

**Agenda for a meeting of the Central Management Group  
to be held at 10.30 am on Wednesday, 6 March 2013  
in the Raeburn Room, Old College**

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|--|--|-----------|
| <b>1</b>                               | <b>Minute of the meeting held on 23 January</b>                                      | <b>A</b>  |
| <b>2</b>                               | <b>Matters Arising</b>   |           |
| <b>3</b>                               | <b>Principal's Business</b>  |           |
| 3.1                                    | Principal's Communications   |           |
| 3.2                                    | Principal's Strategy Group   | <b>B</b>  |
| <b>FOR DISCUSSION</b>                  |  |           |
| <b>4</b>                               | <b>Draft Planning Submissions 2013-2016 (closed)</b>                                 | <b>C</b>  |
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| 4.2                                    | CMVM   | <b>C2</b> |
| 4.3                                    | CSE  | <b>C3</b> |
| 4.4                                    | CSG  | <b>C4</b> |
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| 4.6                                    | SASG   | <b>C6</b> |
| 4.7                                    | Student Unions   | <b>C7</b> |
| <b>5</b>                               | <b>Finance Update (closed)</b>   | <b>D</b>  |
| <b>6</b>                               | <b>New Complaint Handling Procedure</b>  | <b>E</b>  |
| <b>7</b>                               | <b>Ethical Fundraising</b>   | <b>F</b>  |
| <b>8</b>                               | <b>Equality &amp; Diversity Governance and University Equality Outcomes (closed)</b> | <b>G</b>  |
| <b>9</b>                               | <b>UN Principles of Responsible Investment</b>                                       | <b>H</b>  |
| <b>FOR INFORMATION/FORMAL APPROVAL</b> |  |           |
| <b>10</b>                              | <b>Management Accounts for 6 months to 31 January 2013 (closed)</b>                  | <b>I</b>  |
| <b>11</b>                              | <b>Q2 Management Accounts Forecast 2012-13 (closed)</b>                              | <b>J</b>  |
| <b>12</b>                              | <b>Report from Fees Strategy Group (closed)</b>                                      | <b>K</b>  |
| <b>13</b>                              | <b>Routine fees (closed)</b>   | <b>L</b>  |
| <b>14</b>                              | <b>Report from SEAG</b>  | <b>M</b>  |

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|-----------|---|----------|
| <b>15</b> | <b>What's the University for?" series and Graduate Attributes for Responsible Citizenship</b> | <b>N</b> |
| <b>16</b> | <b>Alteration of the title of Chair of Animal Biotechnology</b>                               | <b>O</b> |
| <b>17</b> | <b>Dates 2013/2014</b>  | <b>P</b> |
| <b>18</b> | <b>Any Other Competent Business</b>   |          |
| <b>19</b> | <b>Date of next meeting</b>   |          |

Wednesday, 17 April 2013 at 10.30 am, in the Raeburn Room, Old College

**Central Management Group**

**Wednesday, 23 January 2013**



**MINUTE**

Present: Senior Vice-Principal Professor M Bownes ( in chair)  
Vice-Principal Professor J Seckl  
Vice-Principal Professor C Breward  
Vice-Principal Professor J Haywood  
Vice-Principal Professor S Hillier  
Vice-Principal Professor C Jeffery  
Vice-Principal Professor D Miell  
Vice-Principal Dr S Rigby  
Vice-Principal Professor L Waterhouse  
Vice-Principal Professor L Yellowlees  
Mr H Edmiston  
Dr K Waldron

In attendance: Dr I Conn  
Mr A Currie  
Ms S Gupta  
Mr P McNaull  
Mr D Waddell  
Dr K J Novosel

Apologies: The Principal  
Vice-Principal Professor D Hounsell  
Vice-Principal Professor R Kenway  
Vice-Principal Mr N A L Paul  
Dr A R Cornish

**1 MINUTE OF THE MEETING HELD ON 12 NOVEMBER 2012**

**Paper A**

The Minute of the meeting held on 12 November 2012 was approved subject to the following amendment:

Item 4 Planning Guidance 2013/2014  
First paragraph, third sentence amend to read:

'This approach would eliminate in-year budgetary adjustments (adjustments being included in the following year's budget except in the event of a material shortfall in income where appropriate cost reduction would be required), promote more efficient resource allocation, and improve performance monitoring against a realistic set of KPIs and the University's major targets. '

**2 PRINCIPAL'S BUSINESS**

**2.1 Principal's Communications**

In the absence of the Principal, Senior Vice-Principal Professor Bownes reported on the following: the success of the launch of the 6 Massive Open Online Courses

(MOOCs) which were going live next week with around 250,000 currently enrolled on the courses; the current position on student recruitment for 2013/2014 and the fierce competition from peer institutions; the Principal's attendance at the Scottish Parliament to deliver evidence on the Post-16 Education Bill; the successful visit by the Chancellor to Easter Bush and the special graduation ceremony titled 'A Celebration of Achievement' which is likely to become an annual event; the opening of the new office in Brazil; EUSA's actions in respect of the Chancellor; the planned Higgs-Boson conference in India in February; and the appointment of Ms Sarah Smith as the new University Secretary and the recruitment process to identify a new Director of Planning.

**2.2 Principal's Strategy Group**

**Paper B**

CMG noted the report.

**FOR DISCUSSION**

**3 FINANCE UPDATE (CLOSED)**

**Paper C**

It was noted that the US GAAP Accounts had been approved by a Sub-Group of Court on 22 January 2013. Work was underway to compare the financial performance of this University against others in the Russell Group in respect of the UK GAAP Accounts 2011/2012 and it was noted that detailed information would be available in due course. CMG further noted the continuing discussion with SBS Trustees around University support for the pension fund. The on-going work of the Universities Scotland Efficiency Taskforce looking at good practice and shared services across the sector was also welcomed.

**4 2013-14 DRAFT OUTCOME AGREEMENT WITH SFC (CLOSED)**

**Paper D**

CMG endorsed the draft Outcome Agreement for onward consideration by the Finance and General Purposes Committee and approval by Court subject to further consideration around the information provided on widening participation. It was further noted that the document did not reflect activities around pooling arrangements or efficiency/shared services.

**5 UNION FACILITY TIME**

**Paper E**

It was noted that this statement had been prepared as a result of difficulties being experienced by some union colleagues when requiring time off from normal duties to undertake union work. The University greatly valued the work of union colleagues and CMG was very supportive and approved this statement subject to a minor amendment to paragraph 3.

**6 CONTRIBUTION REWARD BUDGET PROPOSAL**

**Paper F**

There was discussion on the background to the review of the Contribution Reward Policy and CMG approved the proposals subject to, in respect of the new trial voucher scheme, the ability of recommendations to be proposed between Colleges and Support Groups and for an equity and transparency of the budget allocations.

**7 POLICY FOR THE AWARD OF HONORARY STATUS**

**Paper G**

CMG approved the new policy for the award of Honorary status by the University. It was suggested that consideration should be given to automatically enabling senior

colleagues to continue to have access to University facilities such as library access on retirement.

**8 PENSIONS AUTOMATIC ENROLMENT – DRAFT POLICY Paper H**

It was noted that a number of road shows had been held to inform staff of the changes being introduced as a result of the Pension Act 2008. CMG approved the University Policy on Auto Enrolment which will take effect from 1 March 2013. The various operational issues around the introduction of this Policy were noted and the cost to the University depending on the option taken forward by staff.

**9 REPORT FROM ESTATES COMMITTEE (CLOSED) Paper I**

CMG endorsed the recommendations as set out in the paper. In particular, the revised Group Estate Development Programme, the approved Programme expenditure of £235.6m and the list of next priority projects were noted and that there may be some modifications to these following completion of the 2025 estates vision study. The progress on estates projects was welcomed including discussions around Murchison House, the requirements of the School of Biology, ECA estates issues and the various projects around the George Square area. CMG further welcomed funding of £100,000 being made available at the discretion of the Director of Estates and Buildings to enable progress on any early feasibility work required and that planning permission had been granted to take forward the building of a new nursery facility at King's Buildings. The issues around the development of the McEwan Hall were also noted.

**10 EQUALITY IMPACT ASSESSMENT Paper J**

It was noted that a draft of the Policy Statement had been previously approved in principle and that further consultation with a number of stakeholders had now been completed. CMG formally approved the final Equality Impact Assessment Policy Statement noting that the only substantial change was in respect of responsibility for recording and publishing submitted Equality Impact Assessments which now rested with HR rather than Records Management. CMG further noted the revision to coversheets of Court, Senate and Committee papers to be implemented with effect from 1 February 2013.

**FOR INFORMATION/FORMAL APPROVAL**

**11 REPORTS AND FINANCIAL STATEMENTS FOR YEAR ENDED 31 JULY 2012 Paper K**

CMG noted the Reports and Financial Statements for the year ended 31 July 2012 which had been approved by Court at its meeting on 10 December 2012.

**12 REVIEW OF 2011/2012 OUTTURN VERSUS FORECAST (CLOSED) Paper L**

CMG noted the paper.

**13 QUARTER 1 MANAGEMENT ACCOUNTS FORECAST 2012-2013(CLOSED) Paper M**

CMG noted the Q1 forecast based on the October 2012 management accounts of a University Group surplus of £12.8m. CMG welcomed the intention to provide forecast information more promptly.

**14 FEES: CONVENER'S ACTION AND ROUTINE FEES (CLOSED) Paper N**

The non-standard fees and routine fees for various programmes for 2013/2014 as set out in the paper were approved by CMG.

**15 FIXED INTERNATIONAL STUDENT FEES (CLOSED) Paper O**

There had been previous discussion on setting fixed international fees for 2014/2015 undergraduate and taught postgraduate programmes of greater than one year duration. CMG fully endorsed the proposal to set fixed fees based on the assumption of an annual sectoral inflation rate of 5.5%. This approach would commence from 2014/2015. It was further noted that proposals in respect of fixed international fees for postgraduate research programmes were currently being considered and would be presented in due course.

**16 HEALTH AND SAFETY REPORT Paper P**

CMG noted the report and in particular the safety issues around the area adjacent to the Informatics Forum which were being discussed to ascertain a suitable solution.

**17 THE UNIVERSITY'S ATHENA SWAN BRONZE RENEWAL APPLICATION Paper Q**

CMG noted the final version of the University's Athena SWAN Bronze award renewal application which had been submitted in November 2012; it was anticipated that the outcome of the application would be known in March or April 2013.

**18 PROPOSAL TO CREATE A NEW CHAIR OF TOMOGRAPHIC IMAGING Paper R**

CMG approved the proposal to create a Chair of Tomographic Imaging.

**19 PROPOSAL TO CREATE A NEW CHAIR OF SYNTHETIC BIOLOGY Paper S**

CMG approved the proposal to create a Chair of Synthetic Biology.

**20 PROPOSAL TO CREATE A NEW CHAIR OF DESIGN INFORMATICS Paper T**

CMG approved the proposal to create a Chair of Design Informatics.

**21 PROPOSAL TO CHANGE THE NAME OF THE REGIUS CHAIR OF FORENSIC MEDICINE Paper U**

CMG approved the proposal to seek consent to amend the name of the Regius Chair of Forensic Medicine to the Regius Chair of Medical Science.

**22 DATE OF NEXT MEETING**

Wednesday, 6 March 2013 at 10.30 am, in the Raeburn Room, Old College.

The University of Edinburgh

Central Management Group

6 March 2013

**Principal's Strategy Group Meeting  
11 January 2013**

Amongst the items discussed were:

**1. Fixed International Fees**

PSG endorsed the proposed approach of fixing the fee for the duration of study for Undergraduate and Post Graduate Taught programmes while building in a margin for inflation of 5.5%.

The group confirmed that as they understand it the inevitable increase in the fees for the first year of the introduction of such a scheme has been acknowledged, and is understood by, the EUSA officers involved in the discussions.

The options for Post Graduate Research programmes should be considered further particularly with regard to the approach of other Russell Group institutions. Fees Strategy Group will take this forward.

The timetable should be such that the new fee regime is introduced for 2014/15.

**2. Future MOOC Strategy**

Vice Principal Haywood summarised the position with regard to the development of MOOCs both internationally and at Edinburgh.

Following a productive discussion PSG supported the proposed "Option 2" that Edinburgh should expand its offering to a further six top quality innovative MOOCs. Ideally this would be made up of two new MOOCs for each College. Any proposal for the development of a MOOC that did not meet the agreed criteria would be declined and the relevant Head of School would be involved in the discussions.

**3. Open Access**

Vice Principal Seckl summarised the position that Research Councils UK have adopted following the publication of the Finch Report.

In considering how the University takes forward the RCUK recommendations PSG agreed that the approach that is least onerous for researchers should be adopted as any potential delay in the publication of research papers is undesirable.

The preferred approach is for all RCUK grants to be increased to 101% of the value of the grant with the additional funds to be used to meet the criteria of the Gold Open Access method through the payment of Article Processing Charges. The details will be considered further by the Research Policy Group.

### ***AOB. Interaction with Government***

The Principal discussed how best to instil in academic colleagues the need to brief senior staff if they plan to lobby or interact with Ministers particularly in the Scottish Government but also Westminster and Brussels. It is essential that, as a minimum, the Principal has advance notice of any planned contact so that strategic implications can be considered.

### **Principal's Strategy Group Meeting 28 January 2013**

Amongst the items discussed were:

#### **1. On-campus employment opportunities for PGR students**

PSG discussed the paper which suggested a number of actions to improve the University's position with regard to maximising employment opportunities for PGR students and enhancing visibility. PSG were supportive and agreed the following:

- The Careers Service would lead a cross University initiative to bring increased focus to this area and would benchmark against US and European Universities that are recognised as more advanced in their thinking than UK institutions.
- Employment opportunities for PhD students should become part of the Edinburgh offer and should be widely advertised as part of a package to be confirmed before the student arrives.
- A register will be established that brings together opportunities at both University and School level to improve visibility and access.
- The initiative should concentrate on academic related or administrative opportunities that are likely to bring most benefit to the student's CV.

#### **2. Risk Appetite**

The Group discussed, and was fully supportive of, the paper and the proposed next steps.





The University of Edinburgh

Central Management Group

6 March 2013

**Draft Planning Submissions 2013-2016**

Brief description of the paper

Draft planning submissions are attached for each of the Colleges, Support Groups and the Student Unions.

Colleges, Support Groups, and the Student Unions are required to submit final planning statements to the Director of Planning by 28 March. Final plans will be considered by PSG on 8 April, with budgetary proposals endorsed by CMG on 17 April, approved by FGPC on 29 April, and received by Court on 13 May.

Action requested

CMG is invited to comment on the draft planning submissions.

Resource implications

Resource implications are identified in the plans and financial forecasts.

Risk assessment

Through the Planning Guidance, Heads of College/Support Group were asked, having reviewed and updated their Risk Register in the light of their plans, to provide a brief commentary, and where practicable, a financial evaluation of the key risks and uncertainties which might cause failure to achieve budgets and plans, together with an indication of the specific plans to be taken to reduce or eliminate the major risks faced.

Equality and diversity

Equality and diversity should be addressed in each College and Support Group Plan, in line with the Strategic Theme 'Equality and Widening Participation' in the University's Strategic Plan 2012-16. The plans should advance equality of opportunity.

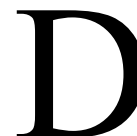
Freedom of information

Can this paper be included in open business? No

Disclosure would substantially prejudice the commercial interests of any person or organisation. The paper must be withheld until decisions are taken on the allocation of resources for 2013-14 and 2014-15.

Originator of the paper

Dr Alexis R Cornish  
Director of Planning & Deputy Secretary  
26 February 2013



The University of Edinburgh

Central Management Group

6 March 2013

**Finance Update**

Brief description of the paper

The paper summarises the recent activities on significant projects or activities which have financial implications for the University.

Action requested

The Group is asked to note the content and comment or raise questions where necessary.

Resource implications

Does the paper have resource implications? There are no specific requests for resource

Risk assessment

Does the paper include a risk assessment? Yes, as necessary

Equality and diversity

Does the paper have equality and diversity implications? No. Specific issues of equality and diversity are not relevant, as the content focusses primarily on financial strategy and/or financial project considerations.

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the commercial interests of any person or organisation  
For how long must the paper be withheld? 2 years

Originator of the paper

Phil McNaull  
Director of Finance  
28 February 2013



The University of Edinburgh

Central Management Group

6 March 2013

### **New Complaint Handling Procedure**

#### Brief description of the paper

The attached paper is for information and formal approval. The covering paper sets out the context to the new Complaint Handling Procedure (CHP) which the University needs to implement to comply with the statutory requirements of the Scottish Public Services Ombudsman (SPSO); the CHP itself, and the 'self-assessment of compliance' form, follow the covering paper.

#### Action requested

For information and approval.

#### Resource implications

Does the paper have resource implications? Not directly. It is likely that numbers of complaints received may increase, in line with anticipated sector-wide trends, and resource implications will be monitored.

#### Risk Assessment

Does the paper include a risk analysis? Not directly, but the University is required to provide a compliance statement to the SPSO. The SPSO has statutory authority under the Public Services Reform (Scotland) Act 2010 to oversee the development of CHPs in the public sector. On 19 December 2012 the SPSO notified all universities and colleges in Scotland that the model CHP applied to them, as required under section 16c of the Act.

#### Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes. The SPSO carried out an equality impact assessment on the model CHP, and also put it through a 'plain English' check.

#### Freedom of information

Can this paper be included in open business? Yes.

#### Originator of the paper

Jean Grier  
25 February 2013

## **New University of Edinburgh complaint handling procedure (CHP)**

### **1 Background and compliance issues**

During 2011 and 2012, a Universities Scotland working group discussed the requirement by the SPSO that a single sector-wide CHP be developed for higher education institutions in Scotland. The SPSO published the model CHP, an implementation guide, and a 'student-facing leaflet' on 19 December 2012. Institutions require to certify to SPSO either that they have introduced a fully compliant CHP, or that they will do so no later than 30 August 2013. Institutions which fail to do so will be reported as 'non-compliant'. Jean Grier was a member of the working group, and the University was therefore represented in discussions on development of the new CHP.

The model CHP issued by the SPSO needs to be adopted in full by institutions, though there is limited scope to insert institution-specific information on matters such as governance, additional services available (e.g. mediation), and linkages to other relevant policies or procedures. Institutions must adopt a single CHP for all categories of complainant (other than staff members, for whom the [Staff] Grievance Policy applies), and the new CHP will therefore replace the existing Student Complaint Procedure, Public Complaint Procedure and Admissions Complaint Procedure. The CHP itself will be supplemented by separate information leaflets for students, applicants and members of the public; SPSO has issued the student-facing leaflet and the other leaflets will mirror that.

The compliance statement and self-assessment form which institutions require to complete is attached for information.

### **2 The new procedure**

The new CHP represents an improvement on the University's current procedure in several respects. The CHP reduces the number of complaint stages from three to two (after which a complainant is entitled to refer the case to SPSO for review), with emphases on early resolution and on learning from complaints. The two stages involve 'Frontline Resolution' which should be completed within five working days, and/or, where necessary, 'Complaint Investigation' which should be completed within 20 working days. These two stages correspond broadly to our current 'Informal' (no time limit specified) and 'Formal Stage 1' (time limit one month) stages.

Emphasis on Frontline Resolution (and training of staff in resolving complaints, which is already underway) should enable a higher proportion of complaints to be resolved at the earliest opportunity.

Removing the 'Formal Stage 2' option should reduce staff time spent reviewing complaints and will complete the University's handling of a complaint earlier than is currently the case, allowing the complainant to move on more swiftly, or to refer the case to the SPSO if felt necessary. However, removing Stage 2 does put an even greater onus on the investigator to investigate thoroughly and produce a comprehensive report following the Complaint Investigation stage, as the only stage beyond that will be external review by SPSO.

The new CHP also addresses a concern about the potential for conflict of interest. In the current procedure – at least as far as student complaints are concerned – the Stage 1 investigation is carried out relatively close to the area in which the problem has arisen – i.e. at School level for an issue which has arisen in an academic department, or at service area level for an issue which has arisen in that area. Even when escalated to Stage 2, investigation is relatively close to the source of the perceived problem – at College level for a complaint heard at School level at Stage 1, or at Support Group level for a service area

complaint. Under the new procedure, whilst Frontline Resolution will rightly be attempted as near to the 'problem' as possible, Complaint Investigation will be undertaken by a trained investigator from elsewhere in the University.

### **3 Data collection and reporting**

In introducing the new CHP, one of the SPSO's requirements is for improved collection of data and for evidence of 'learning from complaints'. Receiving requests for Complaint Investigation into a central point (rather than dispersed as at present) will make both tasks easier and will facilitate the identification of any trends in complaints, and – with investigation reports also being seen and signed off centrally - of any process improvements which might be considered University-wide. Full details on complaint monitoring and reporting requirements will be discussed through a new working group being established by SPSO during 2013/4, but it is anticipated at this stage that qualitative reports will be submitted quarterly to SQAC, and that an annual statistical report will be submitted to CMG and to SPSO.

### **4 Implementation**

Subject to formal approval by CMG, the new CHP will be launched on 11 March 2013. Awareness-raising and staff development are well underway, with over 140 staff members now on an email list for the 'Complaint Handlers Forum'. About 200 staff members have so far attended or registered for briefing sessions on the new CHP, with several expressing an interest in training as investigators. 'Area contacts' have been identified in all Schools, Colleges and service areas and have been advised about the new procedure and the data collection requirements. Training for investigators is being developed; in the interim, investigations will be carried out by staff who have conducted complaint investigations previously, with additional support and briefing on the new CHP.

Staff from EUSA have been kept informed and several have attended the briefing sessions. Additionally, one of EUSA's academic advisers was a member of the Universities Scotland working group, and has therefore been fully involved in development of the new CHP.

Implementation will follow as soon as the CHP has been formally approved by CMG. Web pages have been prepared for publication, information leaflets for complainants are in preparation, and the complaint form has been revised to fit the new procedure. An all-staff email will be issued on 11 March.

### **5 Further information**

Information on the background to the model CHP, the guide to implementation and other resources are available on the SPSO website at <http://www.valuingcomplaints.org.uk/news/further-and-higher-education-new-documents/> .

**Jean Grier**  
**Investigations Manager and Research and Projects Officer for the Vice Principals**

**February 2013**

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# **The University of Edinburgh Complaint Handling Procedure**

March 2013

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# The University of Edinburgh Complaint Handling Procedure (CHP)

## **1 Foreword**

1.1 This Complaint Handling Procedure reflects the University's commitment to valuing complaints. Students and recent students, applicants and members of the public should feel free to raise matters of concern without risk of disadvantage. Our aim is to resolve issues of dissatisfaction as close to the initial point of contact as possible and to conduct thorough and fair investigations of complaints so that, where appropriate, we can make evidence-based decisions on the facts of each individual case.

1.2 Resolving complaints early saves time and resource and contributes to the overall efficiency of the University. Concentrating on achieving an early resolution of a complaint as close to the point of contact as possible will free up the time of academic and support staff and ultimately contribute to the continued positive experience of our students and members of the public.

1.3 This procedure has been drawn up in compliance with *The Scottish Higher Education Model Complaints Handling Procedure* published by the Scottish Public Services Ombudsman (SPSO) on 19 December 2012.

1.4 This procedure was formally approved by Central Management Group on 6 March 2013, for implementation from 11 March 2013.

## **2 Scope and purpose**

### **2.1 What is a complaint?**

For the purpose of this procedure, a complaint may be defined as:

'An expression of dissatisfaction by one or more individuals about the standard of service, action or lack of action by or on behalf of the Institution.'

A complaint may relate to:

- the quality and standard of service
  - failure to provide a service
  - the quality of facilities or learning resources
  - treatment by or attitude of a staff member, student or contractor
  - inappropriate behaviour by a staff member, student or contractor
  - the failure of the University to follow an appropriate administrative process
  - dissatisfaction with the University's policies, although it is recognised that policy is set at the discretion of the University.
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The definition of a complaint is very broad and the list above is not exhaustive. However, not every concern raised with the University is a complaint. For example, the following **are not complaints**:

- a routine, first-time request for a service
- a request under the Freedom of Information (Scotland) Act or Data Protection Act\*
- a request for information or an explanation of policy or practice
- a response to an invitation to provide feedback through a formal mechanism such as a questionnaire or committee membership will generally not be treated as a complaint
- an insurance claim
- an issue which is being, or has been, considered by a court or tribunal
- a request for compensation only
- an attempt to have a complaint reconsidered where the University's procedure has been completed and a final decision has been issued
- a grievance by a member of staff which is eligible for handling through the [Staff] Grievance Policy\*\*
- an appeal about an academic decision on assessment or admission\*\*\*.

These issues will be dealt with under the alternative appropriate processes rather than under the CHP. It should be noted, however, that some situations can involve a combination of issues, some are complaints and others are not, and each case should be assessed on a case by case basis.

\*For information on **Freedom of Information** or **Data Protection Act** requests, please see <http://www.pubs.recordsmanagement.ed.ac.uk/index.cfm>.

\*\*For information on the Grievance Policy for members of staff, please see [http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Grievance\\_Policy.pdf](http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Grievance_Policy.pdf)

\*\*\*For information on **academic appeals**, please use appropriate links from <http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/academic-appeals>.

## **2.2 Who can make a complaint?**

The CHP covers complaints from anyone who receives, requests or is affected by our services. Complaints may be submitted by:

- current students and those who have left recently (all referred to as 'students' through the remainder of this document), where they have a complaint about matters which are (or were at the time they arose) the responsibility of the University
  - members of the public, where they have a complaint about matters which are (or which were at the time the issue arose) the responsibility of the University
  - members of the public who are applying for admission to the University and whose complaint does not relate to academic judgement.
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The basic processes for investigating complaints are the same for students, members of the public and applicants to the University.

Sometimes individuals may be unable or reluctant to make a complaint on their own. The University will accept complaints brought by third parties, as long as the individual affected has given their personal consent under the requirements of the Data Protection Act (1998). This usually means that the complainant must give clear written authority to the University for the third party to act on their behalf. Complaints made by a third party with the explicit permission of the complainant will be dealt with according to the same timescales.

### **2.3 Anonymous complaints**

Complaints submitted anonymously will be considered if there is enough information in the complaint to enable the University to make further enquiries. If, however, an anonymous complaint does not provide enough information to enable us to take further action, we may decide not to pursue it further. However, the University may give consideration to the issues raised, and will record the complaint so that corrective action can be taken as appropriate.

Any decision not to pursue an anonymous complaint must be authorised by a senior member of staff. If an anonymous complaint contains serious allegations, it should be referred to a senior member of staff immediately.

### **2.4 Complaints involving more than one department**

If a complaint relates to the actions of two or more departments, Schools or service areas, the staff member receiving the complaint must confer with the other area(s) to decide who will take the lead on the complaint. The complainant will be told to whom the complaint is being passed and given their contact details. Coordination may be required between different areas of the University to ensure that the complaint is fully addressed in a single response. The nature of the complaint may also require parallel procedures to be initiated (such as referral to academic appeal procedures or staff or student disciplinary procedures).

### **2.5 Complaints involving other organisations or contractors who provide a service on behalf of the University**

If an individual complains to the University about the service of another organisation, but the University has no involvement in the issue, the individual should be advised to contact the appropriate organisation directly.

Where a complaint relates to a University service and the service of another organisation the complaint must be handled through the CHP in the first instance. In particular, the same timescales will apply. This relates to complaints that involve services provided on the University's behalf (such as partner institutions and contractors) or to those provided by a separate organisation (such as awards agencies). If enquiries to an outside organisation in relation to the complaint are required, care must be taken to comply with Data Protection legislation and the guidance on handling personal information. Such complaints may include, for example:

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- A complaint made in relation to provision of third-party services
  - A complaint made about a service that is contracted out
  - A complaint made to the University about a student loan where the dissatisfaction relates to the service we have provided and the service the loan agency has provided.

## **2.6 Time limit for making complaints**

Complaints should be raised with the University as soon as problems arise to enable prompt investigation and swift resolution. This CHP sets a time limit of six months to raise a complaint with the University, starting from when the complainant first became aware of the problem, unless there are special circumstances for requesting consideration of a complaint beyond this time.

Beyond the six-month time limit, the University will exercise discretion in the way that the time limit is applied. This will take account of the time limit within which a member of the public can normally ask the SPSO to consider complaints, which is twelve months from when the person first became aware of the issue about which they are complaining.

## **3 The Complaint Handling Procedure**

### **3.1 Overview**

The CHP is intended to provide a quick, simple and streamlined procedure with a strong focus on early resolution by empowered and well-trained staff. The procedure involves up to two stages, details of which are explained below. Stage 1 - Frontline Resolution seeks to resolve straightforward complaints swiftly and effectively at the point at which the complaint is made, or as close to that point as possible.

Stage 2 - Complaint Investigation is appropriate where a complainant is dissatisfied with the outcome of frontline resolution, or where frontline resolution is not possible or appropriate due to the complexity or seriousness of the case.

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## The Complaints Handling Procedure

### FRONTLINE RESOLUTION

For issues that are straightforward and easily resolved, requiring little or no investigation.

'On-the-spot' apology, explanation, or other action to resolve the complaint quickly, in five working days or less, unless there are exceptional circumstances.

Complaints addressed by any member of staff, or alternatively referred to the appropriate point for frontline resolution.

Complaint details, outcome and action taken recorded and used for service improvement.

### INVESTIGATION

For issues that have not been resolved at the frontline or that are complex, serious or 'high risk'.

A definitive response provided within 20 working days following a thorough investigation of the points raised.

Responses signed off by senior management.

Senior management have an active interest in complaints and use information gathered to improve services.

Complainants who remain dissatisfied after an investigation has been completed by the Institution have the right to ask the SPSO to review their case (see right).

### INDEPENDENT EXTERNAL REVIEW (SPSO or other)

For issues that have not been resolved by the service provider.

Complaints progressing to the SPSO will have been thoroughly investigated by the service provider.

The SPSO will assess whether there is evidence of service failure or maladministration not identified by the service provider.

Note: For clarity, the term 'frontline resolution' refers to the first stage of the complaints process. It is not intended to reflect any job description within the Institution; rather it refers to the process which seeks to resolve complaints as soon as possible.

### 3.2 Stage 1: Frontline Resolution – to be completed within five working days

Anyone who has a complaint is encouraged to raise it initially at the point of, or as close to the point of, becoming aware of it as possible and to raise it with the department or service area in which the issue arose. Complaints at this stage may be made face-to-face, by phone, in writing or by email.

The purpose of frontline resolution is to attempt to resolve as quickly as possible complaints which are straightforward and require little or no investigation. Complaints at this stage of the process may be addressed by any relevant member of the University's staff and may be handled by way of a face-to-face discussion with the complainant, or by asking an appropriate member of staff to deal with the complaint.

Members of staff to whom complaints are made will consider some key questions:

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- Is this a complaint or should the individual be referred to another procedure?
  - What specifically is the complaint (or complaints) about and which area(s) of the University is /are involved?
  - What outcome is the complainant hoping for and can it be achieved?
  - Is this complaint straightforward and likely to be resolved with little or no investigation?
  - Can the complaint be resolved on the spot by providing an apology /explanation / alternative solution?
  - If I cannot help, can another member of staff assist in seeking a frontline resolution?
  - What assistance can be provided to the complainant in taking this forward?

Resolution may be achieved by providing an on-the-spot explanation of why the issue occurred and/or an apology and, where possible, what will be done to stop this happening in the future.

If responsibility for the issue being complained about lies in the staff member's area of work, every attempt will be made to resolve the problem at source. If responsibility lies elsewhere, the staff member receiving the complaint will liaise with the relevant area rather than simply passing the complainant on to another office.

### **3.3 Stage 2: Complaint Investigation – to be completed within 20 working days**

These complaints may already have been considered at the frontline resolution stage, or they may be complaints identified upon receipt as appropriate for immediate investigation.

A complaint will be moved to the investigation stage when:

- frontline resolution was attempted, but the complainant remains dissatisfied. This may be after the case has been closed following the frontline resolution stage
- the complainant refuses to recognise or engage with the frontline resolution process and is insistent that the issue be addressed by a more senior member of staff
- the issues raised are complex and will require detailed investigation
- the complaint relates to issues that have been identified by the University as high risk or high profile.

Special attention will be given to identifying complaints considered high risk or high profile, as these may require particular action or may raise critical issues requiring direct input from senior management. Potential high risk /high profile complaints may:

- involve a death or terminal illness
- involve serious service failure, for example major delays in service provision or repeated failures to provide a service
- generate significant and on-going press interest
- pose a serious operational risk to the University
- present issues of a highly sensitive nature.

A person can make a complaint in writing, in person, by telephone, by email or online or by having someone complain on their behalf. Where it is clear that a complaint will need to be considered at the investigation stage rather than through frontline resolution, the complainant will be asked to

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complete the appropriate complaint form to provide full details of the complaint and any relevant documentation. If they choose not to write it down and would prefer to complain in person, the complaint form can be completed with them and a letter to confirm the scope of the complaint issued to them.

The purpose of conducting an investigation is to establish all of the facts relevant to the points made in the complaint and to provide a full, objective and proportionate response to the complainant that represents the University's definitive position.

### **3.4 What the University will do when it receives a complaint for Stage 2 Complaint Investigation**

The University will allocate the complaint to a Complaint Investigator (see section 5.1 of this procedure). It is important to be clear from the start of the investigation stage exactly what is being investigated, and to ensure that both the complainant and the investigator understand the scope of the investigation. In discussion with the complainant, three key questions should be considered:

- 1 What specifically is the complaint (or complaints)?
- 2 What does the complainant hope to achieve by complaining?
- 3 Do the complainant's expectations appear to be reasonable and achievable?

If the complainant's expectations appear to exceed what the University can reasonably provide or are not within the University's power to provide, the complainant will be advised of this as soon as possible in order to manage expectations about possible outcomes.

Details of the complaint must be recorded on the system for recording complaints. Where the complaint has been through the frontline resolution stage this must be shown in the complaints log. At the conclusion of the investigation the log must be updated to reflect the final outcome and any action taken in response to the complaint.

### **3.5 Timelines**

The following deadlines will be used for cases at the investigation stage of the CHP:

- complaints will be acknowledged in writing within three working days
  - the University will provide a full response to the complaint as soon as possible but not later than 20 working days from the time that the complaint was received for investigation.
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### **3.6 Extension to the timeline**

Not all investigations will be able to meet this deadline; for example some complaints are so complex that they will require careful consideration and detailed investigation beyond the 20 working days timeline. Where there are clear and justifiable reasons for extending the timescale, senior management will exercise judgement and will set time limits on any extended investigation, with the agreement of the complainant. If the complainant does not agree to an extension but it is unavoidable and reasonable, then senior management must consider and confirm the extension. In such circumstances, the complainant must be kept updated on the reason for the delay and given a revised timescale for bringing the investigation to a conclusion. It is expected, however, that this will be the exception and that the University will always strive to deliver a definitive response to the complaint within 20 working days.

Where an extension has been agreed, this will be recorded appropriately and the proportion of complaints that exceed the 20 working day-limit will be evident from reported statistics.

### **3.7 Mediation and other dispute resolution options**

Some complex complaints (where, for example, the complainant and/or other involved parties have become entrenched in their position) may benefit from a different approach to resolving the complaint. Using mediation can help both parties to understand what is driving the complaint, and may be more likely to result in a mutually satisfactory conclusion being reached. Whilst the University does not have a formal mediation service, parties wishing to consider alternatives to complaint investigation should enquire about this with the investigator. Where other means of dispute resolution are attempted, the complaint investigation will be suspended pending the outcome. If the complaint is not resolved by alternative resolution techniques, complaint investigation will be resumed and revised timescales will be agreed.

### **3.8 Closing the complaint at the Complaint Investigation stage**

The outcome of the investigation will be communicated to the complainant in writing. The decision, and details of how and when it was communicated to the complainant, must be recorded on the system for recording complaints. The decision will also advise the complainant about:

- their right to ask the SPSO to review the complaint
- the time limit for doing so
- how to contact the SPSO.

## **4 Independent external review (SPSO)**

### **4.1 Role of the SPSO**

Once the Stage 2 Complaint Investigation has been completed, the complainant is entitled to ask the SPSO to look at their complaint. The SPSO considers complaints from people who remain dissatisfied at the conclusion of the University's CHP. The SPSO looks at issues such as service failure and maladministration (administrative fault) as well as the way the University has handled the complaint.

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## 4.2 Contact information for the SPSO

The SPSO requires the University to use the wording below to inform complainants of their right to ask the SPSO to review the complaint.

### Information about the SPSO

The Scottish Public Services Ombudsman (SPSO) is the final stage for complaints about public services in Scotland. This includes complaints about Scottish universities. If you remain dissatisfied with a university after its complaints process, you can ask the SPSO to look at your complaint. The SPSO cannot normally look at complaints:

- where you have not gone all the way through the university's complaints handling procedure
- more than 12 months after you became aware of the matter you want to complain about, or
- that have been or are being considered in court.

The SPSO's contact details are:

SPSO  
4 Melville Street  
Edinburgh  
EH3 7NS

SPSO  
Freepost EH641  
Edinburgh  
EH3 0BR

Freephone 0800 377 7330  
Online contact [www.spsso.org.uk/contact-us](http://www.spsso.org.uk/contact-us)  
Website [www.spsso.org.uk](http://www.spsso.org.uk)  
Mobile site: <http://m.spsso.org.uk>

## 5 Governance of the Complaint Handling Procedure

### 5.1 Staff roles and responsibilities

All staff will be aware of:

- the CHP
- how to handle and record complaints at the frontline resolution stage
- who they can refer a complaint to if they are unable to handle the matter personally
- the need to try and resolve complaints early and as locally (within their department) as possible and
- their clear authority to attempt to resolve any complaints they may be called upon to deal with.

Senior management will ensure that:

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- the University's final position on a complaint investigation is signed off by an appropriate senior member of staff in order to provide assurance that this is the definitive response of the University and that the complainant's concerns have been taken seriously
  - it maintains overall responsibility and accountability for the management and governance of complaints handling within the University
  - it has an active role in, and understanding of, the CHP (although not necessarily involved in the decision making process of complaints handling)
  - mechanisms are in place to ensure a consistent approach to the way complaints handling information is managed, monitored, reviewed and reported at all levels in the University, and
  - complaints information is used to improve services, and this is evident from regular publications.

**Principal:** The Principal provides leadership and direction to the University. This includes ensuring that there is an effective CHP with a robust investigation process which demonstrates that organisational learning is in place. The Principal delegates responsibility for the procedure to the **University Secretary**, and receives assurance of complaints performance by way of regular reporting. The University Secretary should ensure that complaints are used to identify service improvements, that these improvements are implemented, and that learning is fed back to the wider organisation as appropriate.

**Investigations Manager:** reports to the University Secretary and is responsible for receiving and acknowledging complaints at the Complaint Investigation stage. The Investigations Manager checks complaints initially to ensure that they are within time and within jurisdiction, refers them for frontline resolution if this has not been attempted and seems appropriate, and is responsible for the allocation of complaint investigations to appropriate trained investigators, bearing in mind the need to avoid any possible conflict of interest. The Investigations Manager is also responsible for signing off the Investigation Report (in consultation with senior colleagues as necessary) and for ensuring that a) individuals affected by the report are notified of the outcome as appropriate and b) case-specific remedial action and/or process improvement for the future are drawn to the attention of the relevant area(s). The Investigations Manager is also the University's SPSO Liaison Officer. As SPSO Liaison Officer, the Investigations Manager is responsible for providing complaints information in an orderly, structured way within requested timescales, providing comments on factual accuracy on behalf of the University in response to SPSO reports, confirming recommendations have been implemented, and providing evidence to verify this.

**Complaint Investigator:** Complaint Investigators are suitably trained staff members responsible for the conduct of the complaint investigation and are involved in the investigation and the co-ordination of all aspects of the response to the complainant. This may include preparing a comprehensive written report, including details of any recommended procedural changes to service delivery. Working with the Investigations Manager, Complaint Investigators have a clear remit to investigate effectively and reach robust decisions on more complex complaints. This also requires clear direction and support from senior management on the extent and limits of discretion and responsibilities in investigating and resolving complaints, including the ability to identify failings, take effective remedial action and issue an apology, where it is appropriate to do so.

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**All staff:** A complaint may be made to any member of staff. All staff must, therefore, be aware of the CHP and how to handle and record complaints at the frontline resolution stage. They should also be aware of whom to refer a complaint to, if they are not able to handle the matter personally. We encourage all staff to try to resolve complaints early, as close to the point of service delivery as possible.

## **6 Recording, reporting, publicising and learning**

Valuable feedback is obtained through complaints. One of the objectives of the CHP is to identify opportunities to improve provision of services across the University. Staff must record all complaints so that complaints data can be used for analysis and management reporting. By recording and using complaints information in this way, the causes of complaints can be identified and addressed and, where appropriate, training opportunities can be identified and improvements introduced.

### **6.1 Recording complaints**

To collect suitable data, it is essential that all complaints are recorded in sufficient detail. The minimum requirements are as follows:

- name and contact details of the complainant and student matriculation number (if applicable)
- date of receipt of the complaint
- how the complaint was received
- category of complaint
- staff member responsible for handling the complaint
- department to which the complaint relates
- action taken and outcome at frontline resolution stage
- date the complaint was closed at the frontline resolution stage
- date the investigation stage was initiated (if applicable)
- action taken and outcome at investigation stage (if applicable)
- date the complaint was closed at the investigation stage (if applicable)
- underlying cause and remedial action taken (if applicable)
- response times at each stage

The University has structured systems for recording complaints, their outcomes and any resulting action so that the complaint data can be used for internal reporting as indicated below.

### **6.2 Reporting of complaints**

The University has a system for the internal reporting of complaints information. Regularly reporting the analysis of complaints information helps to inform management of where improvements are required. Information reported internally will include:

- performance statistics, detailing complaints volumes, types and key performance information, for example on time taken and stage at which complaints were resolved
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- the trends and outcomes of complaints and the actions taken in response including examples to demonstrate how complaints have helped improve services.

This information will be reported at least quarterly to the appropriate committees and at least annually to Central Management Group (CMG).

### **6.3 Publicising complaints performance information**

The University will publish on a quarterly basis a summary of complaints outcomes, trends and actions taken to improve services, with a focus on case studies and examples of how complaints have helped improve services. This may also include positive feedback from students and members of the public.

This demonstrates the University's approach to improving services on the basis of complaints and shows that complaints can influence our services. It also helps ensure transparency in our complaints handling and will help to demonstrate to our students and members of the public that we value their complaints.

The University will report on complaint handling performance annually in line with SPSO requirements. This includes performance statistics showing the volume and type of complaints and key performance details, for example on the time taken and the stage at which complaints were resolved.

### **6.4 Learning from complaints**

Complaint Investigators will always try to ensure that all parties involved understand the findings of the investigation and any decisions made. Senior management will ensure that the University has procedures in place to act on issues that are identified. These procedures facilitate:

- using complaints data to identify the root cause of complaints
- taking action to reduce the chance of this happening again
- recording the details of corrective action in the complaints file
- systematically reviewing complaints performance reports to improve performance.

The analysis of management reports detailing complaints performance will help to ensure that any trends or wider issues which may not be obvious from individual complaints are quickly identified and addressed. Where the University identifies the need for service improvement:

- an member of staff (or team) will be designated the 'owner' of the issue, with responsibility for ensuring that any identified action is taken
- a target date will be set for the action to be implemented, and followed up on to ensure delivery within this timescale
- where appropriate, performance in the service area will be monitored to ensure that the issue has been resolved.

## **7 Maintaining confidentiality**

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## **7.1 Confidentiality and data protection**

Complaints will be handled with discretion and access to information about individual investigations will only be shared with those who have a legitimate access requirement. In determining access requirements the University will have regard to legislative requirements; for example, data protection legislation and freedom of information legislation and also internal policies on confidentiality and the use of complainant information.

Information about individual complaints will only be shared with those who need access for a legitimate University purpose. This includes staff investigating and responding to the complaint.

Individuals have the right to access information concerning them, except in limited circumstances. For example, complainants and other parties to the complaint are entitled to access the information about them gathered by complaint investigators. Exceptions to the right to access information about oneself include occasions where disclosure would have an adverse impact on health and wellbeing, management planning, negotiations or the prevention or detection of crime.

Promises of confidentiality will only be given when absolutely necessary to obtain the co-operation of a witness. For example, a witness to an alleged sexual assault may be unwilling to provide a statement to complaint investigators without a promise of confidentiality. Promises of confidentiality will be specific and conform to University guidance.

## **7.2 Reporting outcomes**

Where a complaint has been raised against a student or member of staff and has been upheld or partially upheld, the complainant will be advised of this. However, information about specific students or staff members will not normally be shared, particularly where disciplinary action is taken.

## **8 Managing unacceptable behaviour**

### **8.1 Basic principles and expectations**

It is recognised that people may act out of character in times of trouble or distress. The circumstances leading to a complaint may result in the complainant acting in an unacceptable way. Complainants who display unacceptable behaviour may still have a legitimate grievance, and the University must therefore treat all complaints seriously and assess them properly.

Complainants are subject to the same expectations regarding their behaviour as all others who interact with the University, its staff and students. Complainants should feel free to raise matters of concern without risk of disadvantage, but where a complainant's behaviour over the complaint is deemed to be unacceptable, the University reserves the right to invoke other procedures as necessary. In the case of applicants for admission to the University, unacceptable behaviour may result in consideration of an application being terminated, or an offer of admission being withdrawn. In the case of students, unacceptable behaviour may result in referral under the Code of Discipline. If such action is deemed necessary, the complainant will be advised of this and attempts will

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nevertheless be made to complete the investigation of the complaint, though contact with the complainant may be restricted.

## **8.2 Protection of staff, time and resources**

Where complainants are angry, unreasonably demanding or persistent, this can result in unacceptable behaviour towards the University's staff and place unreasonable demands on time and resources. The University therefore has a duty to protect staff from such behaviour, whilst allowing investigation of the complaint to proceed wherever possible. Should action to protect staff be necessary, there is a requirement to inform the complainant of any decision to restrict their access, their right of appeal, and any procedures for reviewing such a decision to restrict contact. Any decision to restrict access will be made by a senior member of staff, and the complainant will be advised in writing of the decision and the reasons for it. The University's decision on this will normally be final, and the complainant will be advised of their right to ask the SPSO to review the University's handling of the complaint.

## **8.3 Aggressive or abusive behaviour**

Aggressive or abusive behaviour towards staff will not be tolerated. In addition to any physical threats, the definition of unacceptable behaviour includes threats, personal verbal abuse, derogatory remarks or rudeness and any written or verbal content which may cause staff to feel afraid, threatened or abused. Inflammatory remarks and unsubstantiated allegations are also considered unacceptable. If physical violence is threatened or used, the University will always report this to the police. In cases where other behaviour is considered abusive to staff or contains unsubstantiated allegations, the complainant will be advised that their language is considered unacceptable, they will be asked to moderate their behaviour, and they will be warned that if the unacceptable action or behaviour continues, the University will cease to respond to them.

## **8.4 Unreasonable demands**

Whilst staff will make every attempt to resolve complaints fully and within the published timescales, and to respond to reasonable requests from complainants, staff should not be subjected to unreasonable demands. A demand becomes unreasonable when complying with it would have such an impact on the work of staff that it would disadvantage others with a legitimate call on that staff member's time. Examples of unacceptable behaviour under this heading include:

- repeatedly demanding responses within an unreasonable timescale
- insisting on speaking to a particular staff member when that is not possible
- repeatedly changing the substance of a complaint or raising unrelated concerns.

## **8.5 Unreasonable levels of contact**

Sometimes the volume and/or duration of contact made to University staff by a complainant causes problems. This can occur over a short period – for example, a number of telephone calls in a day – or over the life-span of a complaint when a complainant repeatedly calls (in person or by telephone), emails, or submits unreasonable volumes of information which has already been sent or which is not relevant to the complaint. The level of contact will be regarded as unacceptable

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when the amount of time spent dealing with the complainant impacts on the ability of staff to investigate the complaint, impacts adversely on ability to attend to other business, or is considered disproportionate to the issue(s) being complained about.

### **8.6 Unreasonable use of the complaint procedure**

Individuals have the right to complain to the University more than once, if subsequent issues arise. However, this becomes unreasonable when the effect of the repeated or additional complaint(s) is to harass staff or prevent the University from pursuing its legitimate business or implementing a legitimate decision. Access to the Complaint Handling Procedure is important and the University will only consider its repeated use unreasonable in exceptional circumstances, but reserves the right to refuse to consider repeated complaint(s) in those exceptional cases.

### **8.7 Unreasonable persistence and/or refusal to accept a decision**

Persistent refusal to accept a decision made in relation to a complaint, persistent refusal to accept explanations relating to what can or cannot be done about the complaint, and/or continuing to pursue or attempting to re-open a complaint without presenting any new evidence will be considered unreasonable. The University will advise the complainant when consideration of the complaint has been completed, and of the complainant's right of review by the SPSO, but further communication thereafter is likely to result in contact being restricted and/or further communications being ignored.

### **8.8 Progressing cases where behaviour is unreasonable**

When unreasonable behaviour limits the University's ability to communicate with the complainant, attempts will nevertheless be made to investigate and report on the complaint, on the basis of written evidence produced up to the point at which contact has been restricted.

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## **9 Supporting the complainant**

### **9.1 Reasonable adjustments and accessibility**

Anyone who receives, requests or is directly affected by the services the University provides has the right to access the complaint handling procedure. The University will seek to make reasonable adjustments to enable complainants with specific needs to access the CHP easily.

### **9.2 Support from the Advice Place**

Students considering making a complaint are strongly encouraged to consult the Advice Place, which is an independent service run by the Students' Association, EUSA, and staffed by professional advisers with experience of supporting students with complaints. An adviser at the Advice Place can:

- Help students to decide whether making a complaint is the best course of action, or whether another procedure may be more appropriate;
- Explain how the complaints procedure works, and what the potential outcomes may be;
- Read drafts of any correspondence students write to the University (including complaint forms), to help students make their case as clearly as possible;
- Support students at any meetings they attend with University staff in relation to their complaint if requested.

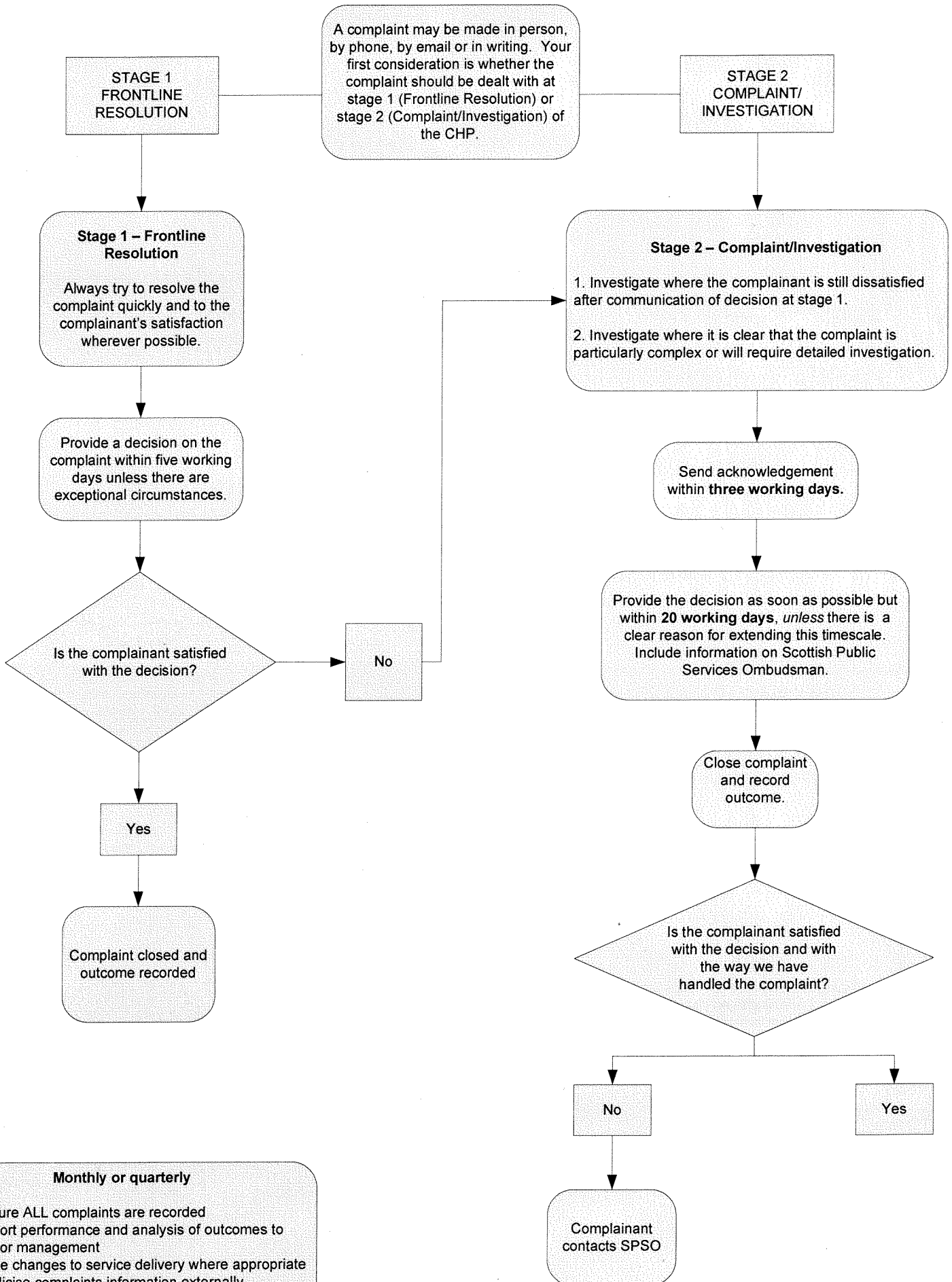
Students can contact the Advice Place in person at either of their offices in Potterrow or King's Buildings House, via email at [advice@eusa.ed.ac.uk](mailto:advice@eusa.ed.ac.uk), by phone on 0131 650 9225, or online at [www.eusa.ed.ac.uk/advice](http://www.eusa.ed.ac.uk/advice).

## **10 The Complaint Handling Procedure Diagram**

See below.

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# The complaint handling procedure



### Monthly or quarterly

- Ensure ALL complaints are recorded
- Report performance and analysis of outcomes to senior management
- Make changes to service delivery where appropriate
- Publicise complaints information externally
- Publicise service improvement.



# Appendix 1

## Compliance statement and self-assessment

**[NAME OF UNIVERSITY]**

**[CONTACT DETAILS]**

The information on this pro forma must be provided to the Scottish Public Services Ombudsman's Complaints Standards Authority (CSA) as soon as the University adopts the Scottish Higher Education model CHP, or by 28 June 2013 at the latest. Please send the completed form to **CSA@spsso.org.uk**.

Please provide, at **Section 1**, confirmation that the institution has adopted both the model CHP and the complainant-facing CHP and has introduced the CHP across all services, or that the institution will do so by 30 August 2013 at the latest. Please also provide details on approval, pilots, systems and training where appropriate.

At **Section 2** please complete a self-assessment of your institution's CHP, or draft CHP for implementation by August 2013, against the requirements of the model CHP.

The CSA will assess the information provided by the University, and respond to indicate compliance or otherwise with the model CHP. The categories of compliance are:

- > confirmed compliance with model CHP by August 2013
- > non-compliant by August 2013

### SECTION 1

#### Statement from Principal / Secretary of **[NAME OF UNIVERSITY]**.

**[Please complete as applicable]**

The University has adopted both the model CHP and the complainant-facing CHP and has introduced the CHP across all services from **[Insert Date]**.

or

The University will adopt both the model CHP and the complainant-facing CHP and will introduce the CHP across all services by 30 August 2013

Please ✓

Please confirm whether the following has been or will be achieved in advance of compliance in August 2013. Please note that pilots, training or systems upgrades are not requirements but that this information will be used by the CSA for information purposes.

|   | Yes                      | No                       | Not Applicable           |
|---|--------------------------|--------------------------|--------------------------|
| > a compliant draft CHP and complainant-facing leaflet have been approved by the relevant senior official / executive team / committee or board | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| > CHP has been rolled out or piloted in some service areas  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| > IT systems upgraded or currently being upgraded   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| > training and awareness programme implemented or currently being implemented.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## SECTION 2

### [NAME OF UNIVERSITY] Self-assessment of compliance

| Requirement of CHP  | Met?<br>Yes/No | Comment |
|---|----------------|---------|
| Does the CHP adopt the text and layout of the published model CHP, subject to necessary amendments, to reflect, for example, the organisational structure, operational processes and corporate style? |                |         |
| Does the complainant-facing CHP adopt the text and layout of the published model complainant-facing CHP, subject to necessary amendments?   |                |         |
| Does the CHP include an appropriate foreword from the institution's Principal?  |                |         |
| Does the CHP provide an appropriate definition of a complaint?  |                |         |
| Does the CHP explain the types of issues which may be considered as a complaint?  |                |         |
| Does the CHP explain the types of issues which may not be considered through the CHP (for example, appeals, requests for service etc)?  |                |         |
| Does the CHP include appropriate guidance on handling anonymous complaints?   |                |         |
| Does the CHP clarify who can make a complaint?  |                |         |
| Does the CHP cover complaints involving more than one department?   |                |         |
| Does the CHP cover complaints involving other organisations or contractors who provide a service on behalf of the institution?  |                |         |
| Does the CHP explain how a complainant may make a complaint?  |                |         |

| Requirement of CHP   | Met?<br>Yes/No | Comment |
|--|----------------|---------|
| Does the CHP explain the issues to be considered on receipt of a complaint?  |                |         |
| Does the CHP include the correct timeline for frontline resolution?  |                |         |
| Does the CHP explain the basis for an extension to the timeline at frontline resolution?   |                |         |
| Does the CHP explain the action to take in closing the complaint at the frontline resolution stage?                              |                |         |
| Does the CHP explain when to escalate a complaint to the investigation stage?  |                |         |
| Does the CHP explain what to do when a complaint is received at the investigation stage?   |                |         |
| Does the CHP explain the requirement to acknowledge complaints within three working days at the investigation stage?             |                |         |
| Does the CHP explain the requirement to provide a full response to complaints within 20 working days at the investigation stage? |                |         |
| Does the CHP explain the basis for an extension to the timeline at the investigation stage?                                      |                |         |
| Does the CHP explain the required action when closing the complaint at the investigation stage?                                  |                |         |
| Does the CHP explain the requirement to provide information about the SPSO at the conclusion of the investigation?               |                |         |
| Does the CHP explain the roles and responsibilities of all staff involved in complaints handling?                                |                |         |
| Does the CHP cover complaints about senior staff?  |                |         |

| Requirement of CHP   | Met?<br>Yes/No | Comment |
|--|----------------|---------|
| Does the CHP include the requirement to record all appropriate details in relation to the complaint?   |                |         |
| Does the CHP commit to publishing complaints outcomes, trends and actions taken on a quarterly basis?  |                |         |
| Does the CHP include the requirement to learn from complaints?   |                |         |
| Does the CHP include the requirement to report performance in complaints handling annually?  |                |         |
| Does the CHP refer to legal requirements in relation to confidentiality issues?  |                |         |
| Does the CHP refer to managing unacceptable behaviour?   |                |         |
| Does the CHP refer to support for the complainant?   |                |         |
| Does the CHP set a time limit of six months to consider the complaint, unless there are special circumstances for considering complaints beyond this time? |                |         |

# F

The University of Edinburgh

Central Management Group

6 March 2013

## **Ethical Fundraising**

### Brief description of the paper

In November 2011 Lord Woolf published the findings and recommendations of his independent inquiry into the London School of Economics and Political Science's (LSE) relationship with Libya. Five of Lord Woolf's fifteen recommendations related to donations to the LSE. At their meeting on 31 May 2012, the University of Edinburgh's Audit Committee asked for specific assurances that Lord Woolf's recommendations were being considered and acted upon appropriately by the University.

Following discussions with Development and Alumni (D&A) and the Ethical Fundraising Advisory Group (EFAG), a procedure for the ethical screening of donations has been developed (based on the LSE procedures) that will help ensure Lord Woolf's recommendations are implemented at Edinburgh. An updated membership and terms of reference for EFAG has also been produced.

It should be noted the procedures state all donations offered to the University of Edinburgh must be received and administered through the University of Edinburgh Development Trust. This will therefore require an update to the Delegated Authorisation Schedule.

The papers are relevant to the Social Responsibility Theme in the Strategic Plan.

### Action requested

CMG is asked to approve the 'Membership and Terms of Reference' and the 'Procedures for the Ethical Screening of Donations'.

### Resource implications

Does the paper have resource implications? Yes. The procedures will have resource implications for D&A for both the initial and full ethical screenings.

### Risk Assessment

Does the paper include a risk analysis? No.

### Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes.

### Freedom of information

Can this paper be included in open business? Yes.

### Originator of the paper

Kim Waldron  
University Secretary

## **Paper A –Ethical Fundraising Advisory Group (EFAG) Membership and Terms of Reference**

### **Membership**

Convener: The Principal

Professor S Monro

Senior Vice-Principal Professor M Bownes

Vice-Principal Professor L Waterhouse

Dr K Waldron, University Secretary

Mr P McNaull, Director of Finance

Ms K MacDonald, Director of Development and Alumni

Mr J McAsh, President, EUSA

### **Terms of Reference**

#### **1 Purpose**

The principal purpose of the Ethical Fundraising Advisory Group (EFAG) is to consider and advise on whether the sources and purposes of prospective donations and fundraising are ethically acceptable.

#### **2 Composition**

2.1 The Advisory Group shall consist of eight members.

2.2 The Principal, the Senior Vice-Principal with responsibility for Development, the Vice-Principal with responsibility for equality and diversity, the University Secretary, the Director of Finance and the Director of Development and Alumni shall be *ex officio* members of the Advisory Group.

2.3 The other members of the Advisory Group shall consist of one members of Court and one member nominated by the Edinburgh University Students' Association (EUSA).

2.4 EUSA shall appoint, on an annual basis, a representative to be a member of the Advisory Group. This will normally be the President of EUSA who will remain a member of the Advisory Group for the length of their term of office.

2.5 Court shall appoint a member of the Advisory Group on the recommendation of the Nominations Committee.

2.6 The Nominations Committee shall take cognisance of *ex officio* members of the Advisory Group and ensure that the composition of the Advisory Group is as set out in 2.3.

2.7 The term of office of the Court member will be no longer than their membership of Court unless otherwise determined by Court and shall normally be for a maximum of three years.

2.8 Previous members are eligible for re-appointment up to a normal maximum of two consecutive terms of office.

2.9 The Principal shall be appointed *ex officio* Convener of the Advisory Group, and in the absence of the Convener, the University Secretary will act as Convener.

2.10 All members of EFAG are expected to comply with the University's Code of Conduct as set out in the University's Handbook and declare any interests which may conflict with their responsibilities as members of the Advisory Group.

2.11 Other individuals from within or outwith the University may also be invited to attend meetings from time to time, to provide the Advisory Group with information on specific items on the agenda.

### **3 Meetings**

3.1 The Advisory Group will meet as required to fulfil its remit and will meet at least once each academic session. With the prior approval of the Convener of the Advisory Group, urgent matters may be considered through correspondence.

3.2 Meetings will be timetabled on an annual basis and will take account of the schedule for Central Management Group (CMG) meetings to ensure appropriate reporting.

3.3 Minutes, agendas and papers will normally be circulated to members of the Advisory Group at least five days in advance of the meeting. Late papers may be circulated up to two days before the meeting. Only in the case of extreme urgency and with the agreement of the Convener will papers be tabled at meetings of the Advisory Group.

3.4 Non-contentious or urgent matters not on the agenda may be considered at a meeting subject to the agreement of the Convener of the meeting and the majority of members present.

3.5 Papers will indicate the originator(s) and purpose of the paper, the matter(s) which the Advisory Group is being asked to consider, any action(s) required, and confirm the status of the paper in respect of freedom of information legislation.

3.6 Four members of the Advisory Group shall be a quorum. This number must include the Principal or the University Secretary, who will act as Convener to the Advisory Group should the Principal be absent for the duration of the meeting.

3.7 A formal minute will be kept of proceedings and submitted for approval at the next meeting of the Advisory Group. The draft minute will be agreed with the Convener of the Advisory Group prior to circulation, and in the case of the absence of the Convener at a meeting, the University Secretary.

3.8 The Advisory Group may also function between meetings through correspondence and any decision(s) taken formally ratified at the next meeting of the Advisory Group.

### **4 Remit**

4.1 To consider and advise on whether the sources and purposes of a) prospective donations (restricted and/or unrestricted), and b) fundraising, are ethically acceptable. Although the University of Edinburgh Development Trust, on behalf of the University of Edinburgh, is grateful to receive support from a wide variety of sources, there are occasions when it might not be appropriate to accept a donation. It is also possible that matters may need to be referred to the Advisory Group that are on the periphery of donations, and it will be the responsibility of the Principal and University Secretary to agree when matters of this nature require to be considered.

4.2 To draft procedures for the ethical screening of donations for approval by CMG. The procedures will be reviewed on an annual basis by the Advisory Group, who will subsequently make recommendations to the CMG.

4.3 To oversee the approved procedures for the ethical screening of donations. Where a doubt remains following initial ethical screening by Development and Alumni (D&A), referrals will be made to the Advisory Group on the advice of the Director of D&A or a named alternate. If the Advisory Group is unable to reach agreement or any doubt remains, the matter will be referred to the Central Management Group.

4.4 To be a sub-group of the Central Management Group and accountable to it.

4.5 To adhere to the University's commitment to the United Nations Principles for Responsible Investment (UNPRI). Although the remit of the Advisory Group is specifically related to donations, the UNPRI provides a framework for an organisation to take environmental, social and corporate governance (ESG) considerations into its investment strategies. These principles shall be addressed in relation to prospective donations and fundraising the Advisory Group considers and advises on.

## **5 Other**

5.1 The Advisory Group will from time to time undertake a review of its own performance and effectiveness and thereon report to the CMG.

5.2 In order to fulfil its remit the Advisory Group may obtain external professional advice as necessary, including seeking legal advice.

5.3 The draft minute and report on specific points discussed at each meeting will be provided to the subsequent meeting of the CMG.

5.4 An annual EFAG report will also be prepared and presented to the CMG. The report will also be submitted to the University's Audit Committee and Risk Management Committee for information.

5.5 Agenda, papers and approved minutes will be published on the University's website in accordance with the University's agreed publication scheme and freedom of information legislation. This will include details on the membership of the Advisory Group.



## Paper B - Procedures for the Ethical Screening of Donations

### A. Introduction

1. The University of Edinburgh Development Trust is a charitable body tasked with receiving, administering and applying any funds and properties donated for the benefit of the University of Edinburgh. Trustees may accept, hold and apply any sums of money, funds, investments or property of any kind, for furthering the aims of the University generally; for maintaining, improving and developing the facilities for the teaching of undergraduates; for postgraduate work; for research; or for any other object of the University of Edinburgh, provided that such objects are exclusively charitable or educational.
2. All donations offered to the University of Edinburgh must be received and administered through the University of Edinburgh Development Trust.
3. A donation is defined as:

*A donation is a voluntary transfer of money by a donor, made with philanthropic intent. After receipt, the donation must be owned in full by the receiving institution, and the recipient institution must retain complete ownership of any resultant work or project. The donor may not retain any explicit or implicit control over a donation after acceptance by an institution.*

4. No individual, School, College or department should request or seek a donation on their own initiative without first consulting Development and Alumni (D&A), on behalf of the Development Trust, at an early stage.
5. The University's selection criteria for student admissions are based exclusively on academic achievement and potential, and are fully independent of philanthropic support of the institution. In addition any donation will not affect the academic record of any current or future students nor have a bearing on any dispute between a student and the University about the outcome of his/her programme of study. The University's selection criteria for the recruitment of its staff and any research agendas are also fully independent of philanthropic support of the institution.
6. The University of Edinburgh has established an Ethical Fundraising Advisory Group (EFAG), a sub-group of the Central Management Group (CMG). The principal purpose of the EFAG is to consider and advise on whether the sources and purposes of prospective donations and fundraising are ethically acceptable.

### B. Assessment of the sources of donations

1. In principle, trustees of a charity are expected to accept money given to that charity for purposes consistent with the charity's objects, but the trustees have discretion to consider other factors relevant to the charity's best interests.

2. For any donation, members of the University, and in particular staff in D&A, will balance the benefits of funding against reputational risks, taking into account the legal framework and other considerations which will inform the potential decisions of the EFAG.
3. The University of Edinburgh Development Trust, on behalf of the University, receives and administers donations on the clear understanding that the funder can have no influence over the academic freedom and independence of the University. This principle covers decisions relating to student admissions, supervision and examinations, staff recruitment, and where relevant, the conduct and agenda of research and publications of results.

Within this context the assessment of the sources of donations will be:

4. Proposals for donations from sources which together with prior donations received by the University of Edinburgh Development Trust amount to between £0 and £100,000, as recorded on the D&A database, will not be subject to ethical screening by the Director of D&A unless it is an unsolicited donation (i.e. not sought or requested). In this scenario, it will be subject to a request for an initial ethical screening by D&A, and may be referred to a full ethical screening and EFAG where the Director of D&A believes that the screenings raise questions requiring EFAG's consideration.
5. Proposals for donations from sources which together with prior donations received by the University of Edinburgh Development Trust total between £100,000 and £250,000, as recorded on the D&A database, will be subject to an initial ethical screening by D&A (see section C.1). This may be referred to EFAG for full screening where the Director of D&A believes that the initial screening raises questions requiring EFAG's consideration.
6. Proposals for donations from sources which together with prior donations received by the University of Edinburgh Development Trust amount to more than £250,000, will be subject to a full ethical screening and should automatically be referred to the EFAG by the Director of D&A (see section C.2). Care should be taken to consider whether there are any secondary funders (the 'funder behind the funder') that may require scrutiny.
7. If there is concern over the ethical implications of a potential donation, regardless of the value of the donation, University staff are requested to notify the Director of D&A who will be responsible for bringing the matter to EFAG if appropriate. The Director of D&A will also be responsible for bringing such matters to the EFAG's attention with regards to donations received by the University of Edinburgh Development Trust.
8. D&A will record all research it undertakes on sources of funding, and any decisions made on the basis of that research, against the record of the source held on the D&A database that D&A manages on behalf of the University and the University of Edinburgh Development Trust.
9. Consideration will also be given to the extent and timing of screenings applied to previous donors (see section D.2 below), depending on assessment of whether the circumstances may have changed and the lapse of time from the previous donation.

### **C. Procedures for Initial and Full Ethical Screening**

1. Initial Screening (by D&A). During an initial screening, the aim is to explore whether there are any concerns that raise issues of ethical or reputational risk. A standardised search is used on the D&A database (and/or any subsequent product or news database), and an online search is designed to highlight potential areas of concern. The research screening and the decision making process are stored and logged on the D&A database. Attempts will also be made to establish whether a donor has any links to an application to study at the University; the objective here is to ensure full transparency that admission as a student and acceptance of donations are kept entirely separate.
2. Full screening (by D&A and EFAG, and potentially CMG). The University does not have a written set of guidelines as to what is acceptable, but considers each donation individually. The full screening involves a checklist agreed by D&A that addresses the background of the donor and their relationship with the University. The University Secretary, on behalf of EFAG, will also identify two members of University staff with relevant expertise to evaluate the proposed donation based on three key principles:
  1. Must support the aims of the University;
  2. Must not damage the integrity and reputation of the University;
  3. Must not impinge on academic freedom.

This will also provide an opportunity for the staff to raise any potential issues or concerns. Responses will be sought within 1 week.

3. The full screening uses the resources set out in an initial screening (if applicable), plus the completed checklist from D&A, the evaluation from two members of staff, additional sources such as material held at Companies House and more extensive searches online. The information is then summarised in a report with sources cited in footnotes. EFAG will review the report and consider whether the responses raise serious issues of ethical or reputational risk. EFAG shall refer to the CMG any matter on which it is unable to reach agreement, any matter which raises particular difficulties setting out its recommendation and any matter which it considers raises issues falling outside its terms of reference.

### **D. Additional criteria to be drawn to the attention of EFAG**

1. In presenting cases to EFAG the following criteria will also be taken into account:
  - a) any possibility that the funding under consideration is or might be associated with illegal activities under the Proceeds of Crime Act, the Bribery Act or anti-terror financing legislation.
  - b) any possibility that acceptance of the funding or any of its terms may not be in the best interests of the University on account of any one or more of the following:

- i. where the activities of a funder are in conflict with the objectives and agreed policies of the University or its beneficiaries;
  - ii. where conditions imposed by a funder run counter to standard practice or would impose on the University objective contrary to those already agreed by the University;
  - iii. where there is evidence that the reputational cost to the University of accepting the funding will be disproportionate to the value of the donation itself;
  - iv. where the offer of support is dependent on the fulfilment of conditions placed upon the University which are perceived to be too onerous or counter to the University's objectives;
  - v. where acceptance would be unlawful or otherwise counter to public interest;
  - vi. where the money derives from a source counter to the University's objectives;
  - vii. where acceptance of the funding is likely to deter a significant number of supporters from future support;
  - viii. where a funder has had their reputation compromised in some way, and the behaviour which led to this has clearly not ceased or the reputation remains compromised.
  - ix. where for any of the above or some other reason the acceptance of the funding would involve an unacceptable risk of reputational damage to the University.
2. Where the funder has previously been approved, there will be an assumption that any subsequent funding will also be approved unless:
- a) the proposed funding will reach the threshold requiring an initial or full ethical screening; or
  - b) in the interim there has been a change in circumstance that might affect the University's decision as to whether to accept the subsequent funding.

#### **E. Procedure if donation requires withdrawal**

1. In recognition of the need to be aware of existing as well as proposed donations, withdrawal of an existing donation may be required in exceptional circumstances.
2. If there is concern over the ethical implications of an existing donation, regardless of the value of the donation, University staff are requested to notify the Director of D&A who will be responsible for bringing the matter to EFAG if appropriate. The Director of D&A will also be responsible for bringing such matters to the EFAG's attention with regards to donations received by the University of Edinburgh Development Trust.
3. In this scenario, a full screening will be undertaken as outlined in section C.2 above. The need for a prompt and proportionate response will be highlighted to all those undertaking the full screening, as it is likely that an urgent decision will be required. EFAG will then submit a recommended course of action to CMG.



The University of Edinburgh

Central Management Group

6 March 2013

## **Equality & Diversity Governance and University Equality Outcomes**

### Brief description of the paper

This paper addresses two matters:

CMG's views and agreement are sought on the proposal to establish an Equality Management Group reporting to CMG

CMG is invited to endorse the approach being taken to developing University Equality Outcomes by 30 April 2013, to meet the statutory requirement under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, and to discuss the priorities for the University.

### Action requested

CMG is asked to approve the establishment of the Equality Management Group; endorse the approach to developing Equality Outcomes; and comment on priorities to address through the Equality Outcomes.

### Resource implications

Does the paper have resource implications? Yes

Both the development of Equality Outcomes and the Equality Management Group require the time of participants and administrative support. Both could result in recommendations for action with resource implications.

### Risk assessment

Does the paper include a risk assessment? No. However, the statutory requirements are set out in sections 9-12.

### Equality and diversity

Has due consideration been given to the equality impact of this paper? Yes. Both matters addressed are concerned with advancing equality in the University, and addressing the University's statutory equality duty. The proposed remit for the Equality Management Group includes championing Equality Impact Assessment.

### 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? Until a decision has been made on the governance of E&D, i.e. the establishment of the proposed management group or similar.

### Originator of the paper

Professor Lorraine Waterhouse, Vice-Principal Equality & Diversity  
Eilidh Fraser, Deputy Director of HR



The University of Edinburgh

Central Management Group

6 March 2013

**UN Principles of Responsible Investment**

Brief description of the paper

This paper provides an update on the recommendation by the Central Management Group to become a signatory of the UN Principles of Responsible Investment (UNPRI) and records the University's achievement of this goal.

Action requested

CMG is invited to comment on the paper and agree the next steps.

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk assessment? No

Equality and diversity

Has due consideration been given to the equality impact of this paper?

Specific issues of equality are not relevant, as the content focusses on implementing UN PRI strategy.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Elizabeth Welch,  
Assistant Director of Finance

To be presented by

Phil McNaull  
Director of Finance

26 February 2013

## UNPRI

The Court approved the Investment Committee's recommendation to sign up to the UNPRI on 10 December 2012 and an application to sign up was made in January. This has now been accepted and the UN has confirmed that the University is the first in the UK to sign and the University is now listed as a signatory.

### Next Steps – Implementation of UNPRI

In order to fulfil its duties as a signatory to the UNPRI the University's next steps are;

- pursue a policy of constructive engagement with companies on issues which are consistent with its fiduciary responsibilities under UNPRI and work with its fund managers to achieve this.
  - Investment Committee has already written to all fund managers reminding them of the University's current socially responsible investment policy and in particular the requirements not to hold direct investments in Tobacco companies. All fund managers have replied confirming their compliance with this. In addition, all investment managers appointed by the Investment Committee are signatories to the UNPRI ;
- work to identify areas where the UNPRI can be integrated with existing practices;
  - We are in the process of appointing a Director of Sustainability (a new post) and an early task of the new appointee will be to review our new commitments and our existing policies and practices
- review the Socially Responsible Investment policy, with appropriate consultation with staff, students and other stakeholders, to ensure it meets with the UNPRI principles and suggest amendments to Court for approval.
  - As these were last reviewed and approved by the Court in 2006 it is considered an appropriate time to review the principles and, as noted above, a plan is now in place to deliver this;
- engagement with University fund managers to develop responsible investment and work to promote high standards of corporate governance, and voting at AGMs;
  - we will continue to have this dialogue with our fund managers and our approach will take account of any subsequent revisions to our existing policy.
- report on activities and progress on adopting the principles to the UNPRI on an annual basis.
  - This will be actioned by the nominated officer for UNPRI, Elizabeth Welch, and is a requirement for signatories;
- report on activities and progress to the UNPRI and promote the principles of responsible investment within the Higher Education Sector in the UK;
  - We will use selected opportunities to present our commitment and explain our approach with colleagues across the sector
- work to incorporate ESG issues into investment analysis and decision-making processes and seek appropriate disclosures on ESG issues by the entities in which we invest.
  - We will work with our fund managers to achieve this

### **Next Steps – Administrative Arrangements**

Under the UNPRI, the University has access to the signatory extranet which provides services such as a mentoring programme and a responsible investment policy writing tool which will assist in the review of the current Socially Responsible Investment principles.

All new signatories are required to sign up for an introductory phone call where they will be provided with greater detail on the services available. This will be completed in the next few weeks. In addition, the University is now entitled to use the PRI logo on our website or in our annual report.

### **Action Requested**

Central Management Group is asked to note the progress on the UNPRI, the administrative arrangements and the next steps.

Further information can be found at the UNPRI website

[www.unpri.org/about-pri/the-six-principles/](http://www.unpri.org/about-pri/the-six-principles/)



The University of Edinburgh

Central Management Group

6 March 2013

**Management Accounts  
Six months to 31<sup>st</sup> January 2013**

I

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

Stuart Graham  
28 February 2013

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 2012-13 (i.e. 31<sup>st</sup> December 2013).

To be presented by

Phil McNaull  
Director of Finance



The University of Edinburgh

Central Management Group

6 March 2013

## **Quarter 2 Management Accounts Forecast 2012-13**

### Brief description of the paper

The University Group's Quarter 2 Management Accounts Forecast for 2012-13, 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

Lorna McLoughlin  
Senior Management Accountant

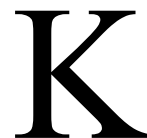
1 March 2013

### 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 2012-13 (i.e. 31<sup>st</sup> December 2013).



The University of Edinburgh

Central Management Group

6 March 2013

**Fees Strategy Group - minutes**

Brief description of the paper

The paper contains recommendations on fees for CMG's approval.

Action requested

Approve the recommendations as set out on pages 3 and 4.

Resource implications

Does the paper have resource implications? Yes.

This paper deals with 2012/13, 2013/14 and 2014/15 tuition fees.

Risk assessment

Does the paper include a risk analysis? No.

Equality and diversity

Equality and diversity issues are considered as part of the ongoing monitoring of fee levels by the Fees Strategy Group and its Secretary.

Freedom of information

Can this paper be included in open business? No.

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

Withhold information until information published in table of fees.

Originator of the paper

Deborah Cook

Governance and Strategic Planning

27 February 2013



The University of Edinburgh

Central Management Group

6 March 2013

**Routine fees**

Brief description of the paper

The paper contains a recommendation on routine fees for CMG's approval.

Action requested

Approve the recommendations as set out in the paper.

Resource implications

Does the paper have resource implications? Yes.  
This paper deals with 2013/14 and 2014/15 tuition fees.

Risk assessment

Does the paper include a risk analysis? No.

Equality and diversity

Equality and diversity issues are considered as part of the ongoing monitoring of fee levels by the Fees Strategy Group and its Secretary.

Freedom of information

Can this paper be included in open business? No.

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

Withhold information until information published in table of fees.

Originator of the paper

Deborah Cook  
Governance and Strategic Planning  
27 February 2013



**Report from Sustainability and Environmental Advisory Group (SEAG):  
Items from meeting held 21 February 2013**

Brief description of the paper

This paper provides CMG with a report from SEAG meeting of 21 February 2013

- The new Centre for ESD in Scotland has been approved by the UN University
- General Teaching Council for Scotland new Professional Standards mean undergraduate students from Scotland will have greater expectations on Learning for Sustainability
- Socially Responsible Investment Policy Review requested by the student body
- The Fair Trade Steering Group continues to promote fair trade and the associated research network
- SEAG Ops reported challenges complying with Zero Waste Regulations & achieving carbon reductions
- SEAG Engagement Task Group approved a project to improve coherence of 20+ SRS-related initiatives.

Action requested

CMG is invited to **note** the report.

Resource implications

Does the paper have resource implications? Yes

Activities reported on are resourced from within existing budgets and time commitments.

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Has due consideration been given to the equality impact of this paper? Yes

Much of the activity reported contributes positively to promoting equality.

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

The full papers reported on are available online at [www.seag.estates.ed.ac.uk](http://www.seag.estates.ed.ac.uk)

Originator of the paper

David Somervell  
Sustainability Adviser  
21 February 2013

To be presented by

Senior Vice-Principal Professor Mary Bownes

## Report from Sustainability and Environmental Advisory Group (SEAG)

The 39<sup>th</sup> meeting of SEAG considered: "What's the University for?" plus Graduate Attributes for Responsible Citizenship – this has been submitted as a separate CMG paper.

SEAG also considered the following items which are drawn to CMG's attention as evidence of initiatives promoting the Strategic Plan theme: "Social Responsibility". SEAG heard that:

1. The United Nations University had recently approved plans for the proposed **Regional Centre of Expertise in Education for Sustainable Development for Scotland** – likely to be located at Moray House School of Education.
2. The Ministerial Advisory Group on One Planet Schools chaired by Prof Pete Higgins had published their recommendations in '**Learning for Sustainability**'. Find the report at: [www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/OnePlanetSchools](http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/OnePlanetSchools) and a blog commentary at: <http://engageforeducation.org/news/learning-for-sustainability/>
3. The newly independent **General Teaching Council for Scotland** (GTCS) had revised its Professional Standards. These require teachers and educators to adhere to standards – in 'Values', 'Leadership' and 'Learning for Sustainability' – in their professional practice.  
  
From September 2013 teachers must be trained – in Institutes like Moray House School of Education – to include 'Learning for Sustainability' in teaching and in school management. This will affect the expectations of school students enrolling on undergraduate programmes.  
  
For details see: [www.gtcs.org.uk/standards/revised-professional-standards.aspx](http://www.gtcs.org.uk/standards/revised-professional-standards.aspx) .  
More on this issue at: [www.unesco.org/en/esd/networks/teacher-education/](http://www.unesco.org/en/esd/networks/teacher-education/)
4. The **SRS Highlights Report 2011-12** was about to be published – illustrating SRS-related achievements across the University in the areas of research, studying, community and campus activities in fulfilment of the Strategic Plan and SRS Implementation Plan 2011-12.
5. The University had signed up to **United Nations Principles for Responsible Investment** (UNPRI) and had discussed a paper presented by EUSA VPS which requested a review of the University of Edinburgh's **Socially Responsible Investment Policy** adopted by Court in 2003. See EUSA Paper 5 report at: <http://www.seag.estates.ed.ac.uk/docs/open/Paper-05-SRI-PolicyReview.doc>.  
SEAG noted the request, including the involvement of a wide range of contributions from students and staff, and **noted** that the Investment Committee had begun work to ensure the principles of the UNPRI are embedded in investment decisions.
6. Fairtrade Fortnight Mon 25 Feb – Sun 10 March was being finalised by the **Fair Trade Steering Group** supported by Liz Cooper, newly-appointed Fair Trade Coordinator – see events at: [www.ed.ac.uk/about/sustainability/fairtrade/news-events/2013/fairtrade-fortnight-2013](http://www.ed.ac.uk/about/sustainability/fairtrade/news-events/2013/fairtrade-fortnight-2013)  
  
Progress continues in establishing the **Fair Trade Academic Network**.
7. **SEAG Operations Group** met on 30 January 2013 and noted significant changes to bins for managing recyclables to enhance the 78% recycling rate and comply with new legislation.  
  
SEAG Ops also noted Energy and Carbon Reporting challenges in reducing emissions.
8. There is good progress on 52 of 57 tasks identified in **SRS Implementation Plan 2012-13**. The Update is now online at [www.ed.ac.uk/sustainability](http://www.ed.ac.uk/sustainability) – along with a Calendar of events in Climate Week 4-8 March.
9. The **SEAG Engagement Task Group** had approved a project to improve coherence in promoting the 20+ Social Responsibility and Sustainability initiatives on campus by aligning / simplifying the coordination of staff champions carrying out SRS activities.  
  
A contact management system listing champions in one database being developed. Cerebro CMS records personal areas of interest and the depth of engagement – from Participant, through Interested to Champion and Active Champion. Filtered access is to be provided to the professional staff managing programmes. A note on Cerebro is available.

David Somervell,  
Sustainability Adviser – 21 February 2013

Edinburgh Sustainability: [www.ed.ac.uk/sustainability](http://www.ed.ac.uk/sustainability) and for students: [www.OurEd.ed.ac.uk](http://www.OurEd.ed.ac.uk)



The University of Edinburgh

Central Management Group

6 March 2013

**“What’s the University for?” series plus Graduate Attributes for Responsible Citizenship**

Brief description of the paper

SEAG on 21 February received and supported a paper which comprised the following:

- “What’s the University for?” – report on three events held in the Chaplaincy during 2012 and
- Graduate Attributes for Responsible Citizenship which emerged from these events.

These activities contribute strongly to the Social Responsibility theme in the new Strategic Plan and respond to the desire to enhance the student experience at the University by listening to feedback.

Action requested

CMG is invited to:

- **note** the successful series of cross-disciplinary events run by students and staff from across campus
- **recommend** that the proposed Graduate Attributes for Responsible Citizenship be considered in the current review of the University’s Graduate Attributes Framework and be embedded in learning and teaching at the University - examples are contained in the Appendix
- **recommend** that these same attributes be taken forward as useful for the whole of the University in terms of institutional values
- **recommend** on-going debates around key themes that are emerging.

Resource implications

Does the paper have resource implications? No

This discourse is a way in which a healthy institution can improve itself and its capacity for learning

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Has due consideration been given to the equality impact of this paper? No

Freedom of information

Can this paper be included in open business? Yes

Any other relevant

Employability Strategy Group (ESG) discussed responsible citizenship attributes at its meeting on 12 February and is currently looking to refresh Edinburgh’s Graduate Attributes framework.

Originators of the paper

Rev Harriet Harris, University Chaplain and  
Olga Bloemen, Undergraduate Student  
25 February 2013

Presenter of Paper

Senior Vice-Principal Professor Mary Bownes  
Convener of SEAG



## A. “What’s the University for?”

SEAG received presentations at its 21 February meeting on two initiatives exploring how the University can both embed and embody social responsibility values:

1. “What’s the University For?” – a report on three events held in 2012; and
2. Proposed Graduate Attributes for Responsible Citizenship which emerged from the events.

These contribute to on-going discussions on how the University can best serve its students and how to improve the student experience – a Strategic Plan priority since 2008.

SEAG heard that Universitas 21 – the global network of peer research-led Universities – is also looking at how to make responsible citizenship a leading priority and define as such the calibre of students it aspires to turn out. The draft U21 list of attributes resonates with expectations of incoming Scottish students as a result of curriculum changes in Scottish Education, as well as with employers’ expectations.

SEAG was inspired by the presentations and commended onward transmission of their ideas.

### 1 'What's the University for?' – Summary of the series to date

In January 2012, the Chaplaincy invited colleagues from the Institute for Academic Development (IAD), EUSA Global, International Office and Sustainability Office to join in an initiative to explore “the purpose of a University” – generically – and specifically the University of Edinburgh (UoE).

More on all this is available at: [www.ed.ac.uk/schools\\_departments/chaplaincy/event-archive](http://www.ed.ac.uk/schools_departments/chaplaincy/event-archive)

#### ***The intent of the first event was:***

- to bring students, academic and non-academic staff together, across sites,
- for fundamental reflection on the purpose of the UoE
- via different visions or philosophies of the university (Mediaeval / community of scholars, liberal arts, Humboldt / blue sky research, Napoleonic / functional)  
... in order to ask ourselves:
  1. What sort of university we have?
  2. Why do we invest so much of our lives, time, and resources in it?
  3. What do we hope for it and from it?

The panellists and their themes were:

- Vice-Principal Sue Rigby, on University vision and funding
- Paul Parvis on John Henry Newman's *The Idea of a University*
- Cecelia Clegg and Liz Bondi on care and virtue in University teaching, from the perspectives of both tutors and students
- Rector, Peter McColl on universities and the social good.

Students and staff responded by requesting follow-up events, staged in world-cafe style: round-table discussion in mixed groups. The meetings were tweeted inspiring us to stream future events.

The planning committee now includes students involved in the Edinburgh Manifesto, students and staff from the Central Area, Moray House, KB, and Easter Bush, members of SEAG, SAR, DEI, the Research and Projects Officer for Vice-Principals, the Rector, plus EUSA, IAD, IO and SO staff.

#### ***Themes covered in two subsequent events in October 2012:***

- What do we want from and for our University?
- How can we make these things happen?
- Things I wish I'd known
- Exploring Hopes and Visions

#### ***The organisers plan a subsequent session – again in the Chaplaincy:***

5-7pm on Tuesday 12 March on “Exploring our values and priorities”.

Please book via MyEd or <http://whatsuniformar2013.eventbrite.co.uk> #whatuni4

### ***Some initial outcomes from the series:***

- A proposal for more broadly conceived graduate attributes that more clearly support character development, social and emotional intelligence, commitment to sustainability
- Demand for and development of an off-shoot initiative for Online Learners
- Perspectives to feed into training for PTs, SSOs, and Class Reps
- Invitations to discuss outcomes with SEAG and the Employability Strategy Group (ESG)
- Development of new student-tutor initiatives in some schools
- Case-studies and examples of good practice in bridge-building
- Increased empathy between students and staff
- Links with Global Citizenship developments, through EUSA Global.

### ***Some prevalent themes***

- Concern that the UoE serve the common good, locally and globally
- Push to say that we are here not just to get a degree but to build character and integrity
- Desire for innovative teaching and learning methods that foster collaboration
- A wish for a stronger sense of belonging or community within UoE, whilst acknowledging potentially oppressive aspects of communities
- Appreciation from students and staff hearing from one another how things are for them
- Awareness of students' diverse reasons for being here: 'to get a job'; 'to develop oneself on every level'; 'to contribute to future global well-being'
- Appreciation of Vice-Principal input that 'anything is possible'.
- Students asked what they might expect to gather while at Edinburgh. More stretching Graduate Attributes were posed which might be considered for the University as it develops the "Edinburgh Edge" for the University's graduates.

### ***Some examples of comments on feedback cards from the first session:***

#### ***1. What do you want from your University?***

- A sense that it's here for the students first and foremost
- Tutors keen to interact with students through lecturing, tutoring, face-to-face feedback
- Social time for staff and students, departmental get-together and informal interaction
- A base: a geographical building where one's subject/colleagues/friends can be found
- Less huge classes: Year 1 classes too big / Hard to make friends
- To learn for learning's sake, but not just through books or lectures but also through the 'outside' world and community
- University must be for the development of persons who can live in community
- We want a sense of being useful for the University, for our fellow students, for the environment and for the communities as a whole
- We want projects, interactions and less competition to be the best individuals; to harvest student's energy and discourage individualism.

#### ***2. How can we make these things happen?***

- Let's talk more about broader Graduate Attributes
- Feedback should be a continued, contributive process – both sides contributing to our ultimate aim. The questions should be formed by both parties
- Have clearer communication on what the University expects from Students and what Students need in terms of academia and personal needs and development
- Face to face accountability between students and professors about exams
- More scope for Students to share their work with one another across disciplines
- More co-ordination of activity – a lot going on but no sense of coherence / not helpful.

## **B. Graduate Attributes for Responsible Citizenship**

SEAG also heard of the work – building on the Education for Sustainable Development (ESD) literature on sustainability literacy and on Graduate Attributes Frameworks (GAFs) at other Universities – that, Olga Bloemen drafted during a summer internship at the Institute for Academic Development in 2012. These prompt a review of the current GAF of the University.

On the 25 October 2012, those attending the ‘What’s the University For?’ event in the Chaplaincy discussed the attributes and their feedback incorporated in this list. SEAG proposed one more:

### **1. Systems thinking**

The ability to see how things are connected, especially environmental, social and economic dimensions.

### **2. Future orientation**

The ability to think into the future, to handle complexity and uncertainty and to create long-term solutions to current problems.

### **3. Creativity**

The ability to combine ideas and to come up with outside-of-the-box approaches to problems.

### **4. Ethical thinking**

The ability to explore ethical questions and make and critically evaluate ethical decisions.

### **5. Self-reflection**

The ability to reflect on yourself and your impact on others.

### **6. Academic responsibility**

The ability to understand how an academic discipline impacts upon the world and to engage with the discipline in a socially responsible and sustainable way.

### **7. Empathy**

The ability for trans-cultural understanding, respect and solidarity.

### **8. Bridge-building**

The ability to collaborate, and bring people together, for a common cause, including the ability to mediate conflicts.

### **9. Change-making**

The ability and willingness to act in accord with one’s knowledge and skills to bring about change that supports sustainable development in personal, institutional and other social contexts.

### **10. Risk / benefit analysis and risk-taking**

The ability to analyse circumstances, evaluate potential benefits and risks in taking (or not taking) a course of action, and to be willing to take risks to stimulate positive change.

**Action requested: CMG is invited to:**

- **note the successful series of interactive staff-student events run by students and staff from across the University**
- **consider and recommend that the proposed Graduate Attributes be taken forward to complement the University’s current Graduate Attributes Framework and be embedded in learning and teaching at the University - examples are in the Appendix**
- **Recommend that these same attributes be taken forward for the whole of the University in terms of institutional values.**
- **Recommend on-going debates around key themes that are emerging.**

Rev Harriet Harris, University Chaplain and  
Olga Bloemen, Undergraduate Student – 22 February 2013

## Appendix Examples of good practice:

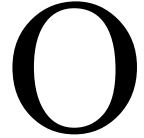
The table of courses below is drawn from CHSS and CSE course descriptors in DRPS as potentially contributing to the Graduate Attributes for Responsible Citizenship. MVM courses have not yet been reviewed.

| College | School                          | Course title   | Teaching methods used   |
|---------|---------------------------------|--|---|
| 1. CHSS | Edinburgh College of Art        | <i>Park Design and Management</i>                      | Real-world case studies, Problem-Based Learning, Worldview and values research; Group work, Site visits |
| 2. CHSS | Edinburgh College of Art        | <i>Design: landscape planning and assessment</i>       | Real-world case studies, Problem-Based Learning, Group work   |
| 3. CHSS | Edinburgh College of Art        | <i>Design: landscape reclamation</i>                   | Outdoor learning, Problem-Based Learning, Real-world case studies,                                      |
| 4. CHSS | Moray House School of Education | <i>Global learning: citizenship and sustainability</i> | Problem-Based Learning, Worldview and values research, Real-world case studies, group work              |
| 5. CHSS | Business School                 | <i>Green and Sustainable Entrepreneurship</i>          | Group work, Problem-Based Learning, Role-plays and simulations, Real-world case-studies                 |
| 6. CSE  | School of Engineering           | <i>Environmental Engineering 3</i>                     | Problem-Based Learning, Real-world case studies   |
| 7. CSE  | School of Engineering           | <i>Environmental Engineering Design Project 4</i>      | Problem-Based Learning, Group work  |
| 8. CSE  | School of Engineering           | <i>Sustainable Energy: Principles and Processes 3</i>  | Real-world case studies   |
| 9. CSE  | School of GeoSciences           | <i>Earth Surface Processes</i>                         | Problem-Based Learning, Real-world case studies, Debates  |
| 10. CSE | School of GeoSciences           | <i>Marine Systems and Policies (UG)</i>                | Real-world case studies, Group work, Peer-assessment  |

Cade, A. (2008) *Employable Graduates for Responsible Employers*. York: HE Academy. See at: [www.heacademy.ac.uk/assets/York/documents/ourwork/sustainability/EmployableGraduates2008.pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/sustainability/EmployableGraduates2008.pdf) (April 2011).

Bone, E. and Agombar, J. (2011) *First year attitudes towards, & skills in sustainable development*. York: Higher Education Academy. Available from: [www.heacademy.ac.uk/assets/York/documents/ourwork/sustainability/FirstYearAttitudes\\_FinalReport.pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/sustainability/FirstYearAttitudes_FinalReport.pdf) (May '11).

Undergraduate Outdoor Learning course (Simon Beames) for trainee teachers heavily focused on practical outdoor issue-based learning.



The University of Edinburgh

Central Management Group

6 March 2013

**Change in title of Chair of Animal Biotechnology**

Brief description of the paper

A paper proposing a change in the title of the Chair in Animal Biotechnology

Action requested

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

Resource implications

None

Any other relevant information

None

Originator of the paper

Professor David Hume, Director of The Roslin Institute

**COLLEGE of MEDICINE and VETERINARY MEDICINE - THE ROSLIN INSTITUTE**

**CHAIR IN ANIMAL BIOTECHNOLOGY: RE-NAMING**

Professor Bruce Whitelaw holds at the Roslin Institute the Chair in Animal Biotechnology. As part of the recently established Partnership between The Roslin Institute and Genus plc, a major animal breeding company focussed on porcine and bovine genetics, which secures £300,000 per annum in research funds, Genus have indicated a desire to support Bruce Whitelaw's research through sponsorship of his Chair.

The Master Research Agreement between The Roslin Institute and Genus plc details this opportunity as having a three year term which explicitly includes automatic renewing 12 month extensions. I therefore believe this opportunity has a strong likelihood of longevity, hence this request for Professor Bruce Whitelaw's Chair title to be changed accordingly to the Genus Chair in Animal Biotechnology.

**ACTION:**

Central Management Group is invited to endorse the proposal from the College and to invite Senate to support the proposal and invite Court to adopt the title in preparing a resolution to alter the current title of the Chair.

Professor David Hume  
Director of The Roslin Institute

11<sup>th</sup> February 2013

The University of Edinburgh

Central Management Group

6 March 2013

**Schedule of Dates of Meetings in Session 2013-2014  
of the Central Management Group**

The following dates have been set for meetings of the Central Management Group during the academic session 2013/2014. Meetings will normally be held at 10.30 am in the Raeburn Room, Old College.

**2013**

21 August 2013 (pm – time to be confirmed)

9 October 2013

11 November 2013

**2014**

22 January 2014

5 March 2014

16 April 2014

21 May 2014

18 June 2014

*Members are invited to note the schedule of dates.*

The meetings of the CMG remaining in the 2012/2013 session will be held on: 17 April, 22 May and 19 June 2013 at 10.30 am in the Raeburn Room, Old College.

Dr Katherine Novosel  
Head of Court Services  
February 2013