

**Agenda for a meeting of the Central Management Group
to be held at 10.30 am on Wednesday, 20 January 2010
in the Raeburn Room, Old College**

1	Minute of the meeting held on 18 November 2009	A
2	Matters Arising	
	<ul style="list-style-type: none">• Centre for International Public Health Policy• Modern Languages benchmarking information• Fraud Policy	
3	Principal's Business	
3.1	Principal's Strategy Group	B
FOR DISCUSSION		
4	Financial Update (closed)	C
5	EUCLID – Update Report	D
6	Report from Estates Committee (closed)	E
7	New Medical School –proposed use of resources received from SFC (closed)	F
8	Funding for Student Volunteering Activities	G
FOR INFORMATION/FORMAL APPROVAL		
9	Management Accounts – four months to 30 November 2009 (closed)	H
10	Quarter 1 Management Accounts Forecast 2009-2010 (closed)	I
11	Dignity and Respect Policy	J
12	Disability Equality Scheme 2009	K
13	Proposals for the Naming of Chairs after Eminent Individuals	L
14	Report from Sustainability & Environmental Advisory Group (SEAG)	M
15	Report from Health and Safety Committee and Health and Safety Quarterly Report	N
16	Fees Strategy Group	O
17	Internal Audit Report	P
18	Governance for Major University Projects: developing a toolkit	Q

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|-----------|--|----------|
| 19 | Proposal to establish a Chair of Oncology | R |
| 20 | Proposal to establish a Chair of Power Plant Engineering and Carbon Capture | S |
| 21 | Proposal to alter the title of the Chair of Respiratory Medicine | T |
| 22 | School of Education – Update (closed) | U |
| 23 | Proposal to alter the title of the Personal Chair of Cardiology | V |
| 24 | Proposal to alter the title of the Chair of Vascular Biology | W |
| 25 | Any Other Competent Business | |
| 26 | Date of next meeting | |

Wednesday, 17 March 2010 at 10.30 am in the Raeburn Room, Old College



Central Management Group

Wednesday 18 November 2009

MINUTE

Present: The Principal
Vice-Principal Professor A McMahon
Vice-Principal Professor M Bownes
Vice-Principal Professor J Haywood
Vice-Principal Professor D Hounsell
Vice-Principal Professor R Kenway
Vice-Principal Professor L Waterhouse
Acting Vice-Principal Professor D Fergusson
Mr M D Cornish
Mr N A L Paul

In attendance: Mr A Currie
Mr J Gorringe
Ms S Gupta
Mr D Waddell
Mr L Golightley (on behalf of Vice-Principal Professor Sir John Savill)
Dr K J Novosel

Apologies: Vice-Principal Professor N Brown
Vice-Principal Mr Y Dawkins
Vice-Principal Professor S Hillier
Vice-Principal Professor Sir John Savill
Mr I Conn
Dr A R Cornish

Closed items shown in italics

1 MINUTE OF THE MEETING HELD ON 23 SEPTEMBER 2009

Paper A

The Minute of the meeting held on 23 September 2009 was approved as a correct record.

2 PRINCIPAL'S BUSINESS

The Principal reported on various matters including: the University being the recipient of the Scottish Council for Development and Industry's Award for Outstanding International Achievement in Scotland's Universities 2009; the successful two day visit to the University by the Chancellor; the Principal's visit to 10 Latin American Institutions with support from Santander Universities; and the current thinking on the future development of the Holyrood site.

2.1 Principal's Strategy Group

Paper B

CMG noted the issues discussed.

FOR DISCUSSION

3 FINANCIAL UPDATE (CLOSED) Paper C

The favourable outcome of the negotiations with the Scottish Government/Scottish Funding Council in respect of excess costs met by the University for the Medical School at Little France was commended. CMG also commended the commencement of negotiations to more closely align the MRC's Human Genetics unit at the Western General Hospital with the University. The position on pay negotiations and the review of top up fees in England were also noted.

4 DRAFT REPORTS AND FINANCIAL STATEMENTS FOR YEAR ENDED 31 JULY 2009 (CLOSED) Paper D

CMG noted the main highlights of the Reports and Financial Statements: the achievement of a modest surplus of £4m; the University's underlying growth remained strong; the changes to staff numbers particularly the fall in the number of academic and related support staff compared with last year; the significant increase in the University's own investment in the capital programme; the increase in deferred income; and the information on the position of pensions.

It welcomed and commended adoption to Court of the Reports and Financial Statements which demonstrated the continuing strong financial position of the University and the Group.

5 REVIEW OF 2008/2009 OUTTURN VERSUS FORECAST (CLOSED) Paper E

The analysis of the movement from the Quarter 3 forecast of a £1.5m deficit to the achieved surplus at year ended was noted by CMG. The main factors contributing to the improved position being: not all the provision for the Roslin Institute had been required; and the considerable effort of Colleges and Support Groups to contain expenditure. The adverse movement in the value of shared equity properties was also noted.

6 2009/10 STUDENT INTAKE AND SFC HOME/EU UNDERGRADUATE POPULATION CONTROLS (CLOSED) Paper F

The intake of home/EU undergraduate students in SFC non-controlled subject areas as at 20 October 2009 was significantly above target and the overall population in this category, including continuing students was now almost 1,000 above SFC funded places. As the University received no additional income from the SFC for students for whom there were no funded places such students were effectively being taught for tuition fees alone and actions were being taken to address this issue including monthly progress meetings. CMG noted that in considering appropriate actions and reviewing admission criteria minority subject areas and routes for widening participation access should be afforded some protection.

The intake figures for postgraduate and overseas fee paying full time undergraduate students were encouraging with figures as at 20 October 2009 being above the targets set by the University for recruitment in these areas.

7 2010-11 PLANNING ROUND ISSUES (CLOSED) Paper G

CMG approved the planning assumptions as stated noting the various cost pressures particularly pensions, utilities' costs and the significant capital

programme. It further noted the number of factors creating an uncertain funding environment for 2010/2011 onwards including the anticipated UK election in 2010 and the Scottish Government's response to the Calman Commission; and the inevitable reductions in public funding in 2010/2011 with more significant reductions anticipated in 2011/2012 and beyond. The SFC's proposal to reduce the number of teaching funding subject groups from 12 to 4 created further uncertainty.

Based on these assumptions and on the outcome of the financial scenario planning exercise the indicative increase for core budgets for 2010/2011 was -1% and 0% for 2011/2012 and 2012/2013.

The main SFC grant letter was anticipated by the end of March and the 2010/2011 planning timetable would follow the same general pattern as the previous year.

8 EUCLID – UPDATE REPORT

Paper H

The EUCLID and satellite projects, although making significant progress, had been subject to some slippage and the EUCLID Strategy and Quality Assurance Group was currently assessing the position to ensure delivery of the high priority systems and features. It was reported that discussions with colleagues from School and College offices had been successful in communicating the revised scope of the project and satellite projects. A contingency plan was also being developed particularly for the period immediately after the cessation of the project at the end of the 2009/2010 academic session to make sure all requirements were in place for the start of the next academic year.

9 STRATEGIC PLAN 2008-2012 TARGETS - ANNUAL PROGRESS REPORT

Paper I

CMG welcomed this very informative document and suggested that the status of 5.3: delivery of the EUCLID project in accordance with the agreed plan, be amended to 'further work required' and that the commentary for this target be appropriately revised. It was noted that Court would be particularly interested in progress in respect of staff appraisals and the proportion of women in higher posts and would require assurances on progress within these areas.

10 RISK MANAGEMENT COMMITTEE END OF YEAR REPORT

Paper J

CMG was content with the Annual Report of the Risk Management Committee and the assurances in the area of risk control it provided to Court to enable it to sign off the Reports and Financial Statements. It was noted that this Report referred to the previous Risk Register (version 6) and not to the Register approved at the end of last academic session.

11 REPORT ON PROVISION OF MODERN LANGUAGES (CLOSED)

Paper K

The progress in taking forward the key elements of the three-year strategic plan to ensure the sustainability and growth in the School of Literatures, Languages and Cultures was noted and that the information on the benchmarking exercise would be available in due course. The importance of the benefits to the University, in a number of areas, of maintaining a comprehensive modern languages provision was acknowledged; the development and success of the Confucius Institute and the Centre for the Advanced Study of the Arab World being two significant examples. There was full support for the introduction of innovative initiatives, new programmes and exploring the use of e-learning to develop the full potential of the School.

- 12 REPORT FROM THE STANDING CONSULTATIVE COMMITTEE ON REDUNDANCY AVOIDANCE (SCCRA) (CLOSED) Paper L**
- CMG welcomed the production of this monitoring report and commended the very effective working of the Committee. CMG further supported regular reporting to Court particularly given the high risk matters considered by this Committee.
- 13 ACADEMIC AND FINANCIAL PLANNING ISSUES FOR THE SCHOOL OF EDUCATION (CLOSED) Paper M**
- The proposed actions in response to the anticipated reduction in initial teacher education (ITE) student numbers were endorsed for implementation by CMG. As well as the challenges created, the opportunities to review the future vision and the activities of the School were also acknowledged including consideration of increasing research capacity and the potential for further interactions with other areas of the University. It was agreed that there should be early communication with staff in the School.
- FOR INFORMATION/FORMAL APPROVAL**
- 14 MANAGEMENT ACCOUNTS – TWO MONTHS TO 30 SEPTEMBER 2009 (CLOSED) Paper N**
- CMG noted the current satisfactory financial position for the first two months of the new financial year.
- 15 IT STRATEGY Paper O**
- The IT Strategy for the University was endorsed by CMG and commended to Court for approval.
- 16 INFORMATION SECURITY POLICY Paper P**
- The Information Security Policy for the University was endorsed by CMG and commended to Court for approval. CMG welcomed the production of this document to assist in the management of this high risk area and noted that a series of Codes of Practice would form an integral part of this policy
- 17 FRAUD POLICY Paper Q**
- CMG endorsed the University wide Fraud Policy and commended its adoption to Court.
- 18 SETTING STUDENT RENTS Paper R**
- It was noted that the proposed rent increases for 2010/2011 and indicative increases for 2011/2012 and 2012/2013 had been endorsed by the Fees Strategy Group and had the support of EUSA. CMG approved the 2010/2011 rent increases which averaged 1.25% for the majority to accommodation with rents frozen in some areas, small reductions in other less favourably located accommodation and a slightly higher increase of 1.31% for Pollock Halls. CMG further approved the cross-subsidy of £1.83m from commercial surplus to students' rents acknowledging that this was an above inflation increase.

19 REPORT FROM SUSTAINABILITY AND ENVIRONMENTAL ADVISORY GROUP (CLOSED) Paper S

CMG noted the satisfactory outcome of the 'Universities that Count' benchmarking exercise 2009 with the University being ranked 2nd in respect of the environment index and joint 5th for the corporate responsibility index. Subject to further lobbying to improve the appropriateness of the questionnaire CMG approved the recommendation that the University takes part in the 2010 exercise but sympathised with the view that annual conduct of this exercise was excessive: the process to be led by Vice-Principal Professor Bownes, the Director of Corporate Services and the Energy & Sustainability Adviser. CMG further noted the improvements achieved by the University in the areas of waste and recycling and the success in taking forward the project to cut carbon emissions; it was suggested that it may be useful to review the accuracy of the preliminary results for travel prior to wider distribution.

20 DRAFT SOCIAL RESPONSIBILITY & SUSTAINABILITY STRATEGY Paper T

CMG endorsed the draft Strategy for wider consultation across the University community noting the intention to prepare a number of action plans to deliver the finalised Strategy. The Director of Corporate Services was confirmed as the senior management executive champion of sustainable procurement as required under the Scottish Government Plan.

21 HEALTH AND SAFETY QUARTERLY REPORT FOR JULY-SEPTEMBER 2009 Paper U

The quarterly report from Health and Safety was noted.

22 REPORT FROM SPACE MANAGEMENT GROUP Paper V

The NPRAS rates to be applied for 2010/2011 as set out in the paper were endorsed and the rates for 2009/2010 confirmed.

23 REPORT FROM UNIVERSITY'S RESEARCH ETHICS COMMITTEE Paper W

CMG approved the proposal to incorporate the business currently considered by the Research Ethics Committee within the Research Policy Group thus disbanding the Research Ethics Committee, noting the considerable overlap in remit and membership of both these groups. A section on the agenda of future meetings of the Research Policy Group would be given over to matters relating to research ethics to which the current members of the Research Ethics Committee would be invited to attend.

24 FEES STRATEGY GROUP Paper X

CMG approved the following as recommended by the Fees Strategy Group:

- Home and Away fees scheme for postgraduate students (reduced fees for those studying away from the University for 12 months or more) to be abolished for new students.
- The annual continuation fees to be charged pro rata for the full period of the approved extension rather than quarterly from 2010/2011.

- Undergraduate Home/EU students to be charged for credits taken pro rata to the appropriate full time programme tuition fee up to 80 credits and the full year fee to be charged for those in excess of 80 credit from the start of 2010/2011. Current fees were charged in units of 20 credits. This approach also to be applied to overseas/high cost rate of tuition fees.
- All fee discount schemes require to be considered by the Fees Strategy Group
- The fee proposals as set out in Appendix 1 for various programmes in each of the Colleges.

25 REVIEW OF PUBLIC HOLIDAYS

Paper Y

After debate, CMG approved the proposals on the new arrangements for public holidays subject to further consideration of the proposal on overtime as set out in 2.7 of the paper.

26 PROPOSALS TO ESTABLISH A CHAIR OF VASCULAR BIOLOGY

Paper Z

CMG approved the proposal to create a new Chair of Vascular Biology noting that the title of the Chair may be amended. The University Secretary agreed to prepare a short note for CMG approval on the process and protocol for naming chairs after eminent individuals.

27 DATE OF NEXT MEETING

Wednesday, 20 January 2010 at 10.30 am in the Raeburn Room, Old College

The University of Edinburgh

Central Management Group

20 January 2010

**Principal's Strategy Group Meeting
18 November 2009**

B

Amongst the items discussed were:

1. Postgraduate Accommodation & Graduate Centre

PSG considered proposed plans for the development of the University's site at Holyrood. Following discussion, the Group indicated its support for the development of postgraduate accommodation at the Holyrood site and for the development of a centre for international / outreach activity alongside it.

2. Revised Intake Targets for 2010/11

PSG noted the update on the position with regard to targets for FT home/EU UG (in non-controlled funding subject groups) targets for 2010/11. Intake targets had been revised downwards from the indicative targets previously agreed by PSG in September. These revised targets had been discussed and agreed with Colleges.

**Principal's Strategy Group Meeting
1 December 2009**

Amongst the items discussed were:

1. International Student Barometer

PSG received an informative and useful presentation from Mr Will Archer, Director of i-Graduate, on the University's most recent performance in the International Student Barometer (ISB). The Group noted that the University was generally performing well in the ISB and was showing improved ratings in a number of areas. Some points of particular interest would be pursued in more depth by relevant staff.

2. Research Excellence Framework – Consultation Response

Members provided some further commentary on the final draft of the University's response to the HEFCE consultation on the Research Excellence Framework.

3. EUCLID Update

The Group approved a request for resource for EUCLID to allow for the extension of the current EUCLID team's contracts from July 2010 until December 2010. This would ensure that the team remains intact for the deployment of new systems between August and December next year.

4. SFC Teaching Prices Consultation

The meeting discussed the University's draft response to the above consultation, which had been produced on the basis of helpful commentary from Finance and Colleges.



The University of Edinburgh

Central Management Group

20. January 2010

Finance Update

Brief description of the paper

The paper summarises the latest actions being taken to maintain the University's financial stability.

Action requested

The Group is asked to note the content and approve the approach being taken.

Resource implications

Does the paper have resource implications? Yes

The continuing impact of the global financial crisis and the subsequent impact of recession and planned reduction in public spending are and will have a negative impact on the University financial position.

Risk assessment

Does the paper include a risk assessment? Yes

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the commercial interests of any person or organisation

For how long must the paper be withheld? 2 years

Originator of the paper

Jon Goringe, Director of Finance

14. January 2010

The University of Edinburgh

Central Management Group

20 January 2010

The EUCLID Project: Update January 2010

Brief description of the paper

This paper updates CMG on the recent activities and governance of the revised scope EUCLID Project and the associated Satellite Project. The paper is the end-of-year report produced by A-P Sue Rigby and agreed by the Strategy & QA Group (SQAG). An oral report or short tabled paper will be presented at the CMG meeting, covering the weeks since the report in December 2009 and mid-January 2010.

Action requested

CMG is invited to note this report.

Resource implications

Does the paper have resource implications? Yes – those in 2009-10 accounted for by changes made to the project during the planning for FY 2009-10 and those in 2010-11 will be dealt with during the planning round for next financial year.

Risk assessment

Does the paper include a risk assessment? Yes – risks for the start of next AY are referred to in the paper and are covered in a separate Contingency Plan.

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Vice-Principal Professor Jeff Haywood – EUCLID Senior Responsible Officer
Vice-Principal Professor Richard Kenway – EUCLID Quality Assurance & Executive Group

To be presented by

Vice-Principal Professor Jeff Haywood – EUCLID Senior Responsible Officer

EUCLID End-of-Year Report

Over 2009, the EUCLID project was significantly rescoped in response to problems in the development of online postgraduate admissions. The project board responsible for overseeing EUCLID was rebuilt, and is now chaired by Vice Principal Kenway, and is now called Standards and Quality Assurance Group (SQAG). The responsible officer is now Vice Principal Haywood. Veena O'Halloran has left the University and management of the core EUCLID team is now being undertaken by Morag Hunter. This report addresses progress on the new, reduced scope project, and describes progress in 2009 and plans for 2010 and beyond.

This brief report summarises

1. Key benefits of EUCLID
2. Progress in EUCLID and its satellite projects since August 2009
3. Key decisions about EUCLID design and implementation
4. Involvement of users
5. Future of student record developments after July 2010

1. Key benefits of EUCLID

The University of Edinburgh will have a secure and accurate student record system. This system will facilitate recruitment and admissions of undergraduate and postgraduate students, support teaching and learning in Schools, enable the University's corporate record keeping obligations to be met, provide key information to the internal planning round and enable required external reports to be made. It will capture such data from the point of application, maintain it through to graduation and feed into our alumni systems.

Data from the student record system must be available to schools and support services via an interface which supplies data, for example, to finance and accommodation services.

The student record system should relate to a course and programme record system, which allows the electronic creation, dissemination and maintenance of data on taught programmes.

We will be able to enrol students for courses and programmes online, facilitating the work of Teaching Organisations and Course Organisers in planning for the provision of their teaching.

Related or linked systems should meet UKBA managed migration regulations, facilitate access to postgraduate data and provide an accurate timetable of courses.

2. Using the key benefits above, it is possible to analyse progress within the EUCLID (and satellite) projects since August 2009.

- a. Secure and accurate student record system – this system is being built, and will go into test early in the New Year.
- b. Key information provision – will be provided either EUCLID or via BOXI¹ reports from a sub set of data generated from the student record system.
- c. Capturing data from the point of application – UG and PGT students now

¹ The 'Business Objects IX' reporting tool

apply to the University on line. Further work needs to be done on PGR application processes.

d. Data capture through to graduation – work still needs to be done on an electronic method of capturing course marks. A satellite project (on SMART, the existing assessment software used by much of Science and Engineering) will enhance our existing capacity, but more work will be needed in future.

e. An interface to other cognate areas of the University appears to be progressing well.

f. The provision of an online course and programme record system is complete, with the introduction of online Degree Programme Tables and Course Creation and Maintenance. Remedial work will need to be done to link CCAM to Registry's exam timetabling software.

g. Online course enrolment for students is built, and the intention is use this for Freshers' Week 2010, subject to favourable outcomes to the load testing currently being done on the system.

h. Student data will be provided to academics and administrators via the EUCLID HUB, and course information via a subset of data capable of being reported on via BOXI. Future work should be considered to develop a direct feed of information on courses out of the student record system.

i. United Kingdom Border Agency (UKBA) regulations will be addressed by Excel spreadsheet from February, and by a Tribal software upgrade from the Summer.

j. Postgraduate data provision has been commissioned.

k. A timetable may be delivered via modifications to the data feed to TIMETAB, our existing timetable programme.

3. Key decisions about EUCLID design and implementation

a. A recognition that the project is constrained by financial and time pressures, and that it is called on to deliver across a wide area of activity has led to the following critical decision. Whilst the aim is always to deliver outputs of very high quality and functionality, in some instance it is clear that the most that can be achieved within the present project will be to deliver software that falls short of this high standard, but is 'good enough': it will be functional and effective and contain no critical errors, but it may be necessary to accept minor glitches and infelicities of design which will have to be left uncorrected at the present time, with a view to tidying up at a later date.

b. The scope of the project is still in flux, as the precise level of resource required to build and implement key elements of the software are still unclear. As clarity emerges about this level of resource, SQAG may need to take action to decide how to prioritise remaining elements of the project. SQAG may also need to take decisions about the timing or funding of parts of the project if it becomes clear that delivery of all parts of the system by end July 2010 is unfeasible.

4. Involvement of users

Users are involved in the EUCLID project via User Groups (and Contingency Planning Group) and via a regular e-mail communication. All Schools have been offered a briefing, and the following Schools have accepted this offer – Physics, Chemistry, Maths, Engineering, Geosciences, Informatics, Biology, Biomedical Sciences, Health in Social Science, Law, History, LLC, Business, Economics, SPS, ACE, Divinity. Other Schools in the College of Medicine and Veterinary Medicine have been briefed via direct contact with senior College administrators. Heads of School have been invited to two sets of briefings with senior members of the project team.

A critical challenge over the next 8 months will be to ensure that the relevant

School, College and Centrally located staff are informed and engaged with the process of implementing their business activities using the new system. This is essentially a challenge of communication, training and support, especially around the development of a Contingency Plan for Freshers' Week 2010.

5. Future developments and ownership of the system

On 1 January 2011, ownership of the student record and administration system will move to Registry, with a commitment to its maintenance from Information Services.

It is clear that development and support for this system will continue beyond the end of the EUCLID project in July 2010. Two phases of continuation have been identified. These are the period of support for, and debugging of, the new system, which will last until Christmas 2010, and the ongoing, sustainable support and development of the system.

The post-go live support should take the form of a short-term continuation of the full EUCLID team, for the five months from August to December 2010 inclusive. This period will allow the team to support users as they move to online course enrolment and to producing external reports, for example the HESA return, using the new software.

The ongoing situation after December 2010 will require a higher level of support than was required before EUCLID, not least because the user base is so much higher with the implementation of online applications. In addition, this 'steady state' will need to enable changes to our system that are externally driven, such as emerge from the intention of UCAS to become 'paperless' by 2013 or through changes to UKBA regulations or HESA requirements. It should also include an element of planning space for improvements to the system and for the auditing and remediation of problems identified by users as the system beds down. Resources to pursue larger adaptations to the system, especially with regard to the areas identified in section 2 as needing further work, can be sought via the IS and Registry planning rounds.

Contact points for feedback

If you have feedback on this report, or issues arising from it that you would like to pursue, please contact Sue.Rigby@ed.ac.uk.

The University of Edinburgh

Central Management Group

20 January 2010

Report from Estates Committee [EC] meeting held on 9 December 2009

Brief description of the paper

The paper reports on key discussions and recommendations made at the meeting of EC, held on 9 December 2009.

CMG is reminded to note that copies of EC papers and the minutes of the meeting are available to CMG members on request from Angela Lewthwaite (Tel: 651 4384, email: angela.lewthwaite@ed.ac.uk) or online via the EC web-site at <http://www.ec.estates.ed.ac.uk/>

Action requested

CMG is invited to note the report and endorse recommendations/endorsements contained in items 1, 4, 5, 7, 8, 9, 10, 13, 14 and 15.

Resource implications

Does the paper have resource implications? **Yes, detailed throughout the paper.**

Risk Assessment

Does the paper include a risk analysis? It should be noted that EC papers contain, where applicable, separate risk assessments. Some of these may be contained within the reports to CMG and others.

General:

Legislation Non-Compliance/Business Continuity – mitigated by regular assessment and update of priorities, risk register and implementation of annual major replacements/compliance programme.

Capital Commitments (CAC) – mitigated by tracking via the Capital Projections Plan and regular updating in consultation with Finance and reporting to EC, CMG and F&GPC, through to Court.

Project Management – mitigated by on going monitoring of Design Team, Contractor, Risk Register and meetings of Strategic Project Boards who in turn report significant programme/cost issues to EC etc.

Equality and Diversity

Does the paper have equality and diversity implications? No

None of the proposals in this paper raise issues beyond those that are routinely handled in all Estates Developments. It should be noted that EC papers contain, where applicable, separate E&D assessments.

Any other relevant information

The Vice-Principal for Planning, Resources and Research Policy will present the paper.

Copies of the EC papers and the minutes of the meeting are available to CMG members on request from Angela Lewthwaite (Tel: 651 4384; Email: Angela.Lewthwaite@ed.ac.uk), or alternatively can be found at <http://www.ec.estates.ed.ac.uk>

Freedom of information

Can this paper be included in open business? The paper is **closed**.

Its disclosure would substantially prejudice the commercial interests of any person or organisation

All EC papers contain FOI information including reasons for closing papers.

Originator of the paper

Paul Cruickshank - Estates Programme Administrator
Angela Lewthwaite - Secretary to EC
8 January 2010

The University of Edinburgh

Central Management Group

20 January 2010

New Medical School – proposed use of resources received from SFC

Brief description of the paper

The paper summarises the position regarding monies to be received from the Scottish Funding Council in connection with the Medical School at Little France.

Action requested

The paper is for information and discussion.

Resource implications

As indicated in the paper.

Risk Assessment

None.

Equality and Diversity

None

Any other relevant information

None.

Originator of the paper

David C.I.Montgomery
Deputy Director of Finance

7 January 2010

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the effective conduct of public affairs

The paper should be withheld until after publication of the University's Annual Accounts for 2009-10 (i.e. 31st December 2010).



The University of Edinburgh

Central Management Group

20 January 2010

Funding for Student Volunteering Activities

Brief description of the paper

The paper reviews existing arrangements for funding student volunteering activities and invites CMG to consider whether and how this should continue over the next five years. If it is to continue, the paper suggests that EUSA and the University Settlement be invited to submit proposals for operating volunteering activities.

Action requested

CMG is asked to consider the recommendations made and decide how it wishes to proceed.

Resource implications

Does the paper have resource implications? Yes - continuation of funding of c. £83k p.a.

Risk assessment

Does the paper include a risk analysis? No

The principle risk for the University is reputational, should it find itself associated with inappropriate or ill managed student volunteering activities. Assessment of any proposals received will need to take this into account.

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originators of the paper

Melvyn Cornish
University Secretary

Central Management Group

20 January 2010

Funding for Student Volunteering Activities

The University Settlement is an independent charity with no formal connection with the University, but with long standing informal associations. The relationship between the two bodies was clarified and codified in 2001, at which time the University agreed to provide funding for an initial five year period to enable the Settlement to operate a Student Volunteer Centre. Student volunteering was seen as an important part of the University's community outreach activities and of significant personal development benefit to individual students.

In 2005 CMG agreed to continue the funding provided to the University Settlement for operating the Centre for a further five years, at £83k p.a.: this agreement expires at the end of the present academic year. The purposes to which the funding was to be put were:

- Edinburgh Students' Charities Appeal (ESCA) – which is itself an independent charity which operated under the auspices of the Settlement
- The 'Community Link' project
- The 'Action Connection' project

Over the last two years there has been extensive communication with the Settlement, initially in regard to the possible implications of its legal status for the University or for any individual nominated by the University to serve on its governing bodies, and more recently with regard to the uses to which the University's funding has actually been put. During this period it became clear that relationships between the Settlement and ESCA had irretrievably broken down, and ESCA decided to withdraw from its arrangement to operate under the auspices of the Settlement and instead to operate under EUSA's auspices. Dealings with ESCA officers were very open and straightforward, EUSA were very supportive, and as a consequence the £31k p.a. funding previously provided to the Settlement for ESCA is now channelled via EUSA.

During the interactions with the Settlement there was some difficulty in securing its formal acceptance of the disposition agreed in 2001 along with a clear explanation of how the University's funding – other than for ESCA – was being used. It did however become clear that the 'Action Connection' activity had been discontinued shortly after the funding for it was agreed, and replaced by 'European Voluntary Service' activities. A report on this new activity was sought but has yet to be received.

The question now arises as to whether the University wishes to provide continued funding for student volunteering activities. If it does, then it needs to be decided how much, how this is to be deployed and for how long. **The following approach is recommended:**

1. If funding is to be provided, it should be on much the same scale as at present, i.e. around £83k p.a.
2. Within that £83k, funding for ESCA should continue for a further five years at £31k p.a. subject to:
 - (i) a satisfactory report on how funding provided hitherto has been used

(ii) a satisfactory prospectus of how funding would be deployed over the next five years and the benefits resulting from it.

3. It is known that EUSA is very keen to develop its activities and capabilities in support of student volunteering, and also that the Settlement wishes to continue its activities. Each should be asked to submit proposals for the use of c.£50k p.a. over the next five years, relating these to achievement hitherto and capability to deliver in the future, and setting out clear monitoring arrangements that would allow the University to be satisfied that value for money was being delivered. A choice would need to be made between them, it seeming unlikely that any shared or joint approach would give best value.

4. The report and prospectus arising from 2. above and the proposals arising from 3. would be considered by a small group including Vice Principal Bownes, Vice Principal Hounsell, a member of the University Court, the Director of the Careers Service and the University Secretary, with student involvement if this can be achieved in a manner which does not call into question the objective consideration of any proposal from EUSA.

CMG is asked to consider these proposals and decide how it wishes to proceed.

MDC
January 2010



The University of Edinburgh

Central Management Group

20 January 2010

**Management Accounts
Four months to 30 November 2009**

Brief description of the paper

The University's top-level Management Accounts are presented, including summaries for each College and Support Group.

Action requested

The paper is for information.

Resource implications

None.

Risk Assessment

The continuing financial health of the University.

Equality and Diversity

None

Any other relevant information

None.

Originator of the paper

David Montgomery
Deputy Director of Finance

5 January 2010

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the commercial interests of any person or organisation.

The paper should be withheld until after publication of the University's Annual Accounts for 2009-10 (i.e. 31st December 2010).

The University of Edinburgh

Central Management Group

20 January 2010

Quarter 1 Management Accounts Forecast 2009-10

Brief description of the paper

The University's top-level Quarter 1 Management Accounts Forecast for 2009-10 is presented to the Group. This forecast is, for the first time, presented on a group basis (i.e. including subsidiary companies), as in the annual accounts.

Action requested

The paper is for information and discussion.

Resource implications

As indicated in the paper.

Risk Assessment

The continuing financial health of the University.

Equality and Diversity

None

Any other relevant information

None.

Originator of the paper

David C.I. Montgomery
Deputy Director of Finance

27 November 2009

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the commercial interests of any person or organisation

The paper should be withheld until after publication of the University's Annual Accounts for 2009-10 (i.e. 31st December 2010).

The University of Edinburgh

Central Management Group

20 January 2010

Dignity and Respect Policy

Brief description of the paper

The paper brings the final draft of the proposed Dignity and Respect Policy for approval.

Action requested

For approval by CMG and onward transmission for Court approval.

Resource implications

None directly – however, there was a strong view expressed through consultation with University managers and trade unions that there would require there to be initial and ongoing support and dissemination some of which will have resource implications. See paragraphs 5-7.

Risk assessment

The Policy represents part of the University's approach to the effective management of its risks in relation to issues concerning dignity and respect. An effective implementation approach is essential to manage those risks.

Equality and diversity

The Policy is integrally concerned with ensuring equality and diversity principles are applied to the way in which the University supports a positive culture for working and studying.

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

The paper will be presented by Sheila Gupta, Director of Human Resources and Lorraine Waterhouse, Vice Principal for Equality and Diversity.

Originator of the paper

Karen Conway, Corporate Human Resources

Dignity and Respect Policy

Introduction

1. This paper brings the new University Dignity and Respect Policy for approval, following consideration by CMG and Court and consultation with a wide range of stakeholders late last year.

Dignity and Respect Policy

2. The new Dignity and Respect Policy (attached) is the foundation of the framework of policy, procedure and guidance which is being developed to support and promote a culture of dignity and respect in the University community.
3. Following consideration by CMG and Court last September/October, the policy has been consulted upon with a wide range of stakeholders including the recognised trade unions, the Equality and Diversity Committee, Academic Affairs, Staff Counselling, EUSA and colleagues in HR across the University. This has resulted in some amendments and the final version is now attached for approval by CMG.

Dignity and Respect Framework

4. In addition to the Policy, work is well underway to develop other aspects of the Dignity and Respect Framework, to provide a comprehensive, web-based resource. These include:
 - A procedure for raising and resolving issues relating to dignity and respect, which has been drafted and is currently undergoing discussion with a range of stakeholders, including the recognised unions and EUSA (including negotiation with the recognised unions).
 - Supporting processes, services and information, including guidance on carrying out investigations and links to advice on dealing with bullying and harassment and to sources of support (including internal support such as the Counselling Services, 'Harassment Contact Officers', EUSA and Trade Unions)
 - Monitoring and review processes, which are being discussed alongside consultation on the new procedure.

Implementation

5. There was a strong view expressed through consultation with University managers and trade unions that to continue to build an environment in which a culture of dignity and respect can thrive would require there to be initial and ongoing interventions. Interventions would need to focus both on the positive application of the policy and how to deal with things when they go wrong (the supporting procedure).
6. Consultation also confirmed the need to develop robust monitoring processes that focus on the positive developments as well as documenting when things go wrong.
7. An implementation plan is currently being developed, for which some aspects will have resource implications.

Conclusion

8. CMG is invited to approve the attached Policy for onward transmission to Court.

Dignity and Respect Policy



1. Policy Statement

1.1 The University Community is made up of its staff, students and visitors, all of whom are highly valued for the knowledge, skills, experience, talents, commitment and creativity they bring to the University community. As part of the University's commitment to equality and diversity it is intent on promoting a positive culture for working and studying, in which all members of that community treat each other with dignity and respect. This Policy sets out the expectations this places on all members of the Community.

1.2 When we use 'dignity' we mean recognising and esteeming everyone's worth as a person.

1.3 When we use 'respect' we mean treating each other with consideration.

2. Overview

2.1 This policy should be read in the context of the University's core Mission, Strategic Plan and related strategies, information on which can be accessed via:
http://www.planning.ed.ac.uk/Strategic_Planning/SP2008-12/index.htm.

2.2 The policy is set in the context of the need to:

- provide an environment where individuals have the opportunity to reach their full potential;
- maximise the success of the University, recognising the importance of staff's and students' direct contribution;
- provide a supportive and enabling working environment which encourages good morale, a positive student experience, good employee relations and excellent performance in all that we do;
- create the environment for a positive student experience of University life;
- meet the requirements of a complex and evolving legal framework including, for example, a statutory obligation regarding discrimination and a general legal duty of care to staff
- apply the principles of good governance and good management practice across all our activities;
- provide a mechanism for raising, addressing and resolving concerns about individual/organisational behaviour and this is described in the corresponding procedure (*exact title to be added when formalised*).

3. Scope

3.1 This policy applies to all staff and students of the University in relation to both individual and collective activities, including their dealings with others in the University community.

4. Guiding Principles

- The University seeks to promote a positive culture for working and studying to which every student and member of staff contributes and within which they are able to develop to their full potential.
- Freedom of expression within the law is central to the concept of a university. To this end, the University seeks to continue to foster a culture which permits freedom of thought and expression within a framework of respect for the rights of other persons.
- Ideas and views are open to rational discussion and challenge, in a rigorous, collegial and constructive manner, with a view to creating knowledge and improving and deepening understanding.

5. Responsibilities

5.1 As members of the University community we have a responsibility to apply these principles by:

- Contributing to a positive learning and working environment including engaging with activities which promote dignity and respect.
- Supporting the University's priorities and acting with integrity as members of the University community.
- Accepting new responsibilities and participating in activities aimed at enhancing and improving systems, processes and practices such that they are more efficient, effective and valuable. Asking questions and learning about issues that will affect us.
- Exercising responsibility (or being accountable) for our interactions with individuals and groups and showing consideration.
- Working and studying collaboratively, collegially and effectively in teams within and across organisational units.
- Addressing and resolving matters ourselves, where reasonably possible, in a simple, straightforward and constructive way or raising more serious matters with relevant University staff and participating positively in approaches to resolve them.

5.2 In addition, managers of staff and others with responsibility for areas of work or study have:

- A responsibility to lead in promoting a culture of dignity and respect and
- A duty to take timely, relevant action to resolve concerns using the related procedure (*actual title of procedure to be inserted when finalised*).

5.3 Expectations of the University as an employer and provider of education will be to ensure that:

- It fosters a positive culture for working and studying to attract and retain the best staff and students to support our academic endeavour.
- It treats staff and students with openness, respect and dignity at all times;
- Staff and students feel safe and are listened to when raising concerns about behaviour.

6. Monitoring

The University monitors and reviews its performance on promoting dignity and respect on an ongoing basis. Information on key performance indicators and other data can be found in the

Monitoring section of the Dignity and Respect Framework (*link to be inserted here when finalised*). Formal reports are provided at regular intervals to Staff Committee and other relevant committees.

7. Information, advice and resources

Further advice and information on good practice is available in the supporting guidelines and procedures which may be found at: (*link to be added when finalised*).

8. Policy creation

This policy was approved by CMG on xxxx and Court on xxxx and takes effect from xxxx.

The University of Edinburgh

Central Management Group

20 January 2010

The University of Edinburgh Disability Equality Scheme 2009

Brief description of the paper

This is the second Disability Equality Scheme produced by the University of Edinburgh. The production of a Disability Equality Scheme by public bodies is a statutory requirement of the Disability Discrimination Act (2005) and may be subject to review and comment by the Equality and Human Rights Commission. It covers both staff and students and was developed in partnership between the Disability Office, Human Resources and the Vice-Principal Equality and Diversity. Development of the Disability Equality Scheme and Action Plan involved disabled people (a statutory requirement) and demonstrates how the University has and will continue to involve disabled people, ensuring that they do not experience discrimination in the University.

Action requested

The externally set publication deadline for the Scheme was 4 December 2009 and the Scheme was published on the Disability Office website on that date. The paper is presented for comment and for information and the Scheme document can be updated and revised as required. Please note that the action plan contained within the Scheme document is draft and subject to consultation with key stakeholders.

Resource implications

Does the paper have resource implications? Yes

If 'Yes', in which section(s) of the paper are they described? The high level aims described in the Action Plan, section 6, pages 20 – 22 may require resources over and above those of presently allocated staff time. More detailed work plans should be developed in relevant areas to identify specific resource requirements.

Risk assessment

Does the paper include a risk analysis? No.

Equality and diversity

Does the paper have equality and diversity implications? Yes

If 'Yes', in which section(s) of the paper are they described? Throughout – the paper is the University's response to equality and diversity implications for disabled people.

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

The paper will be presented by Professor Lorraine Waterhouse, Vice Principal for Equality and Diversity.

Originator of the paper

Sheila Williams, Director, Student Disability Services
Karen Conway, Corporate HR



The University of Edinburgh

Disability Equality Scheme

December 2009

Contents

1. Introduction	2
2. Current University of Edinburgh position in relation to Disability Equality	3
3. The involvement of disabled people	5
4. Statement on the University of Edinburgh procedure to conduct impact assessments	7
5. Statement on gathering information	8
5.1 Summary of 2009 findings from staff and student consultation	8
5.2 Information gathered on progress since the first Disability equality Scheme	10
5.3 Position regarding disabled staff	16
6. Action plan	19
Appendix 1 Disability Equality Duty 2009 Consultation Report	22
Appendix 2 Statistical data on disabled students	35
Appendix 3 Statistical data on disabled staff	38

1. Introduction

The University of Edinburgh is proud of its worldwide reputation. Our tradition for excellence and education and research is at the heart of everything we do.

The University of Edinburgh was founded in 1583 and is one of the top 20 universities in the world. Our University is outward looking with a desire to contribute to society on a global scale.

Our strategic goals of excellence in learning and teaching, research and commercialisation and knowledge exchange embody our key business areas.

Our vision

To shape the future by attracting and developing the world's most promising students and outstanding staff.

Our mission

The mission of our University is the creation, dissemination and curation of knowledge. As a world-leading centre of academic excellence we aim to:

- Enhance our position as one of the world's leading research and teaching universities and to measure our performance against the highest international standards
- Provide the highest quality learning and teaching environment for the greater wellbeing of our students and deliver an outstanding educational portfolio
- Produce graduates fully equipped to achieve the highest personal and professional standards
- Make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health and economic and cultural wellbeing.

The University of Edinburgh has six strategic themes to enable us to achieve our vision. These are:

- Enhancing our student experience
- Engaging with our wider community
- Building strategic partnerships and collaborations
- Advancing internationalism
- Promoting equality, diversity, sustainability and social responsibility
- Stimulating alumni relations and philanthropic giving.

The two key strategic themes which underpin our 2009 Disability Equality Scheme are:

- **Enhancing our student experience**
- **Promoting equality, diversity, sustainability and social responsibility.**

These strategic themes are supported by "Enablers":

- Quality people
- Quality services and
- Quality infrastructure.

These strategic factors inform the Disability Equality Scheme and Action Plan.

2. Current position in relation to Disability Equality

The University of Edinburgh has a Disability Policy covering both staff and students. Its stated aim is to create an environment which enables staff and students to participate fully in the mainstream of University life.

The University also has a Disability Statement which outlines the practical ways in which it will support disabled students. Our Disability Office provides a range of support for disabled students and advice to disabled staff across the University to assist them to support students. Disabled staff members are supported by Human Resources and, on occasion, by the Disability Office by arrangement.

The University has also supported a Disability Equality Scheme Implementation Group, chaired by the Vice-Principal for Equality and Diversity since the first Disability Equality Scheme was produced.

Staff Committee is the high level University Committee with responsibility for providing advice and guidance on the strategic direction of the University's overall human resource objectives and the policies designed to achieve them including giving due consideration to issues of diversity in all areas of work.

An Equality and Diversity (E and D) Management Board, headed by the Vice-Principal for Equality and Diversity, Professor Lorraine Waterhouse, oversees and directs the policies and strategies which underpin all the equality strands including disability. The University also employs an Equality and Diversity Manager.

An Equality and Diversity Committee acts as a forum for discussion and contributes to wider policy development, reporting directly to the Equality and Diversity Management Board. Each of the University's three Colleges has an Equality and Diversity Committee and each of the 22 Schools has an Equality and Diversity Coordinator.

The Disability Committee

The University of Edinburgh Disability Committee acts as a forum for discussion and as an agent for change, producing guidance and policy documents eg a University-wide policy on mental health. The Committee has been involved in the production and preparation of this Scheme.

The Disability Committee also supports 5 working sub-groups, covering:

1. Accessible Information
2. Access and Facilities
3. Information technology
4. Mental health
5. Specific learning difficulties.

All of these groups have disabled members ensuring ongoing involvement of disabled people in the University's processes.

The Disability Office

The Disability Office provides support to all disabled students attending the University (initial figures - 1970 students in academic year 2009/10) who wish to access the service.

The Disability Office supports students to apply for financial assistance via Disabled Students Allowance (DSA) for UK students and the Disabled Students Support Fund for international students. The service also arranges for appropriate support to be put in place for disabled students, including student support assistants to take notes and for relevant IT training and equipment.

Over half of the disabled student population are students with specific learning difficulties (autism, dyslexia) and the numbers of students with mental health issues is increasing year on year.

The Disability Office maintains regular contact with academic staff such as Coordinators of Adjustments (who are responsible for ensuring that course adjustments recommended by the Disability Office are implemented), Directors of Studies and Teachability representatives, to promote disability equality in the context of the Disability Discrimination Act's anticipatory duty to disabled students.

The Disability Office carries out an annual evaluation, seeking students' views on their services and on the accessibility (in the widest sense) of the University. The views of students in the 2009 evaluation have contributed to this Scheme and in previous years to the DES annual reports.

Appendix 2 lists statistical data on disabled students attending the University of Edinburgh.

3. The involvement of disabled people

Disabled people are involved on an ongoing basis in the University's structure and governance. This involvement has informed the development of our 2009 Disability Equality Scheme and previous DES annual reports, as follows:

- Ongoing involvement of disabled staff and students on the University's Disability Committee and working sub-groups
- Disability Office annual student evaluations
- Disability Office consultation with students on the effectiveness of their student support assistants
- Membership of a number of other University committees/working groups also includes disabled staff
- Human Resources consultation with staff on disability issues
- University of Edinburgh joint unions staff survey of "Your views of working at the University of Edinburgh"
- Focus groups of students with specific learning difficulties and students with mobility, sensory and other impairments
- E-mail consultations with students with hearing impairments and with students with mental health issues.

In addition, the Centre for Research in Education, Inclusion and Diversity (CREID) from the Moray House School of Education within the University of Edinburgh were commissioned to consult disabled staff and students specifically as part of the new Disability Equality Scheme. The outcome of this research informs this Scheme and Action Plan.

Disability Equality Scheme (DES)

This is the second Disability Equality Scheme produced by and for the University of Edinburgh. It is published as a requirement of the Public Sector Disability Equality Duty, introduced by the Disability Discrimination Act (2005).

The 2009 Disability Equality Scheme is an opportunity to take stock of what we have achieved so far, what we still need to achieve and how we will work towards the objectives identified in the first Disability Equality Scheme and reported on in the subsequent Disability Equality Scheme annual reports.

The two key University of Edinburgh strategic themes underpinning our 2009 Disability Equality Scheme are:

- Enhancing our student experience
- Promoting equality, diversity, sustainability and social responsibility.

2009 Disability Equality Scheme consultation

The aim of the independent consultation process was to gain insight into the experience of disabled staff and students at the University of Edinburgh. The outcomes of this consultation are used to inform the Action Plan.

The following issues were investigated:

- How are the University's current disability support arrangements experienced by staff and students?
- What adjustments are currently made and how appropriate are they?
- What are the most significant barriers to inclusion faced by disabled staff and students?
- What are the most positive aspects of existing support arrangements which the university may build on?
- How are the different stages of participation in the university experienced by staff and students (from recruitment/enrolment onwards)?
- How inclusive of the needs of disabled students are the different aspects of student life – both academic and non-academic?
- To what extent, if any, are staff and students' professional and academic success in the university affected by their disability?

Full results of the consultation can be found at Appendix 1.

4. Statement on the University of Edinburgh procedure to conduct impact assessments

The University's approach is to undertake a single impact assessment for each area or policy and, as far as possible, to cover all of the main equality strands in each assessment. The impact of policies, practices and activities on disability equality is included in this. Formal University committees routinely require that equality and diversity issues be identified and addressed in most matters coming before them.

The University believes that the responsibility for impact assessment should lie with the originator of a policy or the person responsible for its implementation. However, the University also recognises that the person responsible may require support and assistance in carrying out the process. Support is available through a number of points of contact including the Equality and Diversity team, the Disability Office and Human Resources teams.

Training for key policy managers from the Student and Academic Services Group and Human Resources who write, develop or manage the implementation of policies, procedures, systems, customs and practices was undertaken in late 2006. It is expected that the University will purchase an e-diversity learning and development package which is web-based and includes a section on impact assessment which will expand the capacity to offer information and advice to managers and policymakers/implementers in this area of work.

A template impact assessment form and guidance notes have been developed. Flexibility may be applied in its use to suit the circumstances. There is a University project under development to look further into our approach to impact assessment.

The University also recognises the importance of consultation and the involvement of disabled people in the Impact Assessment process and is committed to ensuring that disabled people are involved in a meaningful way.

5. Statement on gathering information

Information has been gathered from a wide range of academics, support groups and services within the University of Edinburgh as well as direct from staff and students (see section 3).

5.1 Summary of 2009 findings from staff and student consultation (Centre for Research in Education Inclusion and Diversity)

Provision of disability support highlighted similarities and differences between staff and students. Students generally felt well supported by the support services but would welcome more proactive interventions from the Disability Office. An exception was that students with sensory/mobility impairment had experienced difficulties with their accommodation and a hearing impaired student found it difficult to engage in the career fair due to noise.

Staff felt they relied on support from specific individuals or sympathetic line managers. Support was seen to be ad hoc and there was uncertainty about how to classify medical conditions. Students and staff raised issues in relation to support for those with mental health problems and were uncertain about its status as a 'disability'. Access to flexible working for staff with medical or mental health problems could be an issue; for students, mental health problems could lead poor attendance which had an impact on their ability to complete the course.

In terms of current adjustments there were a number of issues. For staff with mobility problems access could be a problem. It had been sorted effectively for some but not others. A student with visual impairments experienced problems with poor signage which impeded his ability to move around the campus.

Students felt that exam arrangements worked well but that other reasonable adjustments, such as lecture notes in advance, were more problematic. Arrangements seemed to vary across departments and from one lecturer to another. A student with a hearing impairment had problems with participating in group work and no adjustments, e.g. in terms of help with arranging a suitable meeting for group work. Dyslexic students who had been given a sticker for their work felt it simply confused staff who may respond by marking their work more harshly.

Those that required assistive technology, both staff and students, felt that the institution was not necessarily aware of the most efficient and up to date technology.

For staff, flexible working hours and ability to work from home was of importance. This was available to some but not all.

In terms of the most significant barrier experienced by both staff and students, it was probably **attitudes** of staff/colleagues within the institution. Staff who had supportive line managers and colleagues commented on this as invaluable support. Those that did not have such support felt seriously affected by it. Students also mentioned attitudes towards their disability as problematic. Negative attitudes are likely to impact on an individual's confidence in relation to disclosing their disability when it is unseen. Most of the staff felt comfortable about disclosing but not all and some students had difficulties about disclosing to all members of staff.

A further significant barrier was getting assessment in order to access adjustments. Several students commented on problems with having the right assessment and also on

getting the results in time to get support mechanisms in place. Staff also mentioned this and, an added problem for staff was that support often was provided on an ad hoc basis.

Access to information about disability support was seen as a significant barrier by staff. The Disability Office had provided some support for staff but this was not a formalised arrangement and those lacking in immediate support did not know who to contact about disability related issues.

In relation to positive aspects of current support, staff highlighted the important role of occupational health. Support from colleagues and line managers when it was available was also highly valued.

Staff generally found the recruitment process positive though, unless it was essential, their impairment was not discussed. The majority also felt that they were treated the same as non-disabled staff in relation to continuing professional development and promotion. Students highlighted problems around assessments and getting adjustments in place as problematic. For some, the time taken for this process led to them not having adjustments in place until the end of their first year of studies.

Inclusion in academic and social life is experienced differently by students with different impairments. Dyslexic students have no difficulties accessing social and extra-curricular events. Students with hearing impairments do have problems because of noise, those with visual impairment experience a lack of signage and mobility impaired students have access problems.

From the data gathered here, most staff felt that their opportunity to engage in and advance in their professional life was not necessarily affected by their impairment. One post-graduate student felt that lack of adequate technical assistance had impacted on his ability to complete his thesis within the required time limit and students with mental health problems commented on the impact on their ability to engage fully in academic life.

To summarise, it is evident from the data gathered that 'disabled' staff and students are a heterogeneous group and that what is a barrier for one disabled student/member of staff is not necessarily a barrier for another. There is also a lack of clarity of what constitutes a disability.

Staff and students with mental health problems felt it might not be recognised as a disability and those with long term medical conditions were also ambivalent about using the term disabled. It could be suggested that the institution has effective support mechanisms in place for most of the students but has more ad hoc arrangements for staff. In addition, dealing with less common impairments and mental health problems constitutes a considerable challenge.

Appendix 1 contains the full report of the 2009 consultation.

5.2 Information gathered on progress since the first Disability Equality Scheme

Accommodation Services

In all areas of the business, Accommodation Services, which supplies accommodation to a large proportion of our first year students in particular, have taken action to ensure that disabled customers have information relating to accommodation for both student and commercial activities.

Adjustments have been made, where possible, to buildings to offer a range of facilities and accommodation to customers.

Additional equipment and facilities are provided as required for individual students in University Managed Accommodation.

Fire evacuation procedures for disabled students, staff and members of the public are in place.

Admissions

In collaboration with the Colleges and the Disability Office, Student Recruitment and Admissions has revised the University's Undergraduate Admissions Code of Practice regarding Applicants with Declared Disabilities. The new Code of Practice aims to ensure that applicants with declared disabilities are treated fairly in the admissions process, that the University pro-actively identifies the needs of potential disabled students, and encourages inclusive practices.

Under the Code of Practice, Student Recruitment and Admissions reports monthly to Colleges, the Disability Office, Estates and Buildings and Accommodation Services on applicants with declared disabilities, so that appropriate follow-up can be undertaken and reasonable adjustments identified.

As part of its 2009 annual training programme for academic and support staff involved in admissions and recruitment, Student Recruitment and Admissions led a training workshop on professionalism in admissions, which included the consideration of case studies of disabled applicants.

Careers

The Careers Service produces a leaflet for disabled students highlighting services offered and also makes this information available via its website. This includes offering support via telephone and email and offering extended appointment slots for students where this is the most appropriate interaction. They also advertise and promote employment and training opportunities, including those aimed specifically at disabled students, encourage and facilitate employers' activities to recruit a diverse workforce, including disabled students and graduates, and indicate in their employer and vacancy database where employers are members of the Employers Forum on Disability.

National figures for 2006/7 compiled by AGCAS (The Association of Graduate Careers Advisory Services) saw 7.8% of disabled graduates still seeking work, study or training compared with 5.6% of non-disabled graduates. The general trend for 2007/8 was an increase in unemployment of all graduates, as a result of the economic downturn. Of those disabled Edinburgh graduates entering employment 74% entered "graduate" level

occupation – the same figures as for graduates with no known disability. As agreed in the previous Disability Equality Scheme and following changes to IT system we are now able to identify the percentage of students with a declared disability making use of our office based services and to track disabled graduates first destinations. In academic year 2008/9 10 percent of our users declared a disability; around 7% of the student body is recorded as having declared a disability. The Careers Service is responsible for completing the HESA Destination of Leavers of Higher Education survey on behalf of the University. The table below shows the relative performance of disabled graduates of the University of Edinburgh for 2007/8.

	Entered work	Entered study or training	Entered Voluntary Work	Time out / Doing something else	Seeking employment, study or training	Not available
All known disabilities	58%	22%	4%	5%	10%	1%
No known disability	66%	22%	2%	5%	5%	<1%

Centre for Sport and Exercise (CSE)

Pleasance Development

In May 2009 the University/CSE started a £4.6 million extension and upgrade of the Pleasance Sports Centre, due for completion in June 2010. The new development will add significant capacity to a range of high demand fitness areas, but crucially, will also allow full access to new areas as well as other parts of the Pleasance site. The existing lift will be extended to serve the new basement (free weights gym), ground floor (body conditioning gym) and first floor (activity studio) levels, with a platform lift allowing passage to the under-ground vault areas (further free weights provision).

A new central stair well is being created to connect between the various floor levels at the Pleasance thereby easing access/navigation concerns by visually impaired gym go-ers. In addition, a new platform lift is being installed to open access to the previously inaccessible archery and rifle ranges at basement level ~ both sports feature prominently in international competition (including Paralympics) and this new lift will make the CSE range facilities available to new population of users (recreational to elite). The new studio space will also open up the prospect of disabled users joining in CSE's recreation and exercise class programme. CSE is also updating its website to ensure exercise classes are graded to highlight mobility/accessibility.

Pleasance Changing and Access

An accessible toilet and changing/shower facilities were installed (2006) at the main entrance of the Pleasance centre, and magnetic door fixings (linked to fire alarm) added to corridor doors to ease movement around the building (from 2006 to present, on a rolling programme basis).

New Climbing Facilities

In 2008 the CSE opened a new indoor climbing and bouldering facilities ~ these have added greatly to the CSE's sport and exercise offer. The new climbing tower is situated to the ground floor of the Pleasance and accessible to disabled users.

CSE Audit

CSE commissioned (in 2007) a disabled student to undertake a 'mystery visitor' audit of its Pleasance, St Leonards and Peffermill facilities. This audit was conducted over a one year period, and sought to test the CSE's facilities and services, including the dedicated provision for disabled users. The results were hugely helpful in uncovering a range of practical deficiencies (changing cubicles too small; faulty light cords; incorrect colour coding; door openings and locking mechanisms that couldn't be operated by wheelchair users; turning circles too tight for wheelchairs etc). Over the past year the CSE (and Estates office) has been undertaking a systematic programme of remedial works to correct the inadequacies identified in the audit report. The findings were also presented in a number of workshops delivered to the HE sector (UK wide) to raise awareness and promote best/better practice.

CSE Access

CSE has also introduced high visibility paint to main entrance stairs to assist visually impaired members, and increased parking provision for disabled users. In addition, CSE continues to support access by a number of disabled/impaired mobility user groups from our local community including wheelchair basketball players and people with learning disabilities. The CSE and Sports Union has supported a project to adapt a rowing ergometer so that a potential Paralympics rower can train. Ramps have been installed to CSE squash courts. The CSE's fitness equipment is mostly IFI (inclusive fitness initiative) compliant. CSE's Firbush outdoor centre continues to deliver outdoor education courses for a number of disabled groups, as well as leading a specialist week-long programme for diabetic children/youths in partnership with the British Diabetic Association.

Future plans include the completion of the Pleasance extension project, reviewing audit findings (2007) and concluding outstanding actions.

We will also be extending training opportunities to CSE staff to optimise accessibility, especially from student and staff users.

Chaplaincy

The Chaplaincy continues to provide an inclusive support service to both students and staff of all faiths and none. Negotiations are ongoing with Estates and Buildings regarding improving physical access to the main building Chaplaincy building. An outdoor labyrinth with parallel finger labyrinth and Braille display has been completed and is now regularly used by staff and students.

Communications and Information Technology

Information Services is responsible for supporting IT throughout the University.

The Information Services Disability Advisory Group (ISDAG) has changed remit and has developed from having an auditing role to a general advisory group. This group covers all Information Services including the library, e-learning and computing and all user groups - staff, students and visitors.

ISDAG is convened by the Disability Information Officer, a post dedicated to Information Services, established in 2008 to take forward issues highlighted by ISDAG and to address disability issues.

The Disability Computing Support Service, part of Information Services/Student Support Service, provides computing advice, consultancy and support to enable disabled students

and staff to make effective use of information technology-based aids. The Service works closely with the Disability Office by specifying equipment and providing disabled students with full support for equipment, including home visits as necessary.

The Service maintains nine computers with specialist assistive technology spread throughout the University sites and supports the assistive software installed on all Open-access Computing Laboratories. The Service provides second level assistive technology expertise to the staff computing support teams.

Estates and Buildings

A framework has been established for refurbishment and new build projects, incorporating a disability impact assessment process. Through the Estates development programme, access improvements have been made to a number of the University's buildings, including the Potterow (Edinburgh University Students Association offices). Informatics Forum and the Dugald Stewart and Chrystal Macmillan Buildings. Ongoing developments include the George Square Library and the Adam Ferguson Building.

The Works division continue a programme of ongoing upgrades – lifts at Paterson's Land, Moray House and the Joseph Black Building.

Staff training has taken place on fire evacuation procedures and weekly operational tests are taking place on stair lifts.

International Office

The International office produces a Pre Arrival Guide (online and hard copy) which is sent to all international students before arrival and which contains a section for disabled students. It also refers all students requiring assistance to the Disability Office:

<http://www.ed.ac.uk/studying/international/new-students/pre-arrival-guide>

The International office also manages the Visiting Student programme, the Exchange programme and the Erasmus programme:

http://www.international.ed.ac.uk/exchanges/IntExchange/international_faqs.html

The International Office is located in a building with inadequate access for people with mobility impairments. However, staff will arrange to see students in alternative locations and are currently sourcing suitable ramped access facilities.

Library Services

The University of Edinburgh is redeveloping its main library at the hub of University life in George Square.

The Main Library Redevelopment Project (MLRP) considers accessibility at every stage. The Disability Information Officer from Information Services is a project group member and provides advice and acts as a link between the Disability Committee, Disability Office and the MLRP team.

The fifth, sixth and ground floors of the main library are now completed and work has begun on the first floor. This will include fifteen accessible study rooms for disabled students with equipment including a Braille and JAWS screen reading software. Two accessible toilets allowing for left and right transfer are planned for each of the library

floors. Furniture has been purchased with accessibility in mind eg a range of chairs with and without arms and several adjustable height desks.

Lockers have been set aside for priority use by disabled students and much of the navigational signage now also includes Braille. Induction loop circuits for people with hearing impairments have been installed at all service points and in the main meeting rooms. Additional portable loops will be provided to cover the remaining rooms as and when needed. The Disability Office continues to liaise with the library to ensure that adjustments to students' courses of study, such as longer loan periods, individual study space, assistance collecting books etc are in place.

The digital library group is currently looking at the accessibility of various library services such as the online catalogue to gauge which improvements might be implemented. Guidelines have been written on producing accessible signage for ad hoc signage in the library.

There are over 20 other Library sites and all sites address problems on an individual basis, either in relation to a user's specific requirements (in conjunction with other colleagues), or in relation to the performance of a commercial service.

Registry

A list of the service provision across all areas of Registry's work has been drawn up. This covers the work of each team in each group - Scholarships and Student Finance, Student Administration Services and Operational Support and it is intended that a primary impact assessment will be carried out for each service provision.

To date seven primary impact assessments have been carried out for the following areas:

- Provision of Graduation Ceremonies
- Maintenance of Student Records
- Customer Enquiry Service
- Annual Registration Procedure
- Determination of Fee Status
- Promotion of Tuition Fee Information
- Implementation of Fee Policy

The only area where adjustments have been identified is in the Customer Enquiry Service. These are a consequence of the current physical layout in Registry - the counter is too high for wheelchair users and there is no private area where a female member of staff can check the identity (against the student card) of a woman wearing a hijab and veil. However these issues will be addressed when work is carried out to the main reception area in Old College and the entry to Registry for customers is relocated.

School provision

Individual Schools within the University are taking an increasingly active role in developing inclusive provision. Examples of good practice continue to be highlighted via Teachability audits and seminars. Recent examples include;

- Increased development of eLearning and WebCT resources, with some Schools routinely providing all lecture notes for large first year courses.
- Podcasts are being used and videocast capture of lectures has been trialled.

- Some course of study give blanket permission and/or encourage students to record lectures
- Use of accessibility criteria through Teachability audits when new courses are being developed (and addressed by undergraduate and postgraduate Boards of Studies)
- Expenditure has increased on aspects of physical access, fire evacuation, egress and purchase of ergonomic furniture and specialist equipment
- Schools have been consulting with disabled students – Veterinary medicine has held focus groups with students who have specific learning difficulties; Physics have included survey questions specifically for students with adjustments; research has taken place into the high incidence of suicide in the veterinary profession.

Student Counselling Service

All three Counselling sites are wheelchair accessible and an induction loop is available in the Buccleuch Place site. Counselling continues to work closely with the Disability Office to support students with mental health issues, primarily via the mental health mentoring posts and by providing staff development on mental health issues, such as “The Caring Director of Studies” course, which has proved popular throughout the academic year.

Website Accessibility

The University of Edinburgh is midway through a major website project with accessibility and useability as key features.

The University Web Editor has created an accessibility help and advice section. The Technology sub-group of the Disability Committee and Web Development Project are currently liaising to ensure that the new corporate website contains accurate central advice, consistency of approach and information on accessibility. Further work to increase the accessibility of public facing websites is a priority.

Information Services launched a new website in 2009 with an accessibility section incorporating guidance on producing documents in alternative formats, creating accessible documents and information on the accessibility of library sites and systems.

5.3 Position Regarding Disabled Staff

Recruitment

The University's Recruitment Manual provides recruiters with information and guidance on the recruitment process. It includes specific information on DDA legal responsibilities, the need to consider reasonable adjustments both at the recruitment and selection stage and to enable individuals to take up employment. Various training sessions for recruiters are provided through Human Resources teams. Further advice for recruiters is available via the relevant College/Support Group Human Resources team.

The majority of applications received are made online; paper applications are also accepted. A project plan for the review and replacement of the existing online application system is under development and has a focus of increased usability and improved business efficiency. A new electronic system is also expected to increase the level of meaningful data for equality monitoring purposes.

General Employment Support

College/Support Group Human Resources teams provide information and advice on employment law and HR practice issues including those which are disability related. In this, HR also access internal and external specialist services such as Occupational Health, Staff Counselling and Access to Work.

A number of policies make particular reference to the need to consider the possible implications of disability. Examples of this include: the overarching Disability Policy which covers both staff and students and includes the Code of Practice in Employment; the Capability Policy for staff which highlights the need to consider health and/or disability issues where under performance is suspected or recognised and the Sickness Absence Policy for staff. The Flexible Working Policy enables staff to seek greater flexibility in their working patterns. When new policies are developed or there is a substantial change made to an existing policy then the impact on all equality strands is assessed.

The Scottish Health at Work Award (SHAW) Working Group was successful in achieving the Bronze Award. A change in the awarding body and scheme criteria has meant the University seeking and achieving re-accreditation for the Bronze award. Work on accreditation for the Silver and Gold awards is at an advanced stage and it is anticipated that evidence for the Silver award will be submitted in late December 2009 with evidence for the Gold award following in early 2010. Scottish Healthy Working Lives (which replaced SHAW) focuses on supporting and encouraging employers and employees to have health promotion and safety themes embedded in the workplace in relation to both physical and mental wellbeing. The themes of employability and equality are integral to the awards.

Health and Safety Executive Managements Standards on Work Related Stress (HSE-WRS)

The University continues to work towards the HSE-WRS through a number of strands of work to minimise work demands of various types and combinations exceeding a person's capacity and capability to cope.

Learning and Development

The 'Quality People' Enabler within the Strategic Plan sets out, for the first time in the strategic plan, the approach to managing staff with a strong emphasis on employee development to achieve key objectives such as: a sustainable staffing profile; high-performing, supported staff; high-quality leadership and management and a positive performance culture. Key employee projects/programmes of Appraisal, Development Planning and Leadership Development support the implementation of a pan-University framework to provide a structured, co-ordinated approach to individual and organisational learning and development needs through which the theme of diversity is threaded.

Specific examples of learning and development activities include equality and diversity sessions within the University Welcome Day (induction) and the Heads of School induction programme and the development of a mental health awareness course for managers.

Occupational Health

Occupational Health continue to provide support and advice on health matters including contributing to risk assessment of individuals and workplaces to support identification of what reasonable adjustments may be made to enable a disabled individual to gain or maintain employment. In turn, they may also access other external advice.

Staff Counselling Service

The service has continued to grow as a result of raising awareness within the Institution. The service provides short term psychological support for staff in recognition of the many difficulties inherent in the workplace and also the pressures on employees outside of work. It is available to any members of staff who have concerns about their ability to cope and manage the many demands of work and home life. Workplace counselling offers the employee the opportunity to benefit from support during particular periods of distress. In order to understand and influence the context in which clients work, the service works with other relevant areas, remaining close to changes and developments within the organisation, for example, through regular meetings with the Director of Human Resources and other colleagues working within this complex and developing organisation. Occupational Health and Staff Counselling share accessible premises.

Data relating to Members of Staff

We annually collect and publish data in our Equality and Diversity Monitoring and Research Committee (EDMARC, previously EOTAG) Report covering staff numbers by gender, age and ethnicity. Previous numbers of staff disclosing disability was very low and little meaningful information could be published.

A staff data collection exercise was undertaken in summer 2009; the number of disabled staff who were willing to be recorded as disabled on the HR system rose from 66 (at the beginning of the first DES) to approximately 210. This represents 2.03% of our staff. Despite this very positive increase it still remains a relatively low percentage. Low disclosure rates are known to cause concern in many Universities and it is planned to continue investigation. For the first time, however, the increased level of disclosure has allowed us to provide some analysis, which follows. In future years data relating to disabled staff will be published through EDMARC.

In this first year information has been collated on:

- a. Gender within College/Support Group.
- b. Staff grouping with College/Support Group using the groupings professional support services grades 1-5 and 6-10 and academic staff.
- c. Age.
- d. Primary disability category.

Please see Appendix 3 for statistical data on disabled staff.

6. Draft Action Plan

Key Priorities for Action Dec 2009 - Dec 2012

This draft action plan is subject to consultation with stakeholders; when formalised it will be reviewed annually, reported on to relevant University Committees and published on the University website.

Aims and actions	Target date	Lead responsibility	Success measure
<p>1. Continue to enhance and embed our approach to supporting disabled staff through policy and good practice, avoiding disability discrimination.</p> <p>The main priority areas will be:</p> <ul style="list-style-type: none"> • accessible information on supporting disabled staff to raise staff/manager awareness and embed into standard practice • continue to develop other support/support processes for disabled staff • continue to raise awareness generally on disability matters • reviewing how we enable disabled people to access our recruitment processes (this in part would be dependent on e-recruitment). 	2012	Human Resources (HR)	Accessible guidance published on the web. Disability equality embedded in staff engagement activities. Recruitment process accessible (Note: further development of electronic recruitment application and data monitoring is subject to e-recruitment project).
<p>2. Ensure that all disabled students receive the necessary support to enable them to fully access and participate in their course of study.</p> <ul style="list-style-type: none"> • Develop effective monitoring measures for student support via Disability Office evaluation and other relevant systems • Work with Coordinators of Adjustments to ensure that course adjustments for students are fully implemented • Revise and update guidance for all relevant stakeholders (eg Manual for the Management of Adjustments to Academic Processes for Disabled Students) • Develop further awareness of issues relating to students with specific learning difficulties, including Aspergers Syndrome and dyslexia. 	<p>Annual review</p> <p>End 2010</p> <p>ongoing</p>	Disability Office (with academic and support services colleagues tbc).	<p>Increased satisfaction levels in student evaluation.</p> <p>Buy-in to clear procedural guidance.</p> <p>Positive student experience and staff development programme,</p>

Aims and actions	Target date	Lead responsibility	Success measure
<p>3. Maintain infrastructure strategy and corresponding development to make the University estate accessible.</p> <ul style="list-style-type: none"> • Timely response to individual situations • Continue to implement an inclusive approach to all adjustments • Make use of disabled people to review accessibility and inform building projects or specific events wherever possible eg "Mystery Shopper" approach • Continue to implement health and safety policies to maximise accessibility, including fire evacuation procedures. 	2010 -2012	Estates and Buildings, Health and Safety (with Disability Office and Human Resources) (tbc)	<p>Progress reports to Access and Facilities sub-group of the Disability Committee.</p> <p>Increased satisfaction levels reported in student evaluations.</p>
<p>4. Continue to work towards a University-wide culture where staff and students receive improved and necessary support for any mental health issues.</p> <ul style="list-style-type: none"> • Work closely with relevant student bodies eg EUSA to promote good mental health • Develop the level of mental health support provided by the Disability Office via the mental health mentor service • Work with key bodies on initiatives such as Healthy Working Lives and Management Stress Standards to develop a staff culture which promotes good mental health. 	2010-2012	Human Resources Disability Office (with Student Counselling, EUSA tbc)	Increased number of "well" students completing their course of study, with support. Healthy Working Lives and other initiatives take account of disability equality and mental health in their activities.
<p>5. Continue to work towards an inclusive environment for disabled students.</p> <ul style="list-style-type: none"> • Develop University-wide communication on Teachability • Disseminate specific examples of good practice from Teachability audits • Reduce overall number of specific adjustments recommended on students' learning profiles in favour of "mainstreamed" approach. 	2010 – 2011 By 2011	Teachability Group tbc/ Disability Office	Increased evidence of good practice in Teachability audits. Disability office annual review of number of adjustments.

Aims and actions	Target date	Lead responsibility	Success measure
<p>6. Increase accessibility of public facing websites and web-based applications.</p> <ul style="list-style-type: none"> Disseminate guidance from the Disability Committee sub-group on Accessible Information Relevant stakeholders to promote consistency of approach in accessibility (in the widest sense) 	2010 -2012	Website project (tbc) Disability Office	Successful useability tests of websites
<p>7. Work towards a University-wide policy of using only fully accessible buildings for major events.</p> <ul style="list-style-type: none"> Develop and circulate guidance on running an accessible event Seek views from participants at events (eg comments form issued at each event) Ensure that fire evacuation procedures are clear and implemented. 	2010 -2011	Disability Committee Estates and Buildings, Health and Safety (tbc)	Positive feedback from visitors and event attendees.
<p>8. Ensure that disability equality is embedded in key policy and practice developments, including:</p> <ul style="list-style-type: none"> The Single Equality Scheme The Dignity and Respect Framework The University's leadership development programmes Disability Equality training to be provided via online Equality and Diversity staff training. 	2010-2012	Human Resources	Those leading initiatives are aware of disability equality and take account of it in developments. Leadership programme activities have been reviewed for inclusion of disability equality activities.

DISABILITY EQUALITY DUTY CONSULTATION REPORT

(Elisabet Weedon, Richard Purves, Linda Ahlgren and Matthew McGovern, Centre for Research in Education Inclusion and Diversity, The Moray House School of Education, University of Edinburgh).

This report presents the findings from a consultation with a number of staff and students at the University of Edinburgh. It was commissioned by the Disability Office and Human Resources and the findings will be used, together with other data, to inform the Disability Equality Duty Scheme of the University of Edinburgh. The consultation phase was from 23rd October to 9th November, 2009.

The aim of this consultation was to gain an understanding of the experiences of disabled staff and students at the University of Edinburgh using interviews, focus groups and an email questionnaire. In particular the consultation sought to investigate the following issues:

- How are the University's current disability support arrangements experienced by staff and students?
- What adjustments are currently made and how appropriate are they?
- What are the most significant barriers to inclusion faced by disabled staff and students?
- What are the most positive aspects of existing support arrangements which the university may build on?
- How are the different stages of participation in the university experienced by staff and students (from recruitment/enrolment onwards)?
- How inclusive of the needs of disabled students are the different aspects of student life – both academic and non-academic?
- To what extent, if any, are staff and students' professional and academic success in the university affected by their disability?

METHODOLOGY: STUDENTS

All students who had declared a disability on their UCAS form and/or had been in touch with the Disability Office were contacted by the Disability Office by email and asked to participate either in an email questionnaire or in a focus group depending on type of disability. In order to ensure anonymity, they were asked to contact a member of staff in CREID if they were willing to participate. A member of CREID staff then contacted the student to invite them to participate in a focus group or to complete the email questionnaire. Agreement to participate through opting into the consultation was regarded as consent to participate and no further consent form was completed by the student. Students were assured of confidentiality and that no names would be included in the final write up of the report.

Two focus groups were conducted:

- Focus Group 1: students with Specific Learning Difficulties (SpLD)
- Focus Group 2: students with mobility, sensory and other impairments.

The focus groups lasted for around 1 hour and were led by a facilitator following a schedule; however, students were encouraged to add any additional information that had

not been covered in the schedule. The facilitator was assisted by a note-taker.

The email questionnaires were used to encourage students with mental health issues or hearing impairments to participate. It was assumed that this form of consultation may suit these two groups better than a focus group. The email questionnaire followed the same format as the focus group schedule in order to ensure comparability of data. It was sent to the students as an email attachment and the students were asked to complete it within a week of it being sent. Reminders were sent to the students who had not returned the questionnaires within a week.

A total of 26 students contacted CREID to state that they were interested to participate. Thirteen of these expressed an interest to take part in the focus groups but two of the students explained that they were unable to participate due to the timing of the focus group. One of these students provided email feedback to us which has been incorporated into the report. Thirteen students stated they were willing to complete the questionnaire.

Participants:

- Focus Group 1 (SpLD) was attended by three students. All three were undergraduate students, two were male and one female. Two were studying in the College of Humanities and Social Science and one in Medicine, Dentistry or Veterinary Medicine. Two were aged 22-25 and one was aged 41-45.
- Focus Group 2 (mobility/sensory/other impairments) was attended by three students. Two were undergraduate students, 1 was post-graduate; one was aged 18-21 and two 22-25. There were two male and one female student and they all studied in the College of Humanities and Social Science. One had a visual impairment, one had arthritis and one had bipolar disorder.
- Email questionnaire. It was sent out to 13 students but only four were returned in time for inclusion in the report in spite of reminders. Two of the students were undergraduates and two were post-graduate students. Two were male, one was female; one was aged 18-21; one 26-30 and one 51-60. The gender and age of the fourth person was not provided. All were studying in the College of Humanities and Social Science. Although the questionnaire was aimed at those with hearing impairment or mental health problems, one of them had a rare medical condition. He had been offered the opportunity to complete the questionnaire as he could not attend the focus group.
- One student who could not attend the focus group for SpLD provided email feedback, she was a nursing student currently on placement.

In total there was feedback from eleven students including a range of ages, subject areas and representing both male and female students.

FINDINGS: STUDENTS

The findings are reported thematically using the headings followed in the schedules.

Admissions and entry to the university

The students' experiences of the admissions process at the University differed greatly. The main issues raised by the students were:

1. **Getting support in place in time.** Starting the course was problematic for several of the students. When support was in place, as it was for one of the overseas students with a visual impairment, this was because he had been proactive in contacting the Disability Office (DO) and had kept up the pressure during the

summer prior to starting. For one PhD student, lack of support in time had had an impact on his ability to complete his PhD within the 3 years allowed and he had had to apply for extension.

Students with dyslexia commented on the length of time to get assessed, on the quality of report prepared by the educational psychologist and two also felt intimidated by the attitude of the psychologist.

One student with a hearing impairment commented on problems with getting the correct assessment of need. He had been advised by the NHS to get one from Donaldson College; however, this was not recognised as adequate by the University (or SAAS). He suggested schools and NHS should be made aware of this.

2. **Getting the right support.** One student, with a rare medical condition, felt that the DO did not listen to his views on what his requirements were. He only got the support he required after contact with outside agencies. Another student who required a mentor was offered study skills support.
3. **Uncertainty about what constitutes a 'disability'.** One student with a bipolar diagnosis thought it might only refer to students with physical disabilities and this was also commented on by other students with mental health problems. There was also uncertainty in relation to eligibility for the Disabled Student Allowance (DSA).
4. **Signage.** For one student with severe visual impairments there was lack of suitable signage. Most signs consisted of silver writing on black background, or were too small and/or dark to easily be seen, rather than visible in red and in a large font. He also experienced difficulties finding buildings as many names of buildings were written in silver and the facades often were dark.

Although the students had a number of issues that were problematic for them, several also commented on good support from the Disability Office. However, there was a plea from some of the students of a more proactive approach as explained by one student with mental health difficulties:

Individuals with mental health problems often feel like a burden to other people and sometimes find it very difficult to ask for help. As such it would be nice if the university was more proactive in seeking out to those individuals and offer help, rather than them having to seek the university and ask for help. For people who do not experience mental health difficulties this may appear as very trivial, but for someone with such difficulties it can be a huge relief.

Generally, there was a perception that students needed to be well aware of their legal rights and be prepared to fight long and hard in order for their needs to be met.

Social activities and Freshers' Week

The ability to engage with Freshers' Week and social activities was clearly affected by a student's particular impairment. Those with dyslexia or other SpLD had no difficulties and were not different from non-disabled students. However, students with other impairments raised a number of issues.

1. **Knowledge and awareness about disability.** Two of the students in Focus group 2 were involved in one or several student associations and felt that these were doing their best to accommodate students with disabilities. One student highlighted that many student associations were very keen to accommodate students with

disability, but did not always know how. There was a suggestion that EUSA should do more to provide information to all students about the range of disabilities in order to reduce stigma associated with some disabilities, including mental health.

2. **Lack of suitable venues.** There appeared to be a general lack of venues available to student associations with disability access. Likewise many rooms were sign-posted poorly. For instance, although the ground floor in the Appleton tower had sufficient signage for the ladies and gents (large red M and F) as well as clear signage for the lecture halls, the rooms on other floors were not as clearly sign posted. The lift was also experienced as dark, and although there was a voice naming the floors, the student was unable to press the right button as they were not visible to him.
3. **Disabled students group.** Finally the students raised concerns about the opportunities, or lack thereof, for students with various disabilities to get together. Many students explained that they felt isolated with their disability and did not know other people that utilised the DO. Whilst the students felt such a group might be helpful, one student mentioned that attempts had been made to create a group for disabled students, irrespective of disability and independent of the DO. This group had suffered from a lack of interest from disabled students. It was suggested that the DO could organise lunches or dinners for students, taking place in their spare time, when they would get opportunity to meet other disabled students at the University and compare experiences.

Teaching and learning

Once again, the nature of a student's disability impacted on the extent to which they experienced difficulties in different types of learning contexts. Although the students were generally satisfied with their experience there were some specific issues raised by the students:

1. **Inconsistency between departments in terms of support.** Students in Focus group 2 commented that although the DO had approved assistance such as using a Dictaphone, receiving essay titles, reading lists with priority reading marked and deadlines in advance, the individual lecturers would not always comply with this or ask to be reminded of it which one student found problematic.
2. **Lecture theatres not being laptop friendly.** For students who rely on notetakers and laptops there is a need for sufficient space and many lecture theatres lack such space as the tables provided are too small.
3. **Lack of knowledge and awareness in relation to disability amongst staff.** Students felt there was a need for more staff training and that the attitudes of some staff were inappropriate. One student had experienced her tutor disclosing her disability to her tutorial group in order to explain the reason for the student repeating the class.
4. **Problems with hearing tutor.** One student with a hearing impairment commented on lack of use of microphones in tutorials and that tutors often turned away from the group when speaking. This person relied to a great extent on his notetaker and lack of space for the notetaker was sometimes a problem in crowded tutorials held in small rooms. Lecturers/tutors needed to be aware that their accent may cause problems for some students.
5. **Confidence to participate in discussion.** A student with mental health problem explained that small groups helped join in with discussions.
6. **Disclosure.** Some students with unseen impairment were concerned about to whom they should disclose their disability. Having the DO disclose the relevant information to relevant people would have made this easier and reduced anxiety.

On the other hand, issues in relation to confidentiality were raised and it was acknowledged that this may complicate matters.

Assessment

Generally the students felt that support for exams worked well. Students allocated to separate exam accommodation appreciated it as explained by one student:

Yes, the university is very good. I get to sit in a smaller room with extra time. They publish [the venue] it in time and I know where to go on the day.

Another student explained that the invigilator had written a report to the examiner to explain that she had been too ill on the day to sit the exam.

There were a small number of issues raised in relation to other types of assessments:

1. **Group projects.** A student with a hearing impairment commented on the difficulty of taking part in group projects. Groups often met in venues which were noisy which impacted negatively on his ability to participate. He suggested that groups with students who were hard of hearing be helped to book accommodation that was more suitable.
2. **Stickers on assignments for dyslexic students and marking of assignments.** Dyslexic students felt that the dyslexia sticker did not convey sufficient information. One of the students felt that the sticker acted detrimentally on the grading of the essay as the student felt the tutor had lowered the grade.

A post-graduate student noted that he had bought himself WhiteSmoke software to help with proofreading and that this helped him to prepare his work *before* it went to the proof reader. Whilst having a proof reader was seen as helpful it also put time pressure on the student.

University Support

Students were generally positive about the range of support that was offered but did make some comments in relation to specific aspects of support.

1. **Director of Studies.** Support was judged as good although one student noted that she was now more likely to contact Student Support Officers. One student commented on a greater need for staff to be proactive. A student with a hearing impairment suggested that meetings with Student Support Officers needed to be in a quieter place.
2. **Disability Office.** Support was judged good – or excellent. One student commented on a greater need for integration and coordination between DO and departments.
3. **Library.** There were limited comments on library services but students appreciated getting extra time for books. The new main library was appreciated!
4. **IT support.** As for the library there were limited comments. One student stated it was excellent, another commented on shaky support for the use of a computer in exams.
5. **Career Guidance.** There was limited comment but one person stated that the Careers Fair was held in a venue that was too small and for a student who was hard of hearing the noise created difficulties. Another person with mental health problems felt that Careers Guidance was stressful.
6. **Accommodation.** Two students had experienced some difficulties: one in relation

to storage and charging for her mobility scooter; the other had asked to be moved to a building which allowed him to socialise more easily with other students but this request was not granted. One student was extremely positive – in particular about being hooked up to Mind's Eye.

7. **Counselling.** One student commented on the need for competent, non-judgemental counsellors. Another student felt that the 6-session rule limited access to counselling but that it was understandable. Another student, with a rare medical condition, had not used the service but felt it might have been helpful to have been referred to it by DO.
8. **Chaplaincy.** Again, there was limited mention of its use but one person felt that it might be useful for DO to refer people to the service.
9. **Registry.** This was only commented on by one person who stated it had been stressful.
10. **Sports facilities.** Once again there were few comments but those that commented were positive.
11. **Students' Union, events and facilities.** Note that this is covered in the section on social events.

One student also commented on lack of knowledge of what was available and it was clear that students in one of the focus groups found out about things from the other students in that group that they had not been aware of.

Key priorities for the institution

Finally the students were asked to identify what they considered the three main priorities should be for the institution in terms of disability support. These were:

- The need for more information about what is available and who is entitled to support, included in this is greater clarity about constitutes a 'disability'. These requests came mainly from students with mental health issues who felt ambivalent about using the label 'disabled'. There were also requests for a more proactive DO reaching out to students rather than waiting for the students to come to them.
- The need for DO to link to other agencies (within and outwith the university) that offer information and support for disabled people. It was felt that there were others with expert knowledge about specific resources especially in relation to technology that were not necessarily known to DO.
- To ensure that IT support and technology is up to date and also that the most effective assistive technology is provided. In relation to this, there is a need to listen to the student's view, to discuss and explain clearly what is available and why this is the chosen technology or to be prepared to accept that the student's choice may be feasible.
- To have closer contact with schools and other agencies (e.g. NHS) that have supported young people prior to university application. It was felt that it was necessary to make sure that they know what the assessment requirements are in terms of accessing reasonable adjustments.
- To make sure that support is in place in time for the start of the course, though it was recognised that this was not an easy task. However, for students on a grant for a PhD which has a strict time limit, delays in getting the right support is seriously problematic.
- To ensure that staff across the institution are aware of the needs of disabled students and also that they treat students with respect and empathy. There were issues around disclosure and dyslexic students felt that the sticker for dyslexia could have a detrimental impact on how they were viewed by staff and lacked useful information.

- To increase opportunities for students to network with other students with disabilities.
- To arrange a tour of the campus at the beginning of the year for people with visual and mobility impairments. This should include the library and the main buildings, as they were difficult to find due to poor signage and mobility ramps not always were obvious.

This section has examined the students' views, the following section will consider the staff perceptions in relation to disability issues.

METHODOLOGY: STAFF

Staff who had declared they had a disability to HR were contacted by HR and asked to take part in a telephone interview. Staff responded to HR and the contact details were forwarded to the researcher in CREID who then contacted the person to identify a suitable date and time for the interview. As for the students, agreement to participate through opting into the consultation was regarded as consent to participate and no further consent form was completed by the member of staff. The interview was conducted by telephone and notes were taken by the interviewer. Interviews were recorded, with the permission of staff, but not transcribed. The interview lasted around 30-45 minutes. A total of 16 members of staff had got in touch with HR but due to time constraint only 10 interviews were carried out. Two of these staff members were academics and the remainder described themselves as working in administration or support. Four of those interviewed were male and six female. A range of impairments were represented: three members of staff had mobility problems and one of these was a wheel-chair user; two were reluctant to disclose their unseen disability; one had a diagnosis of bipolar disorder; one had Crohn's disease and two had dyslexic difficulties; and one had repetitive strain injury.

FINDINGS: STAFF

The findings are reported thematically drawing on the main headings of the interview schedule and staff were asked to focus on the impact of their impairment when responding to the questions.

Onset of disability

Staff were asked if they had been disabled before starting their employment with the University. The responses to this seemingly straightforward question were interesting as they indicated an ambivalence towards the label 'disabled'.

Four people stated that their disability had developed or come to light after they started working for the university. One added that the disability had been brought on by the work he was doing. Four people disclosed themselves as disabled prior to joining the institution although one person qualified this by stating that she did not see herself as 'disabled'. Three individuals explained that they were not really disabled although that they had disclosed a medical or mental health condition on the application form. It was evident that there was considerable ambivalence amongst those with medical conditions or mental health problems as to whether they should categorise themselves as disabled or not.

Recruitment process

Seven people commented on the recruitment process although they had not all disclosed a disability at the time of recruitment. This indicates some confusion surrounding what

counts as a disability and also perhaps lack of memory in terms of whether they had ticked a particular box or not. Generally staff were content with the recruitment process but it was clear that issues around disability had only been raised by a couple of people and that most had not discussed reasonable adjustments at that time. In the case of the mobility impaired wheel-chair user it had been discussed with HR and all adjustments were in place prior to him starting the job.

The majority felt that the institution was welcoming to disabled people but one commented on a rather impersonal process which involved a lot of 'box-ticking'. One member of staff felt that the recruitment process had been helpful as the interviewers had been understanding of the condition that he had at the time, but qualified this by saying that, at that stage, it was unlikely to affect him greatly.

Two people made suggestions about making the process more accessible. One person with mobility problems stated that providing information about access would have been helpful. She was left to find out for herself and, although there was a lift in the building, she had not been informed of this.

Disclosure

Staff were also asked how they felt about disclosing their disability to the institution and to people that they work with. Of those who had a disability prior to starting work at the university, four stated they had disclosed it when filling their application, one of these was reasonably sure he had done so as his condition was known to the institution prior to him starting his job. One could not remember and stated that she tended to underplay her impairment. Two stated that they had disclosed at a later stage, one when moving to another position and the other after having been signed off for work.

Just over half (n=6) members of staff felt comfortable about disclosing their impairment to others. However, one member of staff felt it so problematic that she had requested that this interview be carried out when she could find a private space so that colleagues could not hear her talking about it. Another one stated that she was not at all comfortable and that only her line manager knew about it. Two members of staff stated that they now felt sufficiently confident to disclose to other people.

Support and Adjustments

Staff were asked if they had required any support or adjustments relating to their disability and how they had accessed and financed any such support.

No support currently being used

Two members of staff indicated that they had had no support and one of these expressed concern as she did not know what support might be available and who she could talk to about it. The second person stated that, should she required support, she would discuss it with her line manager. A third person mentioned that he had been provided with support to help his reading (as a dyslexic he is very slow) but that it was not of any help to him. This person also commented on difficulties he experienced when attending courses and meetings if he was not provided with required reading prior to the event.

Flexibility in hours of work

Three members of staff commented on the need for some flexibility in working hours, for example, for doctor's appointments. Two of these staff members had experienced no difficulty when requesting such flexibility, whilst the third person felt that there was reluctance amongst colleagues and especially superiors to accept that she needed this

form of support.

Technology support

One person required voice recognition software and had been provided with the equipment. It was paid for out of the departmental budget. He had experienced initial problems about identifying the most suitable form of support but had been helped by advice from a NHS consultant. There had also been an issue about the quality of the equipment and IT being reluctant to accept that he required a good quality microphone rather than the cheapest one.

Access and physical disability related support

Three people had mobility problems and for two of those access had been arranged. The person who was a wheel-chair user reported that a number of adjustments had been and had all been in place prior to him starting at no cost to him. He felt well supported but stated that this level of support depended on him being known to the institution and also due to the specific efforts by one person in the department. He also mentioned that if there were any problems such the lift breaking down it was dealt with swiftly.

Access was also an issue for a second person but she felt that it was not a big problem for her; whilst a third person felt that her lack of mobility had led to less than suitable accommodation. Stairs were problematic for her and she had been allocated a room on the ground floor which was quite some distance from her colleagues. Further changes had led to her having to share her accommodation which meant she, a member of teaching staff, was now having to share her room with administrative staff.

For the two members of staff on academic contracts there were a number of problems in relation to teaching rooms. One person reported lack of support in terms of access to teaching rooms. This included not having keys available and being required to use her own car to transport teaching resources. The member of staff who was a wheel-user had also experienced problems with access to suitable teaching space and, on one occasion, a room had to be found outside university premises.

Information about policies in relation to disability

Nine out of the ten stated that they had not been informed of the policies or, at least, were not aware of having been informed about them. The same applied to knowledge about any changes to policy. One person explained that he was well aware of it because of his position and the committees that he was involved with across the institution. He did feel though, as did one other person, that student support was more readily available and that support for staff was more ad hoc. Those not aware of the policy were not necessarily concerned about this, two felt they may have seen it but not paid attention to it and two that they may not have seen it as relevant as they did not categorise themselves as disabled.

Raising an issue in relation to your disability

Unfair treatment because of disability was also discussed with those interviewed. Six members of staff did not feel that they experienced any unfair treatment. Four interviewees did raise issues in relation to this.

One member of staff felt that she had been bullied because of her disability, she reported it to HR and they took action. However, in spite of this, the attitude of her line manager had not changed so this was an ongoing problem for her. In part, the problem related to her line managers lack of awareness of her problems. Another member of staff felt that she

was being discriminated against but it was so sensitive that she did not want to discuss it in the interview. She had not taken any action because she was not sure what her options were. A third member of staff explained that there was an issue around people's lack of understanding of her disability and, although she had not raised it as an issue, she might have done so if there had not been a change in head of department. The previous head of department had been unsympathetic, whilst the current one was more supportive. Finally a fourth member of staff said she had felt discriminated against but interpreted that as being 'only in her head'. She had not discussed this with anyone.

Career development

Opportunities for training and promotion were also discussed in the interviews and staff were asked if they had experienced any disability related discrimination in this area. All apart from one member of staff felt that they had the same opportunities for training and promotion as non-disabled staff. This person considered herself disadvantaged in relation to training and that she missed out on things but she did not quote specific examples.

Two people raised issues relating to promotion and staff development. A teaching member of staff felt that accessibility to teaching rooms might impact on her ability to teach certain classes and that this might hamper promotion.

Accessibility when attending a training course was an issue for another member of staff. Another member of staff felt hampered by lack of opportunities for training that related to her work, in contrast to this, another interviewee commented that promotion would lead to greater stress which was problematic for her.

Key priorities for the institution

Staff were asked to identify the most positive aspects of support for disabled staff and the most problematic issues in relation to support. In terms of positive aspects of support, three people who had made use of the occupational health team mentioned that they had provided excellent support. Others mentioned colleagues, a line manager and supportive administrative staff. One person who did not have a physical disability felt that the institutions was supportive in terms of providing disabled access and facilities; however, this was not necessarily seen to be the case by those who were physically disabled.

A range of issues were identified as being problematic. Access was identified by two as unsatisfactory. Lack of information and a clear route on how to find support, a further problem was lack of knowledge and awareness of certain conditions amongst other members of staff as well as an inability to appreciate that conditions can emerge later in life and that they can change. The person with dyslexia felt that the institution sent out too much information and required too much form filling.

Suggestions for action were provided by seven of those interviewed and the main ones were to:

- Ensure that all buildings are accessible, not just for staff and students but also visitors. This included making sure that teaching rooms could be accessed by all academic staff.
- Run general staff development sessions on disability related issues to increase awareness amongst all staff. This should include making sure that staff who line manage university employees but who are not themselves employed by the university are aware of disability issues and treat disabled staff appropriately. It was noted by one interviewee that senior members of staff tended to see disability as a problem and were therefore reluctant to employ disabled people.

- Provide information about disability support through website information for staff and also to make sure that support is mainstreamed and is not dependent on ad hoc arrangements made by individual members of staff. Senior staff members who were interviewed felt that they had been able to access support because of their position but that this might not be the case for more junior members of staff.
- Offer more opportunities for flexible working for some and flexibility in relation to time off for disability related matters. Some members of staff were able to work flexibly and to work from home, they stated this was a valuable support for them. Two of the interviewees were not able to access these flexible arrangements and that was problematic for them. Changes that allow all staff, irrespective of position ability to work more flexibly would be helpful.

Finally staff were asked if a staff support network might be of use to them. Seven of the interviewees felt it may well be helpful though some were unsure whether they would use it. One of the others felt she had an informal network through her line manager and other staff and two felt it would not be useful for them.

SUMMARY AND CONCLUSION

The consultation aimed to examine a number of overarching issues and these will be considered below.

1. How are the University's current disability support arrangements experienced by staff and students?
2. What adjustments are currently made and how appropriate are they?
3. What are the most significant barriers to inclusion faced by disabled staff and students?
4. What are the most positive aspects of existing support arrangements which the university may build on?
5. How are the different stages of participation in the university experienced by staff and students (from recruitment/enrolment onwards)?
6. How inclusive of the needs of disabled students are the different aspects of student life – both academic and non-academic?
7. To what extent, if any, are staff and students' professional and academic success in the university affected by their disability?

The first issue, relating to current disability support, indicated both similarities and differences between staff and students. Students generally felt well supported by the support services but would welcome more proactive interventions from the DO. An exception was that students with sensory/mobility impairment had experienced difficulties with their accommodation and a hearing impaired student found it difficult to engage in the career fair due to noise. Staff, on the other hand, felt they relied on support from specific individuals or sympathetic line managers. Support was seen to be ad hoc and there was uncertainty about how to classify medical conditions. Students and staff raised issues in relation to support for those with mental health problems and were uncertain about its status as a 'disability'. Access to flexible working for staff with medical or mental health problems could be an issue; for students, mental health problems could lead poor attendance which had an impact on their ability to complete the course.

In terms of current adjustments there were a number of issues. For staff with mobility problems access could be a problem. It had been sorted effectively for some but not others. A student with visual impairments experienced problems with poor signage which

impeded on his ability to move around the campus.

Students felt that exam arrangements worked well but that other reasonable adjustments, such as lecture notes in advance, were more problematic. Arrangements seemed to vary across departments and from one lecturer to another. A student with a hearing impairment had problems with participating in group work and no adjustments, e.g. in terms of help with arranging a suitable meeting for group work. Dyslexic students who had been given a sticker for their work felt it simply confused staff who may respond by marking their work more harshly.

Those that required assistive technology, both staff and students, felt that the institution was not necessarily aware of the most efficient and up to date technology.

For staff, flexible working hours and ability to work from home was of importance. This was available to some but not all.

In terms of the most significant barrier experienced by both staff and students, it was probably attitudes of staff/colleagues within the institution. Staff who had supportive line managers and colleagues commented on this as invaluable support. Those that did not have such support felt seriously affected by it. Students also mentioned attitudes towards their disability as problematic. Negative attitudes are likely to impact on an individual's confidence in relation to disclosing their disability when it is unseen. Most of the staff felt comfortable about disclosing but not all and some students had difficulties about disclosing to all members of staff.

A further significant barrier was getting assessment in order to access adjustments. Several students commented on problems with having the right assessment and also on getting the results in time to get support mechanisms in place. Staff also mentioned this and, an added problem for staff was that support often was provided on an ad hoc basis.

Access to information about disability support was seen as a significant barrier by staff. The DO had provided some support for staff but this was not a formalised arrangement and those lacking in immediate support did not know who to contact about disability related issues.

In relation to positive aspects of current support, staff highlighted the important role of occupational health. Support from colleagues and line managers when it was available was also highly valued.

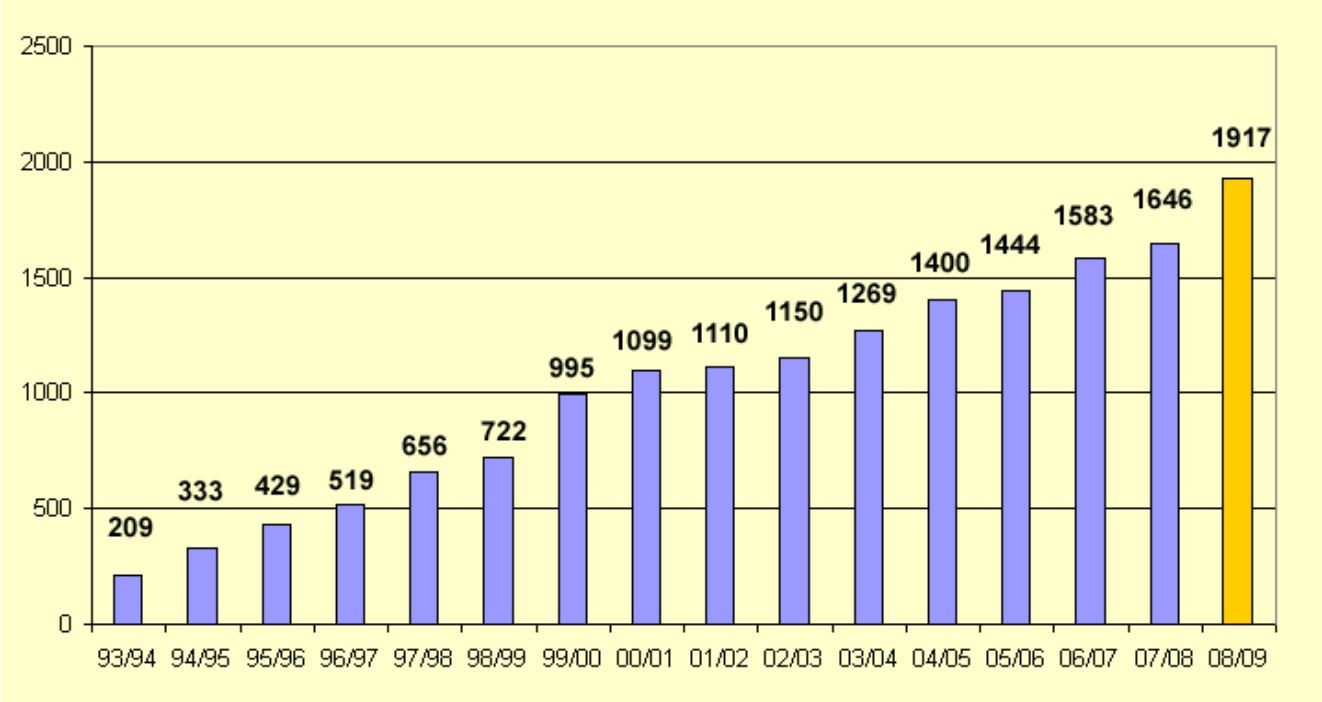
Staff generally found the recruitment process positive though, unless it was essential, their impairment was not discussed. The majority also felt that they were treated the same as non-disabled staff in relation to CPD and promotion. Students highlighted problems around assessments and getting adjustments in place as problematic. For some, the time taken for this process led to them not having adjustments in place until the end of their first year of studies.

Inclusion in academic and social life is experienced differently by students with different impairments. Dyslexic students have no difficulties accessing social and extra-curricular events. Students with hearing impairments do have problems because of noise, those with visual impairment experience a lack of signage and mobility impaired students have access problems.

From the data gathered here, most staff felt that their opportunity to engage in and advance in their professional life was not necessarily affected by their impairment. One post-graduate student felt that lack of adequate technical assistance had impacted on his ability to complete his thesis within the required time limit and students with mental health problems commented on the impact on their ability to engage fully in academic life.

To summarise, it is evident from the data gathered here that 'disabled' staff and students are a heterogeneous group and that what is a barrier for one disabled student/member of staff is not necessarily a barrier for another. There is also a lack of clarity of what constitutes a disability. Staff and students with mental health problems felt it might not be recognised as a disability and those with long term medical conditions were also ambivalent about using the term disabled. It could be suggested that the institution has effective support mechanisms in place for most of the students but has more ad hoc arrangements for staff. In addition, dealing with less common impairments and mental health problems constitutes a considerable challenge.

Number of disabled students attending the University of Edinburgh



Breakdown of disabled student numbers by Universities and Colleges Admissions Service (UCAS) codes

UCAS Category	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08
SpLD*	45	90	155	130	233	243	342	456	516	558	657	725	760	797	810	982
Visual Impairment	0	7	9	9	18	18	20	25	30	30	29	25	26	30	36	36
Hearing Impairment	4	14	16	26	20	23	39	41	43	49	53	48	43	43	48	48
Mobility Impairment	3	12	8	13	12	14	24	30	16	24	28	27	37	41	59	105
Autistic Spectrum Disorder												7	17	18	21	26
Mental Health Problems	1	2	2	3	2	5	9	18	14	28	35	49	46	60	70	116
Unseen Disability	73	152	198	288	303	342	420	341	310	266	271	278	284	342	360	379
Multiple Disabilities	1	3	3	6	8	8	24	21	34	32	28	43	44	64	69	76
Other Disability	82	53	38	44	60	69	117	167	147	163	168	198	187	188	173	
A disability not listed above																149
All Disabilities	209	333	429	519	656	722	995	1,099	1,110	1,150	1,269	1,400	1,444	1,583	1,646	1,917

* - prior to 2003 this category was titled 'Dyslexia'. This may affect the numbers disclosing in this category prior to and after 2003

** - prior to 2009 this category was titled 'Other'.

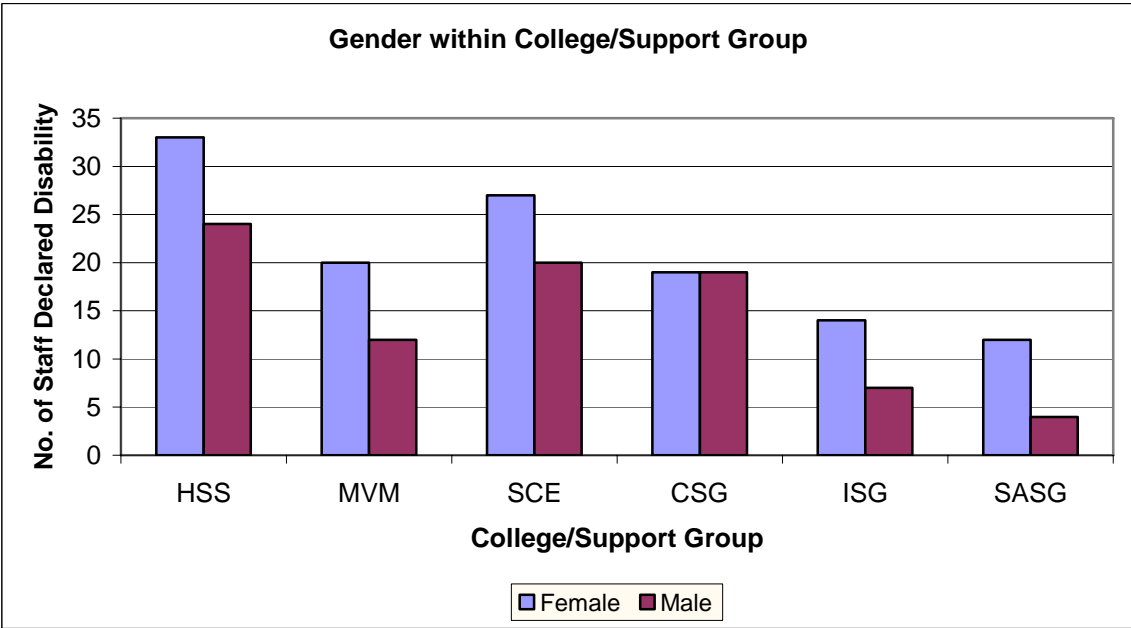
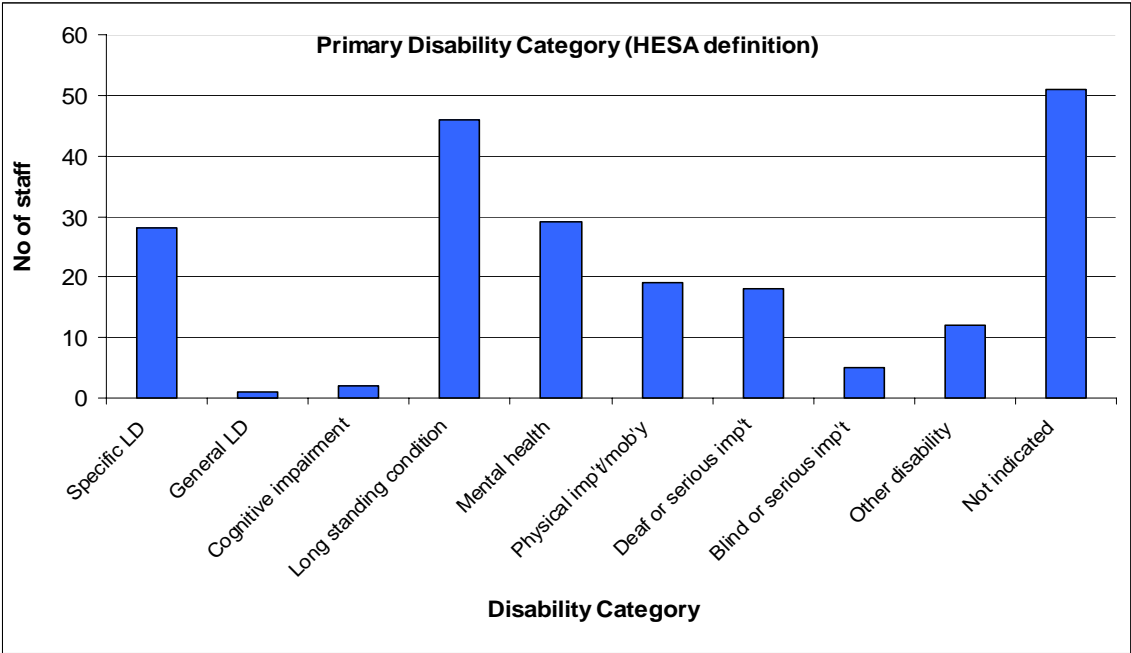
Breakdown of disabled student numbers by College and type of study

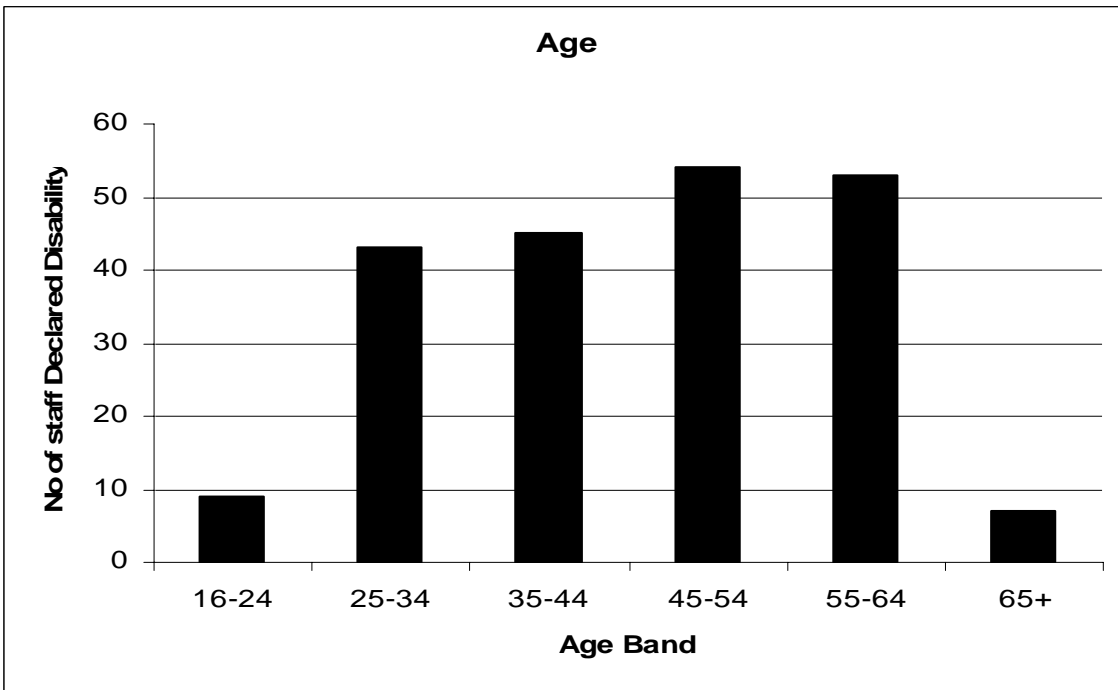
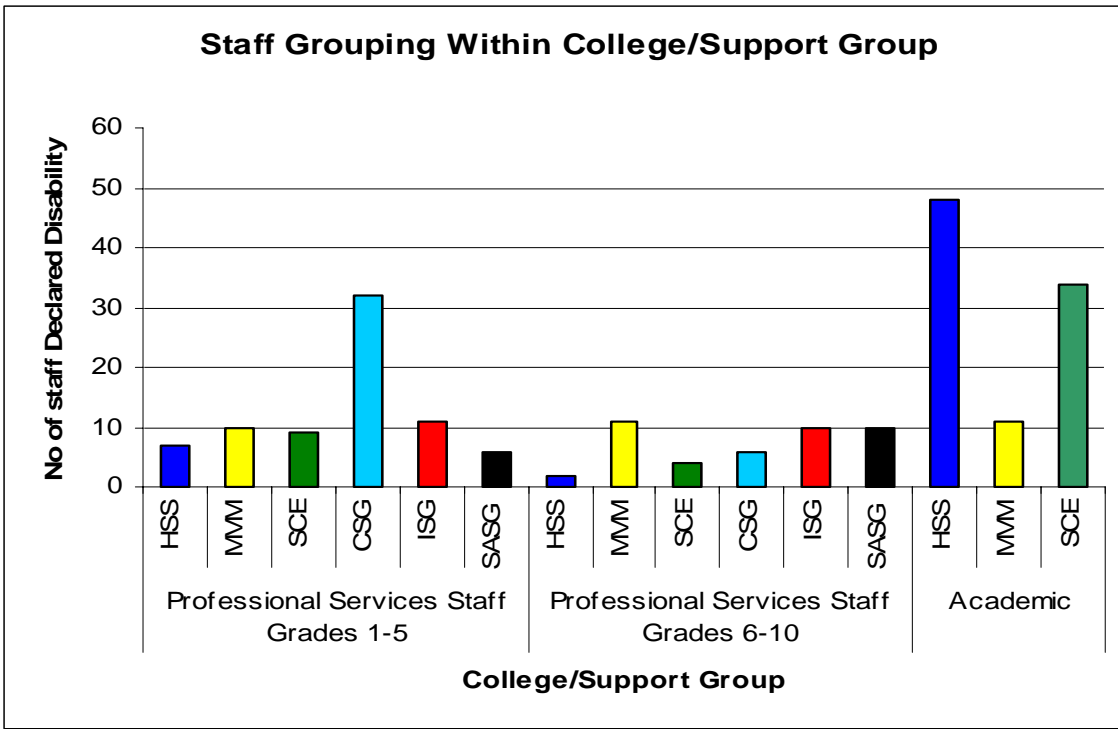
College/Type	2006/07	2007/08	2008/09
CHSS Undergraduate	774	763	867
CHSS Postgraduate Research	75	81	98
CHSS Postgraduate Taught	92	131	154
College of Humanities & Social Sciences	941	975	1,119
CMVM Undergraduate	114	115	133
CMVM Postgraduate Research	24	23	28
CMVM Postgraduate Taught	7	9	18
College of Medicine & Veterinary Medicine	145	147	179
CSE Undergraduate	430	448	545
CSE Postgraduate Research	56	59	59
CSE Postgraduate Taught	11	17	15
College of Science & Engineering	497	524	619

Breakdown of disabled student numbers according to College and School 2008/09

College / School	Total	SpLD	VI	HI	Mob	Aut	MH	Unseen	Mult	Not listed
School of Arts, Culture & Environment	111	65	1	2	4	1	4	21	5	8
School of Divinity	63	33	1	1	6	0	6	6	3	7
School of Health in Social Science	36	16	0	0	1	0	2	12	2	3
School of History & Classics	123	55	5	0	6	1	10	25	9	12
School of Law	82	25	1	4	7	0	4	28	4	9
School of Literatures, Languages & Cultures	118	43	6	2	13	1	12	27	7	7
School of Philosophy, Psychology & Language Sciences	108	44	4	0	5	3	14	19	8	11
School of Social & Political Studies	149	81	1	5	8	0	13	29	4	8
The Moray House School of Education	187	100	1	5	11	1	8	47	5	9
School of Business & Economics	94	43	1	6	5	1	5	17	4	12
HSS General Degree or Visiting Student	48	20	1	4	1	0	5	4	5	8
College of Humanities & Social Sciences	1,119	525	22	29	67	8	83	235	56	94
School of Medicine (SBCCLS, SCSCHE, SMCM)	84	40	0	4	5	0	6	21	2	6
School of Biomedical Sciences	26	15	1	1	2	0	1	5	0	1
Royal (Dick) School of Veterinary Studies	69	41	1	1	1	0	6	15	1	3
College of Medicine & Veterinary Medicine	179	96	2	6	8	0	13	41	3	10
School of Biological Sciences	137	79	2	3	9	1	4	23	3	13
School of Chemistry	64	37	0	2	1	3	3	11	5	2
School of Engineering	140	85	3	1	6	2	2	28	1	12
School of Geosciences	135	83	4	3	6	0	6	24	3	6
School of Informatics	34	18	0	1	1	3	3	5	1	2
School of Mathematics	40	22	2	1	2	1	1	6	1	4
School of Physics & Astronomy	59	28	1	2	5	8	1	5	3	6
S&E General Degree or Visiting Student	10	9	0	0	0	0	0	1	0	0
College of Science & Engineering	619	361	12	13	30	18	20	103	17	45

Statistics on Disabled Staff







The University of Edinburgh

Central Management Group

20 January 2010

Proposals for the Naming of Chairs after Eminent Individuals

CMG requested a proposed approach to the naming of chairs after appropriately eminent individuals who have worked in the relevant academic discipline at Edinburgh, including previous incumbents. There exists a separate policy statement on the naming of chairs after donors, which is not addressed further here.

It is suggested that the practice of naming chairs after such individuals should be approached on the following basis:

1. The individual should be of such eminence in the relevant academic discipline that their name will be readily recognised by those now working in it;
2. Once named, the expectation would be that the designation would endure indefinitely and not be subject to change merely on the wish of any present or future incumbent
3. It should not be expected that all, or indeed perhaps the majority, of chairs will be named. There needs to be good reason to do so, beyond the wish of any particular incumbent.
4. A proposal to name a chair should normally come forward at the time it is being created or, if an existing chair, filled. Only exceptionally should chairs be named during the incumbency of an individual.
5. Unless the passage of time has rendered this irrelevant, any proposal should have the support of the individual's family.

A decision to name a chair requires a Court Resolution, which would be put to CMG in draft for comment. The covering paper should include a brief explanation of the reason for naming the chair and for the chosen designation.

MDC
December 2009



The University of Edinburgh

Central Management Group

20 January 2010

Report from Sustainability & Environmental Advisory Group (SEAG)

Brief description of the paper

This paper comprises the report from SEAG with the revised Social Responsibility and Sustainability Strategy [Annex A] and proposed 2010 Implementation Plan [Annex B] and Recycling & Waste Management Policy [Annex C].

The 2010 Implementation Plan, which identifies the lead contact for each activity planned this year, was reviewed by SEAG-Operations on 11 January 2010 and following their comments circulated electronically to SEAG for their endorsement. It was emphasised that this 2010 Implementation Plan provides just a first step towards the 2020 aspirations outlined in the Strategy.

One-page descriptions have been prepared for each of the 2010 Actions and these will be incorporated into the web version of the document once approved – allowing a reader to drill down to detailed implementation tasks for 2010.

The Recycling & Waste Management Policy [Annex C] comprises an overarching Recycling & Waste Management Policy which outlines the University's interpretation of current waste legislation and guidance supplemented by a Waste Guidance Note for each type of waste produced at the University.

Action requested

CMG is invited to:-

1. **endorse** the final Social Responsibility and Sustainability Strategy and **endorse** the 2010 Implementation Plan.
2. **endorse** the Recycling & Waste Management Policy 2010

for onward transmission to Finance & General Purposes Committee for adoption by Court on 15 February 2010.

Resource implications

Does the paper have resource implications? Yes – Work will be embedded within staff activity to deliver the University's Strategic Plan.

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

David Somervell, Sustainability Adviser

Other information

Available from David Somervell on request.

Paper to be presented by

Vice Principal Professor Mary Bownes, Convener of SEAG

Nigel Paul, Convener of SEAG Operations

Annex A

Social Responsibility & Sustainability Strategy

Looking to 2020 and beyond

The University of Edinburgh is justifiably proud of the numerous contributions it has made to Scotland, Europe and the world throughout its 425 year history. The world is now on the brink of global social, environmental and economic changes even more far reaching than those of the 18th Century Enlightenment and the social, scientific and economic revolutions that followed.

In 2083 the University will celebrate 500 years since its foundation. How will our successors look back at our contributions to the world in the first half of the 21st century? Will Edinburgh's researchers have helped shape a world where energy, food and water resources are secure for all?

What roles will Edinburgh graduates have played in stabilising CO₂ levels through technical solutions, policy development or business leadership? Will Edinburgh's medical research have helped eradicate major infectious diseases?

The decisions we make now will determine the extent to which we help shape the future – or merely respond to events.

Creating opportunities from the challenges

There is a growing recognition across the world of the urgency of tackling a range of difficult, complex and inter-related issues such as human well-being; food, energy and water security; and climate change. The need of governments, businesses and others to understand and respond to these challenges creates significant opportunities for the University community.

Professor John Beddington, Edinburgh alumnus and former chief scientific adviser to UK Government, argues that 'business as usual' will lead to a 'perfect storm' of food, water and energy shortages – with all the social, environmental and economic disruption that will entail – by 2030¹.

New scientific, technical, economic and policy responses will be necessary, but not sufficient, to address these challenges.

Critical analysis from diverse perspectives will be essential to understand the interrelationships and potential conflicts between the challenges and proposed responses. Indeed, there are many possible and often mutually exclusive, visions of what a desirable future might be – and how such a vision might be achieved.

Our role will always be to understand what is happening, to question accepted wisdom, to challenge simplistic analysis and to communicate with others. In doing so we will help develop holistic solutions to the challenges facing the world and its people.

Image here of the nine major challenges illustrated

Global challenges (Beddington 2009)

¹ Commenting on his speech to SD-UK conference, 19 Mar 2009 <http://news.bbc.co.uk/1/hi/sci/tech/7952348.stm>

Choosing our future

We aspire to make world-leading contributions to understanding and addressing global challenges. Our overarching approach is not to direct academic endeavour, but to create the conditions in which students and staff are inspired and supported to engage with and contribute to social responsibility and sustainability throughout the University and beyond. Collaboration between disciplines across the University will be central to this endeavour.

A whole-institution approach to social responsibility and sustainability

We aim to develop – and make explicit as an exemplar for the University community and others globally and locally – a whole-institution approach to social responsibility and sustainability.

Recognising that the terms are contested, social responsibility and sustainability refer here to our contribution to both understanding and addressing social, environmental and economic global challenges. More specific definitions may be required to enhance communication in certain circumstances, for example during the adoption of particular standards or practices.

Our approach is four-fold; we shall:

- ◆ **Lead by example**, explicitly embedding our commitment to social responsibility and sustainability in our policies, strategies and procedures;
- ◆ **Actively support best practice, innovation and leadership** in relation to social responsibility and sustainability: in learning and teaching, research and knowledge exchange and across our services and physical infrastructure;
- ◆ **Recognise and communicate** relevant activity by students, staff and alumni;
- ◆ **Demonstrate and report** our main social, environmental and economic impacts.

This strategy builds on and develops a longstanding commitment to social responsibility and sustainability, and brings together the University's existing policies and commitments on these and related issues².

This document is partly a blueprint; but more realistically it is an initial route map that sets out our aspirations, our direction and our first steps on the journey towards how we might be in 2020.

The detailed planning and prioritisation will come as these commitments are progressively embedded within the University's annual planning and resource allocation process and future strategic plans.

² Including: Sustainability Policy in 2000; University's Strategic Plan 2008-12; Internationalisation Strategy 2009; Universitas 21 Statement on Sustainability; the Universities & Colleges Climate Commitment for Scotland; and the 10:10 campaign to reduce greenhouse gas emissions by 10% in 2010.

Learning & Teaching

We shall create conditions where students and staff develop their knowledge, skills and experience to engage with and contribute effectively to social responsibility and sustainability in Scotland and worldwide.

Leadership in education for active citizenship

The University objectives are to:

- LT 1 Gain international recognition for supporting all students to be proactive, independent, critically analytical and reflective learners and communicators, able to engage with social responsibility and sustainability and to recognise their significance for interdisciplinary study. *In 2010: Action 1.1 Action 1.2 Action 1.3 Action 2.4 Action 3.1*
- LT 2 Be respected as a leading international provider of higher education, lifelong learning and continuing professional development related to understanding and engaging with global challenges. *In 2010: Action 1.1 Action 1.3 Action 2.3 Action 2.4*
- LT 3 Offer every student opportunities to study the broader aspects of social responsibility and sustainability and to explore in depth how their chosen subjects relate to the global challenges. *In 2010: Action 1.3 Action 1.4 Action 2.4*
- LT 4 Draw widely on the University's whole-institution approach to social responsibility and sustainability as a resource for learning and teaching. *In 2010: Action 1.2 Action 1.4*
- LT 5 Offer students a range of opportunities to engage in community and other activities relating to social responsibility and sustainability. *In 2010: Action 1.2 Action 1.4 Action 2.3*

[Note that in the final published version the links to the University Strategic Plan 2008-12 will be placed alongside the text for the three main sections]

Research and Knowledge Exchange

We shall critically evaluate policy responses and interventions to the global challenges from a perspective open to dialogue across disciplines.

We shall collaborate with local and global partners in industry, civil society and academia to contribute to development of holistic solutions.

Realising the potential of multidisciplinary teamwork, strategic partnership & collaboration

The University objectives are to:

- RKE 1 Establish cross-college research themes focussing on dialogue across disciplines to address global challenges that respond to the opportunities offered by major research funders and other external bodies in the UK and internationally. *In 2010: Action 3.1 Action 4.1*
- RKE 2 Create a network of research experienced alumni working across the world in academia, industry, government and civil society, who remain engaged with and contribute intellectually to the University's research, knowledge exchange and teaching on global challenges. *In 2010: Action 6.1*
- RKE 3 Promote opportunities for staff to offer their expertise to address global challenges, individually and in multidisciplinary teams, through engagement with civil society organisations and commercial consultancy. *In 2010: Action 1.2 Action 2.2*
- RKE 4 Establish a 'New Enlightenment' programme of engagement, across multiple disciplines, with the local community, the city-region and other partners to discuss, understand and respond to global challenges and their implications. *In 2010: Action 5.1*

People, Services & Infrastructure

Our success in benefiting from the opportunities and rising to the challenges that the future holds will rest squarely on the high quality of its people, services and physical infrastructure.

We shall develop and showcase best practice, informed by and informing the University's research and teaching missions.

Practising what we teach, researching our practice

The University aspires to serve as a living laboratory – practicing what we teach and researching our own practice. Our objectives are to:

- PSI 1 Encourage and support members of the University community to become effective agents of positive change, drawing on the University's own teaching resources, including the Global Academies. *In 2010: Action 1.5 Action 1.6 Action 2.4 Action 2.5 Action 3.1 Action 4.2*
- PSI 2 Apply our own research and expertise to inform our policy and practice, and offer issues in need of study as dissertation topics. *In 2010: Action 1.2 Action 4.10*
- PSI 3 Manage our physical infrastructure and the procurement of goods and services in ways that maximise efficiency and effectiveness while minimising social, environmental and other risks. *In 2010: Action 4.3 Action 4.4 Action 4.5 Action 4.6 Action 4.7 Action 4.8 Action 4.9 Action 4.10*
- PSI 4 Collaborate with other organisations to share our expertise and develop best practice in addressing social responsibility and sustainability. *In 2010: Action 2.5 Action 5.1*
- PSI 5 Establish efficient and effective systems to record, report and act on our main social and environmental impacts. *In 2010: Action 1.6 Action 2.2 Action 4.4 Action 4.5 Action 4.6 Action 4.8 Action 4.9 Action 4.10*

Our Priorities

Our journey towards 2020 and beyond will be evolutionary as we build on a wealth of existing expertise and achievement. We are however determined to act promptly and decisively to maximise the opportunities, anticipate future developments and maintain our world class status in a rapidly changing world. This strategy sets out our aspirations, our direction and our goals for 2020.

In line with the above approach, our priorities at the initial stage are to:

- P 1 Ensure that the University's commitments and approach set out in this strategy are embedded promptly and appropriately in all strategies and policies that are currently under review or in development. *In 2010: Action 1.3 Action 4.2 Action 4.3 Action 4.4 Action 4.5 Action 4.6 Action 4.7*
- P 2 Support staff effectively as they put this strategy and accompanying implementation plan into place. *In 2010: Action 4.1 Action 4.2 Action 4.3 Action 4.4 Action 4.6 Action 4.8 Action 4.9*
- P 3 Communicate effectively, internally and externally, our current expertise, opportunities, activity and achievements related to social responsibility, sustainability and the global challenges – including progress in the implementation of this strategy itself. *In 2010: Action 2.1 Action 2.2*

The attached Implementation Plan expands on the objectives and highlights activities to be undertaken in 2010. This will be reviewed annually as these commitments are progressively embedded within the University's annual planning and resource allocation process and incorporated as appropriate in future University Strategic Plans.

In this initial stage – until the approach and commitments set out in this strategy are firmly embedded within the University's annual planning and resource allocation process – progress will be monitored by and reported annually to Sustainability and Environmental Advisory Group and incorporated into the Planning and Resource process under the guidance of Central Management Group.

Annex B: Social Responsibility & Sustainability Implementation Plan 2010

The purpose of this Implementation Plan is to assist decision-makers in the University to respond to specific elements of the University Strategic Plan 2008 – 2012, and wide range of existing policies and commitments.

The Implementation Plan sets out a number of specific actions to be undertaken in 2010 grouped under the themes in the University's Strategic Plan 2008-12. Due to their cross cutting nature, many of these actions also contribute to other strategic themes. As the delivery mechanism for the Social Responsibility and Sustainability Strategy, this work will in due course inform the development of the University's next Strategic Plan.

As noted above the implementation of the Social Responsibility and Sustainability Strategy will be an evolutionary process over the years to 2020. As we implement and evaluate the achievement and outcomes of 2010 actions, we shall revise and where appropriate extend the Implementation Plan for 2011 and beyond. This further work – including specific tasks already under discussion but yet to be formalised as 2010 actions – [will be] listed in the annex attached.

The 2010 actions are to be taken forward under the aegis of the named colleagues responsible for their achievement. However to assist with coordination and oversight, progress in delivering the 2010 actions will be monitored and reported by the following committees: Sustainability and Environment Advisory Group, (SEAG) and SEAG Operations Group.

Proposed Implementation Plan 2010 mapped onto Strategic Themes 2008-12

Theme 1 Enhancing our student experience

- Action 1.1** **Develop the proposal for an MA in Sustainable Development with a view to offering the programme from September 2011**
Lead Contact: Tom Ward, Head of Academic Office, CHSS
- Action 1.2** **Develop a wider level of interaction between Masters students and the wider community by establishing a network of programme directors and potential clients**
Lead contact: Dr Sue Rigby, Assistant Principal Taught Postgraduate Programmes
- Action 1.3** **Embed consideration of social responsibility and sustainability issues into Taught Programmes Review processes**
Lead Contact: Dr Tina Harrison, convener of Senatus QA Committee
- Action 1.4** **Explore opportunities to embed social responsibility and sustainability objectives in proposals for the alternative learning week from 2011**
Lead contact: Dr Sue Rigby, Assistant Principal for Taught Postgraduate Programmes
- Action 1.5** **Develop the Community Award to recognise exceptional contributions by staff and students which promote social responsibility and sustainability**
Lead Contact: Prof Mary Bownes, V-P for Research Training and Community Relations
- Action 1.6** **Explore opportunities to embed social responsibility and sustainability criteria in proposed extended degree transcript**
Lead contact: Dr Sue Rigby, Assistant Principal Taught Postgraduate Programmes

Theme 2 Engaging with our wider community

- Action 2.1** **Identify all the social responsibility and sustainability - related activities across the University and develop a way to highlight them comparable to Edinburgh Global**
Lead Contact: Prof Mary Bownes, V-P for Research Training and Community Relations
- Action 2.2** **Establish a website to showcase, and provide a point of access to further information about, the University's activities, expertise and impacts relevant to social responsibility and sustainability**
Lead Contact: David Somervell, Sustainability Adviser
- Action 2.3** **Organise "Our Global Challenges" – a public lecture series on Climate Change and Peak Oil as part of Transition Edinburgh University**
Lead Contact: David Somervell, Sustainability Advisor

Action 2.4 **Progress the development of “Our Changing World”, a proposed trans-College course open to all students at the University and to the public**
Lead Contact: Prof Mayank Dutia, Biomedical & Clinical Laboratory Sciences, CMVM

Action 2.5 **Deliver Transition Edinburgh University project aiming to cut the emissions from the 37,000 students and staff by 10% in 2010 in response to the challenges of climate change and peak oil – delivering the 10:10 campaign undertaking**
Lead Contact: David Somervell, Sustainability Adviser

Theme 3 Advancing internationalisation

Action 3.1 **Identify and implement opportunities for Global Academies to provide focal points for academic developments in relation to social responsibility and sustainability**
Lead Contact: Prof Steve Hillier, Vice Principal, International

Theme 4 Promoting equality, diversity, sustainability & social responsibility

Action 4.1 **Develop a workshop to enable researchers to write compelling impact statements**
Lead Contact: Sheila Thompson, Director, Researcher Development Programme

Action 4.2 **Develop and implement plans to progressively embed social responsibility and sustainability objectives in staff development programmes**
Lead Contact: Sheila Gupta, Director of Human Resources

Action 4.3 **Develop and implement the University’s sustainable procurement plan**
Lead Contact: Karen Bowman, Director of Procurement

Action 4.4 **Implement the first phase of the climate action plan and devolve energy budgets to make evident consumption and raise awareness of carbon impact of activities**
Lead Contact: Angus Currie, Director of Estates and Buildings

Action 4.5 **Develop a low carbon, resilient estate including BREEAM Education assessments**
Lead Contact: Graham Bell, Depute Director, Estates & Buildings

Action 4.6 **Adopt and implement University-wide and site-specific waste management plans**
Lead Contact: Fleur Ruckley, Waste & Environment Manager, Estates & Buildings

Action 4.7 **Develop and implement biodiversity management plans for two campus / zones**
Lead Contact: Fleur Ruckley, Waste & Environment Manager, Estates & Buildings

Action 4.8 **Develop and implement site specific travel plans supporting sustainable and active travel**
Lead Contact: Emma Crowther, Transport & Parking Manager, Estates & Buildings

Action 4.9 **Develop and implement a business travel plan**
Lead Contact: Emma Crowther, Transport & Parking Manager, Estates & Buildings

Action 4.10 **Reduce the carbon footprint of the University vehicle fleet**
Lead Contact: Emma Crowther, Transport & Parking Manager, Estates & Buildings

Theme 5 Building strategic partnerships & collaborations

Action 5.1 **Establish a ‘New Enlightenment’ programme of public engagement, across multiple disciplines, with the local community, the city-region and other partners to discuss, understand and respond to global challenges and their implications**
Lead Contact: Prof Mary Bownes, V-P for Research Training and Community Relations

Theme 6 Stimulating alumni relations

Action 6.1 **Develop plans for a pilot network of research experienced alumni working across the world in academia, industry, government and civil society, engaged with and contributing to the University’s research, knowledge exchange and teaching**
Lead Contact: Prof Steve Hillier, Vice Principal, International



Annex C

Recycling & Waste Management Policy 2010

1. Introduction

The University of Edinburgh has stated its overall commitment to good environmental practice in the Social Responsibility & Sustainability Strategy which outlines a set of agreed aims, targets and deliverables for all aspects of Sustainability, including for Recycling and Waste Management.

The Recycling & Waste Management Policy 2010 (the Policy) has been developed in order to provide the University community with a clear understanding of the University's position within the framework of legislation and good practice. The objective of this Policy is to provide guidance to Colleges, Schools and Units on how to manage their waste and to ensure that all waste and recycling produced as a result of University-related activities, on or off University premises, is stored, removed, treated and disposed of according to legislative requirements and the Best Practicable Environmental Option. This will include expectations on any third parties providing relevant supplies or services to the University.

This Policy supersedes the previous Waste Reduction Policy produced in 1996 and in 2005. It will be reviewed every three years or more frequently if required.

A set of Waste Guidance Notes (WGNs) has also been produced which update and clarify the procedures for dealing with the different types of Waste arising from University activities and premises. The WGNs supersede all previous guidance including the Clinical Waste Code of Practice 2002 and the Hazardous Waste Code of Practice 1998.

2. Policy Statement

The University of Edinburgh is committed to continuing our legally compliant, environmentally sound and financially controlled practice with the setting, monitoring and achievement of key targets. In particular, to reducing the unnecessary use of raw materials, reuse of products and by encouraging and enabling recycling, composting or energy recovery.

We will reduce landfill waste and when disposal is the only option we will dispose of materials in an environmentally responsible manner.

We recognise the impact of the transport, treatment and disposal of resources and subsequent waste on our local and global environment, and on our carbon footprint. We are committed to reducing this impact through the continued improvement of our Recycling and Waste Management practices, good procurement practice and the promotion of sustainable behaviour amongst members of the University community.

3. Standards Expected

The University requires all staff, students, Service Providers and anyone else making use of University premises to comply with this Policy and associated WGNs to ensure compliance with all Waste legislation.

In particular, it is expected that all members of the University community, tenants in University premises and University appointed Service Providers will adhere to the following standards:

1. Waste should be prevented or minimised wherever possible. If Waste is produced, opportunities for repair, composting and reuse should be enabled when appropriate and only then should recycling, energy recovery, incineration or landfill disposal be considered.
2. All Waste will be produced, stored, carried, kept, processed or disposed of in accordance with Duty of Care.

3. Waste must be securely stored in compliant and suitable containers and locations pending uplift and disposal. More detail is available on the University Health & Safety website (www.safety.ed.ac.uk/resources/General/safe_storage_haz_subs.shtm). In particular:
 - The fabric and construction of the container will be resistant to the nature of the waste (corrosive, sharp) and also the environment in which it is to be kept.
 - The container will be securely sealed to prevent accidental spillage/leakage.
 - Adequate security precautions should be taken to prevent loss, theft, vandalism, or unauthorized access or scavenging of waste.
 - In appropriate circumstances, segregation of waste should take place to prevent mixing of incompatible materials and to allow for recycling.
 - Waste should not be left for collection in corridors or areas preventing safe access or egress.
 - Waste should not be stored in plant or electrical switch rooms, near to heat or ignition sources which may present a fire risk or hinder access to equipment.
 - The office or functional unit holding any waste prior to collection will ensure that the waste is suitably described, inventoried, packaged and available for uplift.
4. Waste and Recycling removed from University premises must only be transported by University personnel or appointed Service Providers who are authorised to do so, for treatment or disposal in suitably authorised and approved facilities.
5. Any discharge to sewer from University premises that may present a substantially greater risk than domestic sewage must have the prior agreement of the statutory responsible bodies via Estates & Buildings.
6. Where it is shown that this Policy and associated Guidance have not been adhered to, (potentially) resulting in the University becoming legally vulnerable or its reputation being adversely affected, the Director of Estates shall take such steps as may be necessary to bring the situation back into compliance as soon as possible. Associated costs incurred in carrying this out may be recovered from the College, School, Unit or tenant concerned.

4. Legislative Framework

The range of processes undertaken as part of the day-to-day activities of the University of Edinburgh generates a wide spectrum of Waste types. All Colleges, Schools, Units, members of the University community in general, tenants and Service Providers have a duty to comply with legislation relating to the segregation storage, transport, treatment and recording of these Waste types.

In addition, various Technical documents produced by the UK or Scottish Government and / or the Regulator, are to be adhered to. The key pieces of legislation related to this Policy area are listed below:

- Environmental Protection Act 1990
- Environmental Protection (Duty of Care) Regulations 1991
- Landfill (Scotland) Regulations 2003
- Special Waste Amendment (Scotland) Regulations 2004
- Waste Electrical and Electronic Equipment Regulations 2005
- Animal By Products Regulations 2005
- Waste (Scotland) Regulations 2005
- Environmental Permitting Regulations 2007
- Waste Batteries and Accumulators Regulations 2009

A more detailed list, including a summary of each relevant Act and Regulation and their amendments, is available from Estates & Buildings.

The key Technical guidance documentation related to this Policy is listed below:

- **WM2.** Technical document produced by the Environment Agency, Scottish Environment Protection Agency, and the Environment and Heritage Service to provide guidance on the assessment and classification of hazardous waste.

- **Health Technical Memorandum 07-01: Safe Management of Healthcare Waste.** Good practice guidance produced by UK Department of Health / Finance and Investment Directorate / Estates and Facilities Division outlining a Best Practice framework for the management of Healthcare Wastes.

5. Organisation and Management

Responsibilities and organisational arrangements for this Policy are in line with those defined in the University Health & Safety Policy and agreed by the University Court.

The University Court has overall legal responsibility for Waste Management at the University. The Head of School is formally responsible, through the Head of College, to the University Court for the management of Waste arising in the area of the University under their control. Heads of School may delegate authority, but remain legally responsible – as with Health and Safety matters.

Within Waste Legislation (in particular the Duty of Care), individuals also retain a responsibility for disposal of waste within their control.

The responsibilities and organisational arrangements for this Policy are further defined below.

6. Areas of Responsibility

All Heads of Schools/Units

Responsible for:

1. Ensuring that their staff are equipped to implement this Policy, including identifying training needs and ensuring training appropriate to each School member's responsibility for Recycling and Waste is available and attained.
2. Ensuring that all staff, students, visitors and School/Unit only purchase goods or services from Service Providers who comply with this Policy and associated Guidance Notes.
3. Encouraging staff, students and visitors to co-operate with associated campaigns, projects and initiatives.
4. Ensuring either that only authorised central Recycling and Waste contract services are used or, if it is necessary to procure School/Unit contract services, ensuring they comply with a Sustainable Procurement Plan agreed by the Director of Procurement, and with this policy, and that an up to date list of them is sent to Director of Estates annually and/or when requested.
5. *Non-hazardous Wastes* (central Waste and Recycling contracts):
 - a. Ensuring that all redundant IT equipment is reused/cascaded where possible, and
 - b. Ensuring that non-hazardous Waste and Recycling is removed from University premises via centralised contracts.
6. *Hazardous Wastes*:
 - a. Ensuring that **no** hazardous wastes are disposed of through the general waste or recycling streams or to drains.
 - b. Ensuring Duty of Care compliance including appropriate segregation, inventorying, recording, describing and storage of Hazardous Wastes.
 - c. Nominating a 'Responsible Person' (or Persons) within their School/unit to coordinate Waste disposal for any radioactive, healthcare, animal by-product, chemical or otherwise Hazardous Wastes.
 - d. Informing the Support Services Operations Manager who the nominated 'responsible person(s)' is and updating records when the 'responsible person(s)' changes.
7. Ensuring that Waste Management practices and procedures within the School/Unit are audited regularly and that any changes that may be required as a result of these reviews are carried into effect.
8. Enabling the investigation of any incidents or accidents relating to Waste Management.

Director of Estates & Buildings

Responsible for:

1. Coordinating the procurement and provision of appropriate and authorised central Recycling and Waste contract services for use by all Schools and, where appropriate, tenants within University buildings.
2. Auditing of centralised Recycling and Waste Management systems.
3. Maintaining a list of all Service Providers appointed to carry out Waste-related activities and ensuring that they are procured in compliance with the Sustainable Procurement Plan.
4. Ensuring that all Service Providers are advised that they must comply with the Duty of Care; that they must comply with this Policy, or, satisfy the University that their own procedures will achieve legal compliance. This will be done through the *Estates & Buildings General Code of Safety Practice for Contractors*.
5. Auditing all Recycling and Waste Management Service Providers working for the University.
6. Provision of advice and guidance to the University community on Recycling and Waste Management.
7. Setting performance indicators and targets for Recycling and Waste Management.
8. Reporting to the University on progress against the performance indicators and targets.
9. Provision of appropriate training for all personnel who have responsibilities for Recycling and Waste Management and assist in the specification of relevant goods or services.
10. Coordinating the gathering of, and supplying all relevant information to appropriate enforcement agencies, when information relating to Recycling and Waste Management is requested.
11. Attaining Waste Management Permits/Licences/Exemptions as appropriate for centralised activities.
12. Investigation and resolution of any incidents or accidents relating to Recycling and Waste Management.
13. Keeping up to date this Policy, Waste Guidance Notes and any Waste Management Plans.

Support Services Operations Manager

Responsible for:

1. Liaising with appropriate enforcement agencies.
2. Signing the annual Waste Transfer Notification for central contracts on behalf of the University.
3. Compiling and holding annual Waste Transfer Notes and Special Waste Consignment Notes for centrally managed Recycling and Waste collections.
4. Overseeing the day to day delivery of centralised Recycling and Waste Management services.
5. Monitoring the performance of the Service Providers against Service Level Agreements.
6. Implementation and monitoring of centralised Recycling and Waste Management systems.
7. Compiling Recycling and Waste data and statistics to enable annual benchmarking against established performance indicators and reporting against agreed targets.
8. Compiling a contact list of Responsible Persons as provided by Heads of Schools.

Nominated Responsible Persons

Responsible for:

1. Signing School/Unit Waste Transfer Notes and Special Waste Consignment Notes as necessary.
2. Establishing and maintaining a record keeping system in order that the movements of all waste can be tracked and make these records available for audit by Estates & Buildings.
3. Supplying information and paperwork on all waste disposed of, when it is requested by Estates & Buildings.
4. Attending appropriate training.

Staff / Students / Researchers / University tenants

Responsible for:

1. Completing and following the Waste Disposal section within University Risk Assessment forms for all relevant activities.
2. Reusing, Recycling and/or disposing of waste responsibly, through the appropriate stream, in accordance with University policy and procedures.
3. Reporting any problems with waste collection schemes to Estates Waste Management.
4. Attending appropriate training.

Service Providers

Responsible for:

1. Legal and technical compliance with all relevant statutory legislation or Scottish Government policy in relation to Waste or Recycling.
2. Arranging for the safe and compliant storage and collection of waste generated through their own activities on University premises or as appropriate, where acting on behalf of the University under relevant supply or service contracts.
3. Reusing, Recycling and/or disposing of Waste responsibly, in accordance with University policy and procedures, or, through a scheme approved by the University.
4. Making available to the University copies of Waste transfer notes, special Waste consignment notes and other Waste related records if required.
5. Providing service levels, activity reports/ statistics or risk analyses, as specified under service contracts or supply agreements with the University. Informing the University appointed contract manager of any risk of breach of legislation identified whilst working for the University or on our premises.

7. Integration with School Procedures and Documentation

All Colleges and Schools/Units should use this documentation either in order to produce their own area specific procedures or directly in the induction and training of staff, researchers and students. Where local guidance is being produced, it must meet the standards and requirements set out in this Policy and associated Guidance.

Waste Management procedures must be included in induction programmes and training programmes. School procurement procedures must also include relevant waste management statements.

Local procedures must be up to date, clearly written, displayed in relevant areas, take account of different levels of training, knowledge and experience and be available to all relevant students, staff, researchers, visitors etc. Where Schools are large, or cover more than one site, it may be necessary for procedures to be developed by local administrative units to ensure effective management of Waste.

8. Definitions

1. Waste

Waste includes any substance or object which the holder discards or intends or is required to discard under the Waste Framework Directive and any substance which constitutes a scrap material, an effluent or other unwanted surplus arising from the application of any process or any substance or article which requires to be disposed of which has been broken, worn out, contaminated or otherwise spoiled as per the Environmental Protection Act 1990 and amendments.

2. General Waste

A form of Controlled Waste, comprising all Waste from University Schools and Colleges with the exception of Hazardous Waste.

3. Recycling

The diversion of waste away from landfill or incineration and the reprocessing of those wastes either into the same product or a different one. This mainly includes non-hazardous waste (or non-hazardous components of other waste) such as paper, glass, plastic and scrap metal.

4. Best Practicable Environmental Option (BPEO)

The BPEO is the option for waste disposal that provides the most benefits or the least damage to the environment as a whole, at acceptable cost, in the long term as well as in the short term.

5. Duty of Care

A requirement of all producers, importers, carriers and those involved in the disposal of Waste to take all reasonable steps to ensure that Waste is segregated, described, stored, transported and treated or disposed of safely.

6. Service Provider

Third parties providing works, goods or services to the University, Schools, Units or research activities, whether contracted or not. This includes contractors and providers of professional services on or off site.

7. Sustainable Procurement Plan

A plan for acquiring works, goods or services for approval by the Director of Procurement (if over the Procurement Manual threshold) or the Head of School/budget holder below that threshold which must include sustainability and waste management requirements in the specification, as agreed by the University Court.

8. Hazardous Waste

This term encompasses the term Special Waste as defined by the Special Waste Regulations 1996 and the Special Waste (Scotland) Regulations 2004 and amendments. It includes waste that could, in certain circumstances, be harmful to human health or the environment in the short or long term due to its physical, chemical or biological properties of explosive, oxidising, flammable or highly flammable, irritant, corrosive, toxic or very toxic, harmful, carcinogenic, mutagenic, infectious and ecotoxic.

In Scotland, batteries, fluorescent tubes, photographic chemicals, televisions, paint, waste oils, solvents, acids, alkaline solutions, pesticides and computer monitors are all hazardous wastes.

Some hazardous wastes such as Asbestos and Radioactive Waste are subject to their own regulations and within the University; their disposal is covered by other guidance.

9. Healthcare Waste

Healthcare waste is classified under the European Waste Catalogue code, chapter 18 as waste from diagnosis, treatment or prevention of disease in humans or animals. Healthcare premises include hospitals, nursing homes, GP surgeries and veterinary practices.

10. Animal By-Product Waste

Animal by-product (ABP) waste includes animal carcasses, parts of animal carcasses, products of animal origin which are not intended for human consumption and slaughterhouses.

ABP waste also includes catering waste (all waste food from restaurants, catering facilities, central kitchens) although the regulations pertaining to catering waste are less onerous than other kinds of ABP waste and for the purposes of this Policy, they are included within the General Waste stream.

11. Radioactive Waste

The possession and disposal of radioactive material in the UK is subject to the Radioactive Substances Act 1993. Any person carrying out an undertaking that accumulates and disposes of radioactive material must be authorised to do so by University Health & Safety and issued with appropriate Certificates. Further information on the procedures which must be followed is provided by Radiation Protection Guidance Note GN009: Waste Disposal, available from University Health & Safety.



The University of Edinburgh

Central Management Group

20 January 2010

Quarterly Health and Safety Report: (Oct - Dec 2009); incorporating the Report from the meeting of Health and Safety Committee, held on 29 October 2009.

Brief description of the paper

This Paper presents information on accidents/ incidents statistics, and other developments and issues in health and safety, which have occurred during the quarterly period October to December 2009, and includes the Report from the meeting of the University Health and Safety Committee, held on 29 October 2009.

6 incidents which were Reportable to the Enforcing Authorities are summarised, 5 of which were Reportable because a member of the public (postgraduate or undergraduate) attended hospital for assessment and/or treatment. One accident resulted in absence from work of more than 3 days.

Developments and issues covered in the Report from Health and Safety Committee include: (1) Disabled Evacuation (2) Anti-terrorism Controls [ATC] Group (3) Fringe/Festival 2009 Incidents and Arrangements (4) Pandemic Flu (5) Aon Partnership Auditing Programme (6) Health Promotion (7) First Aid Regulations (8) HSE Input on Slips, Trips and Falls.

Other significant developments and issues covered in the Quarterly Report are: (9) New Biosafety/Biosecurity Legislation (10) Northern Biosafety Training Centre (11) Aon Partnership Auditing Programme [update]

Action requested

CMG is requested to note the content of this paper, including the more detailed accident etc. statistical information in the Appendix.

Resource implications

Does the paper have resource implications? No

No direct resource implications.

Risk Assessment

Not relevant.

Equality and Diversity

Issue of disabled evacuation carries intrinsic equality/diversity implications.

Any other relevant information

None

Originators of the paper

Karen Darling/Alastair G. Reid, Deputy/Director of Health and Safety, 11 January 2010

Freedom of information

Can this paper be included in open business? Yes

Health and Safety Quarterly Report 2009/2010

Quarterly reporting period: 1st October 2009 – 31st December 2009

Accidents and Incidents

Type of Accident/Incident	Qtr 1 Oct '09 – 31 Dec '09	Qtr 1 Oct '08 – 31 Dec '08	Year to Date 1 Oct '09 – 31 Dec '09	Year to Date 1 Oct '08 – 31 Dec '08
Fatality	0	0	0	0
Specified Major Injury	1	0	1	0
> 3 day Absence	1	3	1	3
Public to Hospital	4	2	4	2
Reportable Dangerous Occurrences	0	0	0	0
Total Reportable Accidents / Incidents	6	5	6	5
Total Non-Reportable Accidents / Incidents	75	101	75	101
Total Accidents / Incidents	81	106	81	106

Further information by College/Support Group is shown in Appendix One

The incidents reported to the Enforcing Authorities during the quarter comprise:

- Child was taken to hospital as a precaution from Day Nursery after choking on a small piece of apple. Strict food rules were being followed at the time and child was supervised. (*Public to Hospital*).
- Member of staff was moving growing racks in plant growth room with a colleague and strained back in the process. IP had received manual handling training and was undertaking the task as the risk assessment indicated (two-man job). Risk Assessment reviewed and any required changes implemented. (*>3 day injury*).
- Undergraduate was mounting a scalpel blade into the holder using the correct procedure as trained, but hand slipped and sustained deep cut. Attended hospital and received stitches. (*Public to Hospital*).
- Undergraduate was hit by car as the car was exiting car park at Kings Buildings and was taken to hospital with a broken leg. Driver's vision may have been obscured by shrubbery, which has now been cut back by Landscape Section. Lighting also to be improved. (*Public to Hospital*).
- Postgraduate was cutting TLC plate using Stanley knife. Knife slipped and cut IP's thumb, attended hospital and received three paper stitches. Scissors will be used in future for this task. (*Public to Hospital*).
- Undergraduate opened small bottle of aqua regia (mixture of nitric and hydrochloric acids) when a small amount splashed IP on the chin; attended hospital as a precaution. IP had been wearing all appropriate PPE but reminded of potential hazard of opening bottles and to open away from body in future. (*Public to Hospital*).

Report from the Meeting of Health and Safety Committee, 29/10/09

1. Disabled Evacuation

Following a presentation to the Committee by the University Fire Safety Adviser, consideration was given to further improvements in managing the arrangements for the safety of disabled people within the University. These include the provision of adequate access to and egress from the University's estate, notification of disabled persons using University buildings, responsibilities for ensuring safe evacuation of disabled persons, and planning for disabled staff.

2. Anti-Terrorism Controls Group

The Home Office is currently revising the guidance on the arrangements to ensure the security of selected risk materials, the Schedule 5 pathogens and toxins listed in the Anti Terrorism Crime and Security Act 2001, and high activity sealed radioactive sources within the High Activity Sealed Radioactive Sources and Orphan Sources (HASS) Regulations 2005. The Counter Terrorism Security Advisers (CTSA) of Lothian and Borders Police will visit each site which holds these selected risk materials to review the arrangements in place in light of these revisions.

3. Fringe/Festival Incidents and Arrangements

The appointment of a temporary Events Health and Safety Co-ordinator by Edinburgh First, to assist in overseeing health and safety during the Fringe/Festival events, and in particular to co-ordinate traffic and pedestrian activities in Bristo Square, was very successful and this appointment will be continued for 2010. The appointee is also tasked with the preparation of guidance to issue to production companies and in reviewing their documentation.

4. Pandemic Flu

The University's preparedness planning to respond to the current flu pandemic has proved to be satisfactory, and continues to evolve with the changing public health situation. The University has set up robust internal structures and systems to deal with this public health issue, and has established good links with Lothian Health Public Health and with the Scottish Government.

5. AON Partnership auditing programme

The next phase of the partnership auditing programme commences in late 2009. The Health and Safety Compliance Audit programme, which visits all Schools and Support Units, will seek to verify whether the structures and systems described at the time of the Management Audit carried out 2/3 years previously have been effectively disseminated to the "coal face" in individual laboratories, workshops and other places of work and study within the University.

6. Health Promotion

The University will shortly (January 2010) make a submission for the Bronze, Silver and Gold levels of the Healthy Working Lives (HWL) award scheme. Following the submission the University will be subject to a formal assessment exercise before any awards may be granted.

Report from the Meeting of Health and Safety Committee, 29/10/09 (cont.)

7. First Aid Regulations and Approved Code of Practice

As a result of recent changes to the Health and Safety (First Aid at Work) Regulations and supporting guidance, changes have been implemented to the basic and re-qualification internal first-aid training courses run by the University to meet the amended Code of Practice. In addition, and in line with this new HSE guidance, the University is introducing annual first-aid refresher training on a voluntary basis, between initial training and the mandatory re-qualification training after three years.

8. HSE Input on Slips, Trips and Falls

The Director of Health and Safety noted developments following the University's campaign on slips, trips and falls, which utilised the HSE's "Fragile Lives" posters and allowed the University to emphasise the importance of personal responsibility, together with basic modules on training programmes for "at risk" staff groups.

The University's Health and Safety Training and Audit Co-ordinator subsequently attended a workshop provided by the HSE on the prevention of slips, trips and falls. This workshop was followed up by a visit in August 2009 from two HSE specialists, who were seeking to identify case studies which demonstrated the impact of their workshop programme.

Following lengthy discussions regarding the University's campaign, the HSE specialists were shown around the new John MacIntyre Centre refectory and kitchen area, and the new John Burnett residence block at Pollock Halls of Residence, where they were most impressed with the anti-slip measures in place, both in terms of surfaces, and footwear.

Much of the work on prevention of slips, trips and falls within the University was already progressing prior to the HSE workshop and efforts will continue to be made in highlighting awareness in this important area.

Other Issues and Developments

This section includes note of significant developments and issues not covered by the above report from the University Health and Safety Committee meeting of 29th October 2009.

New Biosafety/Biosecurity Legislation for the UK

The University Biological Safety Adviser (UBSA) has participated in various consultation events offered by the Health and Safety Executive, in preparation for this new legislation coming onto the Statute Book in 2010. In summary, major changes will include harmonisation of the requirements covering pathogen and genetic modification work, and the inclusion of work involving animal pathogens, and work which carries biosecurity (counter-terrorism) implications, the latter two topics entering UK biosafety law for the first time.

Once the final shape and content of the new legislation is apparent, the University's central Policy (Part 6) and guidance on these areas of activity will require to be substantially amended.

Northern Biosafety Training Centre

Discussions have progressed with regard to the formation of a Northern Biosafety Training Centre, led by University of Edinburgh, initially administered by the CHASTE Project office for the Scottish Universities. This Centre will facilitate the teaching of an accredited biosafety course in the north of the UK, which will help meet UK compliance with a proposed new European Standard, work on which is currently progressing through the European Biological Safety Association (EBSA).

It is anticipated that the continuing operation of this Centre will form one strand of the CHASTE Project's legacy, once the Project concludes in May 2011. The UBSA is actively participating in the process which will result in the new Standard, in due course.

Aon Partnership Audit Programme

The latest phase of the Aon Audit programme, the Compliance Audit phase has commenced. In this phase, the initial health and safety Management Audits at School (and equivalent) level, carried out 2-3 years ago, are followed up to ensure that compliance "at the coal face" reflects the objectives and arrangements discussed during the Management Audit phase

The programme got off to an excellent start with the School of Chemistry, and will progress through all relevant Schools and Support Units over the next two years. The Health and Safety Department are taking the opportunity, in liaison with Procurement, to encourage relevant Schools to adopt the SciQuest system for chemical procurement and management, which has produced substantial demonstrable savings at Chemistry.

Alastair Reid
Director of Health and Safety
11th January 2010

Accidents & Incidents

Quarterly period: 01/10/2009 – 31/12/2009

Year to Date Period: 01/10/2009 – 31/12/2009

(First Quarter)

COLLEGE / GROUP	REPORTABLE (TO HSE) ACCIDENTS / INCIDENTS														TOTAL Non-Reportable Accidents / Incidents		TOTAL ACCIDENTS / INCIDENTS	
	Fatality		Specified Major Injury		>3 day absence		Public to Hospital		Dangerous Occurrences		Reportable Fires		TOTAL Reportable Acc / Inc		Qtr	Ytd	Qtr	Ytd
	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd				
Humanities & Social Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7	7	7
Science & Engineering	-	-	1	1	1	1	2	2	-	-	-	-	4	4	16	16	20	20
Medicine & Veterinary Med.	-	-	-	-	-	-	1	1	-	-	-	-	1	1	23	23	24	24
SASG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4	4	4
Corporate Services Group	-	-	-	-	-	-	1	1	-	-	-	-	1	1	24	24	25	25
ISG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
Other Units	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1
UNIVERSITY	-	-	1	1	1	1	4	4	-	-	-	-	6	6	75	75	81	81

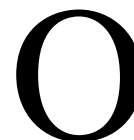
* Units noted below taken from organisational hierarchy report 09/10 - http://www.planning.ed.ac.uk/edin/orghier/versions/Version12_0.xls

SASG: Student and Academic Services Group: Academic Affairs/Records Management, Biological Services, Careers Service, Chaplaincy, Communications and Marketing, Development and Alumni, Disability Office, EUCLID, General Council, Governance and Strategic Planning, International Office, Pharmacy, Principal's Office, Registry, SASG Business Unit, Student Counselling Service, Student Recruitment and Admissions, Student Services, University Health Service.

ISG: Information Services Group: Applications, EDINA and Data Library, DCC, Information Services Corporate, Library and Collections, Infrastructure, User Services Division.

CSG: Corporate Services Group: Accommodation Services (incl Festivals Office), Centre for Sport & Exercise, Day Nursery, Edinburgh Research & Innovation (ERI), Edinburgh Technopole, Edinburgh University Press, Estates and Buildings, Finance, Health and Safety, Human Resources, Internal Audit, Joint Consultative and Advisory Committee on Purchasing, Procurement Office (inc Printing Services).

Other: Students Association, Sports Union, Talbot Rice Gallery, Associated Institutions.



The University of Edinburgh

Central Management Group

20 January 2010

Fees Strategy Group Convener's action

Brief description of the paper

This paper updates CMG on action taken by the Convener of the Fees Strategy Group, since the Group's last meeting.

Action requested

To note formally

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

To be presented by April McMahon, Convener of Fees Strategy Group

Originator of the paper

Susie Rice, Strategic Planner and Fees Strategy Group Secretary
11 January 2010

Fees Strategy Group Convener's action

Purpose

This paper updates CMG on decisions made by the Convener of the Fees Strategy Group (FSG) since its most recent meeting in November 2009, after which CMG received a paper containing recommendations.

Convener's action

Since its meeting in November 2009, two issues have been brought to the attention of the FSG Secretary which required urgent action, as they related to fees for academic year 2010/11.

1. MSc Operational Research

The Convener approved a proposal from the College of Science and Engineering to move the MSc in Operational Research (including options with another subject) from fee spine point five to point six for 2010/11, based on market position. This takes the fee for overseas students to £13,000. The proposal had the support of the Head of College and the College Registrar.

2. Extension of European Masters in Informatics (EuMI) consortium agreement

The Convener approved a proposal from the School of Informatics to extend the current Agreement and fee arrangements for their existing two-year collaborative European Masters MSc in Informatics on an interim basis.

The programme had Erasmus Mundus funding, but this has ceased. The consortium was unsuccessful in its bid for further funding in the Erasmus Mundus round this year but, given the feedback on the bid, is hopeful that it can obtain funding in the next year's round. The consortium wishes to continue the programme on an interim basis without Erasmus Mundus funding. It proposes to cover mobility and coordination costs from within existing consortium funds, but wishes to continue the current "pro-rata" arrangement of charging fees, even though it is not formally an Erasmus Mundus scheme. The content of the programme will remain the same, but it will be called a "European Masters" programme rather than being badged as an "Erasmus Mundus" programme.

The School and College note that the University will not lose money on this (since the fees charged are the University's standard fees pro-rata on the actual teaching effort here); it is for a small cohort of students for a maximum of two years; and with potential for a further tranche of money from this prestigious scheme. The proposal has the support of the Head of College and College Registrar.

Feedback on this decision to the School and College will emphasise that this is a real cost and needs to be met by the School from its own resources (or from some source agreed by School and College).

Susie Rice
Strategic Planner
11 January 2010

The University of Edinburgh

Central Management Group

20 January 2010

Internal Audit Report

Brief description of the paper

Senior management is responsible for governance and internal control. The attached report covers the work done by Internal Audit between April and December 2009. It is provided as part of the overall monitoring framework to help management assess the University's control environment and it highlights the significant issues arising.

Action requested

Members are asked to note and, if so minded, to discuss the contents of the report.

Resource implications

None directly, but there may be resource implications arising depending upon actions agreed.

Risk assessment

Specific residual risks identified during the period are highlighted in the report.

Equality and diversity

Not applicable

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

Not applicable

Originator of the paper

Hamish McKay
Chief Internal Auditor
8 January 2010

Internal Audit

Internal Audit Reviews - listed in the order completed from April to December 2009.

Completed audit assignments

- 1 2007-08 TRAC Teaching Return Process
- 2 Intra and Extra College Collaborations - CHSS and CMVM
- 3 Centre for Research Collections
- 4 Capital Projects - intra project communications
- 5 Business Plans to Support Capital Projects
- 6 Selected Interdisciplinary Research Centres within the College of Science and Engineering
- 7 Overall Arrangements for Research Collaborations in the College of Science and Engineering
- 8 School of Biomedical Sciences (Centre for Infectious Diseases)
- 9 Intellectual Property
- 10 Expenditure Authorisations
- 11 Procurement 2008-09
- 12 Severance Settlements 2008-09
- 13 Integration of the Roslin Institute with the University of Edinburgh
- 14 Management and Collection of Student Fees
- 15 Value for Money Arrangements
- 16 Staff on-call arrangements
- 17 EUCLID Project Management Support
- 18 eProcurement Scotland - Working Party and other advice
- 19 Mobile Working
- 20 IT Security
- 21 Full Business Continuity: Operational Readiness in Key IT Risk Areas
- 22 Downloading Personal Data to any Device
- 23 Main Library Redevelopment Project: Continuity of Service

Issues arising

Issues are highlighted below where the subject has either (a) wider significance across the University and/or, (b) common themes requiring attention by senior management. Some assignments were carried out by specialist staff under contract.

EUCLID

During 2009 we provided the Project Director and her staff with consultancy support in a number of areas. The EUCLID Lessons Learnt report was reviewed and it provided input to other work with respect to "large" projects within the University. Discussions took place with regard to benefit realisation and the need to capture baseline information, to demonstrate the magnitude of benefits. The transition from a Project to an Operational Service was also covered in discussions. Advice was provided on formulating audit trails. Following the establishment of the Strategy and Quality Assurance Group (SQAG) we assessed the management arrangements to ensure all appropriate roles and responsibilities with respect to programme management had been taken into account. Our findings are due to be discussed by SQAG shortly.

Management and Collection of Student Fees

We found that controls around the management and collection of student fees were effective. We were able to provide an assurance that all records of students due to pay no fees were valid, and that there were effective processes for reconciliation of Students Award Agency for Scotland and Student Loans Company data to anticipated income, and the comparison of predicted fees against actual fees. Our testing confirmed strong supervisory controls and effective separation of functions. There was a need for complete information to be supplied to management around the impact of authorised (and unauthorised) decisions on fee waivers.

Intellectual Property

ERI agreed to (re) propose a formal policy to University senior management, defining the fundamental mission(s) of the IP commercialisation function in the University. The statement would include guidance as to roles and responsibilities, authorisation levels and measures of success. Such a policy statement would be intended to support decision making, prioritising, and staffing.

ERI holds data relating to the commercialisation of intellectual property in a database. This includes details of income anticipated from commercialising the intellectual property. The associated financial transactions are managed in the separate Sun accounting system. ERI had accepted the risk of not populating database with historical financial data and thus the two systems were known not to match at the detailed level. Consequently, ERI agreed the need for a beginning-to-end reconciliation process to demonstrate that all income expected as per the original licence agreement had been received, or was otherwise accounted for, and distributed to inventors and Schools as appropriate. In addition, there was an agreed need to strengthen the process for maintaining the record of equity holdings.

Mobile Working

Mobile working has implications for security compromise and legal exposure. Addressing these implications requires collaborative action across a number of areas such as Human Resources (HR), Information Services (IS) and Health & Safety. There is a need for a Code of Practice for use of IT and a HR policy for working off-campus. While the Code of Practice for IT will be actioned by this August, the HR Policy is not an immediate priority for HR but they have committed to devise a HR Policy by the end of 2010-11. [Our review of business continuity has also highlighted the need for such a Code and policy to be in place before mobile working solutions can be adopted as part of the University business continuity planning.]

IT Security

Any breach of IT Security by any part of the University will reflect adversely on the University as a whole. Any breach of the Data Protection Act involving personal or medical data will generate significant reputational risk. Considerable progress has been made with respect to IT Security. Recent approval of an Information Security Policy by Court reflects the recognition of this fundamental aspect

of IT Security. The CIO agreed, in consultation with the IT Committee, to reappraise the risks associated with breaches in IT Security and the related exposure in the light of recent legislative developments.

Downloading Personal Data to any Device

The exposure to reputational risk, following any public disclosure involving the compromise of personal data, is inherently significant and set to rise. The financial and operational impacts of having to implement the corrective actions currently required by the Information Commissioner are significant. Relevant staff were aware of the risks and stated that our work has raised the profile of this issue and helped identify actions that should mitigate the risks associated with the downloading of personal data. The IT Security Working Group is formulating a policy for data encryption as per the IT Security Policy, recently approved by Court (see IT Security above).

Integration of the Roslin Institute with the University of Edinburgh

This was the first review to be carried out at Roslin since the integration in May 2008 and the focus was on how well the core administrative systems (procurement, stock control, research contract management, payroll and human resources functions, pensions and expenses systems) had coped. The internal controls and procedures adopted to deal with the integration were found to be effective and areas where there had been difficulties were being addressed by management. The exception was problems experienced around matching purchase orders to invoices and clearing them, a significant back log of purchase orders had developed resulting in delayed supplier payments, inaccurate accruals and inefficient operation of the purchasing function. Management agreed to address this backlog as a matter of urgency. Inevitable teething problems arose with the integration but nothing fundamentally affecting the core administrative systems.

Procurement 2008-09

The new Scottish Procurement Policy Handbook now applies within the University following on from the McClelland report. The procurement activity carried out in the University continues to comply with "minimum standards of governance and accountability" as specified in the McClelland report. There was also evidence of commitment to, and active involvement in, sector wide procurement initiatives.

Expenditure Authorisations

The Director of Finance had requested an analysis of expenditure authorisations to inform decisions in relation to proposed updating of the authorisation levels in the Delegated Authorisations Schedule. The analysis highlighted large transactions (over £100K) which were judged to be non-routine and it is the circumstances surrounding the authorisation of these types of transactions which may merit most analysis when considering a revision of the Schedule. A group has been since set up to review the levels of authorisation in the Schedule.

Value for Money Arrangements

The new SFC Financial Memorandum states that "as part of its internal audit arrangements, the institution must obtain a comprehensive appraisal of management's arrangements for achieving value for money." The University's Value for Money Strategy approved by Court in 2006 assigns prime executive responsibility for VfM arrangements to CMG. We evaluated these arrangements. Our opinion was that management has established satisfactory arrangements to achieve value for money, and that these arrangements were in harmony with the directives of the Scottish Funding Council.

Staff On-Call Arrangements

There was evidence of inconsistent application of reward for on-call support. This is contrary to the objectives of the *Arrangements for On-Call, Call-Out and Out of Hours Working* policy and risks allegations of inequality of treatment. There had been a clear effort to review on-call arrangements and to reduce costs and overall, in terms of cost, this had been successful.

Hamish McKay,
Chief Internal Auditor
8th January 2010



The University of Edinburgh

Central Management Group

20 January 2010

Governance of Major University Projects

Brief description of the paper

In the light of concerns expressed by many staff about the oversight and management of major University projects, Knowledge Strategy Committee has reviewed the lessons that can be learned from recent problems with projects, particularly those involving major changes to ways of working. We propose to pilot test a governance toolkit that we have developed with the Shared Timetabling Project. The paper describes the background to the development of the toolkit, the project classification schema and the analytical tool for high-level tracking of project progress.

Action requested

CMG is invited to note and comment on the proposed governance toolkit.

Resource implications

Does the paper have resource implications? Not directly – resourcing issues may arise within projects.

Risk assessment

Does the paper include a risk assessment? Yes – the paper deals with risk minimisation in University projects.

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Knowledge Strategy Committee

To be presented by

Jeff Haywood, Vice Principal Knowledge Management
Nigel Paul, Director of Corporate Services

Governance for major university projects: developing a toolkit

Events of recent years have made all of us acutely aware of the problems that can arise in the design and implementation of major and complex projects within the University. It is therefore important that we as an organisation learn lessons from past and current projects, and put in place improved mechanisms for project governance and management that minimise similar problems arising in future.

Knowledge Strategy Committee has recently reviewed three projects (EUCLID, Website Redevelopment and Next generation VLE) with senior members of the project teams and with our external reviewers, Valuta. The goal of the review was to produce a toolkit for project boards to assist governance, and to provide assurance to the University that good practice in governance could be achieved. This brief update for CMG outlines the tools we have developed and intend to pilot with the latest complex project, 'Shared Timetabling'.

Classifying projects

Members of CMG may have seen previously the classification we propose to use to assess the scale, complexity and impact of projects (Appendix B). The paper was widely circulated amongst senior University staff, to Estates and Risk Management Committees and met with approval. It is important to note that some of our projects may have a very widespread impact on the way we conduct our business across the University but not require very large central financial investment. An example is the Website Redevelopment Project that has had a **formal** recurrent budget of only £0.5M per annum but nevertheless (potentially) impacts on all sections of the University and as a consequence places significant resourcing demands at School and Service Unit level that are not accounted for in the formal budget. **One of the mistakes we have made in the past has been to ignore or forget the distributed cost of projects of all types (including building projects), and particularly those which involve significant business process or culture change.**

Medium to large Estates projects must comply with SFC requirements, and so the discussion that follows considers only non-Estate projects, although in many respects similar governance and management issues arise with Estate projects too.

Project structure, governance & management

In general in the UK good practice in project governance and management is guided by the Government's OGC framework which is based upon the use of 'gateways' or stages in projects from initiation and acceptance of a business case through to handover and sustainability. In the University we adopt this approach in a light way, without the formalities at each stage that full adherence to OGC requires. We sometimes have external reviews at key points, especially as we approach early gateways, to assure ourselves that we are ready to move forward, and sometimes these reviews have given us reason to pause to strengthen aspects of the project before progressing.

OGC also defines specific roles as part of the project governance and management process. For example the Project Board, the Senior Responsible Officer, and Senior Supplier, the Project Director. We have used these to a degree, although we often fail to fully and explicitly define the remit, scope and authority of these roles. **Problems can arise as a result of misinterpretation of the remit of the roles that individuals have taken on – for example whether they are present to represent their own business area, or are required to be more objective and work from a University-wide perspective.**

We have probably been better at the formal project management using a 'lite' version of OGC's PRINC2 methodology, although as an organisation we generally lack staff with professional skills in PM and with deep experience of complex projects. We tend to seek staff internally for Project Director roles but not carry out enough CPD for them in advance. For major business change projects we should consider the strength of the project team in PM methods, and boost these as necessary. Reporting from Project Team to Governance Board has been a constant area of difficulty, and it is partly to address this that the toolkit has been developed. **Board members have reported unease as to whether they really understand the progress and current state of the project for which they have oversight.**

Developing a toolkit for project Boards

In a recent Awayday, KSC worked with our external consultants Valuta, who have considerable insight into the University's business processes and cultures as a consequence of reviewing major projects over the past few years. **We have developed a visual tool (Appendix A) that may help project boards to ask the right questions of the project team, and have access to not only a high level view of the project as it currently stands but also a high level view of change since its initiation.** Visual tools have particular value for exploring complexity. The tool uses a radar chart format with axes each of the project attributes to be monitored. These attributes need not be as set out in the example in Appendix A if others would better suit a particular project, but the key feature of a scale for rating the current status of the attribute and the objective questions to be asked to assess that status are a requirement.

One interesting lesson that KSC learned from looking back at recent University projects was that each had a different radar shape, that changed little during the project, suggesting weaknesses and strengths that were not being addressed.

Piloting the governance toolkit

We intend to learn from the lessons of previous projects in the Shared Timetabling Project which is currently at Gateway 0, ie business case sign-off and initiation. Timetabling affects all students and staff, and is at the heart of curriculum delivery, so the potential for serious negative consequences is high. We will ensure that the governance and the project management processes are robust and we will pilot the use of the toolkit with the Board.

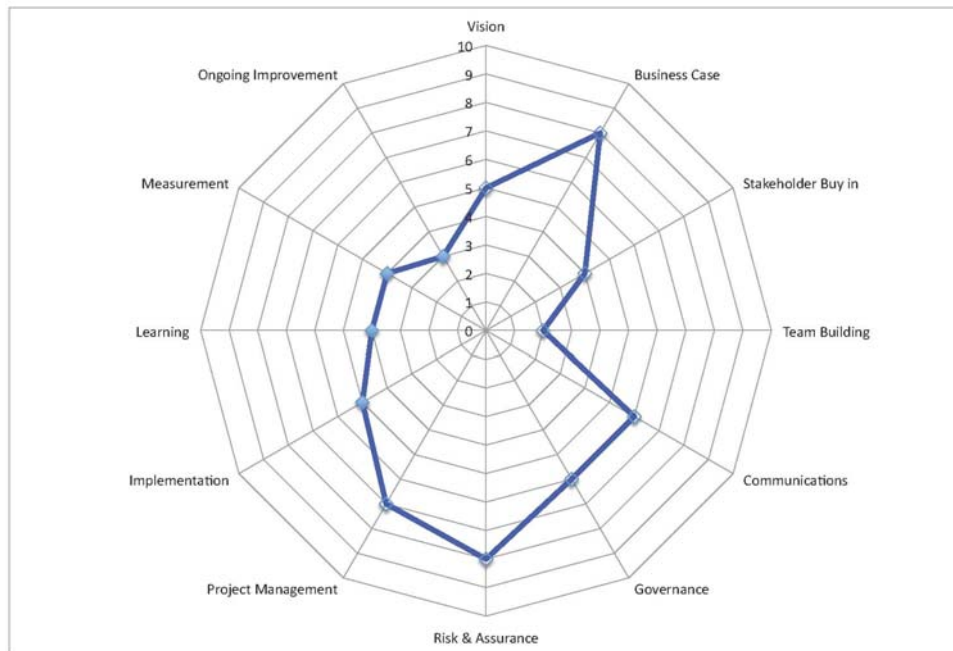
IS will retain the services of the Valuta consultancy to offer an experienced external view of the project and its use of the project governance and management tools available. KSC will monitor this, and we will report back to CMG with an evaluation in due course.

Nigel Paul, Director of Corporate Services

Jeff Haywood, Vice Principal Knowledge Management

Appendix A

Hypothetical analysis of a project's status using the governance framework visualisation tool.



Change

Score

1. Are there clear, readily understandable statements of:	5
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The need for change ("the burning platform") i.e. what is wrong with status quo.
The vision of what should be achieved at the end of the project.
A route map through the project.

2. Is there a business case for project, including:	8
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Non-recurrent project costs and recurrent whole life costs, and project team costs as well as costs of effort in colleges, schools and support groups.
Confirm that the business case linked to University Strategic Plan.
Obtain authority to proceed with project and funding for project.

GRIP PEOPLE Sponsorship / Stakeholder Buy In

3. Is there clear senior level support for project – an individual identified as the key sponsor who will help influence at senior levels	4
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For university wide projects, assess the level of PSG/CMG level sponsorship.
For College or Support Group wide projects, assess quality of sponsorship at HoC/HoSg and level of support from relevant Heads of School / Department is necessary.
For School / Support Function projects assess the quality of Head of School or Support Function's sponsorship.
Has the project identified all other critical groups of people who will be affected by the project and obtain their buy-in and agreement to the vision e.g. Heads of School / School Administrators Heads of relevant functions or administrative groups student representatives, third parties.

4. Team Building	2
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Has the project identified the skills needed on project team and wider teams who will help deliver the project and recruited accordingly?
Has the project undertaken active team building to establish team cohesion and motivation?

5. Communications	6
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Has the project established regular communication with all interested parties on status and progress of project?
Has the project ensured communications targeted and relevant to audience?
Has the project identified individuals or areas who are supportive of the project and individuals or areas who are likely to be resistant to the project and plan influencing strategy?

GRIP TASK

6. Governance	6
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Does the project have a project manager with responsibility for overall delivery of project?
Has the project established a project structure with project board, appropriate subgroups, project office, individual and subgroup responsibilities etc (this may cut across normal management organisational structures), and ensure all are trained in change/project management?
Has the project established and maintained clear "business" leadership and "user" input throughout the project?

7. Risk Management & Assurance Processes	8
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Has the project identified key risks, determined how they will be managed, and maintained and reviewed a risk register throughout the project?
Has the project established reporting processes and KPIs such that Project manager and Project Board can monitor progress, and deal with key issues?
Does the project employ "Gateway" review processes external to the project that provides guidance and assurance on project processes?
Has the project established QA and assurance processes such that the project board are assured that everything is ready at the point where the change being sought by the project "goes live"?

8. Project Management and Planning	7
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Has the project established detailed project plan identifying actions, responsibilities, resources and timelines?
Has the project established an Issues management process?

9. Implementation	5
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Has the project established clear baseline measures etc such that there is a statement of what took place before the project commences?
Is there a detailed implementation plan?
Has the project delivered awareness, training etc for those whose ways of working etc are to be changed by the project?
Has the project ensured help & support mechanisms are in place for people both during and after the change?
Is there a plan to resource the resolution of issues that become apparent after "going live"?
Are there contingency arrangements such that go live can be deferred or aborted if things go wrong?
Has the relevant documentation been completed?
Is there a plan for closure of the project and redeployment of project team?

EMBED

10. Learning	4
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Is there a plan to conduct a post project review to identify the learning from the project and how any outstanding issues emerging from the project will be handled?

11. Measurement	4
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Has the project established appropriate measures to identify the improvements made against the baseline, and to act as a starting point for further improvement?

12. Ongoing Improvement	3
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Is there a process for ongoing improvement?

Appendix B

University of Edinburgh - Major Projects

Introduction

Undertaking major projects in an organisation brings higher risks to the performance and future success of that organisation. The management of these risks in turn requires a more rigorous approach to the management of the project and the identification and management of the attendant risks.

The University is constantly undertaking significant development activities, and many of these activities already utilise project management and risk management processes. However there is a lack on consistency and possibly completeness of approach.

As an aid to staff who are developing and managing projects, this guide has been produced which

- a) indicates how to assess which projects should be classed as “major” projects, and
- b) provides a framework indicating the key aspects that must be established in the management of major projects

The guide can, and should be used as a reference point for all projects, even small projects, since all projects will have elements of the framework outlined below. Within smaller projects some of the elements will require little time or effort. For major projects the framework should be regarded as mandatory, and consideration duly given to all aspects of the framework outlined below.

Definitions

A project and major project can be defined as follows

<i>Project:</i>	<i>A set of activities which are managed and coordinated together to deliver a specific outcome in a defined timescale</i>
<i>Major Project:</i>	<i>A project which has a significant financial, operational, or reputational impact on the University, College or School or Support Group.</i> <i>Appendix 1 provides a guide as to how to assess whether a project has sufficient impact for it to be classed as a major project</i>

This definition covers many different types of project e.g.

- Capital and refurbishment projects
- IT focussed projects
- Projects to change the way the organisation conducts its business, processes and operations
- Organisational change projects

In assessing whether a project is a major project, there are a number of criteria that need to be considered:

- total cost of the project
- the impact of the project on staff and students
- the complexity of the project
- the reputational impact if the project runs into difficulties

Different projects will have a different profile across these factors e.g. a large capital project has a significant financial impact, but the impact on staff and students is relatively straightforward, whereas a major change to the curriculum could have a large impact in staff and students, but the cost of delivering it quite modest. In a similar vein a project involving a number of partners, and which involves organisational or structural change could be very complex without necessarily involving a high cost.

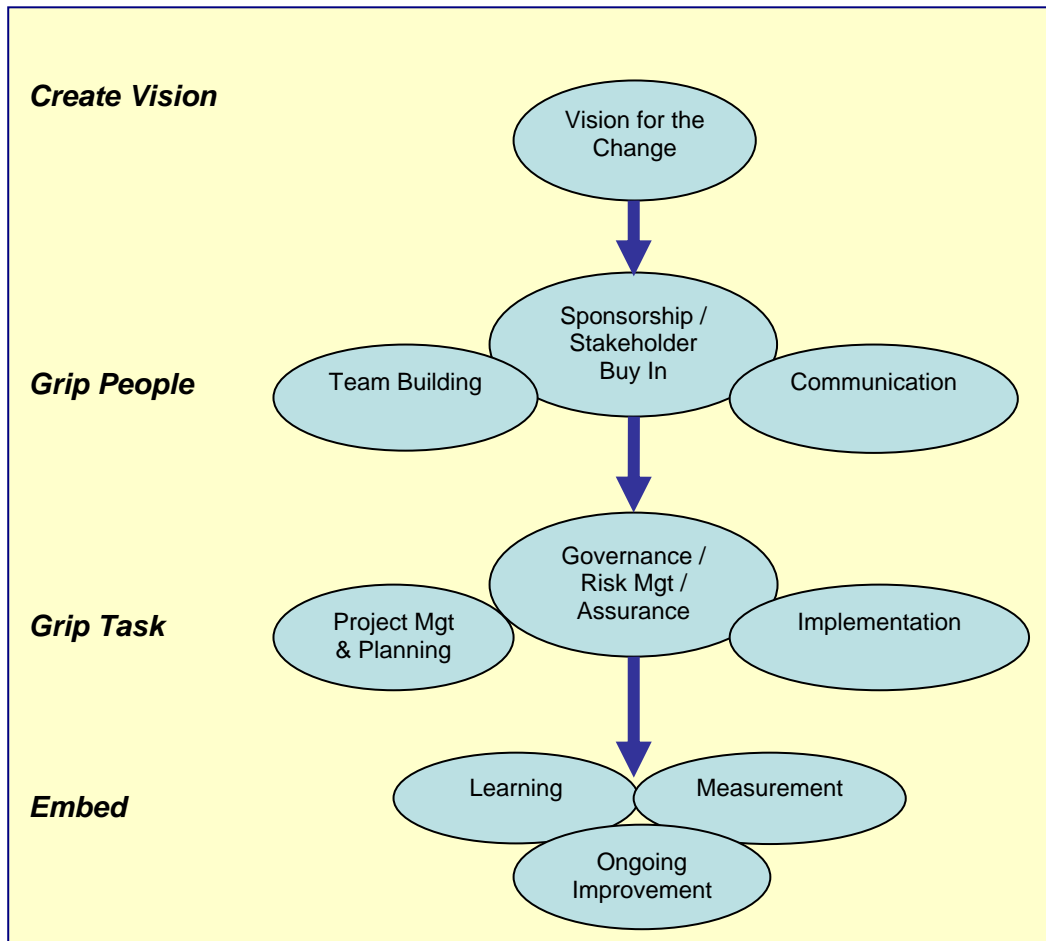
It can be seen projects defined as major projects will primarily be those whose effects reach beyond local Schools or Support Groups, where a greater degree of coordination is required. It should also be noted that Estates and Buildings also have a higher level of major project – Strategic Project – which is any capital project exceeding £25m.

Appendix 1 provides a guide to these factors and a simple assessment process to help determine whether a project should be classified as “major”.

Delivering Major Projects

For major projects there are a number of important aspects that need to be put in place for the project to achieve a level of success. Again the weighting of these aspects will be different for the different types of project, however they must all be actively considered.

The following is a generic model for managing major projects and the changes they aim to bring about. Each aspect of this model is expanded in Appendix 2.



Whilst these are shown as sequential, in practice they must be sequential at the start of the project, but as it moves forward, there will be iteration between all of the boxes on the model i.e. there is a constant need to maintain team cohesion, reinforce the sponsorship & buy-in, remind people of the vision, assess governance and risk etc throughout the project.

Sitting behind this generic model, the university has detailed policies and procedures for different types of project e.g. project procedures for capital projects are described on the E&B website. The documentation largely specifies the detailed project management procedures, so leaders of projects must also consider the processes they put in place for the other elements

Appendix 1

Assessment of whether a project is a “major” project

Assessment Criteria		Mark	Project Score
Cost of Project <i>(should include dedicated project team as well as time/resource elsewhere spent on the project)</i>	£25m or over	15	
	£10m or over	7	
	£1m or over	4	
	£0.5m or over	2	
	Under £0.5m	1	
Impact on Staff and Students	Direct impact on staff/students across the University and across a College / Support Group	4	
	Direct impact on staff/students across a School or a Support function, or a significant finite group of staff or students	2	
	Impacts only on staff /students within a local organisation	1	
Complexity of Project <i>The following aspects should be considered:</i> <i>number of partner organisations (<3 low; <5 medium; >5 high)</i> <i>amount of process change – (affects few people, little change in processes/systems and ways of working – low; affects a larger group of people but having similar roles/expertise, more significant changes to processes/systems and ways of working – medium; affects large number of diverse people, significant changes to roles, processes/systems and ways of working – high)</i>	High	4	
	Medium	2	
	Low	1	
Reputational Impact <i>if project gets into difficulties or is not delivered</i>	Potential for International or UK profile	4	
	Potential for Scotland profile	2	
	Reputational impact local	1	

Project Score	
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If Score 20 or over, then project is a “Strategic” project
If Score is 10-19, then project is a “Major” project

Appendix 2

Generic Model for Managing Major Projects

The following requirements should be regarded as mandatory for strategic/major projects and as good practice guidance for smaller projects

Steps	Requirement
“Vision”	
Vision for Change	<ul style="list-style-type: none"> - Provide clear, readily understandable statements of <ul style="list-style-type: none"> o the need for change (“the burning platform”) i.e. what is wrong with status quo – o the vision of what should be achieved at the end of the project o a route map through the project o scope of the project - Establish business case for project, <ul style="list-style-type: none"> o including non-recurrent project costs and recurrent whole life costs, and o including project team costs as well as costs of effort in colleges schools and support groups - Test other options for delivering the change sought and ensure option decided upon represents the best value option - Ensure linked to University Strategic Plan - Obtain authority to proceed with project and funding for project
“Grip People”	
Sponsorship / Stakeholder Buy In	<ul style="list-style-type: none"> - Obtain clear senior level support for project – identify an individual to be the key sponsor who will help influence at senior levels - For university wide projects, PSG/CMG level sponsorship is critical, - For College or Support Group wide projects, sponsorship of HoC/HoSG is critical, and support from relevant Heads of School / Department is necessary - For School / Support Function projects the Head of School or Support Function’s sponsorship is critical - Identify all other critical groups of people who will be affected by the project and obtain their buy-in and agreement to the vision e.g. Heads of School / School Administrators, Heads of relevant functions or administrative groups, Student representatives, Third parties
Team Building	<ul style="list-style-type: none"> - Identify Skills needed on project team and wider teams who will help deliver the project and recruit accordingly - Undertake active team building to establish team cohesion and motivation
Communications	<ul style="list-style-type: none"> - establish communications strategy covering regular communication with all interested parties on status and progress of project, regular repeating of key messages, and using the whole spectrum on communications media - ensure communications targeted and relevant to audience; obtain feedback from audiences and adapt communication plans – always answer the question “what is going to happen to me?” - identify individuals or areas who are supportive of the project and individuals or areas who are likely to be resistant to the project and plan influencing strategy - identify if there are any changes of culture or behaviour that are expected to take place as a result of the project; identify the factors that aid changing culture; identify the behaviours and values that are to be maintained; and celebrate successful demonstration of desired culture/behaviours
“Grip Task”	
Governance, Risk Management & Assurance Processes	<ul style="list-style-type: none"> - Establish project manager with responsibility for overall delivery of project - Establish project structure with project board, appropriate subgroups, project office, individual and subgroup responsibilities etc (this may cut across normal management organisational structures), and ensure all are trained in change/project management - Establish clear “business” leadership/champions and “user” input throughout the project - Identify key risks, determine how they will be managed, and maintain and review a risk register throughout the project - Establish reporting processes and KPIs such that Project manager and Project Board can monitor progress, and deal with key issues - Establish Financial Control and reporting processes - Establish “Gateway” review processes external to the project, that provides guidance and assurance on project processes - Establish QA and assurance processes such that the project board are assured that everything is ready at the point where the change being sought by the project “goes live”
Project Management & Planning	<ul style="list-style-type: none"> - Establish detailed project plan identifying actions, responsibilities, resources and timelines - Establish Issues management process - Where procurements required, ensure procurement strategy agreed with Procurement Dept
Implementation	<ul style="list-style-type: none"> - Establish clear baseline measures etc such that there is a statement of what took place before the project commences - Ensure there is a detailed implementation plan

	<ul style="list-style-type: none"> - Ensure there are processes for learning and adapting the project based on experience during the project - Deliver awareness, training etc for those whose ways of working etc are to be changed by the project - Ensure help & support mechanisms in place for people both during and after the change - Plan to resource the resolution of issues that become apparent after "going live" - Plan contingency arrangements such that go live can be deferred or aborted if things go wrong - Ensure relevant documentation is completed - Plan for closure of the project and redeployment of project team
"Embed"	
Learning	<ul style="list-style-type: none"> - Conduct post project review to identify the learning from the project and how any outstanding issues emerging from the project will be handled
Measurement	<ul style="list-style-type: none"> - Establish appropriate measures to identify the improvements made against the baseline, and to act as a starting point for further improvement
Ongoing Improvement	<ul style="list-style-type: none"> - Establish processes for ongoing improvement



The University of Edinburgh

Central Management Group

20 January 2010

Establishment of a Chair of Oncology

Brief description of the paper

Proposal for the establishment of a Chair of Oncology.

Action requested

For approval by CMG and Recommendation to Senate.

Resource implications

Does the paper have resource implications? Yes

It is noted in the paper that the resources to support this Chair have been included in the College's plans.

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Professor Sir John Savill
Head of the College of Medicine and Veterinary Medicine
December 2009

UNIVERSITY of EDINBURGH
COLLEGE of MEDICINE and VETERINARY MEDICINE

Establishment of a Chair of Oncology

Following the retiral of Professor John Smyth the School of Molecular and Clinical Medicine considered how best to take forward the future direction of clinical cancer activities.

Cancer research is a major priority area for the College of Medicine and Veterinary Medicine and for the Scottish Health Services and leadership at professorial level in the clinical field is essential to link our world class basic science with the outstanding NHS facilities at the Western General Hospital. NHS Lothian has recognised the importance of this relationship by agreeing to a position which would have a joint role in leading research and clinical cancer services, and the position will be designated Chair of Oncology/Head of Cancer Services. The position is also pivotal in developing a successful funding bid to Cancer Research UK for Centre status.

It is proposed therefore that the University should establish a Chair of Oncology. This proposal has the full support of the School and the College and the post is resourced in the College's academic and financial plan and through a contribution to the salary from NHS Lothian.

Action:

CMG is invited to approve the case for establishment of the Chair and to invite Senate to recommend to the Court that a resolution be drafted to establish a Chair of Oncology.

Professor Sir John Savill
Head of the College of Medicine and Veterinary Medicine
December 2009



The University of Edinburgh

Central Management Group

20 January 2010

Proposal to establish a Chair of Power Plant Engineering and Carbon Capture

Brief description of the paper

The effects of greenhouse gas emissions (GHG) on the climate are now recognised as one of the key issues that need to be addressed in this century. Energy consumption correlates with development, so globally this century will see growth in energy consumption from all sources, including fossil fuels. In light of the UK 2008 Climate Change Act, we now have legally binding targets of 80% reductions in GHG emissions by 2050. Taking into account that the life of a power plant often exceeds 40 years, it is clear that a new industry has to develop within the next decade. The University of Edinburgh is an internationally leading centre in Carbon Capture and Storage and by establishing this new Chair the University will complement the existing research and strengthen even further its position both nationally and internationally.

Action requested

For Approval

Resource implications

Does the paper have resource implications? Yes

It is anticipated that the initial appointment will be met by School Funds. Additional income will be generated come from the MSc on “Carbon Capture and Storage”, which could be expanded into a new MSc in “Carbon Capture with Storage”, and from research income from RCUK and industry.

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Professor Nigel Brown, Head of the College of Science and Engineering
November 2009

Plant Power Plant Engineering and CO₂ Capture

Background

The UK 2008 Climate Change Act sets legally binding targets of 80% reductions in GHG emissions by 2050. Approximately a third of the UK emissions come from power plants that use fossil fuels and to meet these targets essentially all future plants will have to include CO₂ capture and storage. Current research in Carbon Capture and Storage is mainly centred across the Schools of Engineering and Geosciences and by establishing this new Chair the University will complement the existing research and strengthen even further its position both nationally and internationally.

Taking into account that the life of a power plant often exceeds 40 years, it is clear that a new industry has to develop within the next decade. The fact that a large fraction of our future energy will come from renewables also means that new power plants will have to be designed and operated in a drastically different way to allow for increased flexibility and fast response to fluctuations across the grid.

The research areas will range from the fundamentals of combustion to the dynamic response of large scale industrial plants and will link with the existing research groups in Engineering and Geosciences. This collaboration will also allow the potential to expand the current MSc programme in "Carbon Capture and Storage" to include a more focussed one on "Carbon Capture with Storage" with the aim of training the future generation of engineers who will have to operate advanced power plants that will be able to deliver energy with minimal carbon emissions,

Funding Sources

It is expected that external funding will be secured in the short term providing salary and on-costs, however, until this is secured the School is prepared to underwrite the salary costs.



The University of Edinburgh

Central Management Group

20 January 2010

Change in Title of Chair of Respiratory Medicine

Brief description of the paper

A paper proposing change in the title of the Chair of Respiratory Medicine

Action requested

CMG is asked to endorse the proposed change and to invite Senate to recommend to Court that the necessary resolution be prepared.

Resource implications

None

Any other relevant information

None

Originator of the paper

Head of the College of Medicine and Veterinary Medicine.

**COLLEGE of MEDICINE and VETERINARY MEDICINE
SCHOOL of CLINICAL SCIENCES and COMMUNITY HEALTH**

CHANGE in TITLE of CHAIR OF RESPIRATORY MEDICINE.

The Chair of Respiratory Medicine [current holder Professor C Haslett, 1990 -] was established in 1917 [first holder Sir Robert William Philp] and previously has been entitled the Chair of Tuberculosis and the Chair of Respiratory Diseases and Tuberculosis. Its most distinguished holder to date was Sir John Wenman Crofton [Chair held from 1952-1978].

Sir John Crofton was a towering figure in tuberculosis disease control, academic investigation and public health policy during his tenure and following his retirement – he was contributing, still, to public health policy debate through *The Times* as recently as 2006 at the age of 94.

Sir John Crofton died in November 2009 and following consultation with his widow, Lady Eileen Crofton MBE, and their family, the College proposes that the Chair in Respiratory Medicine be re-titled the *Sir John Crofton Chair of Respiratory Medicine* in memory of his enormous contribution to medicine and public health.

ACTION:

Central Management Group is asked to endorse the proposed change in title of the Chair of Respiratory Medicine and to invite Senate to recommend to Court that the necessary Resolution be prepared.

Professor Sir John Savill
Vice Principal and Head of College



The University of Edinburgh

Central Management Group

20 January 2010

Update on Academic & Financial Planning Issues for the School of Education

Brief description of the paper

A detailed paper was presented to the 18 November 2009 CMG meeting on the Initial Teacher Education (ITE) provision which would be funded by the Scottish Government in 2010-11. This paper provides an update on developments since that meeting, and seeks CMG's agreement for the recommended course of action.

Action requested

As detailed in paper.

Resource implications

Does the paper have resource implications? Yes

As detailed in paper.

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Does the paper have equality and diversity implications?

As detailed in paper.

Freedom of information

Can this paper be included in open business? No

Disclosure would substantially prejudice the commercial interests of any person or organisation

For how long must the paper be withheld? At least one year, possibly 18 months. .

Originator of the paper

Prepared by Frank Gribben, CHSS College Registrar, on behalf of the ITE Planning Group.
18 January 2010



The University of Edinburgh

Central Management Group

20 January 2010

Change of Title of Personal Chair of Cardiology

Brief description of the paper

A paper proposing a change in the title of the Personal Chair of Cardiology

Action requested

CMG is asked to endorse the proposed change and to invite Senate to recommend to Court that the necessary Resolution be prepared.

Resource implications

None

Any other relevant information

None

Originator of the paper

Head of the College of Medicine and Veterinary Medicine.

COLLEGE of MEDICINE and VETERINARY MEDICINE SCHOOL of CLINICAL SCIENCES and COMMUNITY HEALTH

CHANGE of TITLE: PERSONAL CHAIR IN CARDIOLOGY

A personal Chair of Cardiology is held by Professor D E Newby; the Chair is funded by the British Heart Foundation [BHF].

BHF received a major legacy from the late John Wheatley [obit January 2007; £3m, BHF's largest ever legacy]. The late Mr Wheatley's business was in supply of industrial magnets used in MRI scanners and BHF consider it appropriate to name a recently awarded Chair in a field where MRI scanning is employed and propose that the Chair held by Professor Newby be entitled 'The BHF John Wheatley Chair of Cardiology' in recognition of the Wheatley bequest.

The post holder, College and School of Clinical Sciences and Community Health welcome this proposal and propose that the new title be adopted, subject to the appropriate Chair naming procedures via CMG, Senate and Court.

ACTION:

Central Management Group is invited to endorse the proposal from BHF and to invite Senate to support the proposal and to invite Court to prepare an appropriate Resolution to name the Chair in Cardiology occupied by Professor D E Newby The BHF John Wheatley Chair of Cardiology.

Professor Sir John Savill
Vice Principal and Head of College.

15th January 2010



The University of Edinburgh

Central Management Group

20 January 2010

Change in Title of Chair of Vascular Biology

Brief description of the paper

A paper proposing a change in the title of the Chair of Vascular Biology.

Action requested

CMG is asked to endorse the proposed change and to invite Senate to recommend to Court that the necessary Resolution be prepared.

Resource implications

None

Any other relevant information

None

Originator of the paper

Head of the College of Medicine and Veterinary Medicine.

COLLEGE of MEDICINE and VETERINARY MEDICINE SCHOOL of CLINICAL SCIENCES and COMMUNITY HEALTH

CHAIR IN VASCULAR BIOLOGY: NAMING

At its meeting on 18th November 2009 [Minute: item 26, paper Z] CMG approved a proposal to establish a new Chair of Vascular Biology, noting that the title of the Chair may be amended.

The College proposes that the Chair be named the 'Gustav Born Chair of Vascular Biology' following discussion with Professor Gustav Born FRS, a medical graduate of Edinburgh, Emeritus Professor of Pharmacology at King's College London and Research Professor at the William Harvey Research Institute, St Bartholomew's Hospital Medical College and prominent in the scientific field. Professor Born is also son of the late Max Born FRS, Professor of Natural Philosophy in the University and Nobel Laureate.

ACTION:

Central Management Group is invited to endorse the proposal from the College and to invite Senate to support the proposal and invite Court to adopt the title in preparing an appropriate Resolution to establish the Chair in Vascular Biology.

Professor Sir John Savill
Vice Principal and Head of College.

18th January 2010