**Agenda for a meeting of the Central Management Group
to be held at 10.30 am on Wednesday, 23 May 2012
in the Raeburn Room, Old College**

1	**Minute of the meeting held on 18 April 2012**	**A**
2	**Matters Arising**	
3	**Principal's Business**	
3.1	Principal's Communications	
3.2	Principal's Strategy Group	**B**

FOR DISCUSSION

4	**Strategic Plan (closed)**	**C**
5	**University's Risk Register (closed)**	**D**
6	**General Council Fee (closed)**	**E**
7	**Report from Estates Committee (closed)**	**F**
8	**Report from the Standing Consultative Committee for Redundancy Avoidance (SCCRA) (closed)**	**G**
9	**Support for student employability projects**	**H**
10	**Student Support Review: Implementation**	**H1**
11	**Review of Honorary Appointments**	**I**

FOR INFORMATION/FORMAL APPROVAL

12	**Management Accounts for 9 months to 30 April 2012 (closed)**	**J**
13	**Q3 Management Accounts Forecast 2011-12 (closed)**	**K**
14	**Gaelic Language Plan**	**L**
15	**Procurement Update (closed)**	**M**
16	**Proposal to establish a Chair of Child Protection**	**N**
17	**Proposal to establish a Chair of Sociology and Methodology**	**O**
18	**Proposed change of name to subject area**	**P**
19	**Any Other Competent Business**	
20	**Date of next meeting**	

Wednesday, 20 June 2012 at 10.30 am in the Raeburn Room, Old College.

Central Management Group

Wednesday, 18 April 2012

MINUTE

Present:	Senior Vice-Principal Professor N Brown (in the chair)
	Vice-Principal Professor J Haywood
	Vice-Principal Professor D Hounsell
	Vice-Principal Professor C Jeffery
	Vice-Principal Professor L Yellowlees
	Professor J Seckl
	Mr N A L Paul
In attendance:	Dr I Conn
	Dr A R Cornish
	Mr A Currie
	Mr J Gorringe
	Mr D Waddell
	Ms E Fraser (on behalf of Ms S Gupta)
	Mr F Gribben (on behalf of Professor D Miell)
	Dr K J Novosel
Apologies:	The Principal
	Vice-Principal Professor M Bownes
	Vice-Principal Professor C Breward
	Vice-Principal Professor S Hillier
	Vice-Principal Professor R Kenway
	Vice-Principal Professor D Miell
	Vice-Principal Professor L Waterhouse
	Dr K Waldron
	Ms S Gupta

1   MINUTE OF THE MEETING HELD ON 7 MARCH 2012   **Paper A**

The Minute of the meeting held on 7 March was approved as a correct record.

2   PRINCIPAL'S BUSINESS

2.1   Principal's Communications

In the Principal's absence the Senior Vice-Principal reported on the following: the receipt of the finalised funding allocation for 2012/2013 from the Scottish Funding Council; EPSRC and DECC investment of £13m to establish a UK Carbon Capture and Storage Research Centre to be co-ordinated by the University; the success of this year's EUSA teaching awards; and the installation of the new Rector.

2.2   Principal's Strategy Group   **Paper B**

CMG noted the report.

FOR DISCUSSION

3   **PLANNING SUBMISSIONS 2012/2013 (CLOSED)**   **Paper C**

General points:
- Finalised plans further developed and comments from previous CMG incorporated
- Further improvements could be achieved in interdisciplinary collaboration between Colleges
- Breakdown of budgets to specific depts. within Support Groups was helpful and could be expanded into Colleges in future years to give a clearer understanding of areas of expenditure

3.1   **CHSS**   **Paper C1**

It was noted that the summary set out the significant points of the 2012/2013 plan with the areas of improving the student experience and further investment in research through collaborative and partnership working particularly important. It was further noted that summary information on the management of risk had been omitted and that this would be rectified.

There was a general comment on the need for clearer evidence of the investment to be made in improving the student experience.

3.2   **CMVM**   **Paper C2**

The support from colleagues particularly in planning to address some of the issues in finalising this submission was noted. The successes of the recent mergers were highlighted in the plan and the summary set out the main strategic objectives to be taken forward during 2012/2013.

A requirement to amend the reference indicating the location of further information on improving the student experience was noted.

3.3   **CSE**   **Paper C3**

The plans to increase collaborative research across the University and with other institutes particularly in taking forward bids for the larger projects being funded through the Research Councils etc. were noted. Other major areas highlighted included estates issues around the School of Biology, work for the REF and improving the student experience.

3.4   **CSG**   **Paper C4**

It was noted there was little change from the previous draft except in respect of the KPIs for carbon emission reductions which would be very challenging targets to meet in absolute terms given the increases in activity and size of estate.

3.5   **ISG**   **Paper C5**

The current position in respect of investment in library materials was noted

and that discussions would be on-going with Colleges on how best to meet the increasing demands from undergraduate and taught postgraduate programmes; it was proposed to provide additional central funding of £500k in 2012/2013.

3.6	**SASG**	**Paper C6**

SASG would continually look to improve services, particularly the co-ordination of information sharing within the Group and outwith, focussing on external-facing services.

3.7	**Student Unions**	**Paper C7**

EUSA
It was noted that the EUSA plan now helpfully included financial information on all EUSA activities as had previously been requested.

EUSU
The last year's achievements and the proposals for 2012/2013 were noted.

3.8	**University Corporate Statement**	**Paper C8**

CMG welcomed the production of this statement which provided transparency on the corporate income and expenditure position.

4	**STRATEGIC PLAN 2012-2016 (CLOSED)**	**Paper D**

CMG commended the engagement across the University in taking forward the preparation of this new Strategic Plan and the success of the utilisation of the wiki. There was debate on the first full draft prior to consideration at the next meeting of the Finance and General Purposes Committee and the Court meeting on 14 May 2012. It was the intention for Court to approve the final document at its meeting on 2 July 2012. It was noted that the targets/KPIs were still to be completed and work was on-going to confirm the measurability/attainability of the proposed targets/KPIs; CMG members input in to the targets/KPIs in particular would be most welcome.

There were comments on the strategic goal of knowledge exchange and the strategic theme of outstanding student experience which would be considered in finalising the document and also discussion on the link between the Strategic Plan and the allocation of resources via the annual planning process. It was also noted that the people enabler could perhaps be strengthened if it also included references to students as well as staff. There were suggestions on other areas including public policy and space utilisation which would also be considered in finalising the Plan; it was noted that opposing views had also been expressed on a number of areas.

5	**PROPOSALS FOR THE ALLOCATION OF RESOURCES FOR 2012/2013 (CLOSED)**	**Paper E**

CMG noted and endorsed the proposed allocation of resources for 2012/2013 as set out in the paper. It was proposed to increase core budgets by 3% with a further 0.5% uplift for Colleges to support the introduction of the Personal Tutor Scheme and a further uplift of 0.5% of total recurrent Support Group budgets to be allocated to ISG and SASG in proportion to

their recurrent budgets in recognition of the demands in these areas re the new Personal Tutor Scheme. It was further proposed that the up lift for both EUSA and EUSU be 3.5% with an additional £9k being awarded to EUSU.

The activity-related allocations which would build on the core uplifts to deliver a minimum 5% overall uplift to each College were welcomed as were additional strategic investments allocated to support the new Strategic Plan and those allocations which had previously been approved. CMG further noted the overall summary section and that the proposed allocation would result in a budgeted surplus of £9.7m.

6	**FINANCE UPDATE (CLOSED)**	**Paper F**

The receipt of the SFC finalised funding allocations for 2012/2013 was noted and the current position on consultation on the proposed gift aid tax changes. CMG noted the other items including the anticipated requirements for an annual sustainability assessment report.

7	**GUIDANCE FOR STARTING SALARIES (CLOSED)**	**Paper G**

CMG asked that further consideration be given to the section on appointment at the advertised grade and on whether there was room for flexibility for exceptional circumstances given the extremely competitive market in which the University was operating. A further document would be circulated taking account of the all the comments and suggestions for approval.

8	**UPDATED GUIDANCE ON SEVERANCE ARRANGEMENTS (CLOSED)**	**Paper H**

CMG approved the guidance subject to clarification on designations in table 3: the Vice-Principal with responsibility for planning, resources and research policy was to approve those cases requiring the use of central funds.

FOR INFORMATION/FORMAL APPROVAL

9	**MANAGEMENT ACCOUNTS FOR 7 MONTHS TO 29 FEBRUARY 2012 (CLOSED)**	**Paper I**

The continuing very positive financial performance was noted.

10	**Q2 MANAGEMENT ACCOUNTS FORECAST 2011-12 (CLOSED)**	**Paper J**

CMG welcomed the forecast group surplus of £25.5m based on the January 2012 management accounts and the University's strong position at this stage in the financial year.

11	**ANNUAL TRAC RETURN, FEC RESEARCH OVERHEAD RATES AND TRAC FOR TEACHING SUBMISSIONS 2010/11 (CLOSED)**	**Paper K**

The three submissions summarised within the report were noted by CMG particularly the interesting and useful information on teaching costs.

| 12 | **EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE REPORT** | **Paper L** |

CMG welcomed this important document and acknowledged that the data on staff was based on information disclosed and that there may be under-reporting; there was to be a new staff survey to update the information currently held.

| 13 | **HEALTH AND SAFETY REPORT** | **Paper M** |

CMG noted the report and that a growing number of the significant accidents appeared to be related to personal awareness of safety issues. The proposal to introduce a programme of behavioural safety workshops was considered an appropriate way forward. CMG congratulated the H&S department on being awarded the British Safety Council International Safety Award for 2012 with merit for the second year running.

| 14 | **NEW PROCUREMENT LAW: PUBLIC CONTRACTS (SCOTLAND) REGULATIONS 2012, SSI 2012(88)** | **Paper N** |

The new legal requirements were noted.

| 15 | **PROPOSAL TO ESTABLISH A CHAIR OF PUBLIC POLICY** | **Paper O** |

CMG approved the proposal to establish a new Chair of Public Policy.

| 16 | **PROPOSAL TO ESTABLISH A CHAIR OF VETERINARY AND COMPARATIVE PATHOLOGY** | **Paper P** |

CMG approved the proposal to establish a new Chair Veterinary and Comparative Pathology.

| 17 | **PROPOSAL TO ESTABLISH A CHAIR OF ECONOMICS** | **Paper Q** |

CMG approved the proposal to establish a new Chair of Economics.

| 18 | **DATE OF NEXT MEETING** | |

Wednesday, 23 May 2012 at 10.30am in the Raeburn Room, Old College.

The University of Edinburgh

Central Management Group

23 May 2012

**Principal's Strategy Group Meeting
2 April 2012**

Amongst the items discussed were:

1. Annual Planning Submission
Members discussed and agreed the final plans.

2. Allocation of resources
Following discussion Members endorsed the proposed allocation of resources for the next financial year.

3. Strategic Plan 2012 – 2016 Full Draft
The Group discussed and commented on the draft Strategic Plan.

4. Provision of a free bus service to Easter Bush
PSG confirmed that a free bus service for Easter Bush students would be provided at peak times during term and that the further details would be discussed and agreed by the College of Medicine and Veterinary Medicine and the Royal (Dick) School of Veterinary Studies.

**Principal's Strategy Group Meeting
30 April 2012**

Amongst the items discussed were:

1. REF 2014

The Group discussed the on-going preparations for REF 2014.

2. Student Support Services Review

Members were supportive of the recommendations in the review and suggested that more detailed proposals should be developed.

The University of Edinburgh

Central Management Group

23 May 2012

Draft Strategic Plan 2012-2016

Brief description of the paper

The paper provides CMG with a near-final draft of the University's new Strategic Plan covering the period 2012-2016.

Action requested

For discussion and agreement of final amendments, prior to onward transmission to FGPC on 11 June, followed by Court on 2 July, where we will be seeking sign-off.

Resource implications

Does the paper have resource implications? One of the purposes of the University's Strategic Plan is to inform the allocation of resources.

Risk Assessment

Monitoring of progress against the University's Strategic Plan targets forms a key element of the University's approach to risk assessment.

Equality and Diversity

Equality and Diversity issues are principally covered in the Equality, inclusion and widening participation strategic theme, but references are also threaded through other parts of the plan, particularly the People enabler.

Freedom of information

Can this paper be included in open business? No, the paper should remain closed until the Strategic Plan 2012-16 has been published.

Originator of the paper

Rona Smith, Senior Strategic Planner
Alexis Cornish, Director of Planning and Deputy Secretary

D

Update of University Risk Register

Brief description of the paper

Following the discussions on the University Risk Register at the last meeting of RMC and also at PSG, the Risk Register has undergone a major update. The attached paper encloses the tenth version (draft) of the University Risk Register, the final version of which will be submitted to the University Court for approval at its June 2011 meeting. See Appendix 1.

The major changes to the risks in the register (with regards wording or impact/likelihood) and the new risks, are summarised in Appendix 2.

Action requested

For discussion and comment.

Resource implications

Does the paper have resource implications? No.

Risk Assessment

Does the paper include a risk analysis?
The Risk Register is one of the key elements of the risk management process within the University.

Equality and Diversity

Does the paper have equality and diversity implications? No.

Freedom of Information

Can the paper be included in open business? No, its disclosure would substantially prejudice the effective conduct of public affairs. It will be closed until approved by Court.

Originator of the paper

Nigel A.L. Paul, Convener of the Risk Management Committee
Helen Stocks, Secretary to the Risk Management Committee

21 May 2012

The University of Edinburgh

Central Management Group

23 May 2012

General Council Fee

Brief description of the paper

This paper sets out the arguments to cease charging a General Council Membership Fee.

Action requested

For endorsement.

It is recommended that the Central Management Group endorse and recommends to the University Court (via the Finance and General Purposes Committee) that from Academic Session 2012/13 graduands are no longer charged a General Council Membership Fee.

Resource implications

Does the paper have resource implications? Yes
If 'Yes', in which section(s) of the paper are they described? Section 3

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? No

Disclosure would substantially prejudice the effective conduct of public affairs
For how long must the paper be withheld? Until a decision is publicly announced

Any other relevant information

None

Originator of the paper

Dr Kim Waldron, University Secretary
May 2012

The University of Edinburgh

Central Management Group

23 May 2012

Report from Estates Committee held on 9 May 2012

Brief description of the paper

The paper reports on key discussions and recommendations made at the meeting of EC, held on 9 May 2012.

CMG is reminded to note that 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 online via the EC web-site at http://www.ec.estates.ed.ac.uk/index.cfm

Action requested

CMG is invited to note the EC report and endorse the recommendations contained in the paper.

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, FGPC, and Court.

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 FGPC, 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.

<u>Any other relevant information</u>

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

<u>Freedom of information</u>

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.

<u>Originator of the paper</u>

Paul Cruickshank – Estate Programme Administrator
Angela Lewthwaite - Secretary to EC
15 May 2012

The University of Edinburgh

Central Management Group

23 May 2012

Report from the Standing Consultative Committee for Redundancy Avoidance (SCCRA)

Brief description of the paper

This is the fourth report from the Standing Consultative Committee for Redundancy Avoidance (SCCRA) with the purpose of providing CMG and Court with the latest information on the policies, structures and processes in place to ensure that the University is fulfilling its obligations in relation to employment law and good governance in the area of redundancy. The report also provides a summary of the data considered by SCCRA on redundancy and avoidance of redundancy in the University.

Action requested

CMG and Court are invited to note the work of SCCRA and the University's current position in relation to redundancy and avoidance of redundancy.

Resource implications

Does the paper have resource implications? Not directly.

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Does the paper have equality and diversity implications? Not directly.

Any other relevant information

Originator of the paper

Nigel Brown, Vice-Principal, Planning, Resources and Research Policy (Convener of SCCRA)
David Rigby, Senior Employee Relations Partner, UHRS

April 2012

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the effective conduct of public affairs

For how long must the paper be withheld? One year

The University of Edinburgh

Central Management Group

23 May 2012

Project support for two major initiatives in support of student employability

Brief description of the paper

Pump-prime funding is sought to expand and develop two major initiatives in support of employability through the employment of a Grade 7 project manager for two years. This Project Officer will work to develop a programme of partnership-working professional outreach within relevant Schools across CHSS (in the first instance), and to support the second and third iterations of Innovative Learning Week. These flagship projects define a new approach to developing graduate attributes and increasing the employability of our students which will cement our sector-leading status in this area.

Action requested

For discussion of the funding request

Resource implications

Does the paper have resource implications? Yes, as described on pages 2 and 3

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 Dr Sue Rigby

Originator of the paper

Dr Sue Rigby (Assistant Principal) and Prof Lesley McAra (Head of the School of Law)

May 2012

Project support for two major initiatives in support of student employability

Summary: Pump-prime funding is sought to expand and develop two major initiatives in support of employability through the employment of a Grade 7 project manager for two years. This Project Officer will work to develop a programme of partnership-working professional outreach within relevant Schools across CHSS (in the first instance), and to support the second and third iterations of Innovative Learning Week. These flagship projects define a new approach to developing graduate attributes and increasing the employability of our students which will cement our sector-leading status in this area.

Introduction

The development of graduate attributes within our student body is a critical part of our existing Strategic Plan, and of our next one. We have made significant progress in this area over the last three years, through the development of the Employability Strategy Group and its work. This includes the development of an Edinburgh HEAR, the development of an Edinburgh Award, work within the curriculum of all of our degrees through the development of Degree Programme Specifications, and the successful management of the SFC funded project 'Making the Most of Masters'.

Innovative Learning Week and multi-professional teams

The initial work of the Employability Strategy Group has raised the profile, and potential, of designing time for the development of graduate attributes within the curriculum and the co-curriculum, which culminated in the University running its first Innovative Learning Week in 2012. This week surfaced a significant amount of good practice, and student feedback was extremely positive. An initial audit of this pilot week has highlighted the need for Schools to have better capacity to coordinate their activities, and to develop a communications strategy that is highly effective, both internally and externally. Good practice needs to be shared through the medium of planned meetings and workshops, and support put in place for the relatively small number of staff who coordinate this week in the Schools.

School level innovation in support of the development of graduate attributes is burgeoning, with increasing numbers of credit bearing courses designed to enhance employability, such as the Geoscience Outreach Course, and the development of pro bono work in the School of Law (there are firm plans to build on the existing Free Legal Advice Centre, with an honours course in clinical legal education to be delivered in partnership with key agencies across the City of Edinburgh).

A critical graduate attribute for professionals, and one which has so far received little attention within the curriculum, is the capacity to work in multi-professional teams. 'Partnership working' is a core mantra of much public policy within Scotland – it is widely desirable but, as research shows, rarely works well in practice. Partly this is because key professions (e.g. medicine, social work, law, psychology) evolve distinctive working cultures which inhibit rather than facilitate shared understanding

and collaboration. If the University were able to break down these barriers by bringing together students from different 'professional degrees' to work in partnership, not only would this furnish our students with key graduate attributes, it could also have a broader impact on the future of the professions themselves.   Any development within the University in support of this would clearly require a significant degree of organisation across a set of Schools.

A proposed solution to the provision of framework within which such attributes can be acquired is to engage students in such teams with professional support for groups of Edinburgh City residents who need such help but would be unable to pay for it. It is envisaged that a group of students, and their qualified support team would work with City initiatives, such as the Grassmarket Community Project (with which the Law School has strong links), to provide advice on a wide range of related issues, from legal advice to financial planning and counselling. It is proposed that the Schools and subject areas involved in such a pilot would be Law, Social Work, Psychology, and Economics. The pilot will be modelled on the successful Law outreach already being undertaken, and on the multiple year engagement piloted in the Design School of ECA.

Knowledge Exchange and local engagement

A significant effect of many of the initiatives supported by the Employability Strategy Group, and through graduate attribute work in Schools, has been an increased degree of knowledge exchange via the medium of students, and a heightened degree of local engagement between the City and the University. Both Innovative Learning Week and the Multi-professional project will meet this mark, and will bring oblique benefits to the University as well as direct benefits to the students and staff involved.

Project planning and support

The main barriers to the successful development of innovative methods for developing graduate attributes is the time it takes to establish partnerships and networks for sharing practice. This is true for both of the initiatives highlighted here. We therefore request funding for a project officer who would spend 50% of her/his time on each initiative, and be in a position to establish the value of such activity within a limited space of time.

The project officer will
   1. Develop external relations with bodies that need multi-professional team support
   2. Work with key academic staff in Schools in support of this initiative
   3. Engage students in at least two iterations of this work
   4. Audit the outcomes of such an approach with a view to extending the initiative to other Schools as appropriate
   5. Build networks of good practice for Innovative Learning Week
   6. Support School staff in designing and developing material for ILW13 and ILW14
   7. Develop and carry out a publicity strategy for the week
   8. Facilitate the appropriate coordination of activity amongst Schools
   9. Contribute to the major audit of ILW planned for 2014.

This work will require expertise at Grade 7 (calculations are based on one salary point above base). With on costs (estimated at 20% of salary), this will break down as follows, based on the assumption that the post will run from June 2012 to June 2014 (assuming negligible levels of pay increase over that time):

Financial year 2011/12:		Totals
Grade 7 full time staff member	£9306	£9306
Financial year 2012/13		
Grade7 full time staff member	£37224	
Funding for facilitation events, and seed support	£5000	
Publicity	£2000	£44224
Financial year 2013/14		
Grade 7 full time staff member	£31020	
Funding for facilitation events, and seed support	£5000	
Publicity	£2000	£38020

Sue Rigby (Assistant Principal) and Lesley McAra (Head of the Law School) will be the respective project directors. The project officer will report directly to the Employment Strategy Group (to which Lesley McAra will be co-opted as and when required) and will be housed within IAD.

Sue Rigby and Lesley McAra
May 2012

The University of Edinburgh

Central Management Group

23 May 2012

Student Support Project

Brief description of the paper

A project plan to enact the recommendations of the Student Support Review.

Action requested

Discussion and approval.

Resource implications

Does the paper have resource implications? Yes

In the Introduction and in Appendix 2

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

Dr Sue Rigby, Assistant Principal Taught Postgraduate Programmes
Dr Kim Waldron, University Secretary

Student Support Review: Implementation

Summary:
This proposal presents a project to transform the delivery and effectiveness of student support services at the University of Edinburgh, as discussed at Principal's Strategy Group on 30th April. Multiple project strands will deliver this step-change, through direct enhancements to current delivery and through a process of culture change and multidisciplinary working. The cost of the project is £1.2 million per year for three years, which is equivalent to approximately 0.6 % of student revenue.

The implementation of this set of support initiatives will put the University of Edinburgh in a leading position with regard to student support, within and beyond the UK, and will position us strongly to meet the aspirations of the new Strategic Plan in terms of our intentions to develop our student demographic and to ensure that students thrive whilst with us, and find useful employment on exit.

This paper was discussed at PSG on Monday 21 May. The initiative was supported by that body, pending greater clarity on the financial breakdown, which will be ready for F&GPC for 11 June. In the meantime, due to the very tight timescale for implementing part of this plan, the paper is submitted to CMG, for discussion and, if appropriate, approval.

Introduction:
A review of student support from central areas of the University, was carried out between January and April, 2012, and presented to Principal's Strategy Group on 30th April. PSG endorsed the Student Support Review and requested that the recommendations within it be costed, planned and presented back to PSG. In particular, there is an urgency about the suggestion that Student Help Desks should be developed, with PSG wishing to see an early version of these in place by September.

The following proposal presents this planned and costed project, with a detailed timeline for the implementation of Student Help Desks by September, and the rest of the recommendations being implemented over a three year period, at the end of which we will present a detailed proposal for the mainstreaming of successful elements of the work and a concomitant restructuring of support services to facilitate new and enhanced patterns of working.

A project approach:
We present the review implementation as a single project, with several related strands, running over a three year period. This assures rapid implementation of significant improvements to the student experience, and at the same time allows time to develop new ways of cross-disciplinary and dispersed working. The project is both practical and transformational, and will be overseen by a governing body whose remit is to focus on both of these outcomes. The project will run with an academic lead (Sue Rigby) and through the office, and with the oversight, of the University Secretary. This high level of support will be critical to a successful outcome. Costings of the project are appended to this paper. The total cost for the project is £1.2 million per year for three years. We would look

for this to be funded as a one-off cost in those three years, similar to the funding provided for the Distance Education Initiative.

A brief description of the project: The project will develop a stream of enhanced student support running from application to graduation. The stream will consist of a blend of web-support/ technologies and face-to-face or procedural changes. This thread will begin with admissions, and explore ways in which we can attract and recruit the best students for our University (recommendation 4, Student Support review, Appendix 3). There will be a focus on pre-arrival support and preparation for study and for University life (recommendation 5). This will blend, through a more effective induction period, into support for students and for those who interact with them at School level. We will achieve this through the development of new ways of partnership working by the support services, and critically, through the development of a coherent web-based area of support and enhancement, the Edinburgh Edge (recommendation 3). This part of the project will be overseen by AP Ian Pirie, and will articulate with the software developments related to the Personal Tutor system. Such an online resource, alongside the ongoing central support services, will be scaffolded by the development of Student Help Desks, in the Main and KB libraries in the first instance, which will build a close relationship with Student Support Officers and Personal Tutors so that the value of training and new ways of working are disseminated widely (recommendation 2).

The project will be overseen by a Governing Body drawn from Colleges, Schools and the Centre, and making use of the new academic roles of Dean of Students. It will be supported by a group representing key stakeholders and operators of our systems (a diagonal transect of student support use). As these groups begin their task, they will facilitate and enact culture change to permit effective partnership working between different areas of the University. Within the lifetime of the project, the Governing Body will be in a position to suggest long term developments in the structuring of student support that will ensure significant economies of activity, and effectiveness of operation within our devolved structure (recommendation 1). A communications officer will be appointed as part of the project team, sitting in Communications and Marketing, and working to ensure that students are aware of these developments and able to make rapid use of them.

Project lifetime: The project will run for (just over) three years, through the financial years 2012/13, 13/14 and 14/15,with a seamless articulation into long term working being achieved through submissions to the planning round during Autumn 2014.

Project outcomes:
1. A clarity and leadership around all elements of student support within the University, leading to enhanced patterns of working during and after the project.
2. Insights into enhanced means of attracting and selecting the students we wish to study with us.

3. Enhanced pre-arrival and induction support, allowing us to attract students from a wide range of backgrounds and educational pathways and ensure their ability to thrive during study.
4. A backbone of web-based support for their student journey, accompanied by enhanced patterns of partnership working between the support services and Colleges/Schools.
5. A face-to-face support service for students, and for the many staff who also have a role in supporting them.
6. Effective communication with students, so that they are aware of, and can engage with, these enhancements.

Project detail:

Governance and operation: The appointment of a project manager, line managed by the University Secretary, will ensure that the project is delivered on time and on budget. The University Secretary will be the budget holder for the entire project, the academic lead will be Sue Rigby. Financial reporting will be to Finance and General Purposes Committee and Central Management Group. Progress will be reported to Principal's Strategy Group and to Court.

Enhanced selection: Web development and progressive adaptations to the prospectus will be ongoing, with most work focussed on the first 18 months of the project. Pilot schools from CSE and CHSS will run enhanced selection in 2012/13, with further pilots being added for each of the following two years. These pilots will be developed through close collaboration between Student recruitment and Admissions, Heads of College and participating Schools to ensure that best practice is maintained and developed especially with regard to widening participation.

Enhanced pre-arrival and induction support: Two related activities will comprise this strand; the development of an excellent online pre-induction package in advance of arrival, and the reorganisation of induction after arrival. The online pre-induction package will include study skills, language support, and an introduction to the University. Such online support would be valuable for all students but would have particular significance for students on online distance learning programmes, international students, students with extra needs, students from widening participation backgrounds, students entering University from the new Scottish 'Curriculum for Excellence' from 2015. The first two elements of this resource could be upgraded for sharing as an Open Educational Resource, for an optional extra cost of development to increase their robustness. Central and school involvement will be necessary for this resource to function optimally. Key stakeholders will include Careers Service, Student recruitment and Admissions, International Office, Communications and Marketing, Institute for Academic Development and English Language Teaching Centre.

A backbone of online support and the generation of innovation within critical support services: The Edinburgh Edge already exists, as a series of online resources provided by the Careers Service. The intention in this element of the project is to extend the reach of this online information repository to engage with critical areas of student support, especially with study support, the

Edinburgh Award, support in difficult times, and support in areas of co-curricular actvity and in living in Edinburgh. The main focus of these resources will be for students, but they will also help Personal Tutors and Student Support Officers to optimise their work. This engagement with the Personal Tutor system, and with an online set of activities, highlights the need for this element of the project to be guided by AP Ian Pirie, whose skills in this area are unique.

As part of this activity, support services participating in the Edge will be offered leadership training and support so that this collaboration has a long term, and significant, impact on their day-to-day operation. During the three years of the project, this support will be offered to five areas of support, with the intention of maintaining the programme after the end of the project if successful. The following areas will be provided with such support; Careers Service, Disability Service, Counselling Service, Resident's Life, Finance. Heads of Service will be closely involved in the design of each of these interventions.

Student help desks: These will be known as Student Information Points, to avoid confusion with existing help desks. See detailed costings and description in Appendix 1

Student Communications: A new post will cover student communications, to ensure that students can be made aware of new developments, within this project and in the broader work of enhancement being undertaken throughout the University.

Emergency response for students in distress: The project will explore the most appropriate ways to support students in extreme distress, beyond the reach of the support documented in the excellent 'Helping Distressed Students' booklet.

Sue Rigby
Kim Waldron
16 May, 2012

Appendix 1:
Student Information Points: vision and implementation plan

Summary: Student Information Points will be active in two library sites (Central and KB) by week 1 of semester 1, 2012/13. The main purpose of this service will be to help students, prospective students, visitors and staff to negotiate the complicated world of the University, especially its network of support services. A strong customer focus will ensure that each encounter is a positive one, even when a question takes time to answer. A virtual and web presence will develop over the first 12 months of operation, along with a set of materials designed to support the most common needs of students. We will look for staff with some fluency in more than one language. The service will develop and grow with experience, the immediate goal being to have an appropriate physical presence in Little France and the Vet School by 2013/14.

Vision: Student Information Points will grow in confidence and authority over the next three years until they are the trusted first point of contact for most queries relating to the student support areas of the University. Their physical and virtual presence will ensure that users get appropriate help and advice, taking routine work from specialist services and improving the user experience. Initial work as a triage-type front-desk will evolve into a position where issues can more often be solved at this first encounter than referred on. Footfall in physical spaces and virtually will grow strongly over the first three years of operation, and long term developments will be achieved by the partial reorganization of existing specialist helpdesks. Close links with Schools, with Personal Tutors and Student Support Officers, will ensure that the helpdesks are of value to the permanent University community as well as to more transient members of it.

A practical beginning: year 1
1. *Location:* sites have been identified in both Libraries that would be suitable to house the information points. Work can commence on the installation of the help desks, with computer access, printers, storage and browser space as soon as permission to proceed is given.
2. *Installation:* Architects Lewis and Hickey, have produced sketches for an information point that fits the design scheme of the Main Library, and will be adapted for the KB Library and other sites to give continuity of identity but good fit to the building in which it is sited.
3. *Staffing:* Job descriptions have been drafted for two grade 4 and one grade 5 staff member for each location and for a grade 7 post to develop and deliver the service. Flexible working by these staff will ensure that skills and learning are shared. Close work with support services and School based student support will ensure a two-way flow of communication and a capacity to up-skill a larger workforce. Preference will be given to staff with language skills, especially Cantonese and Spanish. Line management will be through the overall Project Manager in the office of the University Secretary.
4. *Training*: Appropriate training has been sourced, to ensure that staff (training will be offered to Student Support Officers and existing help desk staff as well as new staff) have skills for a customer focused role in

an International environment. Initial training will take place in August and early September, but ongoing training and job=shadowing will be an ongoing part of the job.

5. *Supporting literature*: University literature on student support and other useful material will be collated over the summer and will be available in the help locations. New material will be written by staff, or commissioned, as necessary.

6. *IT support:* Basic IT interaction will be possible by September, using simple online technologies and a possible interface with Unidesk. Access to internal services, such as EUCLID and eFin, will ensure that staff have personal data where necessary for the support of individual students. During the first year of operation, work will be undertaken to blend this service provision with the Online Distance Learning Hub. A web presence, customer management software and a set of FAQs will develop as the year progresses.

7. *Networking:* A critical element of the job, written into the job descriptions and a central part of the manager role, is to liaise with other areas of the University so that the the help desk works seamlessly with other support services, with School support and with EUSA. The line of demarcation between the help desk and other areas will be dynamic for several years as the service matures and becomes trusted and recognized.

8. *Learning about demand:* A major role for the Student Information Points will be in gathering information about student demand for support and about the sticking points they might encounter and alerting support services so that these can be resolved generically. Gathering information from support services and schools will also feed into future plans for the development of the service, which will evolve as time goes on.

A timeline for a September 2012 start:
In order to have the service operational by late September, we need to meet the following timeline:

May/early June:	Posts approved 28 May, and advertised.
	Design work for help desks initiated
July:	Staff appointed
	Building work started, for sign-off by 31 August
August:	Building work completed by month end.
	Training complete, or nearly so
	Networking well advanced
	IT infrastructure and self-help areas in place
September:	Test infrastructure and IT.
	Plan detailed work patterns and protocols
	Freshers week: be available off site, helping, learning
	Desks open Monday-Friday, 10-6, from Week 1

Two clear pressure points exist here, recruitment and building works. Support for both of these from PSG will be required, in addition to the funding and approval of the workplan for implementation.

Costs:

Student Information Point Costs

	2011/12	2012/13	2013/14	2014/15
Student Information Point manager	6979	41874	43968	46166
Frontdesk staff for provision of service 10-6	34081	214487	224712	235447
Physical adaptations to Libraries		140000	70000	
IT infrastructure, web presence and FAQs		120000	60000	30000
Staff training and development	10000	10000	10000	10000
Totals	**51060**	**526361**	**408679**	**321613**

Help desks will require a total of six full time staff to man two desks in each library during the
Help desk staffing will require review during and after year 1, and may increase in cost if dem
A contingency of 15% of overall budget is recommended to meet this uncertainty.

Author team of paper: Sue Rigby, Kim Waldron, Jeff Haywood, Bryan
MacGregor, Rio Watt, Liz Welch, Angus Currie, Douglas Gillespie

Appendix 2: Costings for the project, by financial year.

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	2011/12	2012/13	2013/14	2014/15
Governance and Operation				
Project manager		63247.2	66409.56	69730.04
Secretarial support		23293.2	24457.86	25680.75
Enhanced selection				
Web development		41874	21983.85	
Prospectus/DRPS development		41874	43967.7	46166.09
Pilot Schools involvement		15000	30000	30000
Development backfill in Student Recruitment and Admissions		41874	43967.7	46166.09
Enhanced pre-arrival and induction support				
English language support		41874	43968	46166
Study skill support		83748	87935	92332
(Optional post to upgrade resource for OER)		41874	43968	46166
Outreach worker		34081	35785	37575
Hardware and software support		40000	40000	40000
Induction coordinator		41874	43968	46166
Edge development and headroom for critical support services				
Contribution to ongoing IS/personal tutor support		80000	80000	40000
Backfill and support for Careers service		51874	51874	
Backfill and support for Disability Service				51874
Backfill and support for Counselling Service				51874
Backfill and support for Resident's Life			51874	
Backfill and support for Finance				
Student Help Desks				
Help desk manager	6979	41874	43968	46166
Help desk staff for provision of service 10-6	34081	214487	224712	235447
Physical adaptations to Libraries		140000	70000	
IT infrastructure, web presence and FAQs		120000	60000	30000
Staff training and development	10000	10000	10000	10000
Communications post		41874	43968	46166
Totals by financial year	51060	1210723	1162805	1037675 *Total*

Costings for salaries are at mid point of each pay scale, with 20% on costs and allowing for a possible 5% rise in pay per year over the course of the project.

Backfill costed at one salary buy-out (grade 7), training and support from HR and externally estimated at £10 000 per unit.
Help desks will require a total of six full time staff to man two desks in each library during the normal working day.
Help desk staffing will require review during and after year 1, and may increase in cost if demand is high.
A contingency of 15% of overall budget is recommended to meet this uncertainty.

Appendix 3: As presented to PSG, 30th April, 2012

<u>Student Support Review</u>

Summary: We have the opportunity to achieve a step change in the quality of student support by addressing two overarching issues. We need to work to outcomes, rather than working within 'service silos', and we need to solve the dilemmas around student provision in a devolved (and physically disaggregated) University. Critical to the first is a shared vision of what the initial set of outcomes should be, and how they map onto the targets set out in our Strategic Plan. Critical to the second is clear and coordinated leadership. This report sets out four ambitious outcomes and a description of the remit of such leadership.

In this report the following major work strands are proposed; leadership and planning, student help desks, future-proofing provision, enhanced student selection and pre-arrival support, and the filling of a small number of gaps in existing provision.

The implementation of this set of support initiatives would put the University of Edinburgh in a leading position with regard to student support, within and beyond the UK, and would position us strongly to meet the aspirations of the new Strategic Plan in terms of our intentions to develop our student demographic and to ensure that students thrive whilst with us, and find useful employment on exit.

Overview:

This report is the outcome of a Student Support Services Review requested by PSG in December 2011. It has been undertaken at a time of significant, planned, change in student demographics at the University and in the mechanisms by which all students are provided with academic support.

In undertaking this review I interviewed staff from the main student support areas of the University, senior College staff, staff involved in teaching and administration in Schools, and students. Interviewed staff were given the opportunity to comment on an early draft of the report, and this version reflects their comments. In addition, an early draft of the report was discussed at several College and University Committees. Overall, there was strong support for the suggestions below. External benchmarking was done against a range of Universities including those from the USA and Australia (Appendices 1 and 2). A review of external bodies that have an interest in student support nationally and internationally was undertaken.

What follows is a set of proposals based on my findings. This is presented as a brief assessment of current provision and the suggestion of five areas for significant future work.

The importance of student support internationally:
A UK model of evaluating student support tends to focus on student retention and success, recognising that student engagement with the institution in which they study is critical to this success [1]. A North American model leans more towards understanding

the value of support services as part of the holistic student experience, with each element seen as contributing to the development of the student [2]. A recent Scottish benchmarking report on student support [3] highlighted emerging areas of developing good practice, including several themes that are developed strongly in this review;

- Support services are moving towards a more holistic way of working, taking the emphasis away from individual services and towards the provision of the most appropriate support.
- Support staff in different professions welcome the opportunity to network and discuss generic student activities collectively. There are often organisational barriers to this process.
- There is a developing understanding of the need for student services to work with academic staff in order to support students.

Assessment of current provision at the University of Edinburgh:

We currently support our students by the excellent provision of separate services, which tend to be centrally developed and variably devolved. Past resource constraints and increasing need, especially in the responsive support services, such as Counselling and Careers, presents short term and critical demands on provision. These need to be addressed in order simply to maintain adequate support in these individual services. Looking forward through the next five year plan, it is clear that the successful implementation of a Personal Tutor system, and the successful planned development of our student demographic to include more international students and more students taught at distance, is likely to increase demand on these services over a period of time. Some of this challenge is addressed in the current planning round submission from SASG, but it is likely that this area of University business will need to be supported above baseline level, for at least the next 2-3 years to develop the breadth and capacity we will need in future.

A significant element in this process of planned support for critical services will come from addressing the existing, partial devolution of such services, and demands a close analysis of what different students need and where they need it, both in terms of our different campuses and in terms of our varied styles and modes of study. Schools, Colleges and central services need to work together to develop a plan for the appropriate and equitable support of all of our students in a highly devolved financial and logistical setting.

Critically, an increase in the degree and frequency of external scrutiny means that we need to ensure that our student record system is robust and agile. Significant uplifts in staffing in this area may be sufficient, but a watchful eye needs to be kept on our capacity to deal with such external demands, as they are likely to be a persistent theme of the next five years as governments encourage greater scrutiny of Universities, directly and through public engagement via fees.

Five ways to produce a step-change improvement in student services:

<u>*Leadership and planning*</u>:
 The support services are funded through a complicated network of budgets and cost centres. Take the example of work being done on support for students around induction. The stakeholders who direct this activity (on the Student Induction Support Working Group) are funded through seven of the eight cost centres that control the University budget (EUSU is not represented). It is critical that leadership be developed that can act across budget areas and guide the development of the whole set of student support areas. So many lines of management mean that common working, or even the

sharing of good practice, is problematic. There is currently no single forum where all of the support services can meet to plan and to discuss common goals. The absence of such coordination means that discussions about the appropriate devolution of support to College or School level cannot take place in one forum, and run the risk of defaulting to primarily financial bargaining. Critically, it impedes the capacity of the Student Support Services to contribute to the delivery of our Strategic Plan, because they cannot, individually address large issues, such as internationalisation.

The main aims of the person taking this role would focus around this strategic vision, but would also include; the remit to promote the appropriate synergistic working of support services to address common problems and challenges; work to define an equitable and clearly agreed relationship in the provision of support between Colleges and central support services that house rare expertise; work to bring student support and academic development into active congruence, in the first instance via the Personal Tutor system and its associated support. A degree of continuity to permit significant change to be accomplished would require the ability to plan for longer than a single year, and so to be able to work across more than one planning round to achieve sustainable and significant enhancements.

Recommendation 1: Provide a level of leadership that extends to all support services regardless of budget centres, with a mandate to find areas of common working, to define a partnership relationship with Colleges and academic activities, and with the capacity to plan over a longer timescale than the Annual Planning round currently permits.

Student help desks:
At present, a major challenge to our provision of support to students is that their access to support is organised through the medium of our budget centres, a structure which is often opaque to the student seeking help. For example, a student pays their study-related fees to Finance, their accommodation fees to Accommodation Services, pays Library fines to Information Services and so on. While the rationale for having these activities operating in these funded units is clear, a significant improvement in service to students could come from reducing their involvement with this complexity.

A student help service, with a physical presence in the areas where students congregate at each of our main sites and a virtual presence through the web, email and online media is the solution to this problem. A similar service at the University of Sheffield answers 180 000 requests per year, with under 15% referrals on from the front desks. It is rated top in the UK on the International Student Barometer (and second globally), and is used and valued by all students, but disproportionately by international and postgraduate students. This Student Support Information Desk is closely linked to the support services and to academics and the personal tutor system, and works in support of both of these groups of staff. Trained and informed front-end support channels need, reassures and supports students, and provides a portal for identifying system problems and allowing them to be rectified.

We currently provide some parts of this service, through help desks linked to Registry and the International Office. Online support for information services and the library is provided from a single source. Taking this good practice, and translating it from location by budget centre to location where the need exists would be of huge value to our students and exemplifies the core ambitions of this report.

Recommendation 2: Develop student help desks, located close to students and existing virtually, to provide front-end advice and support for all of our students.

Future-proofing provision:
A universal theme in interviews with Student Support Service Directors was a feeling that the urgent, immediate needs of their service were so overwhelming that they made it difficult or impossible to plan for a future type of provision that might enhance efficiency. This is particularly problematic as a new personal tutor system is introduced, which has clear potential congruence with student support provision.

A rolling programme of support, financial and in terms of mentoring for change, that enabled and required each service to plan in these terms over a five year cycle, would allow each service to develop novel provision, and to respond to planned changes in the student demographic and in the pattern of student support provision in Schools. A rolling 'Headroom' programme would probably pay for itself over this timescale in terms of efficiencies that could be introduced, or via movement from non-scaleable to scaleable activities.

Online support and provision is inevitably going to form a greater part of service provision into the future. We might learn from the articulated online support provided to postgraduate students at the University of Melbourne, 'Courseworks'. By linking such work together, and to pre-arrival support (recommendation 5) we could build a virtual support world for students in parallel with (and taking some burden from) the real one.

One practical way to develop support services might be to invite appropriate services to contribute to an online support tool for students, that could encourage a reflective approach to study, set out support for careers, the Edinburgh Award, personal development and so on. This support tool, called EDGE, is already in development in a partnership between the Careers Service and the Employability Strategy Group, and could be extended to other support services as they undertook their 'Headroom' reviews.

Recommendation 3: Ensure that services develop novel and scaleable ways of working by providing financial and mentoring support on a rolling basis. Online working or support would necessarily be a significant part of any such development.

Student selection:
We are in an environment where our number of applicants is high, and arguably too high in its use of our resource, and in which the qualification level of our students is rising steadily. Comparing ourselves with some other institutions, the University of Edinburgh has a ratio of applicants to places of 12:1 (which is high even for the Russell Group), while Oxford University has a ratio of 6:1 and Cambridge 4:1 [4]. It thus makes sense to investigate the possibility of investing in selection processes that maximise the number of applicants who will thrive at the University, and reduces overall application levels. This requires us to address the issue of the type of student we want to study with us.

Optimal targeting would be towards students with the capacity to thrive at University, as opposed to those we can demonstrate to have done well in exams with support from their Schools. As such it would strongly support our widening participation agenda, and would have positive effects on our standing in co-curricular activities such as competitive sports and the arts. Attracting students with resilience, time management skills and determination would give us an optimal platform from which to help students

develop graduate attributes. It would also allow us to engage with a virtuous spiral in terms of student experience, as we would attract students who will enjoy the experience of being at the University of Edinburgh and would thrive here.

This targeting is likely to take two main forms; firstly we need to work to establish a clear identity that encourages students we are likely to accept, and discourages the rest. Oxbridge and Imperial College, for example, clearly have particular 'brands' and low value applications are discouraged at this point. Preliminary work with postgraduate programmes means that significant steps have already been taken to identify the means by which this could be accomplished and its application to the rest of the student body should be straightforward.

Secondly, we may need to move beyond an algorithmic approach to selection based mainly on entry grades for subjects with high levels of applicants, as we have already done in in the College of Medicine and Veterinary Medicine. Targeting resilient, capable students will require work, and might best be implemented through a series of pilots, in order to minimise institutional risk as the system is developed. The School of Physics would be pleased to be a pilot in this process, as they have already given thought to this issue via the work of EdPer.

Recommendation 4: Invest in our capacity to attract the students who will grow at the University of Edinburgh through developing our identity, in order to reduce applicant numbers and through developing our selection criteria, in order to choose students who will thrive on arrival.

Student support from offer through induction
Once such students have been identified, we should aim to ensure that as many candidates as possible to whom offers are made choose to come to the University of Edinburgh. Work to encourage students to make this decision could go hand in hand with the provision of pre-arrival support for study, which is an area identified for development by several support services. Online support material could be developed for such students, some of it generic (ie study skills, language support) and some targeted to their particular degree (such as the capacity building tests already used in Physics). This is critical as our student body becomes more diverse, because it increases the homogeneity of readiness for University study in an increasingly heterogeneous student body. Many Universities are now developing such material, notably in our benchmarking process Cornell and the University of Southampton. Good practice exists within the sector to ensure that our provision is cost effective and also reaches students at an appropriate point in their process of admission to University.

 A bold move would be to make these available as open educational resources, as there is a gap in this form of OER at present, and the University could significantly enhance the external perception of its support for students.

For three years an articulated, planned series of improvements to student induction have been implemented by an *ad hoc* group of staff working under a rotating chair from two of the Colleges. The achievements of this group have been significant, but it is clearly now time to make such activities mainstream within the student support services, as much remains to be done in improving this critical phase of the student experience. By linking these activities to the provision of pre-arrival material, we can ensure that student expectations are managed through this period and that students settle quickly and effectively into study, whatever their point of origin or background.

Recommendation 5: Ensure the successful conversion and early performance of students via a set of online pre-arrival support material and through coordinated induction planning.

Two current omissions from student support that need remediation:
While it would generally be fair to present our current student support as a series of well run services, which combine to offer a full range of student support, gaps have been identified during this study which I recommend that we fill with some urgency.

1. *Student Communications* – we currently have little or no resource dedicated to communicating with students (or even with staff). This includes practical communications, such as alerting students to unexpected events (eg storm closure or exam disruption). More strategically, it also means that we have no easy way of communicating changes or developments in our provision to students, for example, alerting them to the new Personal Tutor system, or engaging them with Innovative Learning Week. Without such a resource, we depend on EUSA for much of our student communication, and have no way of exploring the degree to which our communication has been successful.

2. *'Panic button' students* – if a student dies during their studies, we have clear and effective protocols that direct urgent and effective action. No such protocols exist for a student who might experience an unexpected but extremely severe event, be it a breakdown of some kind, a close bereavement, critical hospitalisaion or arrest. Although these events are rare, they are currently dealt with on a case by case basis by the member of staff who first encounters them and feels able to take decisive action. We should develop a protocol for supporting student in these situations so that we can be assured that our reputation, and such students in moments of extreme need, are both safeguarded. This would build on the excellent advice developed in the booklet, 'Helping Distressed Students', and might form part of a future partnership provision of emergency support across Edinburgh's Universities.

Next steps
Suggestions endorsed by PSG can be fully costed, and presented as a series of option appraisals for individual consideration and discussion in the appropriate forum. Initial work could be undertaken by Kim Waldron and Sue Rigby, in close liaison with Colleges and the Support Services. Should most of these suggestions be approved, the work would most appropriately be undertaken in a stepwise fashion, with the major innovations being planned and implemented over the next three years. Detailed budgets for recurrent items could be presented in the planning rounds for 2012/13 and 2013/14, while one-off changes might be funded through time-bound one-off support, in the manner of the DEI project.

References
(1) Thomas, E and Jamieson-Ball, C (eds) (2010) Engaging students to improve student retention and success in higher education in Wales. Higher Education Academy
(2) Centre for Higher Education research and Information for ANOSSHE (2012). Understanding and measuring the value and impact of services in higher education that support students: a literature review.
(3) SHEEC (2009) Supporting student success: A forward-looking agenda. International Benchmarking Working Group. The Scottish Quality Assurance Agency for Higher Education.
(4) http://www.push.co.uk/Uni-profiles/s.htm

Sue Rigby, April 2012

Appendix 1: Staff interviewed and consulted for this report

Staff member	Role	Response to report?
Shelagh Green	Head of Careers Service	Yes
Alan Mackay	Head of International Office	Yes
Sheila Williams	Head of Disability Service	Yes
Richard Kington	Head of Accommodation Services	
Rio Watt and colleagues	Academic Registry	Yes
Jon Turner and colleagues	Institute for Academic Development	Yes
Ronnie Millar	Head of Counselling Service	Yes
Simon Marsden	Deputy Head, Information Services	
Harriet Harris	University Chaplain	
Ian Conn	Head of Communications and Marketing	
Rebecca Gaukroger and Niall Bradley	Student Recruitment and Admissions	
Jon Gorringe	Head of Finaince	
Sarah Purvis and colleagues	Advice Place/ EUSA	Yes
Sheila Cannell	Head of Library	
Bruce Nelson	College of Science and Engineering	Yes
Janet Rennie	College of Humanities and Social Science	Yes
Ruth Stewart	College of Medicine and Veterinary Medicine	Yes
All School Administratos	In Science and Engineering	
Stuart Anderson	Informatics	
Judith Miller	ECA	
Will Hossack	Physics	
Toby Bailey	Maths	
Morag Donaldson	Dean of Learning and Teaching, CHSS	
Dai Hounsell	Vice Principal	Yes
Richard Kenway	Vice Principal	Yes
Interviews with students	Conducted by John Locke	
Report discussed at	Endorsed?	
Student Support implementation group	Yes	
Senate Convenor's Forum	Yes	
SASG management group	Heads of services responded individually	
Induction Support Working Group	Yes	

Appendix 2: External benchmarks

Visited or interviewed in person	
University of Nottingham	
University of Sheffield	
University of Aberystwyth	
Benchmarked online	
University of Glasgow	
University of Leeds	
Southampton Solent University	
University of Auckland	
University of Melbourne	
University of Wollongong	
Cornell University	
University of Boston	
Open University	

The University of Edinburgh

Central Management Group

23 May2012

Review of Honorary Appointments

Brief description of the paper

This paper describes the outcomes of a long-awaited Review of Honorary Appointments in the University and makes recommendations for future practise to reduce the number of Fellowships and the range of titles applied.

Action requested

CMG is invited to consider and approve the recommendations for implementation.

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

Originator of the paper

Senior Vice-Principal Professor Brown will present the paper.

1.   Background

There are currently in excess of 1400 honorary appointments within the University, which is approximately 12% of our total staff numbers. The general view is that this high number does not reflect one of the most fundamental underpinning principles of such appointments; that they should be offered in limited circumstances to individuals of sufficiently high distinction, and that the offer and acceptance of such appointments brings kudos to the University and individual concerned.

2.   Initial Proposals

A small project team[1] carried out some work to review the process for making appointments, and the criteria for such appointments, and the following main principles were proposed by the group:

- Honorary titles should be used sparingly to confer kudos on the University and the individual. Honorary status is not required for small activities undertaken in collaboration with the University.
- The titles 'Honorary Reader' and 'Honorary Senior Lecturer' will no longer be used, these being subsumed into Honorary Fellow and Honorary Lecturer respectively.
- Future Emeritus Professor appointments will carry the title of their former Chair or discipline, in line with the practice in other institutions. (For example the holder of the Buchanan Chair of Genetics would become an Emeritus Professor of Genetics)
- Honorary positions will be unremunerated.

These principles were approved by Principal's Strategy Group as a basis for moving forward with the project.

Attached at Annex A is a summary of the proposed titles to be used moving forward. It should be noted that this review **does not include Clinical Honorary Appointments**; namely Honorary Clinical Senior Lecturer, Clinical Tutor, Honorary Part-Time Senior Lecturer, and Honorary Clinical Reader, which have particular meanings within the NHS. These will be covered at a later stage of the project.

Summaries for all the roles currently included in this project are attached for information at Annex B.

3.   Implementation

The following steps are now proposed:

- All current honorary appointments will lapse at their natural end date. Heads of School will need to decide if any of these appointments should be renewed, and if so, they should be renewed using one of the agreed titles from Annex A, where appropriate. This should commence from September 2012.
- If any individuals with an honorary title are remunerated for carrying out work on behalf of the University, they will be transferred from honorary status to employee status until such a time as the work comes to an end. Colleges would be asked to commence this process immediately so that individuals discussions can start with those concerned, with a view to those appointments affected being changed from January 2013.
- Those appointments for which there is no recorded end date should be reviewed at School level:

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[1] Snr Vice-Principal Nigel Brown, Professor Martin Siegert, Professor Liz Bondi, Mr Frank Gribben, Mrs June Bell, Mr David Rigby

- o If there is no requirement for the appointment to continue, it will be terminated with effect from 31 July 2013.
  - o If there is a requirement for the appointment to continue, a new appointment will be made using the agreed titles at Annex A, where appropriate, for a defined period.
- The change to the titles of Emeritus Professors will start for all new appointments made from September 2012.
- A small working group will be created consisting of College and School colleagues with knowledge and experience of the existing appointment processes, who will be tasked with defining new processes for the award and review of all appointments which commence in academic year 2013/14..

4.   Action Requested

Central Management Group is asked to approve the proposals for implementation outlined above.

Honorary Appointments – Proposed Titles

No	Title	Criteria	Length of App't	Remuner ated?	Appointment Confirmed By:	Renewal	Contribution to University	Access to Resources
1	Emeritus Professor of xx	Awarded to retiring professors of the UoE who have made a distinguished contribution to the life of the University and who do not hold the title of Honorary Professorial Fellow.	Ongoing	N	Nominations via Heads of College, and approval by Senate	NA	Not required	Library services and email, plus additional resources if bringing in money for the University
2	Honorary Professor	Awarded to individuals outside the University of sufficiently high distinction that they would be a credible candidate for the award of Personal Chair, and either: • hold, or have recently held, Directorships of other organisations, or • lead, or have recently led, major research teams in other organisations.	1,2 or 3 years	N	College Promotion Committee	Yes if continued contribution required	To be available for consultation with University colleagues	To be assessed on a case by case basis, dependent on contribution required
3	Honorary Professorial Fellow	Awarded to former professors who are no longer salaried employees of the University, but are still contributing to teaching and research.	1,2 or 3 years	N	College Promotions Committee	Yes if continued contribution required	Expected to contribute to research and / or teaching activities	As required by the role they are fulfilling
4	Honorary Fellow	This title would be awarded as a mark of distinction. It would apply for all Honorary Appointments below that of Professor (except for lecturer appointments). Individuals could be awarded this title where they are: • Carrying out research on behalf of the University • Making a major contribution to research	1,2 or 3 years	N	Heads of School with final approval by Head of College	Yes if continued contribution required	Expected to contribute to research and / or teaching and / or PhD Student supervision activities	Yes, as required only by the role they are fulfilling

		• in collaboration with University Staff • Supervising PhD Students • Leading research activities for, or on behalf of the University • Carrying out limited duties which are similar to those of a permanent Readership post						
5	Honorary Lecturer	The individual would be expected to have the skills and experience equivalent to those of permanent appointees to Lecturer posts at UE08 or UE09	1,2 or 3 years	N	Heads of School with final approval from Head of College	Yes if continued contribution required	Expected to undertake some teaching within the University	Yes, as required only by the role they are fulfilling
6	Honorary Assistant Principal for xx	Awarded to individuals who are retired and actively involved in specific work, at a senior level for and on behalf of the University.	1,2 or 3 years	N	University Court	NA	Expected to contribute (part-time) to specific tasks as designated by the Principal	Yes, as required by the role they are fulfilling
7	Honorary Vice-Principal for xx							
8	Visiting Professor	Awarded to individuals who hold, or have held a Chair in their own academic institution, or have held comparable standing in a specific field / profession	For period of visit	Not normally	Heads of School with final approval from Head of College	NA	Expected and agreed to make a significant personal contribution to the teaching or research of a School	Yes, as required by the role they have been asked to fulfil

Currently some individuals hold more than one title (e.g. Emeritus Professor and Honorary Senior Professorial Fellow). It is proposed that in future only one title will be held.

THE UNIVERSITY *of* EDINBURGH

**Role Summary
Honorary Professor**

Role Summary

The holders of Honorary Professorships will be expected to contribute to the academic life of the relevant College, School or Unit and should be available to University colleagues for consultation, which may be in relation to such areas as:

- Research in a specific field
- Development or management of research programmes
- Maintenance and development of teaching programmes

Personal Attributes

Honorary Professorships are awarded to individuals outside the University who:

- Would be credible candidates for the award of Personal Chair, and either:

  - Hold, or have recently held, a Chair in another institution, a Directorship of another organisation, or

  - Lead, of have recently led, major research teams in other organisations

Length of Appointment

For up to 3 years with renewal available if continued contribution required.

Remuneration

Honorary Professorships do not attract any remuneration.

Approval

Nominations for Honorary Professorships will be considered and approved by the relevant College Promotions Committee.

THE UNIVERSITY *of* EDINBURGH

Role Summary
Honorary Fellow

Role Summary

The holders of Honorary Fellowships will usually be expected to undertake a specified role within the University which should be agreed in advance of the appointment.

Duties may include:

- Making a major contribution to research in collaboration with University staff
- Leading research activities for, or on behalf of the University
- Supervising PhD students

Personal Attributes

Honorary Fellowships are awarded as a mark of distinction.

An Honorary Fellowship may be awarded where the individual concerned would not meet the relevant criteria for an Honorary Professorship, or where the contribution required from the individual is not primarily at Professorial level, and where it would not be appropriate to award an Honorary Lectureship.

Length of Appointment

For up to 3 years with renewal available if continued contribution required.

Remuneration

Honorary Fellowships do not attract any remuneration.

Approval

Nominations for Honorary Fellowships will initially be considered by the relevant Head of School, and where suitable, passed to the relevant Head of College for formal approval.

THE UNIVERSITY of EDINBURGH

Role Summary
Honorary Lecturer

Role Summary

The holders of Honorary Lectureships will usually be expected to undertake a specified amount of teaching within the relevant School or Unit, which should be agreed in advance of the appointment.

They may also contribute to the academic life of the School or Unit through consultation, which may be in relation to such areas as:

- Curriculum development
- The development of policy and practice in the subject area and pedagogy
- Assistance in examinations processes

Personal Attributes

Honorary Lecturers are awarded to individuals outside the University who would be expected to have the skills and experience equivalent to those of permanent appointees to Lecturer posts at UE08 or UE09.

Length of Appointment

For up to 3 years with renewal available if continued contribution required.

Remuneration

Honorary Lectureships do not attract any remuneration.

Approval

Nominations for Honorary Lectureships will initially be considered by the relevant Head of School, and where suitable, passed to the relevant College Promotions Committee for formal approval.

THE UNIVERSITY *of* EDINBURGH

Role Summary
Honorary Assistant Principal

Role Summary

Honorary Assistant Principals will be appointed in order to contribute to, or take the lead on, specific tasks as designated by the Principal.

Personal Attributes

The role of Honorary Assistant Principal is normally awarded to retired individuals who will be expected to have the same level of skills and experience as those permanent appointees to Assistant Principal posts.

Length of Appointment

For up to 3 years with renewal available if continued contribution required.

Remuneration

Honorary Assistant Principals do not attract any remuneration.

Approval

Proposals for the appointment of Honorary Assistant Principals are made by the Principal and approved by the University Court.

THE UNIVERSITY *of* EDINBURGH

Role Summary
Honorary Vice-Principal

Role Summary

Honorary Vice-Principals will be expected to contribute to the University by being available to University colleagues for consultation on matters which are usually considered at Vice-Principal level or higher.

Personal Attributes

Honorary Vice-Principals will be expected to have the skills and experience equivalent to those of permanent appointees at Vice-Principal level, and may be operating at a similar level in another academic institution.

Length of Appointment

For up to 3 years with renewal available if continued contribution required.

Remuneration

Honorary Vice-Principals do not attract any remuneration.

Approval

Proposals for the appointment of Honorary Vice-Principals are made by the Principal and approved by the University Court.

THE UNIVERSITY *of* EDINBURGH

**Role Summary
Visiting Professor**

Role Summary

Visiting Professors will be expected to make a defined contribution to the teaching or research of a School, which should be agreed before the appointment is confirmed. They may also be expected to be available to University colleagues for consultation during the period of their visit, which may be in relation to such areas as:

- Research in a specific field
- Development or management of research programmes
- Maintenance and development of teaching programmes

Personal Attributes

Visiting Professorships are awarded to individuals outside the University who:

- Hold, or have recently held, a Chair in their own academic institution, or

- Have held comparable standing in a specific field or profession

Length of Appointment

For the period of the visit only, which should be for no longer than 3 years.

Remuneration

Visiting Professorships do not normally attract any remuneration, but may do so in exceptional circumstances.

Approval

Nominations for Visiting Professorships will initially be considered by the Head of School, and where suitable, passed to the relevant Head of College for formal approval.

The University of Edinburgh

Central Management Group

23 May 2012

**Management Accounts
Nine Months to 30 April 2012**

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

15th May 2012

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 2011-12 (i.e. 31st December 2012).
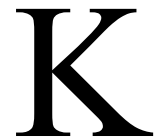
The University of Edinburgh

Central Management Group

23 May 2012

Quarter 3 (Period 8) Management Accounts Forecast 2011-12

Brief description of the paper

The University Group's top-level Quarter 3 (Period 8) Management Accounts Forecast for 2011-12 is presented. This forecast is 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

8 May 2012

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 2011-12 (i.e. 31st December 2012).

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The University of Edinburgh

Central Management Group

23 May 2012

Draft Gaelic Language Plan 2012-2017

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Brief description of the paper

The paper provides CMG with the first full draft of the University's Gaelic Language Plan 2012 – 2017. The Plan was approved by the University's Gaelic Language Plan Working Group at their meeting on the 14th May 2012.

The University's Plan aims to raise the profile of Gaelic and create practical opportunities for its use. It addresses four core commitments identified by Bòrd na Gàidhlig (identity, communications, publications and staffing) and sets out how the University will help implement the National Plan for Gaelic. The Plan is due to be submitted to the Bòrd by the 27th July 2012.

Action requested

For approval of the Plan to go to a 6-week public consultation in late-May/early-June 2012.

Resource implications

Does the paper have resource implications?

Yes, as outlined in the paper. The University is also awaiting the outcome of five funding applications to Bòrd na Gàidhlig totalling £55,977. This includes an application for a 1-year fixed term Gaelic Officer post, and assistance into the design of the proposed Gaelic Teacher Education programme.

Risk Assessment

None

Equality and Diversity

None

Freedom of information

Can this paper be included in open business?

Yes

Originator of the paper

Frank Gribben, Registrar, College of Humanities & Social Science

DRAFT GAELIC LANGUAGE PLAN
2012 – 2017

This plan has been prepared by the University of Edinburgh's Gaelic Language Plan Working Group in consultation with Bòrd na Gàidhlig.

FOREWORD

A foreword by the Principal will follow. This will include a University commitment to the aspirations and objectives from the National Plan for Gaelic and the Gaelic Language (Scotland) Act 2005.

Contents

Summary

The University of Edinburgh recognises that Gaelic is an integral part of Scotland's heritage, national identity and cultural life. The University is committed to the objectives set out in the *National Plan for Gaelic 2012-17* and aspires to put in place the necessary structures and initiatives to ensure that Gaelic has a sustainable future in Scotland.

The University of Edinburgh recognises that the position of Gaelic is extremely fragile and if Gaelic is to be revitalised as a living language in Scotland, a concerted effort on the part of government, the public and private sectors, community organisations and individual speakers is required to:

- *enhance the status of Gaelic;*

- *promote the acquisition and learning of Gaelic;*

- *encourage the increased use of Gaelic.*

This document is the University of Edinburgh's Gaelic Language Plan in support of aims of the Gaelic Language (Scotland) Act 2005. It sets out how we will use Gaelic in the operation of our functions, how we will enable the use of Gaelic when communicating with the public and key partners, and how we will promote and develop Gaelic.

Structure of the Gaelic Language Plan

The key components of our Gaelic Language Plan are:

Chapter 1 – Introduction

This chapter provides the background and context relating to the preparation of Gaelic Language Plans and the structure of the University of Edinburgh's main areas of operation. It also provides a summary of the demography of the Gaelic language.

Chapter 2 – Core Commitments

This chapter sets out how the University of Edinburgh will use, and enable the use of, Gaelic in relation to our main business functions. It covers key areas of operation such as corporate identity, signage, communication with the public and the use of Gaelic on our website. This chapter sets out *the basic minimum level* of Gaelic language provision to which we are committed to providing in the lifetime of the Plan.

Chapter 3 – Policy Implications for Gaelic: Implementation of the National Plan for Gaelic

This chapter sets out how the University of Edinburgh will help implement the *National Plan for Gaelic*. It also shows how we intend promoting the use of Gaelic in service planning and delivery, particularly in policy areas. This chapter also considers how we will take account of Gaelic and our Gaelic Language Plan when drafting new policies and considering new strategies.

Chapter 4 – Implementation and Monitoring

This chapter sets out how the implementation of our Gaelic Language Plan will be taken forward, and how implementation and outcomes will be monitored.

Chapter 1 - Introduction

<u>Overview of the University of Edinburgh</u>

The University of Edinburgh (the University) is one of Scotland's ancient Universities and its largest with a population of some 28,000 students, comprising 19,000 undergraduates (UG) and 9,000 postgraduates (PG). The University has a staff of just under 8,000, of which nearly half (3,300) are categorised as academic. Edinburgh is a distinctively Scottish University, based in Scotland's capital, but our reach and aspirations are global. Around 30 per cent of our total student population comes from over 120 countries outside the UK and our international affiliations include membership of Universitas 21 and the League of European Research Universities.

The University offers an extensive range of courses and programmes: we teach across the most comprehensive range of subjects in Scotland and the third most comprehensive in the UK. Our students currently study in 103 of the 144 principal subjects defined by the Higher Education Statistics Agency (HESA), following our recent merger with eca. This breadth is one of our great assets and a characteristic that appeals greatly to potential and current students. Our four-year UG degrees articulate well with national and international qualification frameworks and provide a significant level of flexibility. We also offer an expanding range of postgraduate taught masters degree programmes and, as is to be expected at one of the UK's leading research intensive universities, there are excellent and extensive opportunities for postgraduate research students.

The University aims to ensure that its students, at both PG and UG level, are taught in a way that is informed and enhanced by our research activity. Our strong commitment to research is reflected in the results of the last Research Assessment Exercise (RAE), which showed that 63 per cent of the University's research activity is in the highest categories (4* and 3*), with one third of this 63 per cent being recognised as 'world-leading'. The University's submission was among the largest and most comprehensive in the UK. The results of RAE 2008 place the University among the top 5 in the UK and number one in Scotland by volume of 4* 'worldleading' research.

<u>Structure of the University of Edinburgh</u>

The academic structure of the University is based on three Colleges: the College of Humanities and Social Science (CHSS), the College of Science and Engineering (CSE), and the College of Medicine and Veterinary Medicine (CMVM). Colleges have significant devolved powers and authority. Each is headed by a Vice-Principal who has responsibility for the delivery of College plans, including those relating to learning and teaching. Whilst there is a notable difference in terms of the numbers of students taught within each of the three colleges (roughly 58% of all students are in CHSS, 13% in CMVM and 29% in CSE), as 'business units' they are roughly equal in size (principally because of the much greater cost and volume of externally-funded research in science and medicine than in humanities).

The Colleges are divided into Schools (22 in all). Schools are the core units for teaching and research, particularly in CSE and CHSS; in CMVM teaching is organised via three Teaching Organisations (Biomedical, Veterinary and Postgraduate) and the College Office.

Colleges and Schools have a significant degree of freedom to develop local best practice within overarching policy and structures set down at university level. All subscribe to, and work towards, the University's overall strategic vision as set out in the Strategic Plan.

A devolved management structure reflects the sheer size and scale of the University. The University has an annual turnover of around £600 million and an estate which encompasses some 200 buildings with a gross academic area of approximately 588,900 m². One of the principal benefits of the devolved structure is the ability to implement local innovations responding appropriately to the particular needs of students and staff in that area. Interestingly, the devolved model has recently been adopted by a number of other Scottish universities, including Aberdeen, Glasgow and Stirling as well as English universities (such as Birmingham).

Governance of the University of Edinburgh

The governing body of the University is the University Court. Court has ultimate responsibility for the deployment of resources in the University and for its strategic plans. It also has a monitoring role in relation to the overall performance of the University. Court is chaired by the Rector, who is elected every three years by students and staff, and cannot be a student of the University or a member of its staff. Court receives regular reports from the Senate, which it is formally required to consult on relevant matters, and will only very exceptionally debate curricular issues.

The supreme academic body is the Senatus Academicus (Senate), which is chaired by the Principal and meets three times per academic year. Each meeting of Senate is preceded by a set period of electronic business (or 'E-Senate'). Senate has the ultimate responsibility for the academic standards of the University. Senate meetings begin with a presentation and discussion session on an issue of strategic importance, followed by consideration of formal business. The majority of recent Senate discussions have been on learning and teaching, including feedback, e-learning, employability and graduate attributes.

Gaelic in Edinburgh

Edinburgh is an international university, whose staff and students come from all over the world, but remains firmly rooted in Scotland's capital. Although the Gaelic inheritance is less obvious in Edinburgh than in other parts of the country, Gaelic has been present in Edinburgh for more than a thousand years, when the Gaelic kingdom of Alba seized it and established it as their new capital. Gaelic was the language of political, economic and cultural power in Edinburgh for two centuries or more before beginning a decline in the twelfth century. Edinburgh's landscape continues to reflect its Gaelic past in many place-names, including Braid (Bràghaid, 'upper part'), Craigentinny (Creag an t-Sionnaigh, 'rock of the fox'), Dalry (Dail Fhraoigh, 'heather slope'). In more recent times, Gaelic speakers from the

Highlands began to settle in the city in significant numbers in the eighteenth century, establishing a Gaelic community that has continued to develop ever since. The first Gaelic chapel was established in the Old Town in 1769, and regular Gaelic services continue to be offered, now at Greyfriars Kirk.

Edinburgh has also made a major contribution as an intellectual and cultural centre for Gaelic in Scotland. The first Gaelic book was published here in 1567 and the first collection of poetry in 1751. The city has been home to many leading Gaelic writers and scholars through the centuries, including poet Donnchadh Bàn Mac an t-Saoir (Duncan Ban MacIntyre) (1724-1812), folklorist Alasdair MacGilleMhìcheil (Alexander Carmichael) (1832-1912), and poet Somhairle MacGill-Eain (Sorley MacLean) (1911-96), a 1933 graduate of the University. Many of the major poets and novelists writing in Gaelic today have been based in Edinburgh, and there is a lively Gaelic cultural scene in the city, led by organisations such as Bothan and the city's two Gaelic choirs.

Since 1988, Gaelic-medium primary education has been offered at Tollcross Primary School, with secondary provision continuing at James Gillespie's High School. Demand for Gaelic education has grown rapidly in recent years, so that the City of Edinburgh Council will be opening a dedicated Gaelic primary school at Bonnington, near Leith, in 2013. Initial enrolment is expected to exceed 200 pupils.

According to the 2001 census (the most recent from which figures are available), there were 6,031 people in Edinburgh who had some skills in Gaelic, some 1.35% of the city's population. While this proportion is small, it is significant that approximately 6.5% of Scotland's Gaelic population lives in Edinburgh.

Gaelic in Edinburgh, 2001:	
speaks/reads/writes Gaelic	1,756
speaks and reads (but cannot write) Gaelic	360
speaks (but cannot read or write) Gaelic	969
understands (but cannot speak, read or write Gaelic)	2,058
other combination of skills in Gaelic	888
Total	**6,031 (1.35%)**

More than a fifth (21.5%) of Edinburgh's Gaelic speakers were born outwith Scotland: 21.5%, as against a national proportion of only 8.27%. The figure for Edinburgh is the highest of any local authority area in Scotland.

Only 11.2% of the city's Gaelic speakers were under the age of 20 and 48% were between 20 and 44, compared to 21.6% and 41% in these age groups in Edinburgh's overall population. 14.3% were students, as against 11% of the overall population. It is likely that this pattern reflects the number of people who moved to Edinburgh for educational or work purposes.

Edinburgh's Gaelic-speaking population has a high level of education: 46% had degrees or professional qualifications, compared to 33% of the city's population as a whole. 56% of Gaelic speakers were employed in the three highest social grades

and 18% in the three lowest grades, as against 49% and 24% of the overall Edinburgh population.

<u>Gaelic at the University of Edinburgh</u>

Provision for Gaelic at the University of Edinburgh commenced in 1882, when the University established the first Chair of Celtic in Scotland following a long public campaign led by John Stuart Blackie (1809-95), Professor of Greek in the University. Thousands of Gaels from across Scotland contributed to the funding for the Chair, realising the symbolic and intellectual importance of this recognition from the University. The first Professor of Celtic, Donald MacKinnon (1839-1914), was followed by a distinguished succession of scholars, including William J. Watson (1865-1948), Kenneth Jackson (1909-91), and most recently William Gillies, who retired in 2009.

Today, provision for Gaelic is made within the framework of the department of Celtic & Scottish Studies (part of the School of Literatures, Languages and Cultures), currently based at 27 George Square. Gaelic is taught at all levels from absolute beginners to PhD, covering modern and medieval language and literature, as well as all aspects of Gaelic culture. The department is actively involved in Gaelic research, ranging from literary and linguistic study to language policy, oral tradition and place-name studies. Celtic & Scottish Studies at Edinburgh also plays a highly visible public role, ranging from advising government and other bodies on language issues involving Gaelic, to developing and supporting public and community engagement with Gaelic culture in Scotland and beyond. The University is especially rich in Gaelic resources, including the School of Scottish Studies Archives, which hold several thousand hours of Gaelic field recordings, and a large and diverse manuscript collection.

The University of Edinburgh's Office of Lifelong Learning is where the University reaches out to the wider community. It provides part-time and short courses in a wide variety of subjects during the day and in the evening. As part of its Languages for All scheme, Gaelic courses are currently offered for beginners and those with some prior knowledge of the language, and these courses are open to the general public. The Office of Lifelong Learning also organises shorter taster courses in Gaelic and other languages for matriculated students, offered in partnership with the Edinburgh University Students' Association (EUSA).

The Edinburgh University Highland Society (An Comann Ceilteach) is the oldest student society in the University, established in 1848. An Comann Ceilteach organises a variety of cultural and social events throughout the year and enjoys a close relationship with Celtic & Scottish Studies.

<u>Gaelic Questionnaire</u>

In March 2011, the University undertook a survey of students and staff, in order to investigate existing Gaelic language competencies and opportunities for the development of increased acquisition, usage and status of Gaelic within the University. Participation in the survey was entirely voluntary and did not involve

formal sampling; its results should therefore be understood as being indicative rather than statistically representative of the University population.

The key findings of the questionnaire were as follows:

- 1,853 individuals responded to the survey, representing approximately 4.9% of the University's total number of students and staff. All schools and all staff groups were represented. Considerable interest was also generated on the University's Facebook page.
- 67.4% in total, or 70.2% of student respondents, rate supporting and promoting Gaelic as 'very important' or 'quite important'. The most common factor contributing to respondents' interest in Gaelic is 'general interest in the language', followed by 'history and place-names'.
- There is an apparent lack of awareness of the policy context within which the University's Gaelic Language Plan is being developed, and a lack of awareness of the role of Gaelic in the City and at the University.
- 352 respondents (19.0%) claimed to have some 'ability' in Gaelic, 29.5% of whom have a national identity from outside the UK.
- 71.8% of those with Gaelic ability lack confidence to use it, often or at all.
- 1,116 respondents (60.2%) were either currently taking a Gaelic course or would like to/might be interested in learning Gaelic.
- A high proportion of international respondents were either currently taking a course or would like to/might be interested in learning Gaelic, including 83.3% of Polish respondents, 80.0% of Greek respondents, 79.5% of US respondents and 76.9% of Chinese respondents.
- Most current or potential learners would initially be aiming at courses for complete beginners. 123 respondents would like to acquire the skills to teach Gaelic to others.
- The most popular course delivery methods are, for students, two-hour evening classes (6.30pm-8.30pm) and, for staff, weekday lunchtime classes.
- The most popular ideas for cultural events were jointly cèilidhs and music concerts, followed by educational sessions about Gaelic folklore, information sessions on Gaelic history and culture and educational sessions about Gaelic place-names (It is important to note that *cèilidh* signifies different things in English and Gaelic usage; its original Gaelic meaning is simply 'visit' and as an event, would imply a mixed programme of entertainment, including singing and instrumental music, and not simply a 'ceilidh dance').
- Apart from educational and cultural activities, the other initiative that is most favoured is 'increased visibility of Gaelic in public spaces (e.g. corporate/visual identity, signs, stationery)', with 50.4% of all respondents, and 56.7% of students favouring this. Support is especially strong among students in certain schools, such as Edinburgh College of Art; Literatures, Languages and Cultures; Philosophy, Psychology and Language Sciences; and Moray House School of Education.

A full analysis of the questionnaire results is available on the Gaelic Language Plan website at http://www.ed.ac.uk/about/gaelic-language-plan/questionnaire.

Chapter 2 – Core Commitments

Guided by Bòrd na Gàidhlig, there are four core areas of service delivery that the University of Edinburgh addressed when preparing its Gaelic Language Plan:-

Identity: corporate identity
                    signage

Communications: reception and telephone
                    mail and e-mail
                    forms
                    public events and meetings
                    complaints procedure

Publications: public relations and media
                    printed material
                    websites
                    exhibitions

Staffing: training
                    language learning
                    recruitment
                    advertising

Each function contains the following information:

- Current practice
- Actions
- Lead
- Timescale

Section 1 - Identity

Bòrd na Gàidhlig rationale:

The presence of Gaelic in the corporate identity and signs of an organisation greatly enhances the visibility of the language, increases its status and makes an important statement about how Gaelic is valued and how it is given recognition. Developing the use of Gaelic through signage can also enrich the vocabulary of Gaelic users, raise public awareness of the language and contribute to its development.

The University of Edinburgh recognises the importance of extending the visibility of Gaelic and increasing its status.

Corporate Identity		
Current practice	A Gaelic version of the University of Edinburgh's visual identity is currently not available.	
Actions	**Lead**	**Timescale**
Design a separate logo to be used by departments within the University engaged with Gaelic e.g. the School of Literatures, Languages and Cultures and the Office of Lifelong Learning. Logo to be made available for use throughout the University as appropriate.	Communications and Marketing	September 2012

Separate logo to be used on Gaelic stationery and publications e.g. letterheads, compliment slips and business cards,	Communications and Marketing	September 2012
	School of Literatures, Languages and Cultures	
	Office of Lifelong Learning	

Signage		
Current practice	Limited bilingual signage is currently in place at the University of Edinburgh, however there is no consistent approach and no policy on bilingual signage exists.	
Actions	**Lead**	**Timescale**
Develop policy for the installation of bilingual signage at key areas of the University, including the Main Library, Halls of Residence and the new School of Literatures, Languages and Cultures building.	Communications and Marketing Estates and Buildings	April 2013
Following an audit of signage across the University, develop a policy for the installation of bilingual signage on other buildings on a replacement/renewal basis.	Communications and Marketing Estates and Buildings	September 2013

Section 2 – Communications

Bòrd na Gàidhlig rationale:

The use of Gaelic at the initial point of contact that members of the public have with an organisation increases the visible and audible presence of the language, and contributes to the sense that the use of Gaelic is possible and welcome. In addition to raising the profile of the language, it also creates opportunities for its practical use and encourages members of the public to use Gaelic in subsequent dealings with the organisation.

The use of Gaelic in interactions with the organisation by mail, e-mail and by telephone is important in creating practical opportunities for the use of the language, and in contributing to the sense that its use is possible and welcome. The presence of Gaelic in a wide range of bilingual forms and Gaelic only forms can also greatly enhance the visibility and prestige of the language. The preparation of Gaelic versions of forms, applications and similar documents, can also assist in expanding the range of Gaelic terminology and the awareness of the Gaelic-speaking public of such terminology, thus helping the development of the language itself.

> *The University of Edinburgh recognises the importance of creating opportunities for the practical use of Gaelic in a wide range of everyday situations and is committed to increasing its level of provision in this area.*

Reception and Telephone		
Current practice	The University does not, at present, have the facility to interact with visitors through the medium of Gaelic.	
Actions	**Lead**	**Timescale**
Provide language training to main University reception desks so they are able to give and respond to greetings in Gaelic and direct inquiries in Gaelic to the required department or person.	Human Resources	September 2013

Mail and Email			
Current practice	The University does not have a policy regarding mail and email correspondence in Gaelic.		
Actions		**Lead**	**Timescale**
Staff to be given the opportunity to have bilingual versions of their email signature, charitable strapline and out-of-office messages made available to them.		Communications and Marketing Information Services	September 2012
The University will accept correspondence in Gaelic and will reply in Gaelic when a response is required.		Student and Academic Services Group Business Unit	Immediate

Forms			
Current practice	The University does not have any forms available in the medium of Gaelic.		
Actions		**Lead**	**Timescale**
Undertake an audit of the most widely used forms used across the University (including electronic forms).		Student and Academic Services Group Business Unit	September 2013
Design and produce a number of key forms in bilingual format based on the outcome of the audit		Student and Academic Services Group Business Unit	September 2014

Public Events and Meetings			
Current practice	The large majority of public events and meetings hosted by the University are held in English.		
Actions		**Lead**	**Timescale**
All public meetings will continue to be held in English, except for selected meetings, seminars and events relating to Gaelic.		Communications and Marketing	Immediate
Expansion of the number of Gaelic medium meetings, seminars and events.		Celtic & Scottish Studies	September 2013

Complaints Procedure			
Current practice	The complaints procedure is not available in Gaelic.		
Actions		**Lead**	**Timescale**
The public complaints procedure and student complaints procedure will remain in English, although the University will respond in Gaelic should they receive a complaint in Gaelic.		Student and Academic Services Business Group Unit Academic Registry	Immediate

Section 3 – Publications

Bòrd na Gàidhlig rationale:

The use of Gaelic in a range of printed material can assist Gaelic development in a variety of ways. It helps increase the visibility of the language, it enhances Gaelic's status by being used in high profile publications, and it can help develop new and enhance existing terminology. The use of Gaelic in the media helps demonstrate an organisation's commitment to making important information available through the medium of Gaelic, as well as enhancing the visibility and status of the language. As more people access information about organisations through their websites, making provision for the use of Gaelic can significantly enhance the status and visibility of the language.

> *The University of Edinburgh is committed to increasing the use of Gaelic in these areas where the subject matter is of most interest to the general public or relates specifically to Gaelic issues.*

Public Relations and Media		
Current practice	No PR and media releases are issued in Gaelic.	
Actions	**Lead**	**Timescale**
Gaelic-related PR and media releases to be made available bilingually.	Communications and Marketing	Immediate
Investigation and agreement of preferred professional translation services that can be used for PR and media purposes.	Communications and Marketing Procurement Office	Immediate

Establishment of a database of Gaelic speaking experts, that could be used for media interviews.	Communications and Marketing	December 2012
Use of internal publications (e.g. Staff News) and website to promote the Gaelic Language Plan and publicise Gaelic initiatives and activities.	Communications and Marketing Student and Academic Services Group Business Unit	December 2012

Printed Material		
Current practice	Summary text for our main corporate publication (the Strategic Plan) is available in Gaelic on the University website and in hard copy.	
Actions	**Lead**	**Timescale**
Undertake an audit to assess what printed material, in addition to the University's Strategic Plan, could be created bilingually.	Communications and Marketing	December 2012
Production of bilingual printed material following the outcome of the audit.	Communications and Marketing	April 2013
Staff to be given the opportunity to have a bilingual version of their business card.	Printing Services	September 2012
Subject Information Sheets in Celtic & Scottish Studies to be produced bilingually.	Celtic & Scottish Studies	September 2013

Creation of 'Gaelic at the University' and 'Gaelic in Edinburgh' promotional leaflets that would be made available both electronically and hard copy.	Celtic & Scottish Studies Communications and Marketing Other key Gaelic stakeholders	September 2013

Websites		
Current practice	The Gaelic Language Plan website is available on both English and Gaelic, and part of the Celtic & Scottish Studies website is also available bilingually.	
Actions	**Lead**	**Timescale**
Create a Gaelic page for high level content on the University website.	Communications and Marketing	December 2012
Create a bilingual site for the department of Celtic & Scottish Studies.	Celtic & Scottish Studies	July 2013

Exhibitions		
Current practice	All exhibitions are currently displayed in English.	
Actions	**Lead**	**Timescale**
Investigate the possibility of creating a temporary or permanent Gaelic exhibition at a specific site, highlighting the importance of Gaelic throughout the University's history. This would be fully bilingual.	College of Humanities and Social Science Information Services Group Visitor Centre	September 2013

Section 4 – Staffing

Bòrd na Gàidhlig rationale:

In order to deliver services through the medium of Gaelic, it is necessary to develop the requisite job skills and language skills of staff. The provision of language learning for staff helps promote adult Gaelic learning and promotes Gaelic as a useful skill in the workplace. The identification of jobs in which Gaelic is a designated skill will contribute greatly to the status of the language and to identifying it as a positive skill to acquire.

The use of Gaelic in advertising also helps recognise that Gaelic should be used in public life and that Gaelic users have an important role to play within an organisation. Whatever the level of Gaelic skills required it is important that organisations ensure that Gaelic is a genuine occupational requirement. Organisations should adopt and apply objective criteria to ensure appointments are made in each case on a fair and consistent basis, and reflect the identified skills needs of the post.

The University of Edinburgh recognises the importance of seeing Gaelic as an important job skill and of identifying situations in which its use is essential or desirable. The University of Edinburgh also recognises the importance of enabling staff to develop their Gaelic skills if they wish to do so.

Training		
Current practice	Two awareness raising classes have been run by Clì Gàidhlig in 2011/12, however no structured Gaelic language training programmes are in place.	
Actions	**Lead**	**Timescale**
The University will make available two awareness sessions for staff each year from 2012/13, for the duration of the Gaelic Language Plan.	Human Resources	September 2012

Staff member within Human Resources to be assigned responsibility of addressing staffing issues of the University's Gaelic Language Plan.	Human Resources	September 2012
Develop guidance note for all staff and students on the University's Gaelic Language Plan and the resources available to them.	Student and Academic Services Group Business Unit Human Resources	December 2012

Language Learning		
Current practice	The department of Celtic and Scottish Studies offers a wide range of courses in Gaelic language, literature and culture from introductory modules up to PhD level. The University and the Edinburgh University Students' Association (EUSA) currently offer 'taster' Gaelic language classes to both staff and students within the 'Languages for All' scheme. The Office of Lifelong Learning also offers Gaelic courses for beginners and those with some prior knowledge of the language. EUSA also has a Tandem Language Exchange. Tandem is designed to help students learn languages in a fun, relaxed, social environment without tutors, exams or lectures. EUSA's Language Café is a weekly gathering for students from all over the world, including those preparing for an upcoming exchange or contemplating this.	
Actions	**Lead**	**Timescale**
The University and EUSA will continue to make available two 'taster' language classes for staff and students each academic year, for the duration of the Gaelic Language Plan.	Celtic & Scottish Studies Edinburgh University Students' Association	Immediate

Investigate the possibility of a credit-bearing Gaelic language class for students within the EUSA 'Languages for All' scheme.	School of Literatures, Languages and Cultures	Immediate, with start date of September 2013
Investigate the possibility of running weekend Gaelic immersion courses for staff and students at different points in the year.	School of Literatures, Languages and Cultures	Immediate, with start date of September 2013
Investigate the possibility of establishing a week-long or fortnight-long Gaelic summer school.	School of Literatures, Languages and Cultures	Immediate, with start date of September 2013
Investigate the possibility of running a Gaelic Language Café, both for staff and students of the University.	EUSA	September 2012

Recruitment		
Current practice	Recruitment process is conducted in English, but if another language is required in the duties of a job, this can form part of the interview process.	
Actions	**Lead**	**Timescale**
Development of the recruitment and selection process to address the requirements of the Gaelic Language Plan e.g. identify posts where the ability to speak Gaelic would help us to achieve the objectives of this Plan.	Human Resources	September 2013
Ensure that interview panels for posts for which Gaelic language skills are an essential requirement will include at least one Gaelic speaker.	Human Resources	September 2013

Appointment of a Gaelic Officer, on a one-year contract in the first instance, drawing on experiences of similar positions at the Universities of Glasgow, Aberdeen, and Sabhal Mòr Ostaig.	Human Resources	September 2012

Advertising		
Current practice	All advertising is in English.	
Actions	**Lead**	**Timescale**
Posts for which Gaelic is an essential or desirable skill will be advertised bilingually.	Human Resources	Immediate

Chapter 3 – Policy Implications for Gaelic: Implementation of the National Plan for Gaelic

The University of Edinburgh recognises that the various priority areas identified in the National Plan for Gaelic will be primarily implemented through our Gaelic Language Plan but that opportunities will arise to promote and develop the language through existing policy measures.

The University will examine current policy commitments to identify areas where Gaelic can be pro-actively incorporated and the priorities of the National Plan for Gaelic initiated through additional methods. We see this development as corresponding to the normalisation principle which aims to include Gaelic as an everyday part of life in Scotland.

In the formation, renewal and monitoring of policies, the University will ensure that the impacts on Gaelic will be in line with the National Plan for Gaelic.

Overview of the National Plan for Gaelic

The National Plan for Gaelic identifies four interlinking aspects of language development which need to be addressed, and within them sets out a number of priority action areas:

1.   Language Acquisition

Increasing the number of Gaelic speakers by ensuring the language is transferred within families and by securing effective opportunities for learning Gaelic, through:

- increasing the use and transmission of Gaelic in the home
- increasing the number of children acquiring Gaelic in the school
- increasing the uptake and availability of Gaelic-medium education
- increasing the number of adult Gaelic learners progressing to fluency

The University of Edinburgh recognises that a sustainable future for Gaelic requires more people to learn the language and that attention requires to be focused on the home, education and adult learning as the key means of achieving this.

2.   Language Usage

Encouraging greater use of Gaelic, providing opportunities to use the language, and promoting access to Gaelic forms of expression, through:

- increasing the use of Gaelic in communities
- increasing the use of Gaelic in tertiary education and places of work
- increasing the presence of Gaelic in the media
- increasing the promotion of Gaelic in the arts
- increasing the profile of Gaelic in the tourism, heritage and recreation sectors

The University of Edinburgh recognises that creating a sustainable future for Gaelic requires not only increasing the number of people able to speak the language, but increasing actual usage. We recognise the importance of enabling more people to use Gaelic as their preferred and normal mode of communication in an increasingly wide range of daily activities.

3.   Language Status

Increasing the visibility and audibility of Gaelic, enhancing its recognition and creating a positive image for Gaelic in Scottish public life, through:

- increasing the number of bodies preparing Gaelic Language Plans
- increasing the profile and prestige of Gaelic
- increasing the visibility and recognition of Gaelic

The University of Edinburgh recognises that the status of a language is affected by its presence in the daily environment and the extent to which it is used, valued and perceived to be valued by those institutions which play an important role in our daily lives.

4.   Language Corpus

Strengthening the relevance and consistency of Gaelic and promoting research into the language, through:

- increasing the relevance and consistency of the Gaelic language
- increasing the quality and accessibility of Gaelic translations
- increasing the availability of accurate research information

The University of Edinburgh recognises the need to strengthen the relevance and consistency of Gaelic, the importance of facilitating translation services and to promote research into the language.

Commitment to the Objectives of the National Plan for Gaelic

The University of Edinburgh is committed to ensuring that the National Plan is implemented, and in this section we set out how we will achieve that aim by setting out key commitments in the areas of Undergraduate Teaching and Support, Research and Postgraduate Study, University Life, and Community Engagement.

Section 1 – Undergraduate Teaching and Support		
Actions	**Lead**	**Timescale**
The University will increase the number of students enrolled on Gaelic language courses and on Celtic/Gaelic degree programmes by 10% during the lifetime of the Plan.	Celtic & Scottish Studies	From academic year 2012/13
The University will investigate the most appropriate timescale to make an appointment to fill the Chair of Celtic, vacant since 2009.	College of Humanities and Social Science	Immediate
The University will develop a new degree in Celtic and Education, offering a new pathway into Gaelic-medium teaching. The programme would have three broad aims: a) To take students who have no prior knowledge of Gaelic to an advanced level of fluency in Gaelic, or, for those students who already have proficiency in the language upon entry to the programme, to provide an advanced understanding of Gaelic language and culture. b) To give students a thorough understanding of the cognitive, pedagogical and social aspects of how language is acquired, how bilingualism develops, and the impact that bilingualism has on the developing brain. c) To enable students to achieve the Standard for Initial Registration as	School of Literatures, Language and Cultures School of Education	Planning already underway

primary-school teachers with a dual qualification to teach in English-medium as well as Gaelic-medium education.		
Within the terms of its formal policy on the use of Gaelic in assessed work, adopted in 2009, undergraduate dissertations submitted for assessment and examination may be presented in Gaelic.	Academic Registry	Immediate
The University will endeavour to assign a Gaelic-speaking Personal Tutor to any student who so requests.	Celtic & Scottish Studies	September 2012
The University will endeavour to organise a Gaelic-medium tutorial group in the following courses, subject to tutor availability and student demand: Celtic Civilisation 1A and 1B, Scottish Studies 1A and 1B, Medieval Scottish History and Early Modern Scottish History.	Celtic & Scottish Studies School of History, Classics and Archaeology	September 2012
In partnership with other Scottish universities that offer Gaelic, the University will actively support and participate in the annual summer school for students on Gaelic degree programmes.	School of Literatures, Languages and Cultures	Immediate
The University will investigate the opportunity to establish a Gaelic residential scheme by which Gaelic-speaking students will be let a University flat at reduced rent on condition they speak only Gaelic in the flat and undertake specified Gaelic promotional activities for the University, based on the model at the University of Glasgow.	Gaelic Officer Accommodation Services	September 2013

Section 2 – Research and Postgraduate Study		
Actions	**Lead**	**Timescale**
The University will promote research on Gaelic through its support for the department of Celtic & Scottish Studies and a regular series of research dissemination events, including the annual Soillse seminar series and Friday Research Seminar series in Celtic & Scottish Studies and the Rannsachadh na Gàidhlig conference in 2014.	Celtic & Scottish Studies	Immediate
The University will support and promote its specialist archives of Gaelic material, including the School of Scottish Studies Archives and the Carmichael-Watson Collection in the Main Library.	College of Humanities and Social Science Main Library	September 2013
The University will offer two four-year fees-only MSc/PhD studentships in Gaelic language, literature and culture, one beginning in 2013 and one in 2014.	School of Literatures, Language and Cultures	September 2013
Within the terms of its formal policy on the use of Gaelic in assessed work, adopted in 2009, postgraduate theses and dissertations submitted for assessment and examination may be presented in Gaelic.	Academic Registry	Immediate

Section 3 – University Life		
Actions	**Lead**	**Timescale**
The University will investigate the possibility of establishing a Gaelic common room in the George Square area to encourage Gaelic use and support Gaelic activities among staff and students.	School of Literatures, Language and Cultures	September 2013
The University will offer an annual programme of Gaelic musical and cultural events for the University community and/or the public, including a Gaelic induction session in Freshers' Week and a designated 'Seachdain na Gàidhlig' (Gaelic Week).	Gaelic Officer Celtic & Scottish Studies	September 2012
The University will investigate the possibility of developing a series of Gaelic podcasts.	Gaelic Officer Podcasting, Streaming & Webcasting Service	April 2013
The University will assess the feasibility of including a Gaelic element in its graduation ceremonies.	Academic Registry	September 2013
The University will work with the Edinburgh University Students' Association to explore opportunities to include student-led Gaelic awareness events and activities into its programming as part of EUSA Global, its internationalisation project.	Gaelic Officer EUSA	September 2012
The University will work with the Edinburgh University Students' Association to explore opportunities to work with the Edinburgh University Highland Society (An Comann Ceilteach).	Gaelic Officer EUSA	September 2012

Section 4 – Community Engagement and Lifelong Learning		
Actions	**Lead**	**Timescale**
The University will liaise on an ongoing basis with other organisations in Edinburgh which are implementing Gaelic language plans (Scottish Government, Scottish Parliament. City of Edinburgh Council, Historic Scotland, National Museums Scotland, National Galleries Scotland, National Library of Scotland, Scottish Funding Council) with a view to sharing good practice and planning joint activities and events as appropriate.	Gaelic Officer	September 2013
The University will liaise on an ongoing basis with Gaelic organisations in Edinburgh (e.g. Iomairt Ghàidhlig Dhùn Èideann, Bothan, Fèis Dhùn Èideann, An Comunn Gaidhealach, Edinburgh Gaelic Choir, Lothian Gaelic Choir, Tollcross Primary School, James Gillespie's High School) to ensure effective promotion and outreach in relation to its Gaelic activities and events.	Gaelic Officer	September 2013
The University will look to develop its Gaelic language offerings through the Office of Lifelong Learning, aiming to re-offer a Gaelic level 3 course. At present there are only courses for Gaelic level 1 (complete beginners and basic users of the language) and Gaelic level 2 (students who have reached an elementary level of competence in the language).	Office of Lifelong Learning	September 2012

Chapter 4 – Implementation and Monitoring

<u>Timetable</u>

This Gaelic Language Plan will formally remain in force for a period of 5 years from this date or until a new plan has been put in place. In Chapter 2 – *Core Commitments* and Chapter 3 – *Policy Implications for Gaelic,* we have set out the individual target dates for when we expect to implement specific commitments.

<u>Publicising the Plan</u>

The University of Edinburgh's Gaelic Language Plan will be published bilingually on the University of Edinburgh website. In addition, we shall:

- issue a press release announcing the plan;
- make copies of the plan available in our public offices and reception areas;
- make the plan known to employees via the University of Edinburgh's internal communication systems;
- distribute copies of the plan to Non-departmental Public Bodies and agencies, agents and contractors;
- distribute copies of the Plan to Gaelic organisations;
- distribute copies of the plan to other interested bodies; and
- make copies available on request.

<u>Administrative Arrangements for Implementing the Gaelic Language Plan</u>

This plan is the policy of the University of Edinburgh and has endorsed by our Central Management Group on <mark>xxxxxx</mark> and Court on <mark>xxxxxx</mark>.

Overall Responsibility:

The Principal and Vice-Chancellor will be ultimately responsible for ensuring that the University of Edinburgh delivers on the commitments set out in this Plan.

Individual Staff members:

University of Edinburgh staff will be informed of their involvement in Gaelic Language Plan actions and activities through the work of the Gaelic Language Plan Working Group, to ensure that the timescales are adhered to.

Services delivered by third parties:

The University of Edinburgh will ensure that those who deliver services or goods on our behalf adhere to the Gaelic Language Plan through guidelines on requirements provided either on their appointment to the University or through the University of Edinburgh's website. These principles will also be reflected in contract agreements with third-party service providers.

Informing other organisations of the Plan

The University of Edinburgh and Bòrd na Gàidhlig will inform other organisations of the Gaelic Language Plan following approval. The University's Communications and Marketing department will also publicise the Plan accordingly.

Resourcing the Plan

The University of Edinburgh funds the activities outlined in this Plan with support from Bòrd na Gàidhlig on a number of projects.

Monitoring the Implementation of the Plan

The University of Edinburgh's Gaelic Language Plan Working Group is responsible for monitoring the implementation of the Plan and for reporting internally to the Central Management Group, and externally to Bòrd na Gàidhlig on progress against targets.

Contact details

The senior officer with operational responsibility for overseeing preparation, delivery and monitoring of the University of Edinburgh's Gaelic Language Plan is:

Frank Gribben
College Registrar
College of Humanities and Social Science
University of Edinburgh
55-56 George Square
Edinburgh
EH8 9JU

0131 650 4091
Frank.Gribben@ed.ac.uk

Queries about the day-to-day operation of the plan should be addressed to:

Jamie Tait
Projects Officer and Policy Advisor to the University Secretary
University of Edinburgh
Old College
South Bridge
Edinburgh
EH 8 9YL

0131 651 4431
Jamie.Tait@ed.ac.uk

The University of Edinburgh

Central Management Group

23 May 2012

Procurement Update

M

Brief Description of Paper

This paper informs Central Management Group, that the Director of Procurement has reorganised the Procurement team and will be revising the sustainable procurement strategy, and gives outline information on:

(i)   Legal changes impacting on devolved procurement budgetholders
(ii)   Process changes required and action (pending government advice)
(iii)   Legal changes beyond current proposals
(iv)   Risk management from devolved procurement responsibilities
(v)   New - project for (Wakeham) research equipment procurement/grants
(vi)   New - Intern to assist with Fair Trade Academic network and plans
(vii)   Reminder - organised crime (SOC) risk - outsourcing services protocol
(viii) New - Workers Rights Consortium protocol and garments procurement
Appendix One – Procurement Office reorganisation
Appendix Two – Equality Duties guidance
Appendix Three – Proposed Draft Workers Rights Consortium Code of Conduct

Action Requested

CMG is invited to note and endorse.

Resource Implications

See items (i) to (vi) and Appendix One.

Risk Assessment

See item (iv) and Appendix Two and Three.

Freedom of Information

Can this paper be included in open business? No Refers to Closed Paper (March) serious organised crime risks and University procurement

Originator of the paper

Karen Bowman Director of Procurement
15 May 2012

N

Proposal to create a Chair of Child Protection

Moray House School of Education seeks to create and appoint to a Chair in Child Protection. This will achieve a number of strategic goals related primarily to research, knowledge exchange and external profile:

The key purpose of the Chair will be:

i)   to provide research leadership and develop the research profile, publications and income generation of child protection research in line with the School Plan (2012)
ii) to enable The University of Edinburgh/NSPCC Child Protection Research Centre, based within the School of Education, to develop to its full potential and maximum contribution to the School's forthcoming submission to the 2014 REF
iii) to contribute to a major shortfall in research leadership within Moray House School of Education following the retirement of a number of senior staff, including Professors, over recent years
iv) to inform the development of a new taught postgraduate programme in Child Protection Policy and Practice as outlined in the School Plan
v)   to assist in succession planning in child protection research

The post of Chair in Child Protection has been identified as a key priority within the Moray House School of Education Plan 2012-13. The post is required to provide research leadership in child protection with this role extending beyond the current School-wide workings of the Centre to develop a University-wide network of expertise in child protection research.

The University of Edinburgh/NSPCC Child Protection Research Centre is a highly successful research centre with an established national and international reputation for child protection research. It is funded largely by an extensive grant from the NSPCC which is currently secured through to 2016 and likely to be extended further. The nature of the funding arrangement has meant that the centre's research is largely driven by an NSPCC research agenda. The Centre would benefit from developing greater capacity to establish an independent research agenda financed by Research Council and other prestigious funding, a taught postgraduate programme and a cohort of research students. The appointment of a Chair in Child Protection will also ensure as many staff as possible from the Centre are able to contribute to REF 2014.

The number of Professors in the School has decreased significantly in recent years as a result of retirements and resignations. There has been a commensurate reduction in the School's income from research and this new appointment, together with the four new Chairs due to start later in 2012, will bolster the School's research effort towards REF 2014 and beyond. At present the eight Professors within the School have very high workloads in relation to research leadership, mentoring of early career researchers and supervision of research students and this work will be more evenly distributed with an increase in the number of Professors.

The School has ambitious plans for the development of research and postgraduate education, as outlined in its recently approved School Plan. These plans focus on the development and delivery of research-led teaching and a number of new taught postgraduate programmes, including a Masters in Child Protection Policy and Practice, the development of which has been endorsed by the NSPCC.

A number of the current Professoriate are likely to retire within the next five years and the age profile of the Professoriate is likely to make succession planning difficult across the School. Of particular concern is succession planning of research leadership.

The Chair in Child Protection forms part of the School budget forecast and part of an ambitious, budgeted programme of staff renewal. It should be noted, however, that discussions are currently underway with the NSPCC relating to the funding of the Chair and it is likely that the NSPCC will contribute at least half of the full salary costs of the chair up to at least 2016. (This funding is being negotiated on the understanding that the Chair will be accountable to the University and work towards a research plan agreed with the School rather than with the NSPCC). These discussions are not yet concluded and finalising the negotiations with the NSPCC will be made easier if the University has approved the Chair. Should the negotiations not proceed as planned the School has already budgeted to fund the full cost of the Chair.

CMG is invited to recommend to Court and Senate the adoption of the appropriate resolution.

Action requested

For approval

Resource Implications

Does the paper have resource implications?

Yes – the post will take up a budgeted allocation of funds from the School salaries budget

Risk Assessment

Does the paper include a risk analysis?   No
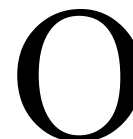
Equality and Diversity

Does the paper have any equality and diversity implications?   No

Freedom of Information

Can this paper be included in open business?   Yes

Originator of the paper

Professor Cara Aitchison
Head of Moray House School of Education
17 April 2012

The University of Edinburgh

Central Management Group

23 May 2012

Proposal to create a Chair of Sociology and Methodology

Brief description of the paper

The School of Social and Political Science wishes to create a Chair in Sociology and Methodology within the College of Humanities and Social Science at the University of Edinburgh.

Consolidating and expanding upon the successes of Sociology in past RAEs and in anticipation of the REF, the Chair will integrate into the leadership structures for the development of Edinburgh Sociology, including in directing and growing new strands of sociological research and teaching, and building on those already established and world-leading, thereby contributing to the enhancement of its strong international presence. Specifically it will aim:

- To contribute to the process of renewal and succession of Edinburgh Sociology as a world-leading centre of excellence
- To provide outstanding leadership capacities and act in a leadership role within the context of Sociology's strong culture of collegiality, in particular developing its internationally leading profile in methodological expertise
- To contribute to the innovative and rigorous platform of research, publication and peer-reviewed funding that characterises the subject-area;
- To help promote new areas of research, teaching and postgraduate research supervision and so contribute to the further development of Edinburgh Sociology's strong position within the very top group of UK and world Sociology units.

Note

The appointee to the Chair would serve as the Director of the Scottish Graduate School of Social Science, with half of the Chair's time providing

- Leadership across social science disciplines and across universities, working in collaboration with stakeholder partners, and with high levels of visibility and credibility in Scotland, the UK and internationally, with a key focus on the development of research training provision across the sector and via the SGS itself;

- Engaging with institutions and ESRC Doctoral Training Centre training pathways across Scotland, on the allocation and monitoring of Studentships and related initiatives

This aspect of the Chair is however contingent upon external funding and demand for the work in question, currently in place until end March 2016, beyond which point this aspect of the Chair may not, necessarily, continue.

CMG is invited to recommend to Court and Senate the adoption of the appropriate resolution.

<u>Action requested</u>

For approval.

<u>Resource implications</u>

Does the paper have resource implications?
Yes

<u>Risk assessment</u>

Does the paper include a risk analysis? No

<u>Equality and diversity</u>

Does the paper have equality and diversity implications? No

<u>Freedom of information</u>

Can this paper be included in open business? Yes

<u>Originator of the paper</u>

Professor Dorothy Miell
Vice-Principal and Head of College of Humanities and Social Science
15th May 2012

The University of Edinburgh

Central Management Group

23 May 2012

Proposal to rename the Subject Area of Music

Brief description of the paper

The attached paper proposes the renaming of the Subject Area of Music within the Edinburgh College of Art (ECA) to the 'Reid School of Music' after Music's original benefactor, General John Reid. The renaming will ensure that Music retains its own clear identity and status within ECA, as well as being an important marketing tool for this area within ECA.

Action requested

For approval.

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 Vice-Principal Professor D Miell, Head of College, HSS

Originator of the paper

Professor C Breward, Principal, ECA
Vice-Principal Professor D Miell, Head of College, HSS

9 May 2012

Proposal to rename the Subject Area of Music

Background

In the reorganisation of the University of Edinburgh in 2002, Music lost its status as an independent Faculty (established in 1894) and became a subject area within the School of Arts, Culture and Environment (ACE). For marketing, student applications and identification purposes, this led to the establishment of the brand of 'Music' within the organisation of ACE.

In 2011, Edinburgh College of Art merged with the University of Edinburgh, and together with the School of Arts, Culture and Environment became part of a new and enlarged unit. This was named Edinburgh College of Art (ECA) in order to maintain the art school brand and identity. Within ECA there are a number of well-established branded units, such as the School of Art, the School of Design and the Edinburgh School of Architecture and Landscape Architecture (ESALA). This branding clearly maintains the image of Schools of focussed activity within a larger College identity, even although the Edinburgh College of Art functions as a School within the College of Humanities and Social Science of the University of Edinburgh. These names and identities seem to function well, and are clear to and supported by the wider community as well as the university.

Music within ECA

The art college image is important to ECA, since a large number of student applicants are drawn to that image. However Music has a similar need to maintain it own identity within ECA. The apparent structuring of ECA into Schools could make 'Music' seem of unequal status, and there are a number of reasons why this could affect things adversely. Music is now one small part of a large unit mainly devoted to the visual and material arts, and it is important for its title to reflect its strong standing within ECA. Furthermore, a significant part of Music's drawing power for students and researchers is its historic position as the first academic music department in the UK with a long history of individual excellence.
Proposal

The simple solution would be to rebrand Music as the *School of Music*, in parallel with most of the other naming conventions within the new ECA. However Music has a historic name, already inscribed on the wall of the iconic Reid Concert Hall and known internationally:
The Reid School of Music, named after Music's original benefactor, General John Reid. After discussion within Music, and with colleagues in the new ECA, it is proposed that Music be permitted to rebrand itself as the *Reid School of Music* within Edinburgh College of Art. HSS Planning and Resources Committee has supported this proposal.

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9 May 2012