

**Agenda for a meeting of the Central Management Group
to be held at 10.30 am on Wednesday, 17 April 2013
in the Raeburn Room, Old College**

1	Minute of the meeting held on 6 March 2013	A
2	Matters Arising	
3	Principal's Business	
3.1	Principal's Communications	
3.2	Principal's Strategy Group	B
FOR DISCUSSION		
4	Planning Submissions 2013-2016 (closed)	C
4.1	CHSS	C1
4.2	CMVM	C2
4.3	CSE	C3
4.4	CSG	C4
4.5	ISG	C5
4.6	SASG	C6
4.7	Student Unions	C7
4.8	University Corporate	C8
5	Resource Allocation proposals for 2013/14 (closed)	D
6	Finance Director's Update (closed)	E
7	Risk Appetite (closed)	F
8	Internal Audit Report	G
9	Internal Audit Follow Up Reviews	H
10	Report from Estates Committee (closed)	I
11	Analysis of NSS Returns (closed)	J
12	Report from Staff Committee (closed)	K
13	Equality Outcomes	L

FOR INFORMATION/FORMAL APPROVAL

14	Management Accounts for 8 months to 31 March 2013 (closed)	M
15	Russell Group Comparative Financial Information 2011/2012 (closed)	N
16	TRAC Returns 2011/2012 (closed)	O
17	Updated University Computing Regulations	P
18	Report from Equality and Diversity Monitoring Research Committee	Q
19	Fees Strategy Group: Convener's action and routine fees (closed)	R
20	Health and Safety Report	S
21	Talbot Rice Gallery	T
22	Name change to Library and Collections Planning unit	U
23	Proposal to Establish a Chair in the School of Chemistry	V
24	The University and Edinburgh's Festivals	W
25	Any Other Competent Business	
26	Date of next meeting	

Wednesday, 22 May 2013 at 10.30 am, in the Raeburn Room, Old College

Central Management Group



Wednesday, 6 March 2013

MINUTE

- Present: The Principal (in chair)
Senior Vice-Principal Professor M Bownes
Vice-Principal Professor J Seckl
Vice-Principal Professor C Jeffery
Vice-Principal Professor D Miell
Vice-Principal Professor L Waterhouse
Vice-Principal Mr N A L Paul
Dr K Waldron
- In attendance: Dr I Conn
Dr A R Cornish
Mr A Currie
Ms S Gupta
Mr P McNaull
Mr D Waddell
Professor D Argyle on behalf of the College of Medicine and Veterinary
Medicine
Professor D Robertson on behalf of Vice-Principal Professor Yellowlees
Mr S Marsden on behalf of Vice-Principal Professor Haywood
Dr K J Novosel
- Apologies: Vice-Principal Professor C Breward
Vice-Principal Professor J Haywood
Vice-Principal Professor S Hillier
Vice-Principal Professor D Hounsell
Vice-Principal Professor R Kenway
Vice-Principal Dr S Rigby
Vice-Principal Professor L Yellowlees
Mr H Edmiston

1 MINUTE OF THE MEETING HELD ON 23 JANUARY 2013

Paper A

The Minute of the meeting held on 23 January 2013 was approved as a correct record.

It was noted that this was the last meeting to be attended by Dr Kim Waldron, University Secretary and Dr Alexis Cornish, Director of Planning. CMG members wished to record their thanks to Dr Waldron and Dr Cornish for their commitment and work on the CMG and across the University and wished them well for the future.

2 PRINCIPAL'S BUSINESS

2.1 Principal's Communications

The Principal reported on the following: international staff recruitment and the growing reputation of the global academies; the success of events held in India and Latin America; the positive response to the launch of MOOCs with two courses

currently being offered in each College and interest from international institutes; and various recent issues within EUSA.

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

CMG noted the report.

FOR DISCUSSION

3 DRAFT PLANNING SUBMISSIONS 2013-2016 (CLOSED) **Paper C**

General Points:

- New approach with milestone plans covering a three year period
- Benefits of involving E&B colleagues at an early planning stage when considering new developments or improvements to current facilities
- Ensuring that equality and diversity activities included plans for staff and students
- The need to develop on-line programmes and expand the number of MOOCs

It was noted that final plans should be submitted by 28 March 2013 for consideration at PSG on 8 April and onward endorsement along with budgetary proposals by CMG on 17 April and approval by F&GPC on 29 April 2013.

3.1 CHSS **Paper C1**

The priority areas included: investment in staff to enable continuing improvement of the staff to student ratio and the streamlining of professional support services; preparation for REF2014; increasing income by looking at student recruitment, reviewing fee structures and course development especially on-line; and continuing to improve facilities for students, staff and visitors. It was suggested that it might be helpful to make a reference to the on-going work around the ECA estate and the requirement to formally provide update information to the SFC,

3.2 CMVM **Paper C2**

Addressing the challenges around sustainability and budgetary issues were highlighted in the plan. The priority areas included: continued implementation of the personal tutor scheme; restructuring of the current Schools within medicine and expanding current BSc programmes; improving liaison between Colleges particularly around biomedicine; and investment in improved capital facilities on all campuses including expansion of the BioQuarter. Suggestions were offered in respect of information on developments at Easter Bush and the proposed target for staff performance and development review.

3.3 CSE **Paper C3**

The priority areas included: increasing research income, looking at interdisciplinary approaches and widening the funder base; increasing student numbers both under and postgraduate while tackling issues of sustainability and fluctuations year on year in student figures; significant estate challenges on the KB site and looking for a master plan approach to improve teaching, study and social space for students (and staff) recognising current opportunities re Murchison House. Suggestions were offered in respect of comments on estate matters and the need to grow postgraduate numbers and on-line programmes.

3.4 CSG Paper C4

Against a background of increasing volume and complexity of activities, CSG aimed to ensure continuing support for all the goals, enablers and themes within the Strategic Plan. It was noted that additional funding may be required for CSG to take forward further developments.

3.5 ISG Paper C5

It was noted that the business cases attached to the current draft and other areas within the plan would be reviewed prior to the ISG plan being finalised. There was discussion on the continuing rapid developments in IT and expectations across the University and also on the ownership and funding of ISG projects and the main drivers for change.

3.6 SASG Paper C6

This was very much a draft plan pending further consideration by the new Head of SASG. The priorities for the Group included: continuing to meet current demands which were likely to require additional funding particularly in respect of International Office and Development and Alumni activities; improving the student experience; support of activities to generate income; and ensuring effective governance against a changing regulatory framework.

3.7 Student Unions Paper C7

CMG was generally supportive of the plans submitted by EUSA and EUSU, but noted the financial challenges of the former.

4 FINANCE UPDATE (CLOSED) Paper D

CMG noted the current position re the Holyrood development and the establishment of a Sub-Group of Court to consider the request from SBS Trustees.

5 NEW COMPLAINT HANDLING PROCEDURE Paper E

It was noted that the Scottish Public Services Ombudsman had developed a model Complaint Handling Procedure in consultation with Universities Scotland to comply with the Public Services Reform (Scotland) Act 2010 and that the attached new University Procedure was little changed from that model template. CMG approved the new Complaint Handling Procedure for implementation on 11 March 2013 noting that this new Procedure would replace the University's current Student Complaint Procedure, Public Complaint Procedure and Admissions Complaint Procedure and that additional internal processes would be put in place to support staff and students involved in complaints.

6 ETHICAL FUNDRAISING Paper F

CMG approved the terms of reference including membership of the Ethical Fundraising Advisory Group (EFAG) subject to inclusion within its remit to the Group considering other funded activities particular in relation to ERI activities. The proposed ethical screening procedure was also noted and endorsed and that there would be requirement to amend the Delegated Authorisation Schedule to confirm that all donations should only be received by the Development Trust.

7 EQUALITY & DIVERSITY GOVERNANCE AND UNIVERSITY EQUALITY OUTCOMES (CLOSED) Paper G

CMG approved the establishment of an Equality Management Group and the Group's terms of reference and membership as set out in the paper. Suggestions were made on the proposed University Equality Outcomes including that in a number of cases the activity and outcome should be in relation to both staff and students and that a new challenge around access to higher education for those in the protected characteristics should be added.

8 UN PRINCIPLES OF RESPONSIBLE INVESTMENT Paper H

The activities currently underway in order for the University to meet its obligations as a signatory of the UNPRI were welcomed and it was noted that Ms Welch, Assistant Director of Finance, was the University's Nominated Officer for UNPRI.

FOR INFORMATION/FORMAL APPROVAL

9 MANAGEMENT ACCOUNTS FOR 6 MONTHS TO 31 JANUARY 2013 (CLOSED) Paper I

CMG noted the satisfactory financial position after six months.

10 Q2 MANAGEMENT ACCOUNTS FORECAST 2012-13 (CLOSED) Paper J

It was noted that based on the January 2013 accounts the Group forecast for 2012/2013 indicated a £23m surplus.

11 REPORT FROM FEES STRATEGY GROUP (CLOSED) Paper K

CMG approved the recommendations as set out in the paper.

12 ROUTINE FEES (CLOSED) Paper L

CMG approved the recommendations as set out in the paper.

13 REPORT FROM SEAG Paper M

CMG noted the report on the items considered by the last meeting of SEAG in February 2013 and the tabled Social Responsibility and Sustainability Highlights 2011/2012 document.

14 WHAT'S THE UNIVERSITY FOR?" SERIES AND GRADUATE ATTRIBUTES FOR RESPONSIBLE CITIZENSHIP Paper N

The sentiments expressed in this paper which had been considered at the last meeting of SEAG were welcomed by CMG and it was noted that HR would be following up issues as part of its review of the competences framework and that other matters would be taken forward as appropriate by Vice-Principal Dr S Rigby.

15 ALTERATION OF THE TITLE OF CHAIR OF ANIMAL BIOTECHNOLOGY Paper O

CMG approved the proposed alteration to the title of the Chair of Animal

Biotechnology.

16 DATES 2013/2014

Paper P

The dates for CMG meetings in 2013/2014 were noted.

17 DATE OF NEXT MEETING

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

The University of Edinburgh

Central Management Group

17 April 2013

**Principal's Strategy Group Meeting
5 March 2013**

B

Amongst the items discussed were:

1. Annual Planning Submissions

Members considered the draft annual planning submissions from Colleges, Support Groups and the Student Unions and offered comments and suggestions in relation to each plan prior to discussion of the documents at CMG.

2. Campaign Update

The Group discussed the current feasibility study being undertaken into the format of the next fundraising campaign.



The University of Edinburgh

Central Management Group

17 April 2013

Final Planning Submissions 2013-2016

Brief description of the paper

Final planning submissions are attached for each of the Colleges, Support Groups and the Student Unions, along with the University's Corporate Statement.

Action requested

CMG is invited to discuss the final submissions.

Resource implications

Resource implications are addressed in the plans and financial forecasts. Included as part of each College/Support Group submission is a 3 year financial forecast.

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.

Any other relevant information

The Head of each College/Support Group will be invited to introduce his/her plan to CMG, after which there will be the opportunity for discussion of the major issues emerging from the planning submissions. The University Secretary will be invited to present the Student Unions' plans. The Director of Finance will be invited to present the University's Corporate Statement.

Originator of the paper

Peter Phillips
Deputy Director of Planning
9 April 2013

17 April 2013

Proposals for the allocation of resources for 2013-2014

Brief description of the paper

This is the second version of the draft 3-year financial plan and resource allocation proposal.

Action requested

The Group is invited to review the proposals and comment on its alignment with the Strategic Plan. Comments and suggestions to improve the impact of the plan document would be appreciated and these can be incorporated into the next version, which will go to F&GPC for approval at its meeting on 29th April 2013.

Resource implications

Does the paper have resource implications? The resources implications are set out in the paper.

Risk assessment

Does the paper include a risk assessment? The paper refers to the University Strategic Risk Analysis which is the primary statement of the risks that the Plan would need to take into account.

Equality and diversity

Has due consideration been given to the equality impact of this paper? No specific issues are raised in the paper.

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
10 April 2013



The University of Edinburgh

Central Management Committee

17 April 2013

Finance Director's 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 invited 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
10 April 2013

The University of Edinburgh

Central Management Group

17 April 2013

Risk Appetite

Brief description of the paper

The University developed its Risk Management policies and structures in 2002/3. Over the past 3-4 years, the practice of corporate risk management has moved forward, in particular the framing of risk appetite in the context of an organisation's strategy.

The paper provides

- an overview of developments in practice (section 3)
- an overview of the contextual considerations relating to risk appetite (section 4)
- possible approach to considering risk appetite in the University (section 5)
- a proposed revised statement of the University's Risk Management Policy and Appetite which, when finalised, will be approved by Court (section 6).

The paper has been discussed at Risk Management Committee and comes to CMG with its endorsement

Action requested

CMG is requested to consider the proposed statement of Risk Appetite and endorse it prior to consideration by F&GPC, Audit Committee, and Court.

Resource implications

Does the paper have resource implications? No

Risk Assessment

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

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes – there are no inherent equality implications related to the proposed Risk Appetite statement.

Freedom of Information

Can the paper be included in open business? No – only the final version of the Risk Appetite statement after incorporating input from key committees should be made open

Originator of the paper

Nigel A.L. Paul, Convener of the Risk Management Committee
8 April 2013

The University of Edinburgh

Central Management Group

17 April 2013

Internal Audit Report



Brief description of the paper

Senior management is responsible for governance and internal control. The attached report covers the work done by Internal Audit between June 2012 and March 2013. It is provided as part of the overall monitoring framework to help management assess the University's control environment and it highlights the significant pan-university issues arising.

Action requested

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

Resource implications

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

Risk assessment

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

Equality and diversity

Not applicable

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

Not applicable

Originator of the paper

Hamish McKay
Chief Internal Auditor
10 April 2013

Internal Audit

Internal Audit Reviews - listed in the order completed from June 2012 to March 2013.

Completed audit assignments

- 1 UK Border Agency legislation - Students
- 2 School of Philosophy, Psychology and Language Sciences (PPLS)
- 3 Treasury Management
- 4 IT Security - Biological Sciences - SAMBA
- 5 School of Health in Social Science (HiSS)
- 6 Unidesk (Replacement Call Management System)
- 7 Equality Act 2010
- 8 Student Fee Finance Processes
- 9 Estates and Buildings Let Property
- 10 Feedback to Students on Course Performance
- 11 Business School
- 12 Stewardship of Philanthropic Gifts
- 13 Identity Management (service) (IDM)
- 14 IT Security – Penetration Testing (EASE)
- 15 IT Security – Penetration Testing (School)
- 16 School of Physics and Astronomy
- 17 Doctoral Training Centre in the College of Humanities and Social Science (CHSS)
- 18 MVM Postgraduate Office Recruitment Procedures
- 19 IT Security – Physics – EPCC projects
- 20 CHSS Postgraduate Research Student Progression Monitoring
- 21 Population of REF2014 module in PURE
- 22 Personal Tutor support systems
- 23 IT Infrastructure – Network monitoring
- 24 School of Engineering
- 25 Edinburgh College of Art (ECA)
- 26 Attempt to access a student’s personal financial records
- 27 Cheque fraud scam
- 28 Distance Education Initiative - IT Provision

Issues arising

Issues are highlighted below where the subject has either (a) wider significance across the University and/or, (b) common themes requiring attention by senior management.

22 Personal Tutor System – issued February 2013

The University is introducing a University-wide Personal Tutor System (PTS). We assessed the PTS project using the University's Major Project Governance Toolkit which includes guidance on assessing which projects should be classed as 'major' projects and on the governance framework needed. Phase 1 of the PTS project has been successfully completed and Phase 2 is now being progressed. We found there is a clear organisational framework for the PTS project and this has been kept up to date as the project has developed. But we recommended enhancements to the project governance arrangements for the PTS by providing greater clarity on the authority, roles and responsibilities of Project Board members and that a risk register be established and maintained. We recommended that the use of agreed project resources should be monitored against project progress and that interim milestones for each sub-project within PTS should be introduced. The Project Board should be provided with regular updates of resource use and progress.

1 UK Border Agency legislation – Students – issued July 2012

Recruitment of international students and compliance with associated immigration requirements continues to feature prominently on the University's Risk Register and in March 2012, the University underwent its first UKBA Compliance Visit, involving student and staff recruitment, with a satisfactory outcome. This internal audit found that the Student Migration Management Group was performing well in most respects and that systems and processes put in place to address UKBA requirements were being actively developed. But it still depends heavily upon local compliance at School level. We identified a need for a member of staff to be responsible for **day-to-day** management of the overall international student sponsorship processes including the monitoring and review of the implementation of procedures. Two new, full-time members of staff have since been appointed and it is understood one of them has the day-to-day management responsibility. We identified a need to ensure that student data such as term-time contact details and relevant certificates are managed and maintained as required by UKBA. [A subsequent routine follow up identified that agreeing University-wide guidelines for attendance management was proving challenging. Draft guidelines had yet to be agreed with user areas.]

21 Population of REF2014 module in PURE – issued January 2013

We reviewed the University's progress in collating data to support the submission for REF2014. PURE is a research management tool used widely in the University. One of its functions is the provision of the REF2014 module to support our REF 2014 submission. We found that the University is working effectively and timeously towards populating PURE with data on research outputs and on people eligible for inclusion in the REF2014 submission. GaSP (Governance and Strategic Planning) is exercising effective oversight over this data collection.

12 Stewardship of Philanthropic Giving – issued October 2012

The audit was undertaken at the request of the Principal seeking assurance that philanthropic donors are being suitably engaged to maintain their interest. It also reviewed the University's response to the (then) recent Woolf report on the London School of Economics (LSE's) relations with Libya. The Development and Alumni Department lacks mechanisms to highlight possible donor dis-satisfaction and this extends to the independent fundraising of individual Schools. More was needed by the University to respond to the Woolf Report in order to minimise risk of funding being inadvertently accepted from donors who may be unsuitable. [A paper was presented to March CMG setting out revised 'Procedures for the Ethical Screening of Donations' taking account of the Woolf Report recommendations.]

13 Identity Management Service (IDM) – issued October 2012

IDM holds information on entitlement of all University computer users to the key IT services; it replaced a previous in-house system which was not able to meet the ever-increasing demands on it. It is a critical link in the provision of University IT services. The availability of IDM is very good, and substantially better than the system it replaced. There was a need to bring together providers and consumers of the IDM service in order to make strategic decisions about future IDM development. [Initial User Group meeting scheduled for April 2013.]

Hamish McKay,
Chief Internal Auditor
10th April 2013



The University of Edinburgh

Central Management Group

17 April 2013

Internal Audit Follow Up Reviews

Brief description of the paper

The annual Audit Plan includes a programme of follow up reviews to monitor the extent to which recommendations agreed by management are reported as having been implemented. The following tables summarise the follow up reviews at the time of the Audit Committee meeting on 28 February 2013:

Table

1	Received since the last Audit Committee.	16
2	Actively in progress & awaiting a response.	0
3	Pending – including those with revised follow-up dates.	33

Action requested

The Audit Committee met in February and suggested that CMG ought to receive this report routinely, to note progress in implementing agreed internal audit recommendations.

Resource implications

There may be resource implications for management when implementing recommendations.

Risk Assessment

This report provides an indication of the progress being made by management to implement recommendations made to help mitigate identified risks.

Equality and Diversity

A reminder is now issued with all audit reports that managers and individuals with responsibility for implementing any change to a policy or practice must ensure that due regard is given as to whether an equality impact assessment is needed.

Freedom of Information

Can this paper be included in open business? Yes

Originator of the paper

Hamish McKay, Chief Internal Auditor

Presenter of the paper

Vice Principal and Director of Corporate Services, Mr Nigel Paul
28 March 2013

Table 1) Internal Audit Follow Up Reviews due to have been actioned since the last Audit Committee

The following table shows internal audit reviews that have been followed up since the last Audit Committee meeting. It summarises the progress reported by management in implementing recommendations made and agreed with Internal Audit at the time of the original review. The 'Actioned' column may include recommendations where management have implemented alternative action to cover the risk that led to the original recommendation. The table shows the total number of recommendations in each case. The subset of Higher Priority recommendations are show in brackets e.g. [3].

Summary	No of assignments	Total Number of Recommendations	Actioned	Partly Actioned	In Progress	Not Actioned
Recommendations agreed to be actioned Nov '12 <u>to Feb '13</u>	16	79 [11] 100%	40 [4] 51%	2 [1] 3%	34 [6] 42%	3 [0] 4%
Recommendations agreed to be actioned Sept '12 <u>to Nov '12</u>	10	38 [7] 100%	30 [6] 79%	1 [0] 3%	7 [1] 18%	0 [0] 0%

Report Ref	Report Title	Total Number of Recommendations	Actioned	Partly Actioned	In Progress	Not Actioned	Senior responsibility	Coll / SGroup
09-15	Asbestos Policy	2 [1]	2 [1]				Dir E&B	CSG
11-18	School of Philosophy, Psychology and Language Sciences	7	7				Hd of School	HSS
11-09	Password Policies	3	3				Dir IT Infrastructure	ISG

Report Ref	Report Title	Total Number of Recommendations	Actioned	Partly Actioned	In Progress	Not Actioned	Senior responsibility	Coll / SGroup
10-12	Research Grant Cost Recovery	2			2 ¹		College Accountant SCE	SCE
10-19	School of Geosciences	7 [1]	3	2 [1] ²		2 ²	Hd of School	SCE
10-22	UoE Utilities Supply Company Ltd	2 [1]			2 [1] ³		Dep Dir Finance	CSG
10-16	The Moray House School of Education	6 [3]	4 [2]		2 [1] ⁴		Hd of School	HSS
08-07A	(Full) business continuity - non IT Related	6 [1]	1 [0]		5 [1] ⁵		Dir Corp Ser.	CSG

¹ Guidance note partially written and planned to be completed in summer of 2013 and discussions with ERI scheduled as part of overall review. Added to Table 3.

² Some progress as Executive Committee and Draft Sustainability Plan for Edinburgh Centre on Climate Change (ECCC) now in place but financial models are proving difficult to create, because of the constant evolution of the ECCC business and the difficulties of establishing what elements of the new building will be centrally bookable. The other non-high priority recommendations are in hand. Added to Table 3.

³ The process of bringing various legal documents up to date has been more involved than expected. A conclusion is expected shortly. With regard to the second recommendation, the board has decided to undertake a reassessment of the way forward for the business plan which will result in a fuller overall business plan in due course. Added to Table 3.

⁴ Both recommendations involve harmonising processes and procedures across the School and are taking longer than anticipated to implement. Added to Table 3.

⁵ A review of the emergency contact data records held by Security and the procedures in place to update these has been carried out. A gap analysis of business continuity plans in the University has also been done. Added to Table 3.

Report Ref	Report Title	Total Number of Recommendations	Actioned	Partly Actioned	In Progress	Not Actioned	Senior responsibility	Coll / SGroup
08-11	Mobile Working	3 ^[1]			3 ^[1] ⁶		Dir IT Infrastructure & Dir HR	ISG & CSG
10-13	Application of Internal University IT Codes of Practice	3	2		1 ⁷		Dir IT Infrastructure	ISG
11-20	Business School	2	1		1 ⁸		Hd of School	HSS
11-21	School of Health in Social Sciences (HiSS)	12	4		8 ⁹		Hd of School	HSS
11-07	Research Grants Section	2			2 ¹⁰		Dir of Finance	CSG

⁶ Mobile working will now be covered under the project to redevelop the 'Flexible Working Policy' as mobile working is one of the many forms of flexible working. Revised check-up date applied. Added to Table 3.

⁷ The remaining recommendation was to establish Codes of Practice. 16 of the 18 identified high priority Codes of Practice are completed with 2 remaining. Revised check-up date applied. Added to Table 3.

⁸ The School is processing a new appointment. Added to Table 3.

⁹ The School delayed implementing a set of recommendations when it was unable to make an appointment. The post is now being filled by secondment. Added to Table 3.

¹⁰ The two recommendations have been delayed due to software difficulties. Revised re-check date applied. Added to Table 3.

Report Ref	Report Title	Total Number of Recommendations	Actioned	Partly Actioned	In Progress	Not Actioned	Senior responsibility	Coll / SGroup
11-02	UKBA Legislation – Students	12 [3]	6 [1]		5 [2] ¹¹	1 [0] ¹²	Dir International Office	SASG
11-10	Unidesk	6	5		1 ¹³		Dir IT Support Services	ISG
10-08	Interactive Data Management (IDM)	4	2		2 ¹⁴		Dir Application Div IS	ISG

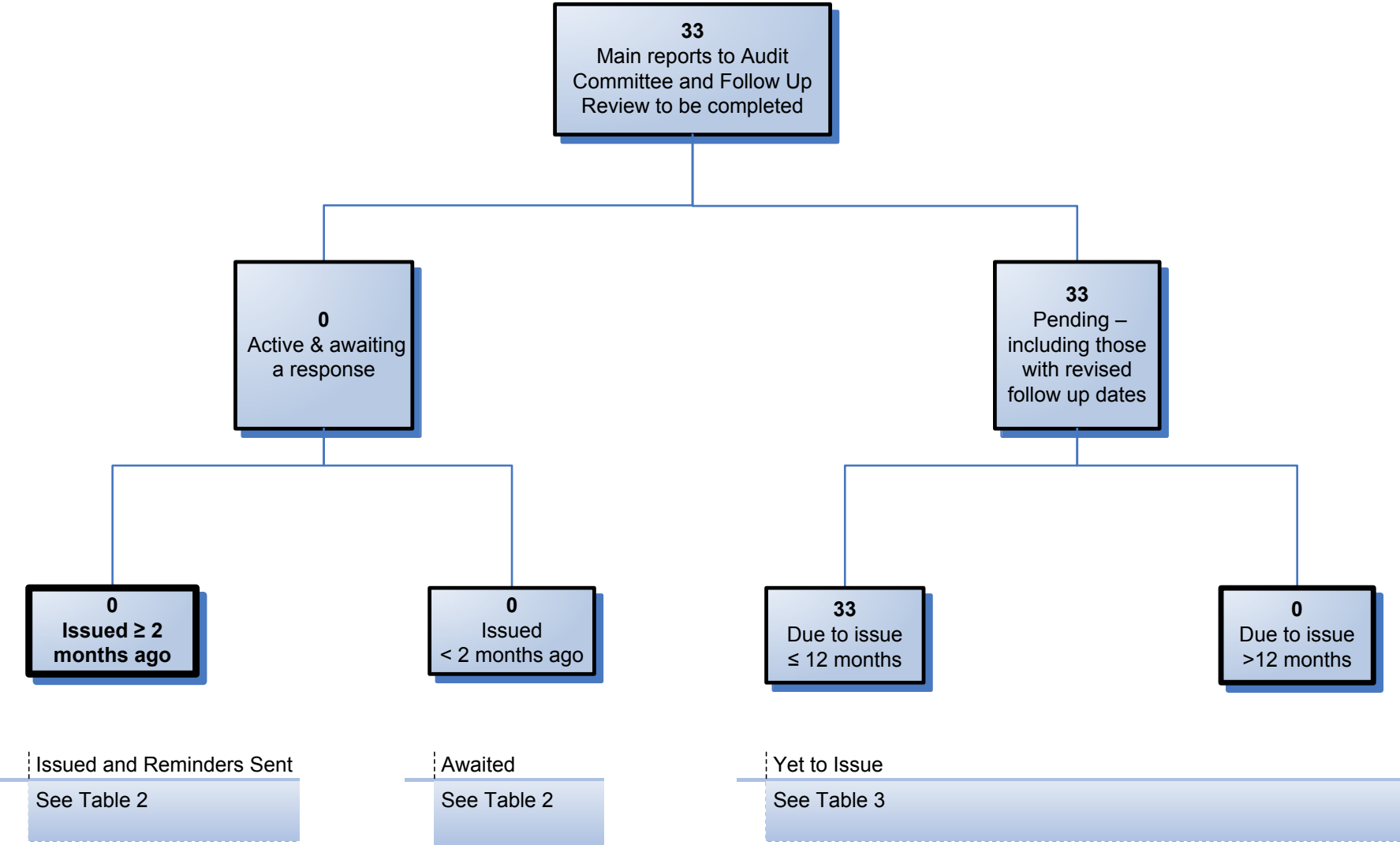
¹¹ Ensuring that processes for student attendance monitoring are adequate across all areas of the University will take time. Student Attendance and Engagement Guidelines were issued in December 2012 and discussions on the most appropriate ways of implementing the guidelines are progressing. Added to Table 3.

¹² We recommended that courses with a work placement element should be identified and assessed for compliance with UKBA rules on a regular basis. This has not yet been actioned due to staff resourcing issues. It has been rescheduled for action during the academic year 2013/14. Added to Table 3.

¹³ Expected completion date for remaining recommendation is end March 2013. Added to Table 3.

¹⁴ Revised action dates of end April 2013. Added to Table 3.

Audit Assignment Status Report – Follow Ups Open as at 19 February 2013



Internal Audit Follow Up Reviews

Table 2) Follow Up Reviews Actively in Progress & awaiting a response - nil

Audit Ref	Subject	(Next) follow-up date	Senior responsibility	Coll / SGroup

Table 3) Follow Up Reviews Pending – including those with revised follow-up dates - 33

Audit Ref	Subject	(Next) follow-up date	Senior responsibility	Coll / SGroup
2011/08A	IT Security - Biological Sciences: SAMBA	28/02/2013	Hd of School	CSE
2008/13	Intellectual property	01/03/2013	ERI Hd of Legal	CSG
2011/12	Treasury Management	01/03/2013	Dir of Finance	CSG
2011/08C	IT Security SPSS Pen Test	28/03/2013	Hd of School	HSS
2011/15	Stewardship of Philanthropic Gifts	29/03/2013	Dir Dev & Alumni	SASG
2010/22	UoE Utilities Supply Company Limited	31/03/2013	Dep Dir Finance	CSG
2011/10	Unidesk	31/03/2013	Dir IT Support Services	ISG
2011/03	Data Protection Risk	01/04/2013	Hd Records Management	SASG
2010/13	Application of Internal University IT Codes of Practice	30/04/2013	Dir IT Infrastructure	ISG
2010/08	Interactive Data Management (IDM)	30/04/2013	Dir Application Div IS	ISG
2011/07	Research Grants Section	30/04/2013	Dir of Finance	CSG
2011/16	Estates & Buildings Let Property	30/04/2013	Ass Dir Estates, Operations	CSG

Internal Audit Follow Up Reviews

Audit Ref	Subject	(Next) follow-up date	Senior responsibility	Coll / SGroup
2011/19	CHSS Postgraduate Research Student Progression Monitoring	30/04/2013	PG Dean	HSS
2012/05	Personal Tutor support system	01/05/2013	AP Learning & Support	SASG
2012/17	DTC in CHSS	01/05/2013	Head of DTC	HSS
2010/19	School of Geosciences	01/06/2013	Hd of School	CSE
2011/08B	IT Security – Physics & Astronomy - EPCC	30/06/2013	Hd of School	CSE
2009/02	Financial Planning of Capital Projects	31/07/2013	Dir of Finance and Dir of Estates	CSG
2010/16	Moray House School of Education	31/07/2013	Hd of School	HSS
2011/21	School of Health in Social Sciences (HiSS)	31/07/2013	Hd of School	HSS
2010/20	Medical Education	01/08/2013	MVM College Registrar	MVM
2008/11	Mobile Working	01/08/2013	Dir IT Infrastructure & Dir HR	ISG & CSG
2011/02	UKBA Legislation - Students	01/08/2013	Dir International Office	SASG
2011/05	Student Fee Finance Processes	01/08/2013	Dir of Finance & Secretary	CSG & SASG
2011/14	Equality Act 2010	01/08/2013	Dep Dir HR and VP (Equality & Diversity) & Secretary	CSG
2011/20	Business School	01/09/2013	Hd of School	HSS
2008/07A	(Full) business continuity - non IT Related	01/09/2013	Dir Corp Ser.	CSG

Internal Audit Follow Up Reviews

Audit Ref	Subject	(Next) follow-up date	Senior responsibility	Coll / SGroup
2012/03	Population of REF2014 module in PURE	01/09/2013	Dir Planning	SASG
2010/12	Research Grant Cost Recovery	01/10/2013	College Accountant SCE	SCE
2011/17	School of Physics & Astronomy	30/11/2013	Hd of School	SCE
2011/22	MVM Postgraduate Office Recruitment Procedures	31/12/2013	PG Dean	MVM
2012/22	Edinburgh College of Art	01/01/2014	VP College of Art	HSS
2010/03	UKBA Legislation - Staff	01/02/2014	Dir HR	CSG

The University of Edinburgh

Central Management Group

17 April 2013

Report from Estates Committee held on 27 March 2013

Brief description of the paper

The paper reports on key discussions and recommendations made at the meeting of EC, held on 27 March 2013.

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

Action requested

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

Resource implications

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

Risk Assessment

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

General:

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

Capital/Revenue commitments – mitigated by tracking via the Group Estate Development Programme and regular updating in consultation with Finance and reporting to EC, CMG and FGPC, through to Court.

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

Equality and Diversity

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

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

Any other relevant information

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

Freedom of information

Has due consideration been given to the equality impact of this paper. The paper is **closed**.
Its disclosure would substantially prejudice the commercial interests of any person or organisation

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

Originator of the paper

Paul Cruickshank – Estate Programme Administrator
Anglea Lewthwaite – Secretary to Estates Committee
5 April 2013

The University of Edinburgh

Central Management Group

17 April 2013

**Analysis of the NSS returns from the University of Edinburgh
and suggested strategies for remediation of these returns.**

Brief description of the paper

Consideration of analysis of the NSS returns.

Action requested

The paper is for discussion before submission of a modified version to the University Court and action following from the recommendations in the paper.

Resource implications

Does the paper have resource implications? Yes

‘Resource implications’

Risk assessment

Does the paper include a risk analysis? Yes

‘Risks to remediation of NSS scores’

Equality and diversity

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

It applies equally to all students and meets equality impact criteria.

Freedom of information

Can this paper be included in open business? No

Disclosure would substantially prejudice the effective conduct of public affairs.

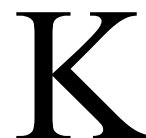
For how long must the paper be withheld? Indefinitely

Any other relevant information

To be presented by Dr Sue Rigby, Vice Principal Learning and Teaching

Originator of the paper

Dr Sue Rigby, Vice Principal Learning and Teaching, April 2013



The University of Edinburgh

Central Management Group

17 April 2013

**Report from Staff Committee
19 February 2013**

Brief description of the paper

This paper provides a summary of the key issues discussed and agreed at the meeting of Staff Committee held on 19 February 2013.

Action requested

CMG is asked to note this paper.

Resource implications

Does the paper have resource implications?

Any resource implications are covered in the content of the separate papers under discussion, where these are known. However, many papers are here for discussion and will be developed into a formal proposal later with costs, subject to support and agreement from Staff Committee for the initiative to proceed.

Risk assessment

Does the paper have risk implications?

Any relevant issues relating to effective risk management are covered in the content of the separate papers under discussion.

Equality and Diversity

Equality and diversity impact assessments will be carried out in as part of each separate initiative where relevant.

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? Until approval has been given for the initiatives under consideration.

Originator of the paper

Sheila Gupta, Director of Human Resources

The University of Edinburgh

Central Management Group

17 April 2013

Equality Outcomes

L

Brief description of the paper

This paper seeks CMG's approval of University Equality Outcomes as set out in the attached document. The University is required to publish a set of equality outcomes by 30 April 2013 to meet its obligations in relation to the Scottish Specific Duties regulations under the Equality Act 2010. The legal context and process for developing and consulting on the Equality Outcomes are set out in the document, along with the proposed Equality Outcomes themselves.

Action requested

CMG is asked to approve the document, including the Equality Outcomes and Actions therein.

Resource implications

Does the paper have resource implications? Yes

Achievement of each of the Equality Outcomes and Actions has resource implications in terms of the time of those involved and, in some cases, financial costs.

Risk assessment

Does the paper include a risk assessment? No. However, the statutory requirements are set out in section 2. Failure to publish Equality Outcomes by 30 April 2013 would breach the University's statutory obligations.

Equality and diversity

Has due consideration been given to the equality impact of this paper? Yes. This paper is concerned with advancing equality in the University, and addressing the University's statutory equality duty.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

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

Equality Outcomes



1. Purpose

This document sets out the University's Equality Outcomes for the period from 30 April 2013 until 29 April 2017, as well as arrangements for reporting on progress and reviewing the Outcomes.

In addition to meeting the statutory requirements set out in the Context section below, it is intended that the preparation and publication of Equality Outcomes will help the University to ensure the right issues are being addressed to achieve tangible benefits for its community.

2. Context

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 place 'Specific Duties' on the University to enable the better performance of the general equality duty.

The general equality duty (formally the 'public sector equality duty') was introduced by the Equality Act 2010¹ and requires the University, in the exercise of its functions, to have due regard to **three needs**. These are the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic² and those who do not, particularly by
 - Removing or minimising disadvantage
 - Meeting the needs of particular groups that are different from the needs of others
 - Encouraging participation in public life
- Foster good relations between people who share a protected characteristic and those who do not, through tackling prejudice and promoting understanding between people from different groups.

¹ Enacted, in this respect, in April 2011

² The general equality duty covers the following protected characteristics: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. It also covers marriage and civil partnerships with regard to eliminating unlawful discrimination in employment.

The Specific Duties include a duty for the University to publish a set of Equality Outcomes which it considers will enable the University to better perform the general equality duty.

An Equality Outcome (as defined by the Equality and Human Rights Commission) is a result which we aim to achieve in order to further one or more of the needs mentioned in the general equality duty. It may be thought of as a result intended to achieve specific and identifiable improvements in people's life chances. Outcomes are the changes that result for individuals, communities, organisations or society as a consequence of the action we have taken. Outcomes include short-term benefits, such as changes in awareness, knowledge, skills and attitudes, and longer-term benefits such as changes in behaviours, decision-making or social and environmental conditions.

3. Responsibilities

Responsibility for achievement of the University's Equality Outcomes is shared across the University, with particular responsibility lying with its governing and decision-making bodies, managers, and those responsible for students and services. Specific responsibility is identified for overseeing each Action relating to the Equality Outcomes.

4. Involvement and process for developing the Equality Outcomes

The Equality Outcomes have been developed with close reference to University's Strategic Plan and other existing strategies, plans and external requirements, including the University's Equality and Diversity (E&D) Strategy and Action Plan, the University Athena SWAN Action Plan 2012, the University's Outcome Agreement with the Scottish Funding Council and the Research Councils UK statement of expectations in relation to E&D.

A range of stakeholders have been consulted, including:

- senior management through Staff Committee, Central Management Group (CMG) and Senate Committees
- University services, committees and groups, including the Chaplaincy, Equality and Diversity Committee, Student Disability Service and Student Disability Committee
- staff and student groups, including the recognised trade unions, Edinburgh University Students' Association (EUSA) and the Staff LGBT³ Network
- individual staff from particular equality groups, through focus groups and individually.

³ Lesbian, Gay, Bisexual, Transgender

The Equality Outcomes have been developed taking into account a wide range of evidence. In addition to the feedback and information from the consultation and sources above, consideration has been given to a number of sources of information relating to equality, including E&D Monitoring and Research Committee (EDMARC) reports, Equal Pay Audits, HR benchmarking data and survey results.

5. Equality Outcomes

The attached Equality Outcomes and associated Actions have been identified as being the most relevant and significant issues for the University to address, based on our Strategic Plan and the consultation and evidence outlined above.

6. Monitoring and Review

A report on the progress made to achieve the Equality Outcomes will be made by 30 April 2015, as required by the Specific Duties regulations. This will be reported to CMG and onwards to Court, and will be published on the University's E&D website and as part of the University's Publication Scheme. The Equality Outcomes will also be reviewed at that point and may be revised. A further report on progress will be made by 30 April 2017 and a fresh set of Equality Outcomes will be published at that point.

7. References, linked policies and sources of further information

University Equality and Diversity Strategy [link: <http://www.ed.ac.uk/schools-departments/equality-diversity/about/strategy-action-plan>]
Equality and Human Rights Commission guides to the public sector equality duty [link: www.equalityhumanrights.com/scotland/public-sector-equality-duty/non-statutory-guidance-for-scottish-public-authorities/]

8. Policy history and review

This document was approved by CMG on 17 April 2013 and takes effect from 30 April 2013. The attached Equality Outcomes and Actions replace the Equality Action Plan 2011-2012 appended to the University's Equality and Diversity Strategy approved in November 2011.

The document will be reviewed as set out in the 'Monitoring and Review' section above. In addition, this document will be subject to review in the event of any change in the relevant legislation or context.

Equality Outcomes and Actions 2013-17



The University of Edinburgh (UoE) has a long history as an accessible and inclusive institution, going back to its origins as a 'civic' University. The University aspires to be a place of first choice for some of the world's most talented students and gifted staff and is committed to developing a positive culture, where all staff and students are able to develop to their full potential.

The University has agreed five Equality Outcomes in order to advance equality, diversity and inclusion, and enable the fulfilment of the General Equality Duty. The Equality Outcomes are summarised below, along with details of the relevant priorities in the University's Strategic Plan. This document then sets out details of the Actions identified to enable achievement of each of the Equality Outcomes, including responsibilities, success measures and timescales. Each action specifies which of the 'needs' set out in the general equality duty are addressed, which Protected Characteristics are covered and whether the action relates to students, staff and/or the wider community.

Summary of Equality Outcomes and Aligned Strategic Priorities

Equality Outcome 1: Improve the inclusivity of the working and studying environment

Ensure that the University values difference and that all students and staff can be confident about being themselves and have the opportunity to reach their full potential.

Aligned strategic priorities:

- Excellence in education objective: guide and support our students through University of Edinburgh degree programmes
- People Enabler objectives/strategies: be inclusive, supportive and collegial in our approach, which is underpinned by principles of dignity and respect, equality and diversity, health, safety and wellbeing; promote the attractiveness of the University as a globally significant institution, and support new staff to enable them to become effective; provide safe and accessible working environments

- Outstanding student experience theme objectives: combine our recognised teaching excellence with an outstanding student experience ...; take a cohesive, inclusive and individualised approach to enhancing our student experience that encompasses all subjects, all modes of learning, all student services, and all parts of our estate; promote student health, wellbeing and safety
- Equality and widening participation theme objective/strategy: foster a culture which permits freedom of thought and expression within a framework of mutual respect; enable students from under-represented groups to fully embrace their University experience, successfully complete their programme of study and expand their ambitions and employment opportunities; ensure staff and students with particular needs have access to appropriate facilities and support

Equality Outcome2: Improve the mainstreaming of equality through governance and management

Aligned strategic priorities:

- People Enabler strategy: foster our ethos of collegiality, tolerance, compassion and strong ethics, through effective employee engagement and empowerment, transparency and excellent communications
- Lifelong community theme objective: be a responsible and influential neighbour, employer and adviser

Equality Outcome 3: Improve awareness and understanding of equality in the University

Improve quantitative and qualitative information about the students and staff (including potential students and staff) and their experiences across the student and employment lifecycles. Improve awareness and understanding of equality, diversity and inclusivity by the University community.

Aligned strategic priorities:

- Excellence in education objective: embed graduate attributes ... in all our curricula
- Excellence in research objectives: combine our proven research excellence with demonstrable ... health and social impact; generate a cohort of future research leaders
- Excellence in innovation objective: increase our impact on culture, health and wellbeing
- People Enabler objective: develop the knowledge, capabilities and skills of our people
- Outstanding student experience theme strategy: ensure staff have the skills and knowledge to respond effectively to the range of our students' circumstances, experience, expectations and aptitudes
- Global Impact theme strategy: promote and recognise the value of international mobility, cross-cultural understanding, and multilingualism for all our students and staff

- Lifelong community theme strategy: promote the University of Edinburgh's achievements both locally and globally
- Equality and widening participation theme strategy: protect and celebrate diversity as a defining element of the University of Edinburgh experience; ensure staff have appropriate training and information in equality areas to prevent discrimination, make reasonable adjustments, and promote equality of opportunity

Equality Outcome 4: Improve equity of pay and career progression for all University staff

Aligned strategic priorities:

- People Enabler objective/strategy/KPI/target: attract, reward and retain the best people, accessing talent from around the world; reward excellence and success in a variety of ways; increase the proportion of staff who have had an annual review within the previous year, incorporating the identification of objectives and development needs; achieve the institutional Athena SWAN Silver award
- Equality and widening participation theme target: increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels, and reduce the gender pay gap for University staff

Equality Outcome 5: Improve equity of access to education in the University.

Aligned strategic priorities:

- Equality and widening participation theme objectives/strategies/target: admit the very best students from a wide range of backgrounds; raise engagement and aspirations in individuals from under-represented groups, broadening the base of our applicant pool; take context and individual circumstances into account when identifying students with the best potential to succeed, through our fair, clear and transparent admissions policy.

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)
Equality Outcome 1: Improve the inclusivity of the working and studying environment			
1.1 Continue to develop and further promote the University's Dignity and Respect Policy and associated support, to encourage a culture of mutual respect.	Recruit and train further Dignity and Respect Advisers and publicise their service by September 2013	University HR Services (UHRS) Employee Relations team with the Staff Counselling Service (for staff) Senate Quality Assurance Committee (QAC) for students	All three needs in respect of all PCs (students and staff)
1.2 Widen accessibility and inclusion for students - and in particular mainstream common adjustments to provide an equitable level of support and better meet the needs of disabled (and dyslexic) students - through implementation of a new Accessible and Inclusive Learning Policy in 2013/14. Following evaluation, extend mainstreaming of relevant adjustments for disabled staff and visitors during 2015/16.	<p>Publication of Accessible and Inclusive Learning Policy by end June 2013</p> <p>Satisfactory audit of mainstreaming of adjustments by end of 2014/15.</p> <p>Increased student satisfaction ratings in the annual Student Disability Service (SDS) student evaluation survey and Edinburgh Student Experience (ESE) survey.</p> <p>Reduce number of specific adjustments recommended by the SDS.</p> <p>Cessation of use of coursework</p>	<p>Senate Learning & Teaching Committee with Student Disability Service (implementation)</p> <p>QAC (monitoring)</p>	Eliminate discrimination and Advance equality in respect of Disability, with benefits for other groups (students initially, then staff and the wider community)

	stickers from 2013-14 Recommendations in relation to mainstreaming of adjustments for disabled staff and visitors developed by August 2015.	Equality Management Committee (EqMC)	
1.3 Improve the extent to which new curricula are inclusive by design through revision of the course and programme approval documentation and briefing of Boards of Studies.	Implementation of revised course/programme approval documentation by end of 2013/14	Senate Curriculum and Student Progress Committee	All three needs in respect of all PCs (students)
1.4 Ensure on-going accessibility throughout programme delivery and increase the opportunities for sharing good practice in accessible and inclusive learning through internal programme reviews.	Evidence of consideration of accessibility in internal programme reviews and sharing of good practice, where relevant, at IAD's annual Sharing Good Practice event.	QAC Institute for Academic Development (IAD)	All three needs in respect of all PCs (students)
1.5 Challenge discrimination and improve awareness of mental health issues University-wide through progressing the University's See Me action plan (attached as Appendix 1) and revising the University's (Student) Mental Health code of practice (CoP)	As set out in the See Me action plan Publish revised Mental Health CoP by September 2013	As set out in the See Me action plan Student Disability Committee	All three needs in respect of Disability (students and staff)
1.6 Implement adjustments recommended by the Student Disability Service on an on-going basis, to facilitate disabled students to achieve their full potential.	Increased student satisfaction ratings in annual SDS student evaluation survey and ESE survey. Monitor attainment levels of disabled students compared to non-disabled students.	Academic staff (e.g. course organisers, Coordinators of Adjustments), Academic Registry, Library staff. EDMARC	Eliminate unlawful discrimination and Advance Equality in respect of Disability (students)

1.7 Enhance support for students with Asperger Syndrome by encouraging and supporting social activity and interaction, to enable their greater participation in University life.	Pilot undertaken during 2013-14	Student Disability Service working with EUSA	Advance Equality and Promote Good Relations in respect of Disability (students)
1.8 Implement a new staff disability policy and service to provide improved and more visible services and support to meet the needs of disabled staff and promote an environment that encourages staff to let the University know they are disabled and receive individual support.	Project plan in place by September 2013 with clear milestones and timescales, including establishing baseline usage data and a recording system to monitor service delivery.	UHRS Employee Relations team and Staff Disability Steering Group	All three needs in respect of Disability (staff)
1.9 Continue to improve and extend support for the increasingly international and multicultural University community, involving students and staff in the design of services to ensure that they provide value and impact.	New Relocation Service in place by end 2013/14 and positive feedback from international staff. Achieve relevant milestones from the International Student Support Strategic Plan 2012-16	UHRS Resourcing team International Office with Student Experience Project and other student services.	Advance equality and Promote Good Relations in respect of Race (students and staff)
1.10 Develop and implement an action plan to advance equality for LGBT students and staff, taking account of the Stonewall Workplace Equality Index and Gay by Degree guide and tailored for UoE.	Action plan developed by December 2013 incorporating governance arrangements and measures and timescales on each action.	UHRS Employee Relations team for staff and QAC for students, working with the LGBT Staff Network and student LGBT groups	All three needs in respect of Sexual Orientation and Gender Reassignment for (students and staff).
1.11 Create a new, University purpose-built childcare facility at King's Buildings and provider pointers to those at other locations with regard to local nursery provision, to help meet the needs of students and staff.	Implementation in summer 2014	Vice-Principal & Director of Corporate Services	Advance equality in respect of Pregnancy/Maternity and Sex, with potential benefits for all groups (students and staff).

Equality Outcome2: Improve the mainstreaming of equality through governance and management			
2.1 Revise and implement new E&D governance, management and consultation structures with the effect that there are improved clarity of responsibility for equality matters and effective means of consulting stakeholders, including equality groups.	<p>Establishment of the Equality Management Committee, with regular meetings during 2013/14.</p> <p>Revised management and communication structures put in place within Colleges and Support Groups during 2014/15.</p> <p>Review and recommendations for improving consultation with equality groups, including associated resources, completed by end of 2013/14</p>	<p>Vice-Principal E&D</p> <p>EqMC</p> <p>EqMC</p>	All three needs in respect of all PCs (students, staff and wider community)
2.2 Promote the effective use of Equality Impact Assessment (EqIA) to improve the account taken of equality impact in decision-making, policy and practice across the University, during the period of these Equality Outcomes.	Evidence of EqIA being undertaken at UoE, College and school/service levels in the University, and of resulting improvements in performance of the Public Sector Equality Duty, during the period from May 2013 to April 2017.	EqMC	All three needs in respect of all PCs (students, staff and wider community)
2.3 Review school/service E&D plans and incorporate into College/Support Group and University strategic/action plans as part of the annual planning cycle, in order to mainstream equality into planning at all levels.	Evidence of E&D plans at school/service and College/Support group levels each year.	Heads of College and Support Group	All three needs in respect of all PCs (students, staff and wider community)
2.4 Promote the advancement of equality through procurement criteria and conditions on an on-going basis.	Evidence of used of E&D criteria in relevant procurement exercises.	Director of Procurement	All three needs in respect of all PCs (students, staff and wider community)

Equality Outcome 3: Improve awareness and understanding of equality in the University			
3.1 Augment quantitative data on PCs for students and staff to enable better monitoring of academic and employment outcomes.	On-going improvement in availability of data on PCs for staff and students. Plans in place to gather data where it is not held by end 2013/14.	UHRS for staff; Academic Registry/Student Recruitment & Admissions (SRA) for students	All needs in respect of the PCs of: disability, gender reassignment, race, religion and belief, sexual orientation (students and staff)
3.2 Improve availability of data on maternity leave and return, other parental/carers' leave and flexible working for staff (particularly parents/carers and those nearing retirement) to enable the University to better meet their needs.	Ability to report on maternity/parental leave and flexible working through HR systems by end 2014/15.	UHRS and local HR teams	Eliminate discrimination and advance equality in respect of the Age, Pregnancy/Maternity and Sex (staff)
3.3 Expand regular reporting on equality data in relation to employment, recruitment, development, promotion, Annual Review and occupational segregation, to support the achievement of strategic objectives and other Equality Outcomes.	Publication of EDMARC report annually and additional reports as required to meet the needs of Court reporting on the Strategic Plan, Remuneration Committee, Athena SWAN and others, as well as fulfilling the Scottish Specific Duties. Annual consideration of these reports to identify disparities by PC in relation to student and employment lifecycles, and relevant action.	Governance & Strategic Planning (EDMARC) and UHRS EDMARC	Eliminate discrimination and Advance Equality in respect of all PCs except Marriage/Civil Partnership (staff).
3.4 Analyse student survey data to identify disparities in experience by PC and relevant action.	Equality analysis of 2013 student survey undertaken and recommendations for associated action made by December 2013.	QAC	All needs in respect of all PCs (students)

<p>3.5 Promote academic communication and collaboration between and by UoE researchers in fields associated with equality, diversity and inclusion in order to enhance research quality and knowledge exchange for strategic and wider benefit.</p>	<p>Continued collaboration through the LGBT Staff Network between May 2013 and April 2017.</p> <p>Plans for development of academic collaboration in relation to other equality fields set out by end 2014/15.</p>	<p>LGBT Staff Network</p> <p>EqMC</p>	<p>Advance equality and Promote Good Relations in respect of all PCs (wider community)</p>
<p>3.6 Promote and extend staff development to improve awareness and understanding of equality, diversity and inclusion, with a view to enabling staff to advance equality through their work and ensuring an inclusive University culture that values difference.</p>	<p>Substantive increase in take up of relevant staff development opportunities by key groups (e.g. personal tutors, managers) in the period from May 2013 to April 2017.</p>	<p>UHRS, IAD and Heads of College and Support Group</p>	<p>All needs in respect of all PCs (students, staff and wider community)</p>
<p>3.7 Extend staff development provision on mental health awareness and related services.</p>	<p>Increase in staff attendance at mental health awareness seminars in the period from May 2013 to April 2017.</p>	<p>Occupational Health with HR Learning & Development team</p>	<p>All three needs in respect of Disability (students and staff)</p>
<p>3.8 Improve religious literacy through a programme of activity in order to encourage mutual respect and reduce potential conflict relating to differing beliefs.</p>	<p>Attendance at events and publication of guidance during the period from May 2013 to April 2017.</p>	<p>Chaplaincy</p>	<p>Promote good relations in relation to Religion and Belief (students, staff and wider community)</p>
<p>3.9 Actively publicise E&D activity – with particular attention to race, disability and LGBT activity - with a view to on-going improvement in awareness of the value of equality and diversity and improving the ability of students and staff in minority and disadvantaged groups to feel comfortable in the University.</p>	<p>Positive feedback from students and staff.</p>	<p>EqMC</p>	<p>Advance equality and Promote Good Relations in respect of all PCs (students, staff and wider community)</p>

Equality Outcome 4: Improve equity of pay and career progression for all University staff			
4.1 Embed biennial equal pay audits covering all staff and all PCs (where meaningful data is available), to identify of pay gaps and inform action.	Publication of biennial equal pay audit report and identification of action to address disparities.	UHRS Reward and Systems team and Remuneration Committee	Eliminate discrimination and Advance equality potentially covering age, disability, race, religion & belief, sex, sexual orientation (staff)
4.2 Apply the principles and practices of the Athena SWAN Charter in all three Colleges.	Majority of STEM ⁴ schools achieve Athena SWAN awards by the end of 2014. Achieve the Institutional Athena SWAN Silver award, during the Strategic Plan 2012-16	Heads of Colleges and Schools	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and Sex, with action benefiting most groups (students and staff)
4.3 Progress the University's Athena SWAN Action Plan 2012.	As set out in the University's Athena SWAN Action Plan 2012 (attached as Appendix 2).	As set out in the Athena SWAN Action Plan 2012	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and Sex, with action benefiting most groups (students and staff)
4.4 Address the disparity in pay and career progress for women relative to men, through an 'Advancing Gender Equality Programme' covering all staff, to integrate with and supplement already established action.	Set out the Advancing Gender Equality Programme by end of 2012/13. Increase the proportion of female academic staff at lecturer, senior lecturer, reader and professor levels and reduce the gender pay gap for University staff, during the Strategic Plan 2012-16	UHRS Heads of Colleges and Schools	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and Sex, with action benefiting most groups (staff)
4.5 Address the disparity in the proportion of black and minority ethnic staff on fixed-term	Report and recommendations made to EqMC by April 2014	UHRS with local HR and management.	Eliminate discrimination and advance equality in respect of

⁴ Science, Technology, Engineering, Maths and Medicine

contracts relative to white staff, through further investigation and production of recommendations for action by April 2014.			Race (staff)
Equality Outcome 5: Improve equity of access to education in the University			
5.1 Identify and address disparities in application and admission rates between those who share protected characteristics and those who do not.	EqIA of admissions policies and procedures undertaken, and recommendations for action made to address any disparities identified from available PC data, by August 2014. Plans in place for gathering data for other relevant PCs by April 2014.	SRA with Colleges/Schools	Eliminate discrimination and advance equality in respect of Age, Disability, Race, Religion & Belief, Sex, Sexual Orientation (students)
5.2 Improve the accessibility of the University's estate through continuing to integrate equality consideration into the building and maintenance programme and ensuring timely response to required equality adjustments.	On-going improvement in the proportion of the estate that is accessible for disabled people.	Estates & Buildings	Eliminate discrimination and advance equality in respect of Disability (students, staff and visitors)

Appendix 1



THE UNIVERSITY
of EDINBURGH

see me...

Action Plan

Following the signing of the 'see me' Pledge on the 19th January 2012, The University of Edinburgh commits to working with 'see me' to challenge stigma and discrimination around mental health issues in the following ways:

- An invitation to be sent to all staff and, in particular, members of , **the Health and Safety Committee**, the **Equality and Diversity (E&D) Committee**, the Equality and Diversity Co-ordinators, the **Joint Union Liaison Committee (JULC)**, **Edinburgh University Student Association (EUSA)**, and the **Student Disability Committee** to attend the 'see me' pledge signing by Suzie Vestri (Campaign Director) & Prof Lorraine Waterhouse (Vice-Principal Equality and Diversity – The University of Edinburgh) in the University Chaplaincy on Thursday 19th January, 2012 at 12 pm.
- HR, OHU & Joint Unions to arrange diversity and mental health awareness workshops. Feedback on the workshops will be gathered and the results fed back to 'see me' and to the VP Equality and Diversity.
- Prominent display of 'see me' posters and postcards throughout the University targeting staffrooms, accommodation services areas and other highly populated areas including Student Union, Chaplaincy and other social area/s
- A representative from 'see me' to assist the University in setting up a 'see me' Information Stand at the Staff Welcome days and Student Freshers week.

- Use of Payslips to publicise the ‘see me’ campaign and the ‘see me’ website annually during Scottish mental health week
- To continue working with **Healthy Working Lives** to maintain the Gold Award and investigate ways of tackling stigma & discrimination in relation to mental health
- To continue raising mental health awareness by working in partnership with the Joint Unions, EUSA and other national mental health organisations through the Edinburgh Mental Health Forum and Public Policy Network.
- To raise awareness of stigma and discrimination around mental health issues with members of the Equality and Diversity Committee, the Equality and Diversity Co-ordinators and University Health and Safety Committee by keeping E&D and other websites up-to-date with latest publications, information from relevant organisations, and providing workshops
- To continue to provide Mental Health support to staff and students through the Staff support services and Student Disability office to enable them to reach their full potential as required by the University Strategic plan 2008-2012 (‘Quality People’) and Equality and Diversity Action Plan
- (see <http://www.docs.sasg.ed.ac.uk/gasp/strategicplanning/StrategicPlan.pdf> and http://www.docs.csg.ed.ac.uk/EqualityDiversity/ED_Strategy_Action_Plan.pdf).
- Investigate opportunities for more staff to attend Mental Health awareness training either through in-house courses, or via the established courses such as Scotland’s Mental Health First Aid or the Healthy working lives course.
- To make available the following publications (in PDF format) via the Staff Health and Wellbeing website and the Equality and Diversity website.
 - **‘A Fairer Future’** – *A report by ‘see me’*
 - **‘see me so far’** – *A review of the first 4 years of the Scottish anti-stigma campaign*
 - **‘Actions speak louder...’** – *Tackling discrimination against people with mental illness (Mental Health Foundation)*
 - **‘see me’ Summary Plan:** *bringing the strategy to life 2009 – 2011*

Signatories: Prof Lorraine Waterhouse, Vice Principal Equality and Diversity
 Emma Meehan, Vice President Societies and Activities, EUSA
 Marshall Dozier, Secretary, Edinburgh University Joint Unions
 Suzanne Vestri, Campaign Director ‘see me’

Appendix 2:



The University of Edinburgh

Athena SWAN Action Plan 2012

The University of Edinburgh is committed to equality and our vision and principles are set out in our Equality and Diversity Strategy. As part of that Strategy, the University also has an Equality and Diversity Action plan, which includes a number of actions related to Athena SWAN and the promotion of good employment practice for women working in STEMM. This Athena SWAN Action Plan draws together both existing and new commitments to action to further our Athena SWAN charter commitment.

Professor Lorraine Waterhouse, Vice-Principal Equality and Diversity

	Action/Objective	Action taken and plans at November 2012	Timeline	Lead Responsibility	Success Measure
1.	Strategic Plan Target: Achieve the institutional Athena SWAN Silver award.	Established University Athena SWAN Network to share and promote good practice. 4 Schools have Athena SWAN or equivalent award at Bronze, Silver or Gold levels. All other Schools in CSE and MVM are working towards Athena SWAN awards. The University has achieved most of the objectives set out in its 2009 Athena SWAN action plan. Athena SWAN plans are now being established in relevant parts of the College of Humanities and Social Sciences and other action is set out in this new University-wide Action Plan.	By 2016	Vice-Principal E&D, Deputy Director of HR and Heads of STEMM Colleges and Schools.	Most STEMM Schools achieve Athena SWAN Bronze or Silver awards by the end of 2014; University achieves Silver by July 2016.

Self-assessment and evidence base:					
2.	Analyse the combined results of staff surveys carried out in STEMM Schools and identify priorities for action	All Schools in CSE are carrying out 'QuickCAT' surveys as part of their Athena SWAN self-assessment process. The combined results will be used to identify priorities for action at College and/or University level. It has already been identified that improving understanding of the academic promotion processes is a priority.	Analyse results by April 2013	University Athena SWAN network	Initially, identification of specific priority actions and timescales.
3.	Embed biennial equal pay audits for all staff	Annual equal pay audits are carried out for professorial and equivalent staff. Two equal pay audits have been done for staff on grades 1-9, three years apart. From 2013, biennial audits will cover all staff.	First biennial equal pay audit by March 2013	Senior HR Partner – Reward and Management Systems	Publication of biennial equal pay audits.
4.	Develop systems to enable automated reporting on maternity and other parental leave	Most information on maternity, paternity and adoption leave is held by local HR teams, making reporting difficult. A project will be established to develop the HR system to enable central reporting on maternity and other leave.	Project in 2013/14 IS programme	Senior HR Partner – Reward and Management Systems	Establishment of improved reporting facility
5.	Introduce regular, systematic monitoring of redundancies (including termination of fixed-term contracts) by gender	The Standing Consultative Committee on Redundancy Avoidance (SCCRA) monitors redundancy and redundancy avoidance figures. While this has periodically included gender analysis, this will be introduced as a standard practice.	By August 2013	HR Employee Relations Partner, SCCRA	Establishment of standard gender analysis reporting to SCCRA

6.	Improve understanding of reasons for senior female staff leaving the University, through exit surveys and analysis of turnover information, as a basis for identifying priorities for action.	There is currently limited analysis of information about leavers and a low return rate for existing exit questionnaires. A project will be established on this topic.	Produce project plan by August 2013	Deputy Director of HR	Initially, agreement on the project scope, objectives and milestones.
Key career transition points:					
7.	Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels. [Strategic Plan Target]	This remains a key commitment in the Strategic Plan 2012-16, having been part of the previous Plan. Figures are reported annually to the University Court and discussed by the Central Academic Promotions Committee. Action to achieve this target is embedded elsewhere in this action plan. In addition, action will be taken to ensure that academic staff who have not achieved promotion within a reasonable time (to be determined) are reviewed and receive career development guidance and support.	Annual report By August 2013	Heads of College Deputy Director of HR	An upward trend in the proportion of female academic staff at each level.

8.	Introduce, promote and evaluate on-line Recruitment and Selection training, incorporating relevant E&D aspects	An on-line package is under development.	Launch by Dec 2012	Senior HR/OD Partner – Learning and Development	Completion of the course by staff from all parts of the University by July 2014 and positive evaluation of the course.
9.	Carry out equality impact assessment (EqIA) of the recruitment and induction of 100 Chancellor's Fellowships (CFs) during 2012 and put in place arrangements to monitor progress and share good practice and lessons learned.	Around 70 CFs have been recruited across the University and arrangements for induction have been developed. A programme of support and development is being developed, along with management guidance. A survey of those already in post has been carried out. It is intended to monitor this cohort of new academic staff, including from an equality perspective, with a view to learning from their experiences and extending effective practices to the recruitment and induction of all academic staff in future.	EqIA by March 2013; other milestones to be confirmed	CFs Steering Group	Actions identified from EqIA by March 2013.
	Career development:				

10.	Develop and implement a University mentoring framework and programme, open to all staff groups, but targeting particular groups including female academic staff.	Pilot organised to run from November 2012 to May 2013. Plan to evaluate the pilot in June/July 2013 and, subject to the outcome, extend the programme to further areas and, in due course, University-wide.	Complete pilot by June 2013	Senior HR/OD Partner – Learning and Development	A cohort of mentoring relationships is established in the pilot areas by December 2012; evaluation results are positive; and the scheme is extended to further areas by the end of 2013
11.	Explore the establishment of an Edinburgh association for women in STEMM	No formal association or network exists. This will be discussed by the University's Athena SWAN network initially, and taken forward from there.	Discussion by AS Network by April 2013	University Athena SWAN network	Initially, confirmation of whether to establish an association.
12.	Review the Research Staff Mentoring Programme	The Research Staff Mentoring Programme will be kept under review, in the light of item 10 above and the support in place for Chancellor's Fellowship holders	Review and potential developments by April 2014	Institute of Academic Development (IAD)	Interest in programme monitored and compared with number of partnerships established
13.	Support women taking on the role of PI	Schools will be encouraged to target the newly established 4-day Research Leader Programme for new and aspiring PIs at female academics.	Throughout 2013 and 2014	IAD with School and College Deans of Research	Gender balance of participants monitored, aiming for increasing numbers of females attending compared to total population
14.	Involve Research Staff Societies in showcasing successful female careers	Encourage Research Staff Societies to include an event in their programme of activities which focuses on women who have developed successful careers	Throughout 2012/13 and 2013/14	IAD with Research Staff Societies	The inclusion of one or two of these events in society programmes
Raising the profile of women:					

15.	Inspire women to succeed through the Annual International Women's Day (IWD) lecture series.	Three successful annual lectures held since 2010, featuring internationally successful women: Harriet Lamb, Irene Khan and Phillipa Gregory. The 2013 speaker has been booked: President of the Royal Society of Chemistry, Professor Lesley Yellowlees.	Annually on IWD in March.	VP for E&D with steering group	Well-attended annual lecture by internationally successful woman
16.	Mount an exhibition of portraits of University of Edinburgh women	Currently being planned. Portraits to be commissioned and exhibition mounted.	Exhibition during 2013/14	VP for E&D with steering group	Exhibition mounted, well publicised and well attended.
Organisation and culture:					
17.	Reduce the gender pay gap for University staff [Strategic Plan Target]	Achievement of this target is dependent on a number of factors, including improvement in the recruitment and career progression of female academic staff, so action is embedded elsewhere in this plan.	Reported annually	Heads of Colleges and Support Groups	A downward trend in in the University's gender pay gap figure.
18.	Revise and implement new E&D governance, management and consultation and committee structures.	Participating in ECU Mainstreaming through governance and management programme; drafted remit for Equality Management Board. Aim to arrange first Board meeting by April 2013	By end 2013	Vice-Principal E&D	Establishment of senior level Board and clear structures for E&D governance, management and consultation in place across the University.

19.	Promote and monitor take up of E&D training	On-line training in E&D and Equality Impact Assessment is available to all staff. In addition a number of E&D-related staff development opportunities are available, such as a workshop on 'Developing an understanding of Equality, Diversity and Internationalisation' and a module on the University's Post-Graduate Certificate in Academic Practice. It is intended to build on existing processes to improve the monitoring of uptake, to inform further promotion and targeting of training as required.	Set specific milestones/targets by April 2013; Review progress by April 2014	Deputy Director of HR	Initially, specific milestones/targets set by April 2013.
-----	---	---	--	-----------------------	---

This Action Plan will be reviewed annually by the University's Athena SWAN Network.

The University of Edinburgh

Central Management Group

17 April 2013



**Management Accounts
Eight months to 31st March 2013**

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

Susan McIntosh
9th April 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. 31st December 2013).

To be presented by

Phil McNaull
Director of Finance



The University of Edinburgh

Central Management Committee

17 April 2013

Russell Group Comparative Analysis of the Financial Performance of the 2011/12 Financial Statements

Brief description of the paper

The paper analyses Edinburgh University's financial performance, compared to twelve main Russell Group competitors, having been selected as they are the most comparable peer group to Edinburgh University in terms of income and expenditure. Attached as supporting appendices are: extract from the University of Edinburgh Strategic Plan 2012-2016 (Appendix 1); Definition of EBITDA for Universities (Appendix 2); Russell Group Analysis data (Appendix 3).

Action requested

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

Resource implications

There are no specific requests for resource.

Risk assessment

Does the paper include a risk assessment? YES, as necessary.

Equality and diversity

Has due consideration been given to the equality impact of this paper? NO. Specific issues of equality and diversity are not relevant, as the content focusses primarily on financial performance.

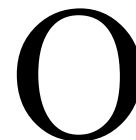
Freedom of information

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
9 April 2013



The University of Edinburgh

Central Management Group

17 April 2013

Annual TRAC and TRAC (T) Returns Summary Report 2011/12

Brief description of the paper

The paper summarises the Annual TRAC and TRAC (T) Returns submitted to the Scottish Funding Council.

Action requested

The paper is for information. The returns were reviewed in detail by the University FEC group, signed off by the Principal and submitted to SFC earlier this year.

Resource implications

Annual TRAC data is used by the HE Funding Councils to inform government funding policy. Scottish HEIs' TRAC(T) data is being used to inform the subject prices used in the SFC main teaching funding formula.

Risk Assessment

The continuing financial health of the University.

Equality and Diversity

None.

Any other relevant information

None.

Originator of the paper

Lorna McLoughlin
9 April 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. 31st December 2013).

To be presented by:

Phil McNaull
Director of Finance

The University of Edinburgh

Central Management Group

17 April 2013

University Computing Regulations

Brief description of the paper

The Computing Regulations Group has carried out its annual review of the University Computing Regulations and is proposing a few, relatively minor, changes to enhance the wording on mobile data and the use of passwords. The proposed changes have been tracked in the document, for ease of identification.

Action requested

For approval and onward progression to Court.

Resource implications

Does the paper have resource implications? No

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

An Equality Impact Assessment has been carried out, and published at <http://www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment/a-z-assessments>

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

Jeff Haywood (Vice Principals Knowledge Management, Chief Information Officer & Librarian) will present the paper.

Originator of the paper

Brian Gilmore
Director, IT Infrastructure, Information Services

Jo Craiglee
Head of Knowledge Management and IS Planning

University Computing Regulations

The University of Edinburgh has adopted a set of Regulations to cover the use of all its computing and network facilities, by staff, students and any other persons authorised to use them.

Regulations covering the use of Computing Facilities

198th Edition August 2013⁰
(Reprinted September 2012)

Introduction and Definitions

These Regulations cover the use by users of all computing facilities administered on behalf of the University of Edinburgh (hereafter UoE).

As well as these Regulations, users must abide by other policies or codes as relevant, including internal UoE codes such as:

- the Code of Student Discipline
- the relevant staff disciplinary policy
- the Rules for the Guidance of Staff
- the University Data Protection Policy
- the Statement of Professional Standards and
- the Codes of Practice for Dealing with Personal Harassment for staff or students, and any related documents
- [the Policy on the Use of Mobile Devices](#)

And external codes such as

- the Acceptable Use Policy of the Joint Academic Network (JANET) available on the Web at <http://www.ja.net/documents/publications/policy/aup.pdf> (PDF)
- and the Computing Regulations or similar codes imposed by remote sites, where their computing facilities are accessed or used by UoE users

It is not the intention of UoE that these Regulations should be used to limit, unreasonably, recognised academic freedoms.

In these Regulations

"Computing facilities" includes central services as provided by UoE Information Services and any service operated by or on behalf of UoE; UoE School or College computers and services; personally owned computers and peripherals, and remote networks and services, when accessed from or via UoE computing facilities; and all programmable equipment; any associated software and data, including data created by persons other than users, and the networking elements which link computing facilities.

"users" include staff, students, prospective students and any other person authorised to use computing facilities

"files" include data and software but do not include manual files.

Regulations

1. Status of Regulations

Breach of these Regulations is a disciplinary offence and may be dealt with under the appropriate disciplinary code or procedures. Where an offence has occurred under UK or Scots law, it may also be reported to the police or other appropriate authority. The rules applicable to investigating breaches or suspected breaches are in Regulation 6 below.

2. Private and inappropriate use of computing facilities

Computing facilities are provided solely for use by staff in accordance with their normal duties of employment, and by students in connection with their University education. All other use is private. Private use is allowed, as a privilege and not a right, but if abused will be treated as a breach of these Regulations. Any use which does not breach any other Regulation herein, but nonetheless brings the University into disrepute may also be treated as a breach of these Regulations.

3. Damage of computing facilities

No person shall, unless appropriately authorised, take any action which damages, restricts, or undermines the performance, usability or accessibility of computing facilities; "taking action" may include neglect, where action might reasonably have been expected as part of a user's duties.

4. Compliance with UK civil and criminal law

Users must comply with the provisions of any current UK or Scots law, including but not restricted to:

- a. intellectual property law, including laws concerning copyright, trademarks, and patents
- b. the Computer Misuse Act 1990, and associated instruments
- c. data protection laws, and
- d. the interception and monitoring laws under the Regulation of Investigatory Powers Act 2000 (RIPA 2000).

Under the Lawful Business Regulations (LBR), the UoE draws to the attention of all users the fact that their communications may be intercepted where lawful under RIPA 2000. The full University notice can be found at URL <http://www.ed.ac.uk/schools-departments/information-services/about/policies-and-regulations/statutory-notice>

Users must also comply with the terms of any licence agreement between the UoE and a third party which governs the use of hardware, software or access to data.

5. Security, confidentiality and passwords

Users must take all reasonable care to maintain the security of computing facilities and files to which they have been given access. In particular, users must not transfer passwords, or rights to access or use computing facilities, without appropriate authority from the relevant Head of School or nominee or authorised officer. The confidentiality, integrity and security of all personally identifying data held on UoE systems must be respected, even where users have been authorised to access it.

Users with portable devices, whether purchased by the University or personally owned, must ensure that where it contains University information, the device is protected by a pin or similar mechanism.

Users with information deemed to be high risk, are required to take additional security measures. The definition of high risk can be found [here \[link\]](#).

Prior to terminating their relationship with the University, users must make appropriate arrangements for the return, destruction or other disposition of any University computer, equipment or data in their possession.

6. Investigation of breaches

If the UoE suspects any breach or potential breach of the Regulations, it shall have full and unrestricted power to access all relevant computing facilities and files and to take all steps which it may deem reasonable to remove or prevent distribution of any material. UoE may also immediately suspend a user's access to computing facilities pending an investigation by an Authorised Officer or nominee of the University as defined in the relevant Discipline Code. The UoE reserves the right to access or require access to any files held on computing facilities. It may also require that any encrypted data is made available in human-readable form. Any such investigatory action shall not prejudice any final determination of whether a breach occurred.

7. Liability

By using the computing facilities each user agrees that the UoE shall have no liability for

- loss or corruption of any file or files or data, contained therein

- loss or damage (excluding any liability for personal injury or death) to users or to third parties, or their equipment, operating systems or other assets

resulting from the use of the UoE computing facilities or any withdrawal of the use of said facilities at any time by UoE.

Each user agrees that UoE has the right to take legal action against individuals who cause it to suffer loss or damage, including damage to its reputation, or be involved in legal proceedings as a result of their breach of these Regulations, and to seek reimbursement of such loss, or any associated costs including the costs of legal proceedings.



The University of Edinburgh

Central Management Group

17 April 2013

Equality and Diversity Monitoring and Research Committee (EDMARC)

Brief description of the paper

The fourth report from the Equality and Diversity Monitoring and Research Committee (EDMARC) reports on student and staff data for the University of Edinburgh

This report focuses on staff and student data for 2011/12 and looks at the equality dimensions of gender, disability and ethnicity for undergraduate, postgraduate taught and postgraduate research entrants.

This summary identifies the main points from the staff and student reports. The full reports can be obtained from the following weblink:

<https://www.wiki.ed.ac.uk/display/UCC/Central+Management+Group>

Action requested

For information

Resource implications

No

Risk assessment

No

Equality and diversity

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

There will be implications from the findings of this report and these will be discussed by the Equal Opportunities Sub-committee and may be the subject of further reports.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Professor Lorraine Waterhouse, Chair of EDMARC
Andrew Quickfall, Governance and Strategic Planning
April 2012



**EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE
(EDMARC)**

**FOURTH REPORT
EXECUTIVE SUMMARY**

1. Introduction

The fourth EDMARC report provides analyses of student and staff data by the key equality dimensions of gender, age, disability and ethnicity. The report supports the monitoring of equality and diversity within the University of Edinburgh.

This summary identifies the main points from the staff and student reports. The full reports can be obtained from the following weblink,

<https://www.wiki.ed.ac.uk/display/UCC/Central+Management+Group>

or by contacting Andrew Quickfall in Governance and Strategic Planning, telephone: 0131 651 4104 or email: Andrew.Quickfall@ed.ac.uk.

2. Students

2.1 Undergraduate

Intakes of female students remain consistent across the period, 62% of undergraduate entrants were female in 2011/12. There remain gender differences between colleges, however it is encouraging that the proportion of women in the College of Science and Engineering (46%) continues to rise and is at its highest level for the period. The proportion of undergraduate students with a registered disability is 9%.

The overall proportion of UK-domiciled ethnic minority undergraduate entrants was 6.2% in 2011/12. The proportion of ethnic minority students has remained consistent at this level for the last four years. Analysis of ethnicity data from peer groups shows that the University of Edinburgh has a higher proportion of BME entrants in comparison to other institutions in Scotland (5.8%), although is some way off the proportion of BME entrants to Russell Group institutions (15.9%).

For the analysis of undergraduate outcomes, the proportion of entrants who exit with an award is used as the measure. Overall, there is no statistically significant difference between the successful outcomes of male and female students. Male students are more likely to withdraw from their programme of study, although it is encouraging that in the College of Humanities and Social Science and Science and Engineering the gap between male and female students withdrawing has been reduced. Female students continue to outperform men in achieving a first or upper class second degree award although when broken down to School level, the figures show that this is not the case in every School.

There is no difference between the outcomes of entrants who register a disability. Similarly, there is no significant difference for UK-domiciled students who are white and those from an ethnic minority background.

2.2 Postgraduate Taught

The overall proportion of female entrants in 2011/12 was 59%. Subject differences remain at postgraduate taught level, with the College of Humanities and Social Science attracting the highest proportion of female entrants. Since 2006/07 the proportion of PGT entrants with a registered disability has increased from 3.5% to 5.1% in 2011/12. The proportion of UK-domiciled entrants from an ethnic minority background has increased from 5.5% in 2002/03 to 11.3% in 2011/12. Outcomes of PGT entrants show that female students are slightly more likely to have a successful outcome from their programme of study. There is little difference between the outcomes of disabled and non-disabled entrants.

2.3 Postgraduate Research

For Postgraduate Research entrants the proportion of female entrants is 51% although there remain subject gender differences between the colleges with CHSS and CMVM having a higher proportional intake of female students. The proportion of entrants registering a disability is consistent with the previous year at 5.8%. The proportion of UK-domiciled entrants from an ethnic minority background is 10%. There is no difference between the successful outcomes of women and men on Postgraduate Research programmes. Students who do not declare a disability are slightly more likely to successfully complete their programme.

2.4 Comparison data

Peer group comparison with Russell Group and institutions in Scotland is provided for the dimensions of gender, disability and ethnicity. The proportion of female entrants for first degree, postgraduate taught and postgraduate research are all above the Russell Group average. The University of Edinburgh has the highest proportion of students declaring a disability in the Russell Group. Comparisons for ethnicity show that Edinburgh has a higher proportion of UK-domiciled students from ethnic backgrounds compared with other institutions in Scotland, although lower than Russell Group average.

3. Staff

3.1 Academic Staff

Staff data is a snapshot of the staff database, as at 31 July 2012. There remains an under-representation of women in senior academic posts. For academic staff in grade UE09, 34% are female and 19% of grade UE10 staff are women. For staff on fixed-term contracts, there is no gender difference for research-only staff although for the total academic staff population, female staff are more likely to be employed on a fixed-term contract. The proportion of UK-nationality staff from an ethnic minority background is 5.1% and for those staff from outside the UK it is 20%. The University of Edinburgh has a higher proportion of

UK-nationality staff from ethnic minorities than the average for other institutions in Scotland. Ethnic minority academic staff are more likely to be employed on a fixed-term contract than a white academic member of staff.

3.2 Professional Support Staff

For Professional Support Staff there remains a lower representation of women in higher grades UE08, UE09 and UE10. 32% of posts at grade UE10 are occupied by women. When compared to the proportion of women in academic posts, women are better represented in the higher grades for professional support staff; in grade UE10 only 19% of academic posts are women compared with 32% for professional support staff. At UE09 women are slightly better represented in professional support posts with 44% female compared with 34% for academic staff.

The proportion of UK nationality ethnic minority professional support staff is 2.5%, a slight rise from the previous year. For non-UK nationality staff the proportion of professional support staff from an ethnic minority background was 23.5% in 2011-12. Comparison with other institutions shows that the University of Edinburgh has a higher proportion of ethnic minority professional support staff than other Scottish institutions.

3.3 Disability

Staff declaring a disability are presented here separately and at an aggregated University level as the figures are too small to be split by staff type and college and support group. In 2011/12 the overall proportion of staff declaring a disability (excluding HTBN staff) is 2.2%.

3.4 Specific Duties from the Equality Act

To meet the Specific Duties for public bodies in Scotland, figures on sexual orientation and religion are included in the EDMARC report as an addendum.

4. EDMARC actions

For the first time, the EDMARC student data will be made available to all Colleges and Schools within the University. By providing a greater granularity of data on entry profiles, it is hoped that the information will be used to inform any further analysis Schools may wish to take forward.

The committee has shown an interest in data relating to retention and achievement and will take forward a work stream that investigates equality issues relating to the withdrawal of students from their programme of study. Improving our understanding of the reasons why students leave the institution will be key to this piece of research.

*Professor Lorraine Waterhouse, Chair of EDMARC
Andrew Quickfall, Governance and Strategic Planning
April 2012*



The University of Edinburgh

Central Management Group

17 April 2013

Fees: Convener's action and routine fees

Brief description of the paper

The paper contains recommendations on non-routine and routine fees for CMG's approval.

Action requested

Approval of recommendations on non-routine fees as set out on page 2 and on routine fees, as set out on pages 3 and 4.

Resource implications

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

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.
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

Lynda Hutchison
Governance and Strategic Planning
10 April 2013



The University of Edinburgh

Central Management Group

17 April 2013

Health and Safety Quarterly Report (Jan - March 2013)

Brief description of the paper

This Paper presents information on accidents/ incidents statistics, and other developments and issues in health and safety, which have occurred during the quarterly period January to March 2013.

11 incidents which were Reportable to the Enforcing Authorities are summarised, 6 of which were Reportable because a member of the public (postgraduate or undergraduate) attended hospital for assessment and/or treatment, 2 injuries which led to more than 7 days absence from work and 3 recorded under the classification of Specified Major Injury. 4 notable non-injury incidents, which are not reportable to an enforcing authority, are also included.

Developments and issues also covered include: Alleged Incident at Day Nursery; Health and Safety at ECA; Review of the University Health and Safety Policy; Progress to OHSAS 18001 Accreditation; Review of Occupational Health Provision; Institution of Occupational Safety and Health (IOSH) course provision; First Aid Accreditation.

Action requested

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

Resource implications

Does the paper have resource implications?

No direct resource implications.

Risk Assessment

Not relevant.

Equality and Diversity

No particular equality and diversity implications attach to the above.

Any other relevant information

None

Originator of the paper

Karen Darling/Alastair G. Reid, Deputy/Director of Health and Safety, 12th April 2013

Freedom of information

Can this paper be included in open business? Yes

Health and Safety Quarterly Report 2012-2013

Quarterly reporting period: 1st January-31st March 2013 (Quarter Two)

Accidents and Incidents

Type of Accident/Incident	Quarter 2 Jan-March 2013	Quarter 2 Jan-March 2012	Year to Date 1 Oct 2012 – 31 March 2013	Year to Date 1 Oct 2011 – 31 March 2012
Fatality	0	0	0	0
Specified Major Injury	3	1	3	3
7 day Absence (7 day injury)	2	3	3	5
Public to Hospital	6	6	10	10
Reportable Dangerous Occurrences	0	0	0	0
Disease	0	0	0	0
Total Reportable Accidents / Incidents	11	10	16	18
Total Non-Reportable Accidents / Incidents	87	99	201	217
Total Accidents / Incidents	98	109	217	235

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

Incidents Reported to the Enforcing Authorities during the quarter:

- The IP had just descended an external brick staircase when he stepped onto a large pebble on the flat area at the bottom. This resulted in him going over on his ankle and twisting it. He was absent from work for 6 days and has since returned on light duties due to the injury sustained. This area is now clear of pebbles and is to be subject to a regular inspection regime. (**> 7 day injury**).
- The IP was mopping stairs. She slipped on one of the steps and fell hitting her head, face and shoulder. The IP sprained her shoulder and has a medical certificate for her absence. (**> 7 day injury**).
- The IP sustained a deep cut to the middle finger of the left hand whilst using a microtome to cut a wax block. The IP was given first aid and taken to hospital where steri-strips were applied. The IP engaged the lock mechanism to clean the blade. However the lock failed to engage properly and the blade came into contact with her finger, causing the injury. The microtome was taken out of use until the faulty lock mechanism was repaired by an engineer on. (**Public to Hospital**).
- The IP was operating a small bandsaw in the Architecture workshop when she sustained a minor cut to her right thumb with the blade of the machine. She was taken to hospital as a precaution where steri-strips were applied to the wound. The IP had been shown twice during the workshop session how to use finger guards and push sticks. When the IP cut herself she was using finger guards but it would appear that her thumb was unprotected and too near to the blade. The IP was being closely supervised at the time; following the accident she has been given refresher induction training to ensure her safety. The machinery and safety equipment were tested and no action deemed necessary. (**Public to Hospital**).

Incidents Reported to the Enforcing Authorities during the quarter (cont.):

- The IP (a qualified surgeon) was cutting human tissue from bone (screened for all blood borne viruses) in a safety cabinet. The scalpel blade slipped causing a cut to the left thumb. The IP attended hospital as a precaution where steri-strips were applied. The IP was not absent from work. ***(Public to Hospital)***.
- The IP opened an Eppendorf tube and as she did so a splash of dilute trifluoroacetic acid (TFA) which was on the cap, splashed into her right eye. The eye was flushed with water for 15 minutes and the IP was taken to the Eye Pavilion as a precaution. The risk assessment has been reviewed and suitable eye protection is now worn when opening tubes containing dilute TFA. ***(Public to Hospital)***.
- The IP was freeing a trapped thread on a sewing machine. The IP did not switch the sewing machine off as instructed in local rules, and her foot hit the pedal, causing the needles to sew thru the tip of her right index finger. The IP was taken to hospital as a precaution. The IP received training on the use of the sewing machine in October 2012 and further refresher information is being implemented for all relevant students. ***(Public to Hospital)***.
- The IP was exiting a bicycle shed, when the metal magnetic lock plate, which secures the shed door, fell onto his head, causing an abrasion. ***(Public to Hospital)***.
- The IP was walking between the building and Nicolson Street to catch a bus home when she fell on ice, sustaining an open compound fracture to her leg. The precise location of the fall is currently unknown. The University has a contract in place for the gritting of paths, but it is unclear if the fall took place on University or Council property. ***(Specified Major Incident)***.
- The IP slipped on a step at the rear of the building, landing awkwardly and sustaining a fracture to her ankle. The IP attended hospital and is likely to be absent from work for a number of weeks. The steps are in good condition and a handrail is provided. The steps are to be cleaned and access to the area at the rear of the building is to be limited to emergency egress only. ***(Specified Major Incident)***.
- Casualty applied liquid cleaning agent to a changing room floor, then slipped in it, falling and landing on her wrist, which was fractured. ***(Specified Major Incident)***.

Note: IP = Injured Person

Other notable non- injury incidents – not Reportable to the Enforcing Authorities

- A waste management services lorry backed into the metal cage surrounding the liquid nitrogen tank at the rear of the Hugh Robson Building. Investigation is still in progress, and there were no eye witnesses, but it appears that no banksman was being employed at the time of the incident. The metal cage was badly damaged but the liquid nitrogen tank and pipework were unharmed. Plans are under formulation to re-site the liquefied gas set-up to the side of the building.
- A heavy plastic light shade panel fell from the ceiling of George Square Theatre, narrowly missing members of the audience. The area was immediately inspected, and similar panels removed as a precaution. No injuries were sustained.
- Whilst an electrician was investigating wiring in a Central Area building, a large section of ceiling collapsed, narrowly missing a cleaner, who was uninjured but shaken.
- A basement laundry room in an Accommodation Services property was smoke damaged, after an incidence of malicious fire-raising.

Other Developments and Issues

Child “Incident” at Day Nursery

Parents of a child who was client of the University Day Nursery have alleged that their child received a facial burn whilst attending the Nursery. A full investigation has failed to find evidence that such an incident actually occurred. The Director of Accommodation Services has responded formally to the complaint. Our insurance brokers (Aon) and liability insurers (Zurich Municipal) have been consulted, and the ZM Claims Investigator has alerted his company to anticipate that a civil claim may follow.

Health and Safety at ECA

The ECA Health and Safety Officer has resigned and has now left the University. An interim measure has been put in place by ECA, consisting of cover shared by two health and safety consultants, until a permanent replacement can be recruited. Corporate Health and Safety is in close liaison with ECA colleagues, and is monitoring progress with the recommendations of the recent Aon audit of the College’s management arrangements and compliance performance.

Review of the University H&S Policy

The project to carry out a full review of the University’s central Health and Safety Policy has reached the end of its first phase. The draft Policy and supporting documents will be reviewed by Health and Safety Committee at its meeting in May; a further consultation will then take place involving School etc. health and safety personnel. The new Policy and supporting material are on course to be published for the beginning of academic year 2013/14.

Other Developments and Issues (cont.)

Progress to OHSAS 18001 Accreditation

The gap analysis phase of the project to obtain OHSAS 18001 accreditation for the University's corporate health and safety arrangements has been completed. Meetings with prospective accrediting bodies will take place in the near future, as the project moves towards its final phase.

Review of Occupational Health Provision

The Vice Principal and Director of Corporate Services is currently putting together a steering group to oversee an independent review of the University's provision of occupational health services, with particular focus on successful collaborative working involving occupational health and human resources professionals, and local managers. Two experienced external experts (one in occupational health, one in human resources) will be appointed to carry out the review, overseen by the steering group.

IOSH Courses

Now that the nationally recognised IOSH Managing Safety, and Working Safely, courses, delivered jointly by the Health and Safety and Estates and Buildings Departments, have become established, these sessions can now be offered to all University personnel free-of-charge. All of the Trade Unions with which the University negotiates, and JULC, have been contacted to offer this training to members, in acknowledgement of the difficulties Trade Union Safety Representatives can experience when trying to access appropriate training courses. These two IOSH courses provide nationally recognised qualifications in occupational safety and health.

First Aid Accreditation

The Health and Safety Executive, as part of its review of the activities that HSE undertakes, in the light of significant funding cuts, has withdrawn from accrediting First Aid at Work courses.

The Health and Safety Department is looking at the advantages of seeking accreditation for our extensive and long established first aid course programme from another external body (possibly the UK Association of First Aiders), and comparing those with the possibility of providing our own validation and perhaps becoming an accrediting body in our own right.

Alastair Reid
Director of Health and Safety
12th April 2013

Accidents & Incidents

Quarterly period: 01/01/2013 – 31/03/2013

Year to Date Period: 01/10/2012 – 30/09/2013

(Second Quarter)

COLLEGE / GROUP	REPORTABLE (TO HSE) ACCIDENTS / INCIDENTS														TOTAL Non-Reportable Accidents / Incidents		TOTAL ACCIDENTS / INCIDENTS	
	Fatality		Specified Major Injury		>7 day injury		Public to Hospital		Dangerous Occurrences		Diseases		TOTAL Reportable Acc / Inc		Qtr	Ytd	Qtr	Ytd
	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd				
Humanities & Social Science	-	-	1	1	-	-	3	5	-	-	-	-	4	6	6	20	10	26
Science & Engineering	-	-	-	-	1	1	1	1	-	-	-	-	2	2	22	40	24	42
Medicine & Veterinary Med.	-	-	-	-	-	-	2	4	-	-	-	-	2	4	24	54	26	58
SASG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	5	2	5
Corporate Services Group	-	-	2	2	1	2	-	-	-	-	-	-	3	4	33	79	36	83
ISG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	3	0	3
Other Units	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
UNIVERSITY	0	0	3	3	2	3	6	10	0	0	0	0	11	16	87	201	98	217

* Units noted below taken from organisational hierarchy report 03/08/12 - <http://www.ed.ac.uk/schools-departments/governance-strategic-planning/organisational-hierarchy/current-org-hierarchy>

SASG: Student and Academic Services Group: Biological Services, Communications and Marketing, Development and Alumni, Governance and Strategic Planning, Student and Academic Services, Student Recruitment and Admissions, Student Services

ISG: Information Services Group: Applications, Digital Curation Centre, EDINA & Data Library, Information Services Corporate, Infrastructure, Library and Collections, User Services Division

CSG: Corporate Services Group: Accommodation Services, Centre for sport and Exercise, Corporate Services Group, Edinburgh Research and Innovation, Edinburgh University Press, Estates and Buildings, Finance, Human Resources, Internal Audit, Procurement Office (inc. Printing Services)

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

NB Reporting requirements for absence from work after an accident changed on 6th April 2012 to >7 day absence



The University of Edinburgh

Central Management Group

17 April 2013

Realignment of Talbot Rice Gallery

Brief description of the paper

This document outlines potential gains to be derived from a realignment of Talbot Rice Gallery from a support group into an academic grouping, namely CHSS and ECA. Such a move offers sustainable long-term development potential for the gallery in the areas of deeper academic partnerships, providing access to research income and more directly delivering on the impact agenda of the university.

Action requested

To consider and approve the recommendation.

Resource implications

The proposal is cost-neutral.

Risk assessment

No

Equality and diversity

Yes.

The paper has been considered in relation to the University Equality and Diversity guidelines.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Professor Jeff Haywood, Vice Principal, Information Services.

Professor Dorothy Miell, Vice Principal and Head of College, Humanities & Social Sciences.

Realignment of Talbot Rice Gallery

Talbot Rice Gallery is the art gallery of the University of Edinburgh.

Background and Context

The gallery purpose is to present a distinctive programme of thought-provoking exhibitions with exceptional reach, resonance and quality. The vision and aims of the gallery are based on the strategic intentions of the University. A partnership between the University and Creative Scotland (formerly the Scottish Arts Council) has been in place since 1975, which has enabled the gallery to present original and relevant exhibitions together with an integrated education programme within the unique historical setting of the University's Old College. The exhibitions exemplify creativity and ambition, realised through a programme of Scottish and International artists. Research and cross-disciplinary approaches to exhibition making are embedded in the gallery's curatorial vision, and these are enhanced by the scholarly environment and actively promoted to a wide public, student and academic audience. The University through Information Services (IS) and Library and Collections Division (L&C) has provided staffing, operational budgets, and facilities to complement the investment of Creative Scotland in the Gallery's exhibition programme.

Whilst the Gallery has enjoyed considerable success as part of L&C/IS, the merger of the University of Edinburgh and Edinburgh College of Art in 2011 and a change in funding opportunities from Creative Scotland, present an opportunity to reconsider the optimal position of Talbot Rice within the University structure.

This document describes the current organisational arrangements and outlines potential gains for a future realignment of Talbot Rice by moving it from a support group into an academic grouping, namely CHSS and ECA. Such realignment offers sustainable long-term development potential for the gallery. Opportunities such as further fostering academic partnerships, providing access to research income and supporting the impact agenda of research are considered.

Current Funding and Organisational Information

Creative Scotland funding of £90,000 per annum is invested to deliver the gallery programme; this funding is secured until July 2013. An application for a new stream of Lottery funding was submitted in February 2013 for the programme Aug 2013 - July 2014 and Aug 2014 - July 2015. Supporting funds to deliver the programme are levered against Creative Scotland investment, around £19,000 per annum is raised from partnerships with private galleries, initiatives within the University, charitable trusts and foundations, and this is in addition to the University of Edinburgh's core funding of staff and facilities.

Financial Summary	f/y 11/12	f/y 12/13
UoE Salary budget	178,441	190,554
UoE Operational budget	6,868	11,625
UoE Total	185,309	202,179
Creative Scotland grant	90,000	90,000
Additional income	19,993	18,500
Grand Total	295,302	310,679

The gallery receives over 26,000 visitors annually to a programme of eight exhibitions while the events and education programme hosts 4,000 participants at over 100 events.

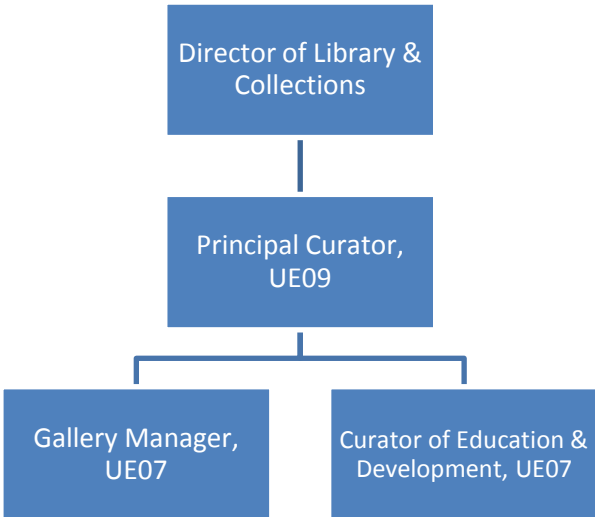
Estate

Through the active support of IS/L&C the gallery has engaged in a programme of refurbishment to improve the display and public areas over the last ten years. A schedule of on-going works is scheduled to maintain fit for purpose facilities. Access and visibility are vital to the success of the gallery and the recent upgrading of Old College Quad has placed a renewed focus on the gallery entrances. IS have allocated funding to complete a scoping exercise in conjunction with UoE Estates and LDN architects to address entrances, access routes, immediate street environment and signage. Estate management remains an important focus of gallery strategic planning with future capital bids planned to redistribute additional gallery attic rooms for teaching, research, internships and residencies.

TRG Staffing Structure

The current staff structure is working to capacity to deliver an ambitious programme and public service. To build the capacity necessary for future development of Talbot Rice and achieve many of the opportunities listed below a number of organisational changes could be adopted.

In staffing, we plan to work directly with Chancellor’s Fellows and utilise Associate Curators funded by Creative Scotland. It is intended that work-place training plans will result in gallery-based PhD and post-doctoral placements, thus contributing to the enhancement of knowledge, expertise and personnel. To function effectively, a number of part-time gallery roles may need to be consolidated into full-time positions and an appropriate re-grading review undertaken to address the retention of able and trained staff. Functions currently supported by volunteers such as front-of-house reception also require reconsideration.



Existing governance and proposed new organisational structure

Talbot Rice Gallery is currently a unit within Library & Collections, a division of Information Services. The University Court, via Knowledge Strategy Committee (KSC) approves policy documents such as the University Collections Strategic Plan and individual departmental forward plans. The University Collections Advisory Committee (UCAC) is the sub-committee that makes recommendations relevant to the gallery to KSC and University Court. Operational plans are

approved at Director of Library and Collections level. Curatorial and programming decisions are the responsibility of the gallery's Principal Curator.

***See diagram at Appendix 1 showing a new organisational structure.**

Benefits of realignment

- Within an academic context, such as that represented by ECA and CHSS, Talbot Rice can work directly with colleagues **to increase creative and structural synergies**, leading to initiatives in collaborative external funding to bodies such as Creative Scotland and the AHRC.
- Within a linked academic structure, the gallery can more effectively support funded partnership initiatives such as **Artist Rooms**, exemplifying key strands of the project such as research and display.
- The gallery has an active and successful internship programme but it could be more proactive in supporting **new course provision**, adding operational value to MSc courses in Curation and Criticism / Theory and Display and a number of existing and proposed courses within ECA. There is also potential to capitalise on post-graduate and undergraduate internship programmes, leading to **PhD and post-doctoral research platforms** being supported within the gallery's programme of activity.
- Basing practice-based researchers within the gallery supports the aim of closer collaboration with academic units. To the mutual benefit of students, audiences and the gallery programme leading to the origination and **fulfilment of innovative exhibition ideas**.
- The gallery brings high profile artists to the university who are keen to collaborate with academics. Within an academic context the gallery can play a more effective role in the **generation of research themes** from the outset rather than being included after themes have been set as a simple vehicle for output.
- The Gallery provides an obvious hub for Knowledge Transfer and public display of visual art research. There is potential to **enhance and support future REF returns**, grant applications and partnership working by ECA and CHSS building stronger relationships with institutions including NGS, Tate, NMS, Little Sparta, Dovecot, V&A Dundee and the International Festivals. The 2012 Creative Scotland Funding Review offers **increased opportunities for partnership working** across the campus to realise the U.S.P. of a Gallery within one of the top research active universities in the world.
- A characteristic of **visual arts based exhibitions and programmes** is that they are active and changing, bringing innovation and new forms of interpretation to contemporary thought and historical understanding. This quality of **change and innovation has strong parallels with academic research** and teaching, particularly in the disciplines of the creative and performing arts.

A partnership between Information Services/L&C and CHSS/ECA

In order to effect a smooth transition for the University's art gallery, it is recommended that Information Services and the College of Humanities and Social Sciences work together to ensure the following additional aims:

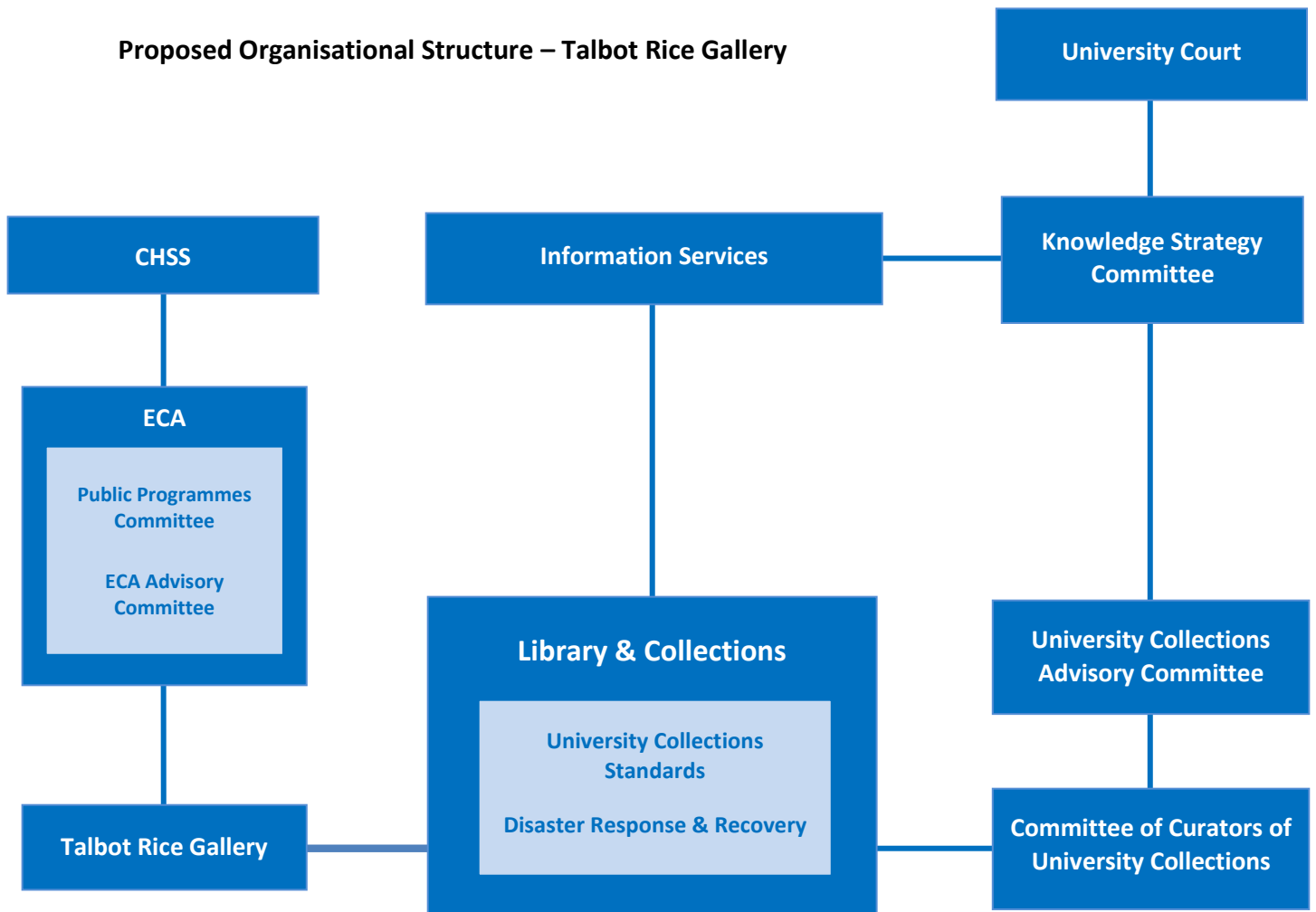
- That Talbot Rice operates wholly as the University's gallery, fostering creative partnerships and opportunities across all colleges, schools and support groups.
- The gallery will continue to work closely with the University's art, object and special collections particularly in relation to programming the Georgian Gallery. These collections are managed by Library and Collections.
- The gallery follows existing policies and procedures in relation to collections management, internal and external loans and commissioning permanent acquisitions, physical and digital repository management.
- Relationships are maintained with Library & Collections curators as regards compliance with relevant external standards, such as Museums Accreditation, BS5454:2000, PAS 197 and internal processes for environmental monitoring, insurance, disaster response and recovery.
- That an appropriate member of IS/Library & Collections is represented on relevant committees and governance arrangements, such as the Public Programmes Committee in ECA and in a reciprocal arrangement the Principal Curator of Talbot Rice will be a member of the University Collections Advisory Committee.

Professor Jeff Haywood, Vice Principal, Information Services.

Professor Dorothy Miell, Vice Principal and Head of College, Humanities & Social Sciences.

Appendix 1

Proposed Organisational Structure – Talbot Rice Gallery



The University of Edinburgh

Central Management Group

17 April 2013



Name Change: Library & Collections to Library & University Collections

Brief description of the paper

Following the appointment of a new Director of Division, a reshaping exercise was carried out with a number of changes to improve the efficiency and legibility of Library & Collections, which included a change of name to Library & University Collections to better reflect the museum and object responsibilities of the Division.

Action requested

To approve the name change.

Resource implications

No. The proposal is cost-neutral.

Risk assessment

No

Equality and diversity

Yes.

The paper has been considered in relation to the University Equality and Diversity guidelines.

Freedom of information

Can this paper be included in open business? Yes

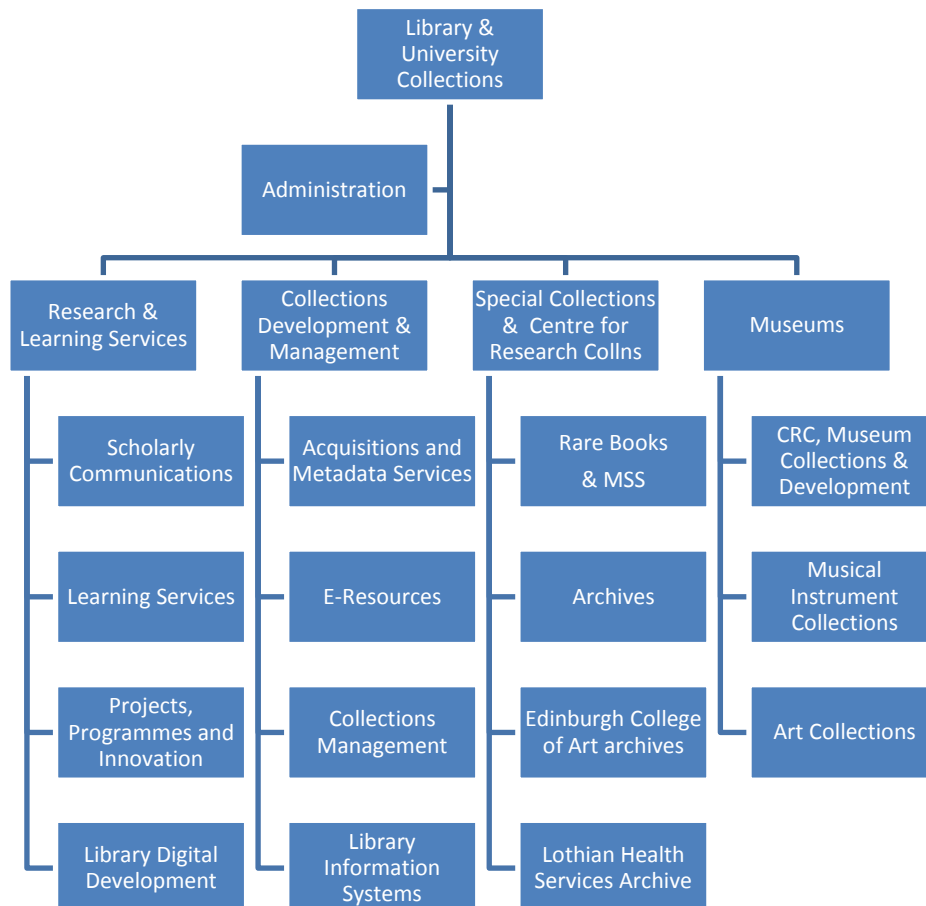
Originator of the paper

John Scally, Director of Library and University Collections.



Library and University Collections Division Information Services

Proposal to CMG. Following the appointment of John Scally as Director of Library and Collections in July 2012 (formerly Director of University Collections), a review of the Division was carried out between 1 September 2012 – 1 April 2013. The resulting reshaping exercise included a change of Divisional name to incorporate more clearly the curatorial responsibilities for museum and object collections in the university. It is therefore proposed to rename the Division – Library and University Collections – to better reflect the work that it does in the University.



The University of Edinburgh

Central Management Group

17 April 2013



Proposal to Establish a Chair in the School of Chemistry

Brief description of the paper

The School of Chemistry is celebrating its tercentenary and would like to celebrate this by establishing a new Chair

Action requested

For approval

Resource implications

Does the paper have resource implications? Yes

The post will be funded from existing School funds.

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Does the paper have equality and diversity implications? Yes, recruitment will comply with HR good practice.

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Professor Lesley Yellowlees, Head of the College of Science and Engineering
March 2013

Request for the Establishment of the Crawford Tercentenary Chair of Chemistry

The School of Chemistry is celebrating the Tercentenary of the founding of the first Chair of Chemistry at the University of Edinburgh (awarded to James Crawford in 1713). To commemorate the long, successful tradition of chemistry at Edinburgh we would like to request the establishment of a new Chair to be awarded in any area of Chemistry: The Crawford Tercentenary Chair. This will be seen to rank alongside the other established named chairs: the original Chair of Chemistry, the Crum-Brown Chair of Chemistry and the Forbes Chair of Organic Chemistry.

The name refers to the first holder of a Chair of Chemistry at Edinburgh University (and one of the first worldwide).

The new Chair will be a visible and long-lasting record of the role that Edinburgh University played in the establishment of Chemistry as a separate discipline in the 18th Century and in the establishment of Chemistry schools throughout the world.

If approved, we would want to appoint to the new Chair on the basis of interviews arranged for 6th May 2013, following a general advert for Chairs and Readerships that was opened at the end of 2012.

There is no additional financial impact on the 5-year School budget of a Chair appointment at this level since it has been decided that an internal appointment should be made to the Chair of Chemistry (this has been budgeted as an external appointment with all associated costs). There is also the possibility that the appointment to the new Chair could be made to a very strong internal candidate to ensure the retention of one of our most successful research stars.

The University of Edinburgh

Central Management Group

17 April 2013



The University and Edinburgh's Festivals

Brief description of the paper

The paper is for information for CMG and provides an overview of festivals activities in the University

Action requested

CMG is asked to note and support the continuing links of the university with Festival activities.

Resource implications

Does the paper have resource implications? Yes – the University receives both income and expends time and resource in particularly in Estates and Accommodation services to support Festivals activities

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 the paper be included in open business? Yes

Paper to be presented by

Nigel A.L. Paul, Convener of the Risk Management Committee
12 April 2013

The University and Edinburgh's Festivals

It is important to recognise the key role played by the University in the various Festival activities which take place across the City each year, especially during August.

Without the University's facilities, much of what happens during the Fringe would simply not be possible. The four largest operators are totally dependent on the University ... without our spaces, companies such as Assembly Theatre, Pleasance Theatre and Underbelly would find it extremely difficult, if not impossible, to maintain anything like the sustainable and high profile presence they have established over many years. The presence of the BBC and Fringe Central on our locations also enhances our profile. No other events could deliver over 900,000 visits to University premises in one month from people not just from Edinburgh but from across the globe. The Festival Fringe places us right at the heart of the Edinburgh community and shares what we have with the wider world.

It is equally important to recognise that, in order to make the best use of its facilities and people, the University benefits from the Festivals, especially during the summer months when our undergraduate students are not in Edinburgh. It also helps cement the relationships between the University and the City. There are significant economic, cultural and reputational benefits for all parties.

Financially, in August alone, the University generates over £1.5m revenue from the provision of University accommodation. The majority of the Edinburgh Military Tattoo cast and most orchestras and companies performing at the International Festival stay at Pollock Halls while many more of those working throughout the various Festival and Fringe locations stay in our flats estate across the city, including staff from Pleasance Theatre and Assembly Theatre. In addition, but not as easy to detail, we estimate £300k-400k revenue comes from individual visitors to Edinburgh on short breaks ... mostly because of the various festivals. The hiring out of University buildings and spaces for Festival Fringe operators typically generates around £500k each August.

The Festival activities also help ensure continuous employment for some cohorts of colleagues across the University, and we also recognise that a large number of our students are employed in Edinburgh during the summer as a direct result of these activities.

Colleagues involved in developing and managing our activities in these areas, including the Festivals Office, Edinburgh First and Estates & Buildings, are part of the University; they work extremely hard to deliver what can be a delicate balance between the 'normal' day-to-day needs of the University and the often extremely challenging demands placed on many of us by the various Festival related activities across the City. In contracting and working with the festival operators, they place constrictions on the operators on matters such as health and safety, noise and other operational matters, to ensure the normal business of the University can continue without excessive disruption.

This year we will provide spaces for:

- Assembly Theatre
- Pleasance Theatre
- Underbelly
- 'C' venues
- Scottish Conservatoire
- BBC

As well as other smaller operators

CMG is asked to confirm their continuing support for hosting festival activities in the University, and their understanding and support for colleagues who are managing the relationships with operators and working to ensure that normal University business can continue at the same time as ensuring visitors to the Festivals enjoy a great experience.