the institution, including annual appraisal with the Chair. Appointing members for a given term, renewable subject to satisfactory performance. Renewals therefore are at the recommendation of the Nominations Committee and not an automatic process. External members not normally serving for more than two terms of four years, or three terms of three years, except where subsequently undertaking a new and more senior role (for example as Chair). Satisfying itself that members are able to allocate sufficient time to undertake their duties effectively. Giving an indication of the time expected of its members. The formalisation of the role of a 'Deputy Chair', a role which – in addition to acting for the Chair in his/her absence – can provide a sounding board for the Chair, can act as an intermediary with other members as may be required, and potentially can be helpful if there are significant differences of view within a governing body or with the Executive. As a Deputy Chair may assume the responsibilities of the Chair, the expectation is they would be similarly independent of the institution. Satisfying itself that plans are in place for an orderly succession of its membership, so as to maintain an appropriate balance of skills and experience with the progressive refreshing of key roles.

In meeting these key requirements the governing body should:	Options the governing body could consider:
Be of sufficient size that its responsibilities can be undertaken effectively and speedily, without being so large that it becomes neither unwieldy nor too small.	Establishing a size within the range of 12-25 members, although there is no optimal governing body size, and total membership should depend on numerous factors including the nature and history of the HEI, the range of skills and experience required and the number of internal members deemed necessary.
Ensure it has rigorous and systematic processes agreed by the governing body for recruiting and retaining governors (including the Chair), on the basis of personal merit and the contribution they can bring to a governing body.	Including written role descriptions and an analysis of the skills, experience and attributes required for membership. Widely advertising vacancies in order to increase the pool of talent available. Communicating and funding development opportunities within members' networks. Appointing external members with direct senior experience of HE could also be considered to provide such understanding.
Issue an annual corporate governance statement describing the work of the key committees.	Including the governing body's recruitment policy and practices, and a description of its policy on equality and diversity and any measurable objectives that it has set together with progress in their implementation within the corporate governance statement.
Annually reflect on the performance of the institution as a whole in meeting strategic objectives and associated measures of performance, and the contribution of the governing body to that success.	Reflecting on the extent to which it and its committees have met their terms of reference and – where they exist – their annual work plans. Benchmarking its performance and processes against other comparable HEIs, and relevant institutions outside the HE sector. Annual review meetings of members with the Secretary compiling a report on the feedback provided. Asking the Clerk to do an annual self-assessment (which could simply be an update from previous year) to assure the governing body that it properly and appropriately adheres to the principles of the Code. Taking account of the views of the Executive, and relevant bodies such as the Senate/Academic Board, and staff and student communities.

Section 3: Appendices

Appendix 1: Statement of Primary Responsibilities

The principal responsibilities of the governing body should be set out in its Statement of Primary Responsibilities, which must be consistent with the institution's constitution. While there may be some variations because of different constitutional provisions, the principal responsibilities are likely to be as follows:

1. To approve the mission and strategic vision of the institution, long-term academic and business plans and key performance indicators, and to ensure that these meet the interests of stakeholders.

2. To ensure that processes are in place to monitor and evaluate the performance and effectiveness of the institution against the plans and approved key performance indicators, which should be – where possible and appropriate – benchmarked against other comparable institutions.

3. To delegate authority to the head of the institution, as chief executive, for the academic, corporate, financial, estate and human resource management of the institution. And to establish and keep under regular review the policies, procedures and limits within such management functions as shall be undertaken by and under the authority of the head of the institution.

4. To ensure the establishment and monitoring of systems of control and accountability, including financial and operational controls and risk assessment, and procedures for handling internal grievances and for managing conflicts of interest.

5. To establish processes to monitor and evaluate the performance and effectiveness of the governing body itself.

6. To conduct its business in accordance with best practice in HE corporate governance and with the principles of public life drawn up by the Committee on Standards in Public Life.

7. To safeguard the good name and values of the institution.

8. To appoint the head of the institution as chief executive, and to put in place suitable arrangements for monitoring his/her performance.

9. To appoint a Secretary to the governing body and to ensure that, if the person appointed has managerial responsibilities in the institution, there is an appropriate separation in the lines of accountability.

10. To be the employing authority for all staff in the institution and to be responsible for establishing a human resources strategy.

11. To be the principal financial and business authority of the institution, to ensure that proper books of account are kept, to approve the annual budget and financial statements, and to have overall responsibility for the institution's assets, property and estate.

Appendix 1: Statement of Primary Responsibilities

12. To be the institution's legal authority and, as such, to ensure that systems are in place for meeting all the institution's legal obligations, including those arising from contracts and other legal commitments made in the institution's name.

13. To receive assurance that adequate provision has been made for the general welfare of students.

14. To act as trustee for any property, legacy, endowment, bequest or gift in support of the work and welfare of the institution.

15. To ensure that the institution's constitution is followed at all times and that appropriate advice is available to enable this to happen.

Appendix 2: Taxonomy

In addition to the 'must', 'should' and 'could' statements, the Code uses the following standard terms:

- *Clerk* used interchangeably with *Secretary;*
- *external members* for all non-executive governing body members from outside the institution irrespective of how they are appointed;
- *governing body* which in some HEIs is called the Council, Court or Board of Governors. It may also be the Board of Directors or equivalent;
- *head of institution* meaning the Vice-Chancellor, Principal or equivalent; and
- *members* for people appointed to the governing body.

CUC
Committee of University Chairs

APPENDIX 12

PREVIOUS OFFICERS OF THE UNIVERSITY

University of Reading

Previous Officers of the University

Chancellor

1926–35	J H Benyon
1935–37	Sir Austen Chamberlain
1937–59	Viscount Templewood (formerly Sir Samuel Hoare)
1959–69	Lord Bridges
1970–92	Lord Sherfield
1992–07	Lord Carrington
2007–16	Sir John Madejski

Vice-Chancellor

1926–29	W M Childs
1929–46	Sir Franklin Sibly
1946–50	Sir Frank Stenton
1950–63	Sir John Wolfenden
1963–64	Professor J M R Cormack (Acting Vice-Chancellor)
1964–78	Sir Harry Pitt
1979–93	Dr E S Page
1993–02	Professor Sir Roger Williams
2003–11	Professor G Marshall
2011–12	Professor T Downes (Acting Vice-Chancellor)
2012–18	Sir David Bell

President of the Council

1926–30	Alfred Palmer
1930–32	Leonard G Sutton
1933–66	Sir George Mowbray
1966–70	Gerald E H Palmer
1970–74	Sir George Abell
1974–75	The Hon Gordon W N Palmer
1975–80	Sir Michael Milne-Watson
1980–87	Sir Philip Rogers
1987–94	Sir Donald Hawley
1994–03	Dr Paul Orchard-Lisle
2003–09	Dr Timothy G Ford
2009–16	Christopher C. Fisher

Vice-President of the Council

1926–30	Leonard G Sutton
1930–32	Sir Leslie Wilson
1932–36	H G Willink
1936–46	A G West
1946–66	Gerald E H Palmer
1966–74	The Hon Gordon W N Palmer
1974–75	Sir Michael Milne-Watson
1975–77	R A O'Conor
1977-82	Sir Edward C Goschen, Bt
1982–86	M G Brock
1986–95	Sir James Hamilton
1995–98	W A Palmer
1998–02	Dr M E Rayner
2002–07	Dr G P Botting
2007–11	Mrs J M Scott
2011–16	Mr R. Dwyer
2013–16	Ms S. Woodman

Secretary to the Council

1926–27	The Revd F H Wright
1927–32	H Knapman
1932–55	E Smith
1955–82	J F Johnson
1982–92	T Bottomley
1992–03	D C R Frampton
2003–08	W D Watts
2008–14	K N Hodgson

APPENDIX 13

THE UNIVERSITY AT A GLANCE

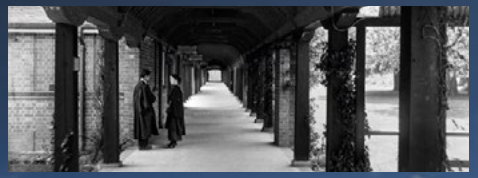
University of
Reading
AT A GLANCE
2019

150 YEARS OF ADVANCED EDUCATION

For most of this period, the University of Reading – and prior to that, University College Reading – has been a centre for outstanding education and research. This continues to the present day.

1860 The Schools of Art and Science are established in Reading. In 1892, the two schools merge to form University Extension College Reading, an extension college of Christ Church, Oxford University.

1903 The College is organised into five groups: Letters and Science, Agriculture, Horticulture, Fine Art and Music.



1904 Our first international student is welcomed and the London Road site is donated by the Palmer family, of Reading biscuit manufacturers Huntley & Palmer.

1908 Edith Morley is appointed professor, becoming the first woman to receive this title at an English university.

1926 The University of Reading receives a Royal Charter and with it the power to award our degrees. Students carry the Vice-Chancellor William Childs aloft in celebration.

1945 Henley Management College is founded. It is one of the first business schools in the UK.

1947 The University acquires Whiteknights campus, a 300-acre park, once owned by the Marquis of Blandford.

1957 The Faculty of Letters (now the Edith Morley building), the first academic building on the new Whiteknights campus, is opened by HM The Queen.

1989 We are the first university to win the Queen's Award for Export Achievement.

2008 Henley Management College joins the University of Reading, leading to the formation of the Henley Business School.

2018 The University-owned Thames Valley Science Park opens the doors of its flagship 'Gateway' building for business.

THE UNIVERSITY OF READING AT A GLANCE

IN THE TOP 200 UNIVERSITIES WORLDWIDE [1]

21,620 STUDENTS from around 165 countries [4]

AWARDED SILVER in the Teaching Excellence and Student Outcomes Framework [6]

80% of graduates in full-time work are in PROFESSIONAL OR MANAGERIAL ROLES [8]

94% of graduates in work or further study SIX MONTHS AFTER GRADUATING [9]

98% OF OUR RESEARCH IS INTERNATIONALLY RECOGNISED and 78% is internationally excellent [2]

13,835 UNDERGRADUATE STUDENTS and 7,785 POSTGRADUATE STUDENTS [4]

83% OVERALL STUDENT SATISFACTION remains high, matching the sector average [7]

Stonewall Acceptance without exception

WE ARE A STONEWALL TOP 100 EMPLOYER [10]

RANKED 32ND among UK universities [3]

IN THE TOP 100 FOR INTERNATIONAL OUTLOOK [5]

ACROSS ALL LEVELS OF STUDY

56% of our students are female,

35% are from a black and minority ethnic background and

10% have declared a disability [8]

4,386 MEMBERS OF STAFF

57% are female

13% are from a black and minority ethnic background [11]

1 Reading ranked joint 195 out of 1000 Universities in the QS World University Rankings 2019.

2 Based on our submissions judged to be world leading, internationally excellent and internationally recognised in overall quality by the Research Excellence Framework, 2014 and the Times Higher Education's analysis of REF 2014. See the overall table of excellence at **www.timeshighereducation.com**

3 Reading ranked 32 out of 131 UK Universities in the Complete University Guide 2019.

4 HESA 2017/18 Student Record and Aggregate Offshore Record, figures rounded to the nearest five.

5 Times Higher Education World University Rankings 2019 – scores by International Ranking.

6 Teaching Excellence Framework – Office for Students, awarded 2017–2020.

7 Reading received a score of 83% for Overall Student Satisfaction in the Times Higher Education National Student Survey (NSS) 2018.

8 HESA 2017/18 Student Record and Aggregate Offshore Record.

9 Based on the 2016–17 Destinations of Leavers from Higher Education (DLHE) survey of 2,779 University of Reading First Degree Leavers, of which 73% responded.

10 The University of Reading is ranked 80th in the Stonewall Top 100 employers 2019.

11 Based on internal data.

FULFILLING POTENTIAL

We are committed to providing our diverse community of students with what they need to fulfil their potential.

Supporting our thriving Student Union, RUSU

The annual £1m Student Experience Capital Fund – now in its third year – is an initiative developed in partnership with RUSU. The fund resources projects suggested by students to enhance their experience. Recent projects approved include increased investment in 'Personal Capture' – which allows students to easily record teaching material – improved sporting facilities including a new 3G pitch, and improved study and meeting space.

"Where you learn can impact on how well you learn. To be successful, the learning environment has to be a physically and emotionally comfortable place. This is what the University Library will achieve with the refurbishments planned: a learning environment that supports many styles of learning."

Professor Helen Bilton
Associate Professor of Education,
National Teaching Fellow, SFHEA

Investing in our campuses

Our Library refurbishment – one of a number of major building projects underway – will transform our students' study experience, with increased space for individual and group work.

Improving welfare services

- Enhancing our triage process, to help students get the right help sooner.
- Establishing a new team of Welfare Officers.
- Launching a free online support community available 24/7.

Preparing for employment

We have expanded our award-winning career mentoring programme, THRIVE, which gives students a year of collaboration with successful, professional alumni. This often leads to unique opportunities in the workplace and beyond. Mentors may be able to offer a workplace visit, introductions to fellow professionals, guidance on CVs and interview technique, and the opportunity for personal growth.

Diverse and inclusive

- 35% of our professors are female[1], which is significantly higher than the national average[2].
- We are a Stonewall Top 100 Employer, ranked 80 out of the 445 UK organisations that submitted for the Stonewall Workplace Equality Index 2019.
- We have developed and launched a robust four-year action plan taking us towards race and ethnicity equality.

Enriching opportunities

We encourage our students to study abroad and experience life in another country as part of their degrees. Students who study abroad are not only more likely to find graduate employment, but also start work on a higher wage. It's a valuable opportunity to learn a new language and gain skills and life experiences that employers are looking for.

1 Based on internal data, rounded up from 34.9%. 2 "Equality+ higher education, Staff statistical report 2018", Advance HE, 2018. www.advance-he.ac.uk/resources/2018_HE-stats-report-staff-pdf

CIVIC UNIVERSITY

The economic, cultural and educational benefits of the University reach beyond our campuses into Reading, Wokingham and the wider Thames Valley.

We welcome our local community through our SportsPark, four museums and award-winning grounds. Thousands of people attend our public events – such as lectures and exhibitions – and over 750,000 individuals have signed up to our free online courses. [1]

MUSEUMS

The University's Museum of English Rural Life has joined with Reading Museum to form 'Museums Partnership Reading' – a National Portfolio Organisation funded by Arts Council England. £1m will be invested over four years to improve educational opportunities and engagement for young people, vulnerable adults and our diverse local community.

BUSINESS

Ground-breaking research is having a transformative impact on businesses locally and globally. For example, working in collaboration with biotechnology company Clasado Ltd, our researchers developed a novel prebiotic called 'BiMuno', which improves gut health. Already estimated to be worth $3bn worldwide, the product was used by Team GB to help avoid gastrointestinal illness in Rio in 2016.

SCHOOLS

Our 'Students in Schools' scheme is over 20 years old and continues to go from strength to strength. Last year 400 students volunteered across 40 schools in Wokingham and Reading, collectively investing over 6,000 hours of their time. Alongside teachers, students build relationships with pupils, helping to raise aspirations and encourage them to continue into higher education.

OUR TOWN'S FUTURE

A multidisciplinary research team from the University is supporting a project to reimagine the future of Reading. 'Reading 2050' sees an ambitious, smart and sustainable future for Reading, with green technology, culture and diversity, and our town's rivers and parks at the centre of development.

COMMUNITY PROJECTS

In 2017/18 students volunteered more than 12,000 hours of their time to community projects through the University's Reading Experience and Development Award, designed to help them make the most of their extra-curricular experiences.

APPRENTICESHIPS

Henley Business School is working to create and deliver apprenticeship programmes for businesses in England across a range of sectors, including telecoms, pharmaceutical, healthcare and banking. This initiative is one of the first of its kind, and will help companies upskill their workforce, and support the Government's goal of improving productivity through the apprenticeship levy.

SCHOLARSHIPS FOR REFUGEES

“Universities are places for people from all over the world and from all walks of life. We welcome to Reading those fleeing violence and persecution in their own countries and we value the contribution those seeking sanctuary can make to the University and the town in general.”

Professor Robert Van de Noort, Vice-Chancellor

The Reading Refugee Scholarship Scheme provides University scholarships for refugees in the local area. Developed in partnership with Reading Refugee Support Group (RRSG) and our Students' Union (RUSU), we aim to support and engage with our town's refugee community.

1 Based on internal data from the Open Online Courses team.

EXCELLENCE IN TEACHING AND LEARNING

TEF Silver
Teaching Excellence Framework

We are committed to delivering pioneering, high-quality teaching and learning to enable our students to fulfil their potential and secure them excellent outcomes.

The University of Reading holds a Silver Teaching Excellence and Student Outcomes Framework (TEF) award, identifying that we consistently exceed the rigorous national quality requirements for UK higher education.

Our renewed Teaching and Learning Strategy sets out two clear priorities:

1 Delivering academic excellence

2 Offering students an outstanding learning experience

Reviewing our curriculum

The 'what' and 'how' we teach. Our established Curriculum Framework outlines the distinct skills and attributes of the Reading graduate, based on our academic principles. We prepare our students for their future lives, supporting them to grow in mastery of their discipline, research skill, personal effectiveness and self-awareness, and global engagement.

Assessment and Feedback

We have improved assessment and feedback through major investment in our Electronic Management of Assessment (EMA) programme. Coursework submissions, grading, marking and feedback have been moved online in the majority of Schools, allowing students to submit assignments and access feedback electronically. We are also working to create digital interactive dashboards so that students can track their progress.

Academic Tutor System

All undergraduate and postgraduate taught students are allocated an 'Academic Tutor' – a member of academic staff who acts as a key point of contact throughout their degree. Academic Tutors work with students to ensure they get the most from their studies, and identify other sources of support for personal and professional development if needed.

Working in partnership with our students

- Our **Partnerships in Learning & Teaching projects (PLanT) scheme** gives staff and students the chance to work together by identifying problems, finding solutions, and enhancing Teaching & Learning at the University as partners. Dedicated funding is set aside for these projects every year, with applicants invited to demonstrate how theirs will impact the student experience.
- Our **Undergraduate Research Opportunities Programme (UROP)** offers undergraduates the chance to work alongside academic researchers, to gain hands-on research experience on projects covering all disciplines across the University.

“Here at the University of Reading, the student voice is central to the way that Teaching and Learning activities are shaped. Reading University’s Students’ Union (RUSU) works with a variety of elected student representatives, in partnership with staff to create positive change.”

Lillie-Mae Firmin
RUSU’s Education Officer 2018/19

Rewarding and recognising exceptional teaching

Each year, our Celebration of Teaching and Learning Success Awards and our University Teaching Fellowships honour and reward the remarkable achievements of committed colleagues, who go above and beyond to ensure their students have the best possible experience at Reading.

In 2018, Jane Setter, Professor of Phonetics, was awarded a prestigious National Teaching Fellowship by Advance HE. Professor Setter is a passionate advocate of students leading change in teaching and learning. She pioneered our PLanT Scheme and has also led workshops at national conferences on students as partners and change-agents. Her teaching and research in phonetics and English pronunciation are internationally acknowledged, and her inclusive learning techniques have been adopted by colleagues worldwide.

In her own words:

“I believe that to be a successful teacher it is vital to include students in the teaching and learning process, and I have always made an effort to take my students’ and colleagues’ feedback on board.”

RESEARCH FOR A **BETTER WORLD**

Our world-leading research helps to transform the lives of people locally, nationally and internationally. Through it, we discover more about ourselves and the world we live in. At the same time, we build a stronger and more resilient economy, enhance social and individual wellbeing and influence policy and practice.

51% of all research publications from 2013–2018 were a result of **INTERNATIONAL COLLABORATION** [1]

£43 MILLION in the value of NEW AWARDS WON in 2017/18 [2]

Our success rate with Research Councils was 33% [3]

37 RESEARCH DIVISIONS covering 5 themes with nearly 1000 staff members

Dr Sakthi Vaiyapuri is working to reduce the 138,000 deaths and 450,000 life-changing injuries caused by snake bites each year. He has started a programme of community education – which is being rolled out in rural village schools and colleges in India – in order to raise public awareness about how to prevent bites and support clinics and hospitals in effectively treating those who have been bitten. His work is also informing policy on the access to, and use of, anti-venoms.

Professor Hannah Cloke and **Dr Liz Stephens** are helping us become better prepared for destructive events by improving flood forecasting. Their research helps to save lives by improving early warning systems in flood-prone parts of the world. Hannah advises the UK Government on flood response and preparing for national and international flooding incidents, while Liz works with the International Red Cross and Red Crescent, helping people to prepare for floods.

Professor Andrew Kakabadse has asked the question 'Is the Government fit for purpose?' His inquiry into the effectiveness of the Civil Service and the relationship between ministers and officials is believed to be the biggest of its kind since the 1854 Northcote-Trevelyan Report, from which the Civil Service was established. His work was based on more than 140 confidential meetings with government officials. The report was submitted as evidence to the Public Administration and Constitutional Affairs Committee.

Professor Hella Eckardt is uncovering the truth behind ancient migration by using isotope analysis to determine chemical signatures in teeth and bones. Her work helps us explore how ethnically diverse the early Romano-British population was and shows that Roman Britain had a socially vibrant population from the outset – incomers were not just soldiers and administrators, but also women and children. Hella's commitment to the study of social and cultural identity was recognised by Current Archaeology, who named her Archaeologist of the Year 2018.

Professor Peter Dorward is supporting farmers across sub-Saharan Africa to give them the best chances of a successful harvest. Two-thirds of people in this region depend on small-scale, rain-fed farming as their main source of income, and so critical farming decisions depend on variables such as how much rain falls and the timing of dry spells. Peter's work uses climate, crop, livestock and livelihood data to help local farmers accurately assess risks, and ultimately make more informed decisions on their planting.

Dr Jacqui Turner is shining a light on the female pioneers of British politics – in particular, Nancy Astor. Jacqui was instrumental in the installation of a memorial to Astor in the House of Commons and contributed to a major exhibition at Westminster called Voice & Vote. In addition, she is managing the 'Astor 100' initiative, which includes a major series of events and seeks to make information relating to Nancy Astor – along with other early female MPs – accessible to the general public, by engaging with historical and contemporary female narratives in Parliament.

1 50.9% rounded up based on SciVal data from 2013–2018. 2 Based on data recorded in the Research Services award database of total amount of awards funding pledged in 2017/18 – £42, 964,072 rounded up. 3 Times Higher Education Research Council Success rate analysis – 2017/18; 32.9% rounded up.

KEY **REGIONAL PARTNERSHIPS**

WORKING TOGETHER IN WEATHER RESEARCH

The European Centre for Medium-Range Weather Forecasts (ECMWF) headquarters is currently located on the Shinfield Road in Reading. ECMWF has chosen to relocate, and following a competitive bidding process, our Whiteknights Campus has been selected as their preferred destination. It is planned that the University will provide land for the construction of a new building at Earley Gate, with designs and timelines currently being discussed. This relocation would retain the investment that the ECMWF brings to the area and be a springboard for substantially growing our joint working in weather and climate research.

GROWING SCIENTIFIC INNOVATION IN THAMES VALLEY

Tenants are moving into the flagship £35m Gateway building at our Thames Valley Science Park, which will provide flexible office and laboratory space and high-speed digital infrastructure for around 20 technology-led companies. Additionally, the Rutherford Cancer Centre has already opened, providing services for children and adults in the local community. A long-term project, the Science Park will take up to 20 years to fully develop, representing a significant investment for the University. It will not only be the largest dedicated science business park in the region, but also one of the largest in the south-east. The campus-style setting has been designed to encourage collaboration, and once completed, it will have the potential to provide up to 5,000 new jobs.

OPENING UP THE BRITISH MUSEUM'S COLLECTION

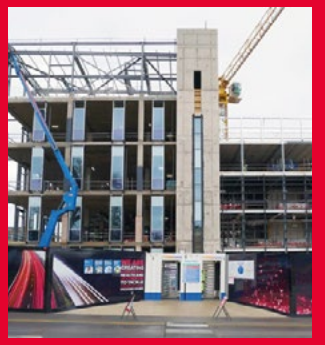
This is a first of its kind partnership between a national museum and a UK university. Based in Wokingham, the centre will house objects from the British Museum's world-renowned archaeological collections, offering the opportunity for collaborative research and community engagement. Joint funding from the University and the British Museum will strengthen the partnership by supporting innovative scientific and historical research on the collections. The planned building will provide custom-designed space to store, study and share the collection. Construction will begin in 2019 and be completed by spring 2023.

MEETING THE HEALTHCARE CHALLENGES OF THE REGION

The University is developing an even stronger partnership with the Royal Berkshire NHS Foundation Trust and the Berkshire Healthcare NHS Foundation Trust. Through collaborative research and knowledge exchange, we aim to address some of the most important healthcare challenges in the region. Existing work has included student placements in the Royal Berkshire Hospital for the Physician Associates programme and research between bariatric and health psychologists to help understand motivations of patients who have undergone surgery. There are several joint clinics on the Whiteknights campus.

B23322 03.19

CAPITAL **PROJECTS**



The University has already invested over £500m into teaching, student accommodation and research facilities. But we do not rest on our laurels.

Having recently completed refurbishment of lecture theatres and our student nightclub we continue to invest in our future with an ambitious update of the Library as well as a brand-new Health and Life Sciences Building.

An investment of over £55m is proposed to enhance our teaching and research space through a new Health and Life Sciences building. Construction has started, with the building scheduled to open in summer 2020. It will be a huge improvement to existing teaching and research facilities, and will include a state of the art Bioresource Unit. In addition, the Cole Museum of Zoology will be housed inside, securing this rich heritage collection for future reference and research.

To a university student, a library is much more than a building: it is integral to their learning journey. This is why we're investing over £40m into the modernisation of our Library. The project began in summer 2016 and is scheduled for completion in autumn 2019. The biggest improvements focus on increasing space for individual and group study, introducing a more efficient system for borrowing and returning books, improving access throughout the building, and reducing our energy usage and carbon emissions.

APPENDIX 14

SOME STATISTICS

University of Reading

Some statistics

Staff (as at 31/07/2019)

Total	3,782
Academic	1,360
Technical	188
Clerical	843
Manual	359
Managerial	855
Other	177

Students (2017–2018)

All students	21,620
Full-time students	17,715
Part-time students	3,905
Undergraduates	13,835
Postgraduates	7,785
UK-based International students (excluding those from EU)	4,000
Countries of origin of overseas students (excluding EU)	135

Degrees conferred 201–19

Undergraduate	3,610
Postgraduate (includes PGCEs and PGDips/Certs)	4,012
Non-graduating awards (includes CertHE and DipHE)	99

Land

Whiteknights	300 acres
Greenlands	25 acres
London Road	10 acres
MERL and Martindale site	4 acres
Bulmershe sports pitches	15 acres
Arborfield Farmland	950 acres
Sonning Farmland	380 acres
Bill Hill Farmland	158 acres
Thames Valley Science Park	50 acres

HANDBOOK FOR MEMBERS OF THE COUNCIL 2019–20

For more information, please contact:

Dr R J Messer

University Secretary
University of Reading
Whiteknights
Reading RG6 6AH

r.j.messer@reading.ac.uk
Tel (0118) 378 8531

www.reading.ac.uk

Athena SWAN Bronze Award

B24409 08.19