**Agenda for a meeting of the Central Management Group
to be held at 2.00 pm on Wednesday, 21 August 2013
in the Cuillin Room, Charles Stewart House**

| | | |
|---|---|---|
| **1** | **Minute of the meeting held on 19 June 2013** | **A** |
| **2** | **Matters Arising** | |
| **3** | **Principal's Business** | |
| 3.1 | Principal's Communications | |

**FOR DISCUSSION**

| | | |
|---|---|---|
| **4** | **Finance Director's Update (closed)** | **B** |
| **5** | **University's People Strategy** | **C** |
| **6** | **Report from Staff Committee (closed)** | **D** |
| **7** | **Value for Money Report** | **E** |
| **8** | **Socially Responsible Investment Policy (closed)** | **F** |
| **9** | **NSS Results** | |
| **10** | **Staff Data (closed)** | **G** |

**FOR INFORMATION/FORMAL APPROVAL**

| | | |
|---|---|---|
| **11** | **ESCA Edinburgh Student Charities Appeal** | **H** |
| **12** | **EUSA Volunteering Annual Report** | **I** |
| **13** | **Health and Safety Report** | **J** |
| **14** | **SEAG Report** | **K** |
| **15** | **Space Management Report** | **L** |
| **16** | **Parking Charges** | **M** |
| **17** | **Fee Proposals (closed)** | **N** |
| **18** | **Scottish Association for Marine Science – Associated Institute of the University of Edinburgh** | **O** |
| **19** | **Proposal to alter the name of Regius Chair of Sanskrit Language, Literature, and Philosophy and Comparative Philology** | **P** |
| **20** | **Proposal to Establish a Chair of Applied Hydrodynamics** | **Q** |

If you require this agenda or any of the papers in an alternative format e.g. large print please contact Dr Katherine Novosel on 0131 650 9143 or email Katherine.Novosel@ed.ac.uk

**21      Any Other Competent Business**

**22      Date of next meeting**

Wednesday, 9 October 2013 at 10.30 am, in the Raeburn Room, Old College.

# A

**Central Management Group**

**Wednesday, 19 June 2013**

**MINUTE**

Present:                    Vice-Principal Professor J Seckl (in chair)
                            Senior Vice-Principal Professor M Bownes
                            Vice-Principal Professor S Hillier
                            Vice-Principal Professor C Jeffery
                            Vice-Principal Professor R Kenway
                            Vice-Principal Professor D Miell
                            Vice-Principal Professor L Waterhouse
                            Vice-Principal Professor L Yellowlees
                            University Secretary Ms S Smith
                            Mr H Edmiston

In attendance:              Dr I Conn
                            Mr A Currie
                            Ms S Gupta
                            Mr D Waddell
                            Mr A Murray on behalf of Vice-Principal Professor Breward
                            Mr B MacGregor on behalf of Vice-Principal  Professor Haywood
                            Mr H McKay
                            Dr K J Novosel

Apologies:                  The Principal
                            Vice-Principal Professor C Breward
                            Vice-Principal Professor J Haywood
                            Vice-Principal Professor D Hounsell
                            Vice-Principal Mr N A L Paul
                            Vice-Principal Dr S Rigby
                            Mr P McNaull


**1          MINUTE OF THE MEETING HELD ON 22 MAY 2013**                    **Paper A**

The Minute of the meeting held on 22 May 2013 was approved as a correct record.

**2          PRINCIPAL'S BUSINESS**

**2.1        Principal's Communications**

In the Principal's absence, Vice-Principal Professor Seckl reported on the following:
the continuing success of the MOOCs and statistical information on the outcome of
the first programmes including completion rates and plans for the next academic year;
recent visits to the University by Scottish Government Ministers; the excellent
symposium to celebrate the launch of the Anne Rowling Regenerative Neurology
Clinic; and the continuing concern over the missing student.

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

CMG noted the report and in particular: the progress on internationalisation in respect
of the new Office being planned for North America, the global academies and
recruitment of international staff;   and the discussions on the University's current

position in the world league tables and the development of strategies to improve rankings.

**FOR DISCUSSION**

| 3 | **FINANCE DIRECTOR'S UPDATE (CLOSED)** | **Paper C** |

The current position in taking forward the Holyrood Development was noted and that various documents would require to be signed following the Court meeting on 24 June 2013 with financial close now being targeted for 12 July 2013. CMG further noted the other items in the report, in particular that there would be a series of road shows to provide further information on the new planning and allocation processes.

| 4 | **ECA REVIEW – REPORT ON PROGRESS** | **Paper D** |

CMG noted and endorsed the update on the operational recommendations contained within the Court Review of the ECA merger undertaken in the autumn of 2012 at the end of the first year following merger. Overall, the merger had been positive for students and staff and significant progress had been made with a number of the operational recommendations now complete or nearing completion. In particular, it was welcomed that a new dedicated member of staff was taking forward the widening participation agenda and that there was on-going liaison with SRA.

It was further noted that the SFC had indicated that it would require an evaluation report in September 2013 at the end of the first two years following merger. The information required and the format of the report were still to be confirmed and consideration would be required around reporting on estate issues.

**FOR INFORMATION/FORMAL APPROVAL**

| 5 | **MANAGEMENT ACCOUNTS, 10 MONTHS TO 31 MAY 2013 (CLOSED)** | **Paper E** |

CMG noted the satisfactory financial position after 10 months and welcomed the improved reporting format.

| 6 | **MIGRATION MANAGEMENT GROUP UPDATE** | **Paper F** |

The renewal of the Tier 4 license was welcomed and the on-going work to assess compliance across the University of Home Office requirements. The actions taken in respect of visiting students were also fully supported and the development of English language courses particularly on-line programmes was noted.

The position with staff was also noted and the opportunities around the exceptional talent category (Tier 1): the Director of HR agreed to circulate information on the criteria of the two elements within this category. The continuing close engagement with the Home Office was commended and colleagues were encouraged to contact the International Office for advice on students or staff.

| 7 | **INTERNAL AUDIT FOLLOW UP REVIEWS** | **Paper G** |

CMG noted that the Audit Committee continued to be concerned by the poor performance in implementing agreed actions in response to recommendations in Internal Audit assignment reports. Members of CMG confirmed their commitment to taking forward agreed actions and that this would be raised across Colleges and Support Groups; once agreed, responses to recommendations should be actioned.

**8      ESTATES COMMITTEE REPORT (CLOSED)**                                    **Paper H**

CMG noted the report, endorsing the various recommendations as set out in the paper. The proposals to take forward the Systems Medicine project, the opportunity for a performing arts facility at Potterrow, the construction of a new large animal facility at Easter Bush and developments at King's Buildings were welcomed. There was detailed discussion on the proposals for the McEwen Hall and CMG endorsed the proposal to develop the basement area to enable provision of conference facilities; the potential of linking this to the redevelopment of Potterrow was noted and the associated challenges re timescale and funding.

**9      FEES STRATEGY GROUP REPORT (CLOSED)**                                   **Paper I**

CMG approved the recommendations as set out in the paper in respect of fixed international undergraduate and postgraduate taught fees for students commencing studies in 2014/2015 irrespective of degree duration.

**10     ESTABLISHMENT OF A CHAIR OF EPIGENETICS**                              **Paper J**

CMG approved the establishment of a Chair of Epigenetics.

**11     ESTABLISHMENT OF A CHAIR OF MEDICAL AND SOCIAL**   **Paper K**
**ANTHROPOLOGY**

CMG approved the establishment of a Chair of Medical and Social Anthropology.

**12     FEES: CONVENER'S ACTIONS AND ROUTINE FEES**                           **Paper L**

CMG approved the recommendations as set out in the paper in respect of various programmes within the College of Humanities and Social Science.

**13     DATE OF NEXT MEETING**

Wednesday, 21 August 2013 at 10.30 am, in the Raeburn Room, Old College.

The University of Edinburgh

Central Management Group

21 August 2013

**Finance Director's Update**

B

<u>Brief description of the paper</u>

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

<u>Action requested</u>

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

<u>Resource implications</u>

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

<u>Risk assessment</u>

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

<u>Equality and diversity</u>

Has due consideration been given to the equality impact of this paper? Specific issues of equality and diversity are not relevant, as the content focusses primarily on financial strategy and/or financial project considerations.

<u>Freedom of information</u>

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

<u>Originator of the paper</u>

Phil McNaull
Director of Finance
15<sup>th</sup> August 2013

<u>To be presented by</u>

Mr P McNaull
Director of Finance

The University of Edinburgh

Central Management Group

21 August 2013

**University People Strategy**

Brief description of the paper

The University People Strategy was first presented to Staff Committee at its meeting on 24 October 2012 at which approval was given to progress its design, development and content through a programme of University-wide consultation. The People Strategy was presented for final consideration to Staff Committee on 3 June 2013. This paper gives the up-to-date position.

Action requested

CMG is asked to provide any further comment or advice on the content, and subject to any comments made, approve the People Strategy.

Resource implications

Does the paper have resource implications? Delivery of the People Strategy has financial and people resource implications, which will be addressed separately as part of each area of work in the People Plan.

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Dose the paper have equality and diversity implications? Yes, equality and diversity are important aspects of the People Strategy.

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

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Sheila Gupta, Director of Human Resources
12 August 2013

# University People Strategy

## Introduction and background

The proposal to develop a University People Strategy, aligned to the University's Strategic Plan, was first presented to Staff Committee at its meeting of 24th October 2012, at which approval was given to progress with its design, development and content through a programme of University-wide consultation. The People Strategy was presented for final consideration by Staff Committee at its meeting on 3rd June 2013 and is now brought to CMG for final comment and approval.

## Purpose and benefit

The purpose of the University People Strategy is to shape, develop and contribute to the realisation of the University's overall vision, mission and goals through our people agenda. It is derived from the University's Strategic Plan 2012-2016 and sets out the University's strategic priorities in relation to our key people issues, taking as its starting point, the external context and main drivers for change that inform all aspects of our business.

The People Strategy translates the University's Strategic Plan into practice and will be supported by a detailed implementation plan, the 'People Plan', setting out who will lead and be involved in implementing each identifiable activity. Hitherto, we have had no way of capturing all the actions that we need to take across the University to deliver the people dimensions of the Strategic Plan in a clearly planned, managed and co-ordinated way, and it therefore seeks to achieve those connections through the detailed People Plan. The People Plan will set out clear priorities, actions and milestones for each year of the Strategy so that it will be possible to establish whether the University is fulfilling the delivery of its people priorities successfully. Staff Committee will exercise governance oversight to monitor progress against the Plan. The People Plan will be aligned with equivalent College and Support Group strategies to ensure that activities are complementary.

## The role of HR; working with academic and professional communities

The role of HR is to lead, shape and inform policy and practice across the University and support its implementation through working in collaboration with colleagues across the piece. HR will provide the professional and technical expertise that underpins much of the work to be undertaken, and other key people services such as IAD, H&S and ERI have a vital role. However, it should be recognised that a significant proportion of the initiatives will be led and implemented by colleagues beyond HR and the other professional functions. Two areas of activity which exemplify the success of this collaborative approach, are all the work that is taking place in pursuit of Athena SWAN awards in academic areas, and Investors in People awards in our professional services. The People Strategy emphasises the value of our collaborative approach and will continue to contribute to how we model and embed good practice to achieve important institutional success, thereby enhancing our reputation further as a good employer.

## Ambitious and aspirational

The People Strategy is intended to reflect the ambition and aspiration of the Strategic Plan presented under five key People Themes, which in turn, are supported by a range of related 'Key People Strategies'. The five Key People Themes are summarised below with an explanation of their main purpose:

- **Attract, reward and retain the best talent from around the world:** if we are to maintain international excellence, we need to have tailored approaches to recruit, reward and retain talented staff so that they feel highly motivated and valued by the University.

- **Promote, champion and support transformational leadership and management:** defines how we will foster a culture of high aspiration and performance through exemplary leadership at every level, which is vital for our success as a truly global player.

- **Developing people**: our People Strategy focuses on how the University will invest in nurturing, growing and developing our talent to place Edinburgh in the strongest possible place to fulfil our ambitions.

- **Achieve global impact:** describes how our people strategies will enhance our continued success in embedding our Internationalisation Strategy across the breadth of our activities.

- **Foster a culture of inclusivity, health and well-being:** identifies how we will create the environment, culture and values that will meet the needs and expectations of a diverse, international community of staff and students.

**Planning and prioritization**

It is very important to state that the People Strategy contains objectives that we are already planning to do as set out in our Strategic Plan, it is not intended to add a whole new set of commitments for busy colleagues across the University community. Whilst there may be some new developments over the period of the Strategic Plan, in the main, the key work strands have already been identified and are clearly set out. If anything, the People Strategy should contain, rather than generate more work and provide direction and focus for the deployment of both our effort and our resources.

**Consultation process**

The Strategy has been the subject of University-wide consultation and was approved by Staff Committee at its meeting on 3 June 2013. This section sets out the detailed consultation and communication process that was followed in formulating its contents.

The Draft University People Strategy was presented to Staff Committee for consideration at its meeting on 24 October 2012, at which approval was given to conduct a University-wide consultation exercise to ensure its relevance and establish that it adequately reflected the multi-faceted needs of different parts of the enterprise in relation to our people goals and ambitions. A detailed programme of presentations to College and Support Group Strategy Committees and Senior Management Teams followed, as well as meetings with other relevant key University Committees, such as, Research Policy Group, Researcher Experience Committee, the Institute for Academic Development Advisory Board and the Combined Joint Consultation and Negotiation Committee, as well as the Human Resources community, who will play a key role in collaborating with colleagues across the University in its delivery.

The aim of the consultation process was to explain the purpose of the strategy; engage the wider University community in shaping and framing its goals, themes and ambitions; and invite feedback from these committees and boards on its content.

The Strategy was warmly welcomed across the University as a useful and practical document and the feedback received throughout the consultation process was immensely positive. Of particular note, was that colleagues were extremely pleased with its ambitious and aspirational aims.

The feedback from the consultation process has been incorporated into the final version of the Strategy which is before this group for consideration and approval today.

**Action Required**

CMG is asked to:

(a) Provide any further comment or advice on the content of the People Strategy

(b) Approve the People Strategy subject to any comments made under (a) above.

Sheila Gupta
Director of Human Resources
August 2013

# The University of Edinburgh

# Draft People Strategy 2012 to 2016

## Contents

## Part 1: Purpose, vision and mission

The Purpose of the People Strategy
The Strategic Plan
Vision
Mission
Strategic goals
Enablers
Strategic themes
Translating strategy into practice

## Part 2: The strategic context

The challenges facing the HE sector
Research funding
Knowledge exchange and public engagement
The student experience
Graduate employability
A global outlook
Competition from other higher education sectors
Digital technologies
The people implications for the University of Edinburgh
Values, Culture and Ethos
Leadership
Management
Talent Management and Career Development
Talent Management in Practice

## Part 3: Key people themes

(i)Attract, (ii) Reward and (iii) Retain the best talent from across the world

Promote, champion and support transformational leadership and management:

(i)      Leadership, succession planning and diversity

(ii)     Research leadership

Developing people:

(i) Enhancing the quality of the student experience
(ii) Research
(iii) Innovation
(iv) Improving graduate employability
(v) Professional and career development

Achieve global impact
Foster a culture of inclusivity, health and well-being

## Part 4: Human Resources

HR vision
HR mission
Aim
Guiding principles
How we work

## Part 5: People Plan

*To be developed through consultation with Colleges, Support Groups, trade unions and other stakeholders*

# The University of Edinburgh

# Draft People Strategy 2012 to 2016

## Part 1: Purpose, vision and mission

### The Purpose of the People Strategy

1. The University's People Strategy has been derived from the University's Strategic Plan covering the period 2012 to 2016. It has been informed by the many challenges facing the Higher Education (HE) sector and sets out a forward looking, ambitious people agenda designed to strengthen the University's global standing, in particular, to address these complex and pressing issues from a position of strength and confidence. The Strategy recognises that the effective governance, leadership and management of people issues takes place across the University's Colleges, Schools and Support Groups at all levels of activity.

### The Strategic Plan

2. Our Strategic Plan sets out our vision and mission.

### Vision

3. To recruit and develop the world's most promising students and most outstanding staff and be a truly global University benefitting society as a whole.

### Mission

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

- enhance our position as one of the world's leading research and teaching universities and to measure our performance against the highest international standards

- provide the highest quality learning and teaching environment for the greater wellbeing of our students and deliver an outstanding educational portfolio

- produce graduates fully equipped to achieve the highest personal and professional standards

- make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing.

### Strategic goals

5. We will realise our vision through our three strategic goals of excellence in education, research and innovation. These strategic goals represent our core business areas.

### Enablers

6. Our three enablers of People, Infrastructure and Finance amplify how we will achieve our goals through clearly defined strategies over the period of the Plan.

3

**Strategic Themes**

7. Our six strategic themes will inform and guide our approach to achieving our goals.

**Translating strategy into practice**

8. Our People Strategy translates the University's Strategic Plan into practice by providing both the direction and the detail of how the people aspects of our overall institutional strategy will be achieved. These are presented in the form of five 'Key People Themes' and supported by a series of related 'Key People Strategies'. The Strategy will itself be underpinned by a detailed implementation plan, The People Plan, that sets out clear actions, timescales and measures for success. The successful implementation of the People Strategy will be monitored by Staff Committee.

**Part 2: The strategic context**

**The challenges facing the HE sector**

9. The HE sector in the UK is undergoing a period of transformational change which requires Universities to respond effectively to a range of national and international developments that represent the most significant challenges that have faced higher education in recent decades. Some of the key factors driving this change are:

(i) an uncertain funding context allied to the need for greater income diversification to enhance our financial sustainability;

(ii) the global economic downturn compounded by the growing financial crisis in European economies;

(iii) the need for universities to engage with international partners to address issues of global significance;

(iv) a political environment in which the contribution of Universities to society and the economy must be clearly evidenced through successful knowledge exchange and public engagement;

(v) ever higher expectations from students and their parents for an outstanding student experience;

(vi) a growing demand from employers and students for graduates to have excellent skills fit for the 21$^{st}$ century workplace;

(vii) increasing competition from other growing HE sectors such as Brazil, Russia, China and India; and

(viii) the revolutionary impact of digital technologies in education, research and society more widely.

10. From the perspective of the people agenda, these drivers require Universities to embed effective models of governance, leadership, management and organisational development that provide the foundations for operating successfully in a highly volatile and competitive global context.

**Research funding**

11. In the increasingly competitive environment for research funding, the imperative is to meet the new priorities of the Research Councils, major charities and the European Union in order to grow further our research grant income. In particular, to respond to the policy environment with a focus on larger grants for major multidisciplinary projects on issues of global significance. These developments require the University to enhance further the capacity of our research leaders to think and act strategically to align institutional bids to the priority areas of the major research funding bodies. The quality of our research leadership will be vital in both securing long term financial sustainability and enhancing our world standing.

12. The Research Excellence Framework will be a major focus for the University to further consolidate its standing as a world leading university and will require a multitude of approaches for attracting highly talented research staff at all levels. There is also an imperative to ensure that our current staff have support to produce the highest quality outputs for submission to maximise our success in this exercise and build capacity for any future evaluation process.

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13. The introduction of demand management policies by some Research Councils carries implications for enhancing further our skills for writing outstanding grant proposals in order to secure an even greater rate of success in securing major strategic bids. The benefits lie in strengthening the reputation of both individuals and the institution, as well as optimising our income from research grant funding. The shift to a model of demand management also means developing robust internal peer review mechanisms.

**Knowledge exchange and public engagement**

14. UK and Scottish Governments require co-investment from industry on many new state funded projects. Thus, faced with the importance of the impact agenda and the need to optimise income generation, it is vital to foster a culture and design supporting policies that promote positive engagement with industry. The University has already developed key strategies to transform the way in which we engage with business, industry, public and third sector organisations to ensure that the research we undertake makes a significant and positive contribution to benefit both society and the economy and we will wish to embed this approach further across our disciplines. [1] A notable feature of our strengths derives from the fact that we develop highly skilled people for the global economy and this is another aspect of our educational provision that we can enhance through developing our skills and expertise in embedding knowledge exchange principles in our curriculum.

15. Equally relevant to the impact agenda, is the ability to demonstrate the relevance of our work to society by engaging positively with the public to share knowledge, expertise and skills for the wider benefit of civil society. The University has well established policies and development programmes that support effective public engagement strategies, which will be co-ordinated under the auspices of the Researcher Experience Committee, to achieve a step change in our activity by adopting a strategic approach that facilitates the sharing of good practice and identifies the multiple ways in which successful public engagement occurs. The active involvement of our students in these two areas of priority will also help to build our capacity and understanding of public engagement and enhance the quality of our practice for now and the future. We see our success in this work as a defining feature of being a major civic University.

16. In this extremely competitive and demanding funding climate, universities will be seeking to identify and capitalise on opportunities for income diversification to raise necessary funds to invest in the student experience, campus enhancements, the quality of the learning, working and living environment; and sustaining a workforce with the right skills, attributes and leadership qualities to deliver our institutional mission and goals.

**The student experience**

17. The University's commitment to providing an outstanding education defined by an exceptional student experience can be achieved by providing on-going professional development for staff to maintain the highest standards of delivery of learning and teaching; ensuring a highly relevant, research-informed and flexible curriculum to prepare our students to make the strongest possible contribution to society; promoting excellence in assessment and feedback; equipping colleagues to design innovative programmes, including developing more e-learning and distance learning programmes to expand student choice and flexible ways of learning; shaping a more interdisciplinary

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[1] **Research Councils UK – 'Excellence with Impact'**

curriculum which has greater resonance for our students; and embedding international themes into the curriculum to engender wider international appeal.

**Graduate employability**

18. UK and European education and skills agendas aim to ensure a highly skilled workforce, with Universities playing a central role in preparing people for the modern working environment with skills and attributes that reflect prevailing economic and industry needs.[2] Graduate employability is taken equally seriously by employers and students, placing significant emphasis on the importance of universities providing an educational experience which enhances disciplinary expertise as well as developing the skills and attributes that will contribute fully to all sectors of society. A capacity for team working, creativity, innovation and entrepreneurialism are just some of the newer skills sought and which need to be incorporated across our curricula. [3]

**A global outlook**

19. The University's global outlook will be shaped by building further our role as a leading international player in our education, research, innovation and knowledge exchange activities. In support of our ambitions across all these spheres, the University will invest in ensuring that the we offer a welcoming environment to international staff and students: we must exhibit outstanding leadership skills in leading international staff teams; be attuned to embedding international themes into our curriculum to ensure that it has resonance with our student body; have the capacity to build strategic alliances with global partners: academic, commercial and governmental; and prepare our graduates to contribute fully as global citizens.[4] In order to enhance our international presence further, we need to increase our influence on international policy-makers in shaping developments as they affect higher education. We need to build our skills for operating effectively in the global environment, through greater international secondment and work opportunities for both academic and professional services staff; draw on international models of good practice, as well as share and showcase our own expertise abroad; and promote greater cultural awareness and proficiency in multilingualism across our staff and our students bodies.

**Competition from other HE sectors**

20. The growth of emergent  world class HE sectors, particularly Brazil, Russia, India and China and others, such as, Germany and Singapore, signal a period of growing international competition for staff and students that will impact on our own opportunities for growth and success. To this end, it will be vital to offer a highly distinctive educational and work experience to be able to recruit the very best talent from around the world to maintain our own global standing. Tailored approaches to recruitment, development and retention will be necessary, with a strong emphasis on excellent leadership which creates an environment where staff feel highly motivated and valued.

**Digital technologies**

21. The rapid technological developments in the modern world demonstrate the need to be able to review our approaches to teaching and research on an on-going basis. Students have different

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[2] **Universities UK 'Futures for Higher Education Analysing Trends' page 5**
[3] **National Centre for Graduate Entrepreneurship 'Leading the Entrepreneurial University', October 2009 page 7**
[4] **Universities HR 'Changing times in UK universities, what difference can HR make?' page 7**

expectations of how technology should be used to facilitate their education. The challenge is not only to be able to invest in the on-going costs and development of our technological base, but to be aware of the potential of new and emergent technologies so that we can exploit them effectively. Ensuring that staff know as much about these technologies and their capabilities as our students will be key. We will also need to have the skills to use these technologies in new and differing ways in order to maximise their benefits across our different areas of work, significantly enhancing our efficiency. To this end, we need to embed digital literacy and digital wisdom across our workforce to cover the breadth of our activities and functions. The development of 'Massive open on-line courses', or MOOCS, is an example of the revolution that it taking place in distance education, designed to enable large scale participation via the web. The University of Edinburgh is already one of a very few partners outside the United States which has joined the Coursera consortium offering world class education to anyone irrespective of their geographical location or financial standing. The role of technology in undertaking research and delivering teaching will change further and may transform the manner in which teaching will be delivered in the future. There is potential to look at further developments in on-line and distance learning in anticipation of the next generation of students seeing these as commonplace in the field of educational delivery. In up-skilling our workforce in the use of digital technologies, we will also embed good practice in ensuring that staff health and welfare is an essential consideration in moving to new ways of working and learning.

**The people implications for the University of Edinburgh**

22. The purpose of the University's People Strategy is to shape, develop and contribute to organisational effectiveness through the identification of strategies, actions and plans that position Edinburgh in the strongest possible place to address the multiple and complex challenges described above. The People Strategy and the work that will support its delivery will be predicated on the University's approach to risk management; its commitment to ensure efficiency, effectiveness and value for money in the management of the business; and the recognition that growth and success will derive from the collaborative pursuit of our goals as a whole University community. These challenges can be considered in more detail under key strategic themes that relate to the goals, objectives and strategies in the University's Strategic Plan. These key themes are by their very nature integrated, for example, recruitment, reward and retention are linked to excellent leadership fostering a culture which supports a diverse University community. These strategies should therefore be seen as part of an holistic approach to realising our strategic ambitions.

23. The People Enabler in the University's Strategic Plan sets out the main aim of our People Strategy, which is to value, support, develop and utilise the full potential of our staff, working with each other across the community of the University to make our university a stimulating and successful place to work.

**Values, Culture and Ethos**

24. Our values, culture and ethos foster an environment which embodies our commitment to equality and diversity and promotes a positive culture for working and studying which all members of the community treat each other with dignity and respect; and where we encourage and enforce appropriate behaviour towards colleagues. These are essential features for us to be recognised as a good international employer, setting the highest professional standards and fostering a truly inclusive culture that is welcoming to all. We also recognise the importance of ensuring that all staff are seen to be making a valuable contribution to the success of the University working in highly effective and

collaborative ways that together create a vibrant and dynamic University community, in which all staff feel a true sense of professional fulfilment. The working environment also reflects the type of employer we are and so emphasis will be placed on creating a healthy working environment, mindful of the need to achieve a fair work/life balance, equitable workloads and promote initiatives that support staff in taking ownership for adopting their own approach to maintaining a healthy lifestyle.

**Leadership**

25. Exemplary leadership skills form an essential part of fulfilling our ambitions: we will develop our leadership competences at all levels to ensure that staff understand their own leadership styles and can adapt them to deal with different situations so that they motivate and energise their teams to achieve even greater success. We will prepare colleagues for leadership roles early in their careers, so that they have the necessary depth and breadth of experience to take on larger roles with greater responsibility. Significant steps will be taken to achieve greater diversity amongst our leaders and to this end, it will be important to understand how we can make leadership roles more attractive and appealing to a much wider pool of talent. Our leadership philosophy will be to embrace collaboration and collegiality as key to our future success.

**Management**

26. Management skills will be equally important and great emphasis will be placed on preparing mangers to deliver change and innovation effectively and swiftly in a highly competitive and ever evolving environment, where competitive advantage, responsiveness and opportunism will feature across our activities. Through extensive development, coaching and mentoring, managers will be accomplished in creating a high performance culture and be confident in dealing with every aspect of managing staff: from setting clear expectations and rewarding excellence to managing poor performance and staff exits where necessary.

**Talent Management and Career Development**

27. Universities are ideally positioned to have well developed talent management strategies that are at the leading edge of practice – focused on talent growth and development.

28. There is a powerful argument to support the need for a sustainable and high quality workforce that has the capacity and capability to maintain the higher education sector's world class standing. If we are to maintain international excellence, it will be essential to be able to attract, retain and motivate talented staff. We also need to adapt our people strategies in response to a climate of constrained public funding, where affordability of future incremental or national pay awards, coupled with the higher costs of employers' pension contributions, require universities to achieve a delicate balance between managing organisational staffing structures and costs with retaining a committed and creative workforce that supports our global ambitions.[5]

**Talent Management in practice**

29. There are many definitions and models of talent management. Adopting a life cycle model is perhaps the most appropriate for Edinburgh, because it embodies our commitment to source, attract, select, train, develop, retain, promote and move employees through the organisation throughout their career with the University. Talent management offers a strategic, long term career management

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model which addresses retention and is also sufficiently flexible to fulfil a variety of other people management objectives for the University, such as, facilitating a motivated, responsive and agile workforce through effective leadership and succession planning that is centred on an individual's particular strengths and career development potential.

30.  A further long term benefit of talent management is that it involves an on-going evaluation of workforce capabilities and the development required to sustain these, so that University staff continue to have the skills, competence and expertise to contribute to our future growth and development, able to adapt to meet new conditions and changing demands at a time of increasing uncertainty and competition.

31. Discussions with individual members of staff take place in relation to their personal objectives, career and development plans, including future aspirations for leadership, where succession planning and leadership potential has been identified by the line manager or an interest expressed by the employee. These discussions are used at School, Service, College and Support Group level to inform decisions in relation to current and future talent needs, succession planning, leadership development and how these factors link to organisation needs. In aligning individual skills and objectives to those of their School or Service, it is recognised that staff contribute to the goals of their respective areas in different ways, for example, there are a growing number of hybrid roles; some staff will have a stronger focus on learning and teaching than research; others may not wish to have a career that is about upward progression, but may develop their skills to grow in different directions and fulfil different roles over the course of their career at the University. The principle underpinning our whole approach to talent management and career development will be to afford staff the time and space to develop, subject to how such development will directly contribute to the more effective performance of their role and how this will fulfil the needs of their School or Service.

The University will derive its future success by embedding a culture of innovation and creativity in how we work, this will be facilitated by offering far more opportunities to staff to gain experience across other parts of the University, whether through secondments or leading or participating in university-wide projects; or gain international experience. Renewed interest in developing a graduate employment scheme will be explored to attract high calibre early-career staff to the University, particularly those seeking careers in professional services. This idea will form part of an evolving agenda to promote more cross-university experience, which both broadens the skills and knowledge of staff and offers more creative and fulfilling career opportunities for them.

There is a need to move away from the traditional paternalistic model of career management, which defines career progression purely in terms of an upward, linear trajectory. The language of "career routes" and "career paths", often reinforces this rather limiting conception of career management. In the modern highly complex world of work, a career can take many different forms and follow many different courses, where it is for the individual to define their own career plan. Thus, emphasis will be placed on supporting staff in defining their own career journey, whereby they can manage their own aspirations in a way that best aligns their personal career goals with those of their School or Service, on the basis that there is no one size fits all model. The greater use of competency-based frameworks will also enable staff to map more easily their strengths and development needs as they chart their route for career progression. The importance of expanding opportunities for staff to benefit from mentoring and coaching will also inform future investment in development provision.

32.  The proposition to adopt a talent management philosophy in the way we support and develop our staff, is therefore predicated on a commitment to use current people management policies and processes, enhanced by the employment of more extensive management information that is used and shared strategically across the University, to facilitate the best possible career prospects for our staff, whilst delivering our mission and long term priorities.

**Part 3**: **Key people themes**

33. The People Strategy is divided into five high level 'people themes', which represent the key people management priorities in the Strategic Plan:

   i.   Attract, reward and retain the best talent from across the world
   ii.  Promote, champion and support transformational leadership and management:
   iii. Developing people
   iv.  Achieve global impact
   v.   Foster a culture of inclusivity, health and well-being

Each theme is underpinned by key people strategies that will fulfil their successful delivery and implementation.

34. **Attract, reward and retain the best talent from across the world**

**Key people strategies**

**(i)    Attract**

- promote the attractiveness of the University as a globally-significant institution through tailored recruitment strategies that market our reputation and distinctiveness

- identify strategies to appoint the best candidates and achieve greater diversity across the workforce

- implement an e-recruitment system to deliver a positive applicant and recruiter experience consistent with a world class university and provide robust management information

- develop a dedicated relocation service and dual career system for international staff to facilitate a smooth transition in settling in to their new life and work

- support new staff to enable them quickly to become effective in their new roles through tailored induction processes

- support the effective recruitment and retention of international staff and develop and enhance excellent web-based guidance on UKBA Regulations

- explore the innovative use of social media to attract the highest calibre of academic and professional services staff

**(ii)    Reward**

- reward excellence and success in a variety of ways through a total reward strategy aligned with University goals

- foster a climate in which teaching is highly valued by producing good practice guidance on how to recognise excellence in teaching

- review contribution rewards to facilitate greater flexibility

- through equal pay audits and review processes, ensure pay parity and equity in our pay policies and their application in practice

**(iii)    Retain**

- support effective staff retention through integrated and inclusive approaches to career development, succession planning and promotion

- develop and retain staff talent through a planned, systematic and inclusive approach to succession planning and capacity building at local levels

- review retention policies to ensure that they remain flexible and adaptable to meet the needs of a fast moving and competitive global employment market

35. **Promote, champion and support transformational leadership and management**

**Key people strategies**

**(i) Leadership, succession planning and diversity**

- invest strategically in our staff to inspire and equip them to deploy a range of skills to shape, influence and lead

- foster a culture of high aspiration and performance, drawing on excellent leadership, effective management and employee engagement by providing a wide range of leadership and management development linked by clear succession planning routes

- identify and nurture talent early to support effective succession planning and build the next generation of academic and professional services leaders

- develop a flexible mentoring framework to support staff across all areas of the University and extend coaching to foster management styles in keeping with a University ethos and culture

- build on models of good practice to increase the proportion of women and other under-represented groups in leadership roles at all levels of the university

**(ii) Research leadership**

- generate a cohort of future research leaders who define, shape and drive the agenda on making advances in solving key global research challenges

- maximise our competitive research funding success in the UK, Europe and beyond by developing the skills of our research leaders to think and act strategically by prioritising and aligning our strategic priorities to the economic and funding environment

- enhance our skills to shape, influence and secure strategic partnerships with research funders; specifically engage with EU priorities for Horizon 2020 and play a leading role in all RCUK Grand Challenge research programmes

- create an environment which encourages cross-disciplinary thinking, ideas and proposals through our leadership development programmes for researchers

- enhance our capacity to actively monitor and objectively appraise the short and long-term financial implications of all major research policy decisions

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- professionalise our approach to securing EU funding, and supporting our staff to be successful consortium leaders

- define, design and deliver a range of approaches to enhance reputation, profile and success in public engagement

36. **Developing People**

**Key people strategies**

**(i)     Enhancing the quality of the student experience**

Provide an exceptional and distinctive student experience by equipping our staff to:

- use our globally-leading strengths in research to underpin and inform our teaching

- 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

- embrace new technologies as part of enhancing the learning experience

- deliver prompt and effective assessment feedback

- have the skills and knowledge to respond effectively to the range of our students' circumstances, experience, expectations and aptitudes

- expand and enhance our distance education provision

**(ii)    Research**

Foster a vibrant, successful and interactive research community through an extensive range of development programmes, workshops, seminars, conferences and interventions that enable staff to:

- pioneer new and emerging areas of research across the boundaries of traditional   disciplines including by encouraging outstanding global research collaborations

- combine our proven research excellence with demonstrable economic, environmental, health and social impact

- drive increased high impact knowledge exchange and public engagement

- stimulate innovation and seek out novel applications benefiting the economy and society as well as enhancing our international profile

- foster and encourage new opportunities for growth and collaboration with partners in the UK and internationally, in universities, industry, government and the charities

- enhance our capacity for interdisciplinary research as well as foundation research, so that we have breadth and capacity to enhance our research standing across all our areas of strategic interest

- support staff so that each career transition can be made smoothly at every stage of one's research career, with a particular emphasis on early career and postdoctoral staff

**(iii) Innovation**

Stimulate a culture of innovation, creativity and entrepreneurialism which supports staff and students to translate their research into solutions that benefit and enrich society locally, nationally and internationally by enhancing our skills, expertise and confidence to:

- inspire students and staff to acquire and use their entrepreneurial and management skills, and to start new companies

- develop the skills and aptitudes necessary to build long term, sustainable relationships of value with stakeholders in industry and the SME community through a focussed and proactive engagement policy

- instigate knowledge exchange, and innovative staff exchange, links with industry and with cultural institutions and public service providers in the public and third sectors

- understand and use strategies to engage with the public to articulate how our research activity and expertise is benefitting society locally, nationally and globally

- embed the skills necessary to influence public policy debate, formulation and implementation into practice

- grow and diversify our income from a wide range of financially-sustainable academic and commercial activities which generate surpluses for re-investment

**(iv) Improving graduate employability**

Improve graduate employability by developing staff to:

- embed graduate attributes and employability in all our curricula, and equip our students to compete in the global marketplace

- work with employers, professional bodies, alumni and other stakeholders to ensure our degree programmes are responsive to need, producing graduates with socially and economically valuable attributes and expertise

- equip our graduates with the expertise and graduate attributes they need to achieve their full potential within the global community

- broker strategic partnerships between academics, industry, specialists and other institutions to enhance the development of graduate attributes in all students

**(v) Professional and career development**

- produce an organisational development strategy supported by a clear governance framework and new learning management system that enables the University to inform our strategies, policies and provision based on high quality management information

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- motivate our staff to be part of our world-changing aspirations by clearly linking individuals' objectives to those of their School/Support Department and the University through annual reviews

- promote flexible interdisciplinary and team working, job exchanges and secondments, to provide opportunity for staff to broaden their experience, skills and knowledge and operate effectively in an increasingly cross-functional/interdependent work environment

- support professional and career development, planning and advancement

- measure the benefit of our investment in staff development

## 37. Achieve global impact

**Key people strategies**

- working in partnership with senior academic colleagues, shape, design and deliver strategically focused development to support staff to contribute to international and national priorities for teaching and research

- develop our skills to position ourselves to create and seize opportunities at the frontiers of new knowledge, as an attractive partner with a track record of delivery

- enhance our capacity and competitiveness by using a variety of tailored approaches to cultivate our skills, competence and confidence to exercise influence in securing international strategic partnerships and collaborations with other leading universities, the commercial sector, and governmental and civil society organisations, which are built on excellence and driven by shared academic interest

- maximise our global outreach, influence and capacity-building contributions through learning to apply a range of high level influencing, negotiating and networking competences

- embed a philosophy and approach to our work that helps build integrated responses to complex global issues

- promulgate the success of our Global Academies in creating innovative approaches to trans-disciplinary academic collaboration
- through our Researcher Development and other related provision enhance our understanding of how to incorporate internationalisation in all areas of University activity, including by developing a globally-relevant curriculum, promoting global citizenship and collaborating on teaching, research and knowledge exchange with international partners

- harness our skills and opportunities to promote global citizenship in our community through our work

- promote and recognise the value of international mobility, cross-cultural understanding, and multilingualism for all our students and staff

**38. Foster a culture of inclusivity, health and well-being**

**Key people strategies**

- foster our ethos of collegiality, tolerance, compassion and strong ethics, through effective employee engagement and empowerment, transparency and excellent communications

- foster a culture which permits freedom of thought and expression within a framework of mutual respect

- embed equality, inclusion and diversity as fundamental principles throughout our community

- promote a policy and framework to ensure dignity and respect across all our interactions to foster a genuinely positive, inclusive and supportive culture

- support the University's commitment to equality and diversity though the design, and implementation of an Equality Impact Assessment Framework that will enable the University to embed good practice across all areas of its activities as well as  meet its legal obligations

- implement and embed the University's Equality Outcomes and Action Plan to ensure that the University is regarded as an exemplar of good practice

- contribute to wider social objectives such as addressing high unemployment amongst young people, through the active promotion of Apprenticeships and the Edinburgh Guarantee

- equip our staff to embed our commitment to social responsibility and sustainability in our curricula, policies, strategies and procedures.

**Part 4: Human Resources**

**HR vision**

39. To be a sector-leading HR service defined by excellence and innovation.

**HR mission**

40. To support Edinburgh's mission as a world-leading centre of academic excellence for the creation, dissemination and curation of knowledge by promoting an inclusive, high performance culture which identifies and nurtures talent; develops and rewards success; and integrates academic, professional and personal career goals with those of the University.

**Aim**

41. To advance Edinburgh's position as a globally significant University, through our aspirational, exciting and innovative approaches to attracting, developing and rewarding our people.

**Guiding Principles**

- Operating as a strategic, integrated and business-oriented service across all that we do

- Exhibiting a global outlook in our approach to shaping the people agenda

- Working in partnership with managers, staff, trade unions and all other relevant stakeholders

- Ensuring that our services are always delivered in a timely, responsive, flexible and solutions-focused way

- Valuing and celebrating difference whilst upholding the highest standards of equality of opportunity for all

- Ensuring that equity, fairness and transparency shape and inform our policies, practices and processes

- Embodying the highest standards of integrity, probity and professional conduct in our approach to our work and the service that we provide to all

- Embracing a culture of continuous improvement

- Evolving and shaping an environment that fosters creativity and innovation in our ideas, initiatives and the solutions we offer

- Acting in a way that is responsible, accountable and ethical.


**How We Work**

42. Human Resources at the University of Edinburgh is comprised of dedicated professional teams of expert staff who operate at University, College and Support Group level, providing a business-oriented, client-facing service to the broad University community. The structure of the service reflects the devolved character and culture of the University in order to ensure that the service achieves an appropriate balance between sustaining the highest professional standards, whilst tailoring the service

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to meet the diverse needs of different parts of the University. The role of HR at the University is to act as a strategic partner in the development of the University as an organisation. [6].

[6] **Universities HR 'Changing times in UK universities what difference can HR make?' page 37**

**Part 5: People Plan 2012-2016**

*To be developed through consultation with Colleges, Support Groups, trade unions and other stakeholders*

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The University of Edinburgh

Central Management Group

21 August 2013

**Report from Staff Committee - 3 June 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 3 June 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 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

21 August 2013

**Value for Money Report 2012-2013**

Brief description of the paper

This paper reports on VFM activity for 2012-13, covering both initiatives pursued through CMG, and more locally-focussed work. Members of CMG are asked to consider whether the content of this paper meets their needs in satisfying themselves that sound arrangements are in place to promote economy, efficiency and effectiveness. With CMG's endorsement, the paper will be passed to Audit Committee.

Action requested

To endorse this report and transmit it to Court via Audit Committee as part of the Committee's Annual Report.

Resource implications

The paper reports on some very significant investment to deliver VFM.

Risk Assessment

Does the paper include a risk analysis?  No

Equality and diversity

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

Freedom of information

Can this paper be included in open business?  Yes

Originator of the paper

David Montgomery
Deputy Director of Finance

12th August 2013

## 1      Background

In January 2006 a Value for Money Policy was agreed by the Audit Committee.  On 14 October 2008, the SFC introduced its new mandatory requirements, as set out in paragraph 16 of the Financial Memorandum.  These oblige institutions to (a) have a strategy for systematically reviewing management's arrangements for securing value of money, and (b) obtain, through their internal audit arrangements, a comprehensive appraisal of management's arrangements for achieving value for money.

Audit Committee required that the University's policy give the prime executive responsibility for this to the Central Management Group.  This paper reports on VFM activity for 2012-13, covering both initiatives pursued through CMG and more locally-focussed work over the last year, so that consideration can be given as to whether sound arrangements are in place to promote economy, efficiency and effectiveness and appropriate activity. As in previous years, the paper is compiled from submissions made from across Colleges and Support Groups.

VFM activity has been reported again in the last year both to the Scottish Government in response to their efficient government initiative and to Universities Scotland to support our case that Institutions are continuing to do more with constrained resources in the wider context of funding for universities.

As in previous years the report on VFM initiatives has been divided into the following categories :

- Specific University-wide initiatives.
- Initiatives to deliver long-term business enhancement and cost savings
- Estate rationalisation and other initiatives aimed at reducing utility costs and other estate-related expenditure.
- Reviews and reorganisation to deliver improved teaching, research and other support service delivery, including cost reductions.

## 2      Specific University-wide initiatives

The Procurement team assesses overall procurement VfM to be currently standing at £12.1million[1], mainly from competitive tendering for non-pay spend over which the team has influence (on average 80% of spend). Collaborative procurement has increased; we now use 100 contracts in collaboration with APUC, other institutions or sectors, equating to just over 30 % of spend.

Specific initiatives around the University include:

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| The Student Experience | The Student Experience Project, part of the work taking place on Enhancing Student Support, is a £3m University wide project funded for 3 years from June 2012 to July 2015. The project is working through a collaborative approach to understand, develop and enrich the student experience and to |

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[1] Criteria for reporting procurement efficiencies we use is agreed by the Scottish Publicly Funded Sectors  and definitions of measures in Procurement Benefits Reporting Guidance November 2012

| | date has funded 8 work streams. These have the potential to deliver long term enhancements to business processes with associated efficiencies and cost savings. In particular the work on Enhanced Selection, Online and Innovation in Student Services, Pre-Arrival and Induction, Student Surveys, and Programme and Course Information Management, have the potential to bring about new business processes. If mainstreamed, they will see savings arising from the centralisation of activity previously carried out at different levels and parts of the University and consequent reduction in duplicated activity. This would be achieved by bringing in new approaches (with a focus on IT solutions) which are more efficient and effective. The data and reports produced by the Student Survey Unit may be of assistance in focusing the University's efforts on key areas to improve satisfaction and engagement.

The rationale for all of the activity within the project is to see an improvement in service provision and delivery. |
|---|---|
| PURE | The work on implementation of the PURE system is delivering the data required for our REF submission and greater visibility for Edinburgh's research through the portal, Edinburgh Research Explore. The system allows data to be embedded in School web pages. This is a large improvement on the systems that supported the 2008 RAE both in terms of functionality and cost. |
| Investment portfolio restructuring | Major restructuring of the investment portfolio of the university which was done with a view to minimising management fees, maximising returns and reducing risks. |
| Audit and Insurance tenders | Both broker and insurances were tendered in 2012/13 to ensure costs were minimised and to return best value. |
| eStores and eTime | Delivery of eStores and eTime systems to replace local systems, removal of paper flows and automation of manual processes. The College of HSS worked with IS and Finance Department to develop eTime. It is made up of Hours-to-be-Notified staff, and will record their hours worked, electronically. Schools will approve pay-claims, and these will be extracted by Payroll for payment. Major cost savings in both departmental and Finance Payroll staff time are expected. In addition these projects will provide substantial savings in staff time in all colleges and will improve the quality of the records maintained and the accessibility of a variety of work-related data university-wide. As part of the project, full details of researchers' working hours will be recorded electronically to facilitate reporting by Research Grants section for claims purposes, thereby improving efficiency. |

## 3    Major investments to deliver long-term business enhancement and cost savings

| Moving Registry processes online | **Marks upload:** Schools now upload course level assessment marks from their local systems through a spreadsheet to the student record system. This is now in place for re-sits as well as in-year assessments. This has eliminated the use of temporary staff from within the Academic Registry from re-keying the information into the student record system, saving c. £15,000 p.a. |
|---|---|

**Student self-service:** Students have been given the functionality to maintain their own personal details in the student record system. They can now maintain personal email address, mobile phone numbers, current and future home addresses, and details of emergency contacts. This self-service function has removed staff from the data entry process. Cost recovery cannot be estimated until next year as this functionality has only recently gone live.

**Shared Timetabling:** This project is providing better management and business information, resulting in informed strategy being developed by Estates and Building on refurbishment and new-build projects.

With the introduction of online registration there are now possibilities for uploading funding documents electronically and for prompting users, by registration screens, to submit/check this data. Again, this would reduce email traffic, personal contact and improve service.

Initial work has started on integrating online application processes for bursaries and scholarships within EUCLID. This would reduce manual decisions made by Scholarships and Student Funding staff when determining eligibility as well as improve efficiency and timetabled processes for Schools/Colleges/Panel decision makers.

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| Prospectus costs | Communications and Marketing have introduced a new mini UG prospectus, which is being used by SRA at events instead of the full UG prospectus and is designed to lower print and storage costs, as well as reduce demand for the full UG prospectus. D&A are currently undertaking a review of how alumni would like to be communicated with in future, and it may be that CAM will be able to reduce the print and mailing costs for the Edit magazine as a result. |
| Student exchanges processing | The International Office Study Abroad Office has undertaken a Lean Process Review which reviewed processes for outgoing student exchanges across the University. This review was motivated by recognition that there is increasing demand for international experiences, both in terms of student demand and in terms of the University's own strategic goal of creating 800 new international opportunities in the next 4 years. |
| | To ensure that this increase in demand is met, and that a high level of service is maintained, it is vital that our processes are as efficient as possible and that we are maximising the opportunities available to students. The goal of this project was to ensure that our current resource is used as efficiently as possible to manage these new demands, and this will represent excellent value for the University. |
| Student Recruitment and Development | The International Office Recruitment and Development Unit is increasingly promoting the University and reaching prospective international students via on-line platforms to reduce the requirement to travel to particular countries and to reach students in countries we are unable to travel to. |
| | The Unit is also undertaking work with a range of collaborative organisations to spread the costs of activity and maximize our impact. Examples of this include the 'Study in Scotland' presence at both the NAFSA and NACAC conferences in North America, coordinated through NARG and initiatives coordinated through Edinburgh City Council (Qatar) and Universities Scotland (Indonesia). |
| Online Visa application | The Home Office has introduced an online visa application system which will massively reduce our paper costs and we commenced using the system as soon as it was rolled out, compared to many UK universities who are |

continuing to use the paper based forms.

The International Student Support and Advisory Unit is sending out e-mail communication to new incoming international students across the summer to assist with the visa application process. This active engagement across the summer is reducing the number of overseas visa refusals as each new application costs the University £14 per student.

| HSS Marketing posts | HSS has funded four new Marketing posts where the line management is undertaken by University Services.  This expenditure is expected to yield short and medium term improvements to business activity, particularly in tuition fee income.  The investment should also assist in establishing stronger footholds in overseas markets to build towards long-term prospects. Investment has been made in our expansion in the Latin American market in 2013. |
| :--- | :--- |
| Electronic finance systems | HSS has made determined efforts to expand and intensify the use of electronic finance systems in our schools – in particular FPM for making UK payments, Santander for making international payments, PECOS for procurement-approved purchase ordering. |
| Procurement lawyer | The new procurement lawyer in-house has reduced risks and costs working with procurement management in IS, Vet School and with others on several contractual issues with software providers. This new service combined with procurement team specialising on IS/IT should improve services in acquiring and management of licencing as well as reducing cost escalation and non-compliance risk. |

# 4     Estates rationalisation and activities to reduce utilities costs

Across the estate, various items may be noted. Certain Schools also report estates-related items – see section 5 below.

| Reduced Water Costs | These arise from adopting the Scottish Procurement Water Contract and continue, generating savings of 8% in 2012/13 and rising to 11% in 2013/14. |
| :--- | :--- |
| Furniture recycling | The Furniture Office was able to recycle 1,698 items of furniture over the year saving circa £204k. |
| Estate maintenance | Via UoE contracts/frameworks and by adopting APUC and Procurement Scotland contracts an overall saving of £2.3m was recorded during the last twelve months; APUC Collaboration contracts c.£172k and UoE contracts £2.1m. |

# 5 Initiatives to deliver improved teaching, research and other support service delivery, including cost reductions

Colleges report a wide range of activities designed to improve front-line activities, and/or reduce costs.

*Humanities and Social Science*

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| Language support | The College of HSS has driven the provision of arrangements allowing international students to undertake a Foundation Year plus continuing classes in English throughout their undergraduate degrees, as well as collaborating with EUSA to pilot the new arrangements called Languages For All, offering foreign language classes free to undergraduate students. |
| | This extra language provision by HSS (for students of all colleges) aims to drive growth in international student recruitment and demonstrate that this university's offering is very attractive to rest-of-UK students as well as Scottish and EU students. |
| e-Learning | The number of HSS e-learning courses being developed and offered continues to expand, and the expectation is to increase income greatly in excess of costs, as the significant investments in staff resource on development of e-learning courses occurred in previous years. |
| Systems specialists | In 2012 HSS recruited a systems manager to manage systems issues college-wide, advising on optimal equipment and coordinating electronic teaching facilities in our schools. This should contribute to improved efficiency among staff and enhanced satisfaction for our students. In 2013 HSS recruited a systems specialist to improve the quality of management information from the whole range of university systems that can be provided to our senior management team. HSS has also appointed a stakeholder (PR) specialist to assist in fundraising and in enhancing the college's worldwide reputation. |

*Medicine and Veterinary Medicine*

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| Utilities and printing costs | Estates rationalisation and utilities - we recently turned all our ULT Freezers up by 5 degrees and we have been taking part in the sustainability awards for the past 3 years. We can show a 7% reduction in the electrical usage over that time from the graphs and figures we are supplied with each week. |
| | As part of our sustainability drive we are moving to centralised printing which is easier for us to do as we have centralised ordering and can stop orders for unauthorised printers. |
| Anatomy | The relocation of Anatomy and the opening of the museum on a full time basis rather than one day a month will also offer an enhancement to the business and is value for money as at the moment we house the collection and make nothing from it. |
| | We are currently looking at getting the training we offer our anatomy technical trainees recognised by an external body. This would make our trainees more valuable and also allow us to explore options for delivering the training to others. |

## Science & Engineering: School of Engineering

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| Engineering Technical Services: Reorganisation of technical workshop facilities to improve service to Teaching and Research. | The rationalisation of Workshops 1 and 2 into one refurbished workspace has created an improved working environment where technicians are in one space allowing them to share knowledge and ideas.  This major investment has enabled us to purchase some high spec equipment including a 5-axis CNC Milling Machine, Laser Cutter and a 3D Printer, which will improve the capability and efficiency of the service we provide to the School.<br><br>This merger has also released a large, very usable space suitable for laboratory use. |
| Air Conditioning | Recent research by Google, IBM and others has demonstrated that the ideal data centre temperature -- solely from the point of view of equipment reliability -- is somewhere around 25C. Previously around 19 or 20C was thought to be best. We increased the set temperature of our server room from 19C to 25C approximately one year ago. Unfortunately the room lacks the metering sophistication necessary to measure how much energy this measure has saved. |
| Virtualisation | We have pioneered the creation of a low cost virtualisation pool. This runs on commodity hardware and is configured and controlled through LCFG. It is thus suitable for use by other Schools within the University. We use this to lower costs, power usage and heat output by consolidating workloads onto fewer bits of hardware. |
| Automation: Configuration Management | The benefits here include lower costs and better service. We use configuration management[2] software to configure both our client computers (desktops and laptops) and our servers. This frees up sysadmin time which used to be taken up with trivial, routine or firefighting tasks. We use this time to invest in future improvements. The service itself is more reliable and consistent as a result of the automation.<br><br>Our own configuration management tool 'Machination' allows users to configure their own machines via a simple interface and has done for a long time. This is more convenient for the user, lowers administrative and bureaucratic barriers, and releases system administrators' time for future improvements. |

## Science & Engineering: School of Mathematics

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| Space usage | During the year we have introduced significant changes to improve our space usage. The creation of hot desk facilities for latter stage PhD students and for retired staff has freed up rooms for new academic staff. Increasing the occupancy rates for both of these categories of space user has also provided more space for academic staff. In the early part of the year our Teaching Office was moved from three offices into a single open plan office. This has allowed us to make use of a large, previously underutilised space, and provided three further offices for use. More recently our IT Team has been moved into more suitable accommodation, again freeing up a large space for more effective use. |

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[2] http://en.wikipedia.org/wiki/Configuration_management

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|---|---|
| Open Plan Teaching Office | The creation of an open plan office for the Teaching Office is bringing significant benefits in terms of intra-team communication, sharing of knowledge and expertise, provision of cover and improved access to services by staff and students. The IT staff move has also enabled more appropriate IT support arrangements to be put in place (ie more clearly separating day to day user support from project support) and this is already providing results. |
| Student Learning Adviser | The appointment of a new Student Learning Advisor has expanded the team providing academic support, part of a policy of transferring appropriate duties from (usually) higher grade standard academic staff and also delivering them more efficiently because those delivering the service are specialising more. |
| Administrative support | The School continues to promote and implement standardised teaching-related administrative procedures in relation to UG and PGT courses to ensure consistency of practice and provide sources of information for both students and staff. Data templates have been introduced to provide key information for all taught courses, such as Course Assessment Rules and Course Parameters. These templates are for use in relation to Board of Examiners activity and are already serving to reduce academic staff time and the scope for errors. |
| Virtual technology | During 12/13 we continued to make progress in moving to using IS's virtual technology instead of purchasing our own new non-computational servers. This will be completed by 2015. This is already producing cost savings for the School and enabling the provision of improved support in areas such as disaster recovery. |

*Science & Engineering: School of Informatics*

| | |
|---|---|
| Automation of roof vents | We previously reported plans to automate roof vent control in IF developed in partnership with E&B. This work has now been completed. This has led to a decrease in electricity consumption of around 900 kWh per day, about 15% of our 2011 average consumption of 6,000kWh per day. This equates to annual cash savings of £30,000. |
| Computer sleep system | The School's computing officers have implemented an improved sleep system which increases the amount of time that the school's computers sleep. At weekends half the previous number of DICE machines is awake. Comparisons of electricity consumption before and after deployment (May 2013) show that this has reduced the school's energy consumption by around 100kWh per day, a 2% saving on our 2011 electricity consumption, or an annual saving of £3,200. |
| Uninterruptible power supply | The post-occupancy evaluation showed that we may be wasting energy on uninterruptible power supply (UPS) provision for the building. A pilot study in 2012/13 demonstrated that turning off a UPS that supplies power to sockets in offices and cooling to the server room produced an immediate saving of 9,000kWh per day, 15% of the building electricity consumption. We are working with Estates & Buildings to develop plans to reinvest these savings in a one-off purchase of smaller UPS provision that would create long term reductions in utility spend of the order of £30,000 per year. |

| Lighting requirements | The School has been taking monthly readings of the 43 electrical sub meters in the building. This facilitated Bill Bordass's work on analysing energy consumption which suggests that strictly minimising lighting to that required to be permanently on for safety reasons (access routes, stairwells etc.) could cut electricity used for lighting by 25% of the 1,200 kWh per day estimated from sub meter readings in 2011. This would give annual savings of £10,000. The School has been working with staff to optimise lighting levels in offices. E&Bhave installed new sensors to make lights in some coffee areas turn off when there is enough natural light or when the areas have been unoccupied. Lights in toilets have also been adjusted so that they are off more of the time. All work is designed to reduce utility spend whilst preserving a safe and comfortable working environment. However substantial savings would be forthcoming from adjusting lighting levels in corridors and stairwells, which we understand as next in the target list for E&B to carry out. |
|---|---|
| Ventilation | The Forum is affected by ventilation issues that require additional heating in winter and local cooling solutions in summer; both represent additional utility spend. As part of the Post-Occupancy Evaluation a pilot study on altering underfloor ventilation was undertaken. This work was documented by the Sustainability Office and Bill Bordass's final report indicates small investment will produce immediate benefits to air supply and temperature control. We are keen to roll out this pilot further as part of planned efficiency and improvement works in the Forum. |
| Occupancy levels for staff and PGR students | Informatics has seen a significant increase in PGR student numbers. During 12/13 we have undertaken local modifications to increase desk numbers, by raising occupancy levels, for PGR students (for example we report an 84% increase in PGR cohort over recent years with record intake expected for 13/14). We are currently undertaking a parallel exercise to reduce space allocations for staff as we respond to an 18% increase in academic staff numbers. We are seeking to maximise the efficient use of space within the Forum whilst protecting an iconic University building. In our teaching facilities we continue investment in flip-desk provision. These furnishings allow multi-purpose use of space and avoid limiting usage to computer labs only. We can accommodate tutorials, student computer lab use, drop-in support for students and informal study space all within one room. Usage levels run at close to 100% for these 24 hour facilities, student feedback rates these as essential to the quality of experience at Informatics. |

# 6    Conclusion

As reported last year, we continue to focus on managing the strong growth in University activity and enhancing services and support particularly to students. The challenge remains to invest further resources, particularly in support activity, which will deliver integrated services across Colleges and Support Groups, minimising duplication and freeing resources for teaching and research.

This is necessary not only in terms of service delivery, but because the low level of annual pay awards in recent years has held down upward pressure on the University's major cost and this advantage will not continue in the longer-term.

The competitive pressure both at home and overseas to deliver value to students, research and other customers will maintain senior management focus on this important activity.

13th August 2013

The University of Edinburgh

Central Management Group

21 August 2013

**Socially Responsible Investment**

Brief description of the paper

Members of CMG will be aware that issues around ethical investment have been raised regularly with the University: EUSA is currently running a Campaign on Responsible Investment; and specific questions were raised at the General Council Half Yearly meeting in February 2013.

This issue comes to CMG in accordance with the process set out in the approved University's Socially Responsible Investment policy, attached for reference, which indicates that CMG should consider cases of concern in the first instance and recommend, if required, any appropriate action.

Action requested

CMG is invited to consider how best to take this forward.

Resource implications

Does the paper have resource implications? Yes

This will be dependent on the outcome of further consideration of these matters by the Investment Committee.

Risk assessment

There are reputational and financial risks in taking this forward.

Equality and diversity

Has due consideration been given to the equality impact of this paper? N/A.

Freedom of information

Can this paper be included in open business? No

Originator of the paper

Dr K Novosel, Head of Court Services
Ms E Welch, Assistant Director of Finance
15 August 2013

The University of Edinburgh

Central Management Group

21 August 2013

**New Staff Resource Data Proposal for Monitoring and Management Purposes**

Brief description of the paper

Provides a summary of the University's staff resources at College/Support Group level. This relates directly to the Enabler 'People' in the University's Strategic Plan and the need 'to maintain a sustainable staffing profile'.

Action requested

CMG is asked to formally note the proposed change to the remit of the Post Review Group and the new method for monitoring staffing trends in regards to numbers and grades and for managing the overall staff resource

Resource implications

Does the paper have resource implications? Yes

Production and review of the data by University HR Services

Review of the data by College/Support Groups and University Management

Risk assessment

Does the paper include a risk assessment? No

There is no data protection risk associated with the data.

Equality and diversity

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

Yes. This paper has no direct equality impact. Staff data is analysed in more depth in other UHRS activities such as equal pay audits.

Freedom of information

Can this paper be included in open business? No

Originator of the paper

Lindsey Miller, Senior Partner Reward, University HR Services
Professor Jonathan Seckl, Vice-Principal Planning, Resources and Research Policy
13 August 2013

**H**

**Edinburgh Students' Charities Appeal- Annual Report**

Brief description of the paper

At the meeting of the Central Management Group on 21 April 2010, CMG approved the allocation of £31,000 per year for the five years from 2010/2011 to 2014/2015 to the Edinburgh Students' Charities Appeal (ESCA), to support student volunteering activities subject to the production of satisfactory annual reports. This is the third year the ESCA annual report has been submitted to CMG.

Action requested

CMG is invited to approve the ESCA Annual Report 2012/13, and provide recommendations to ESCA for future annual reports.

Resource implications

N/A

Risk assessment

N/A

Equality and diversity

N/A

Freedom of information

Can this paper be included in open business?  Yes

Originator of the paper

Stephen Shirres, ESCA Appeal Coordinator and Company Secretary

# Edinburgh Students' Charities Appeal

This document will look at what Edinburgh Students' Charities Appeal (ESCA) has achieved over the academic year 2012-2013.

First this report will provide a financial breakdown of how we spent the money from the grant this year followed by an examination of what ESCA's four student teams have achieved this year. Then ESCA will show how many of the targets we achieved from the ESCA Business Plan 2010-2015 agreed in August 2010. Finally, we will talk about our plans for the future.

## Finance Report

This year ESCA received a grant of £31,000 from the University of Edinburgh and was spent as follows:

| Finance Breakdown | |
|---|---:|
| Staff Costs | £28,000 |
| Management Fee (paid to EUSA) | £1000 |
| Event Costs | £1000 |
| Support Costs | £1000 |
| **Total** | **£31,000** |

This year the majority of our grant, similar to last year was spent on staff costs. The Event Costs section was used to fund new events such as Race2Amsterdam and the increased costs of Race2Paris. Both Race2 events raised £12,000 for charity which is a brilliant return. The Support Costs was spent on the student volunteers by paying for the End of Year Meal and the AGM. We use both these events to thank all the hard work the students give to ESCA over the last year.

In 2012-2013 ESCA **raised £84,200** for charity. The breakdown of this fundraising is below. The final two entries comes from ESCA's money counting service which is offered to all student fundraisers at the University of Edinburgh.

| Fundraising Totals 2011-2012 | |
|---|---:|
| ESCA Fundraising Team | £15,200 |
| Meadows Marathon | £16,000 |
| MedRAG | £10,000 |
| Glowsticks | £5050 |
| EUSA Society Fundraising | £31,600 |
| Other Fundraising Groups | £6350 |
| **Total** | **£84,200** |

## ESCA Fundraising Team

ESCA's Fundraising Team has had another great year with the introduction of new events while improving existing ones. Their biggest event was Race2Paris which made **over £9000, an increase of 200%**. A second Race2 event was introduced with the creation of Race2Amsterdam, which for a first time event was highly successful raising **£3000** – the same as Race2Paris had raised last year.

The Fundraising Team also took part in Poppy Scotland's RAG Raid and helped to raise **over £1700** in one day. This was enough to ensure that ESCA won the Raid for the first time since its launch two years ago. The victory could not have happened without the excellent support of EUSA's Evolve: Team Volunteering project who provided volunteers on the day.

ESCA's Fundraising also worked with the University Library Service on their Library Fines for Charity Day on behalf of Book Aid International. Through promotion on social media and a stall on the day, the students helped to raise **£1,500**, **five times** the amount raised last year.

Finally, next year ESCA's Fundraising Team is changing its name to Edinburgh RAG. The reason for the change is to give the Fundraising Team its own brand identity, similar to MedRAG.

## ESCA Development Team

This year the ESCA Development Team has continued it good work on supporting external student groups and developing ESCA itself.

Our glowsticks service again raised more money than last year raising **over £5000** for a wide range of charities and student groups. The service has also become simpler and easier to use.

Also Development researched, developed and tested a social media guide for ESCA. This guide will cover all our social media output including Facebook, Twitter and Linkedin and will improvement our social media output.

They also worked on an improved Honorary Life Members System with clear category and easy to use nomination system. The next stage of this process is to create a working alumni system so we can keep a track of our former members and keep them involved in ESCA.

Finally, the social side of ESCA, a very important aspect for the students continues to improve with our most successful End of Year Meal yet. The meal is our thank you to our volunteers for all their hard work during the year and this year almost all members of the four ESCA team execs made it, a fantastic turnout.

## Meadows Marathon

Sadly Meadows Marathon did not raise as much money as we hoped it would this year. The main reason for this while the number of runners stayed the same as last year, the number raising for charity reduced. This was especially true amongst the student charities who are often provide a large number of runners for the race. We discussed the situation with the student charities who said they also struggled to get runners for the race.



Meadows Marathon also attracted a large number of 'professional' runners this year who took time for none-fundraising reasons. This increase did have its benefits as it allowed us to give away the profit made from this year's event. Through a poll on the Meadows Marathon Facebook page, which over 500 people voted in and selected Children's Holiday Venture, WaterAid and Save the Children. They will each receive an **additional £2000** each from the race. This project has been so successful we hope to continue it next year.
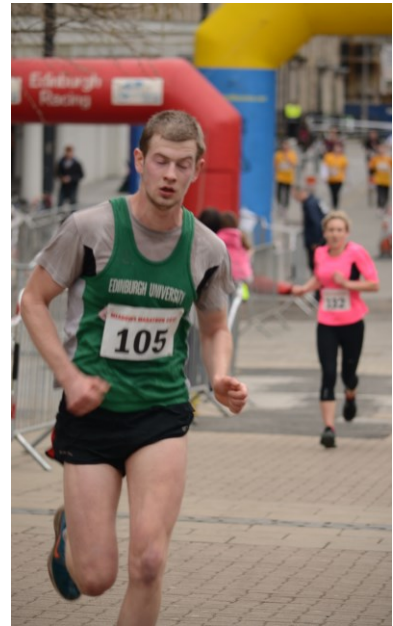
The day itself was highlight successful with lots of positive feedback from all those who took part. The majority of the team from last year are staying on and so will allow the students to work towards fixing the issues discussed above to ensure the event raises **more than the £16,000** it did this year.

## MedRAG

MedRAG has increased their fundraising total again this year to **over £10,000 – an increase of 20%**.

This is due to MedRAG's hugely successful Shark Dive which has again had an increase in participants and in money raised. This year sixteen student raised just **under £8000**, almost double what it raised the previous year. Considering only two years ago Shark Diving was two students raising £800 this is an amazing improvement.

As well as the Shark Dive, the second GB48, MedRAG's hitch-hike took place again and was a great success with eight teams taking part **raising £1500** for charity.

They also a fundraising weekend in Manchester which involved two collections taking place over the two days for a local hospice and Leukaemia & Lymphona Research **raising £500** for the two charities. For a first time, experimental event this is a great return and something MedRAG will be looking to improve upon next year.

MedRAG have also organised many traditional fundraisers such as carol singing, bucket collections and ceilidhs, often with other fundraising groups at the University of Edinburgh such as Project Mongolia and Edinburgh Marrow.

## The Objectives of the ESCA Business Plan 2010-2015

The following section will focus on the objectives of the ESCA Business Plan 2010-2015 and how ESCA has worked to achieve them this year.
However the Business Plan is a five year project therefore many of the objectives discussed below have not been completed. However, even in the second year of this business plan, ESCA has achieved many of the objectives set out below.

## Fundraising

- ESCA aims to become the biggest student charity fundraising organisation in Scotland by 2015.
- ESCA will increase the amount it raises per annum by £20,000.

This year the total amount of money raised by ESCA for charity this year was **£84,200,** an **increased by £10,000** and **11% more than last year.** This increase is in line with what we predicted and is due to to dramatic increases in the ESCA Fundraising Team, MedRAG and Glowsticks.

This increase is only half of what we said we would deliver, however, considering the present economic climate which is putting increased pressure on the money people donate and the spare time students have to volunteer.

ESCA predicts that a similar sized increase should take place next year if planned improvements to Meadows Marathon take place as planned.

## Volunteering

- ESCA will increase its membership to over 500 students by 2015.
- ESCA will increase the number of students volunteering with ESCA to over 100 by 2015.

ESCA has already reached its membership target of 500 students by 2015. This year our membership reached **750 students, an increase of almost 20%** from last year.

The number of student decreased slightly this year to 100 people. This was down few students standing for executive roles within the student teams. The reason for this was that a large group of experienced volunteers graduated in the previous year and they haven't been replaced in similar numbers. However, already next year's the executive teams have increased in size, with a large percentage of this year's volunteers staying involved.

- ESCA will increase the diversity of its student volunteers to ensure that ESCA is fully representative of the student population.

Like previous years the majority of volunteers with ESCA are female undergraduates, with again the same number of post graduates involved as last year.

However, one area where we have improved is the ethnic diversity of our volunteers with students from Lithuania, Pakistan and the United States of America now involved with ESCA, something we hope to continue to improve upon next year.

We will keep working with the relevant departments in EUSA and the University to improve the diversity in ESCA so it is representative of the University of Edinburgh's student population.

## Student Development

- Improve the training already given to ESCA student volunteers.
- Increase the availability of training for ESCA student volunteers.

ESCA's training programmes built on last year's success as we moved towards a discussion focused model of training. This allows the students to take ownership of the training and therefore get more out of it. Also, this allows ESCA to focus the training much more on what each team needs rather than a one size fits all approach.

For next year, the ESCA student teams will be working with the Appeal Co-ordinator to organise continuous training for the student members.

- Develop recognition systems for ESCA student volunteers.
- Develop a skills identification programme.

The development of a recognition system for ESCA continues. The planned system of ESCA points, discussed in last year's annual report, was trialled but was not successful as it could not be rolled out across the organisation due to the different tasks each team carries out therefore we are no closer to this target. However, a recognition system and a skills identification programme for ESCA is a priority for the ESCA Development Team for the next year.

- Create an annual evaluation process of volunteering within ESCA.

The annual Volunteer survey was sent out to all our student members. Over 50% of students responded with positive feedback over all. ESCA will work on improving all the negative feedback we received.

On top of this, ESCA ran a pilot scheme of one-to-one volunteer meetings with members of the Development and MedRAG team. These meetings took place towards the end of January and helped focus the teams towards what they wanted to achieve by the end of the academic year. The pilot scheme was successful and will be rolled out to all four ESCA teams next year.

## Student Societies

- Increase the awareness of ESCA among EUSA student societies.

This year ESCA worked with **over 20 different societies** this year including many none-charitable societies who wished to take part in fundraising activity such as Sign Soc and Nursing Society.

Our awareness amongst the EUSA societies is increasing due to the hard work of the ESCA volunteers and the close that have been forged with the EUSA Connect office that houses ourselves, EUSA Volunteering and EUSA Societies.

ESCA also saw an increase in the number of none-society student groups we work with. These groups range from Volunteer Groups, Overseas Fundraising Trips and individual charity fundraisers and find the support provided by ESCA

- Streamline and improve present services offered to student societies.
- Ensure that the services ESCA offers are simple to use.

This year, ESCA introduced our Support Agreement which details all the services ESCA offers to any fundraising group who wish to work with us, along with stating the conditions of our services. In its first year, the Agreement has been sign by half of the societies we worked with. Next year, we are going to make any group who wishes to work with us.

We have also been continuing our work on our website with a focus on our Ask ESCA service – a one stop shop of all the services we offer. Examples of this are online forms for ordering glowsticks and buckets and help guides for applying for bucket collections. Over the next year we plan to increase the amount of information on our website.

- Develop specific training sessions relevant to EUSA student societies.

The success of our training programme continues with, not only more groups trained, but a wider spread as well. This year we trained everyone from Queen Margaret University's RAG to the University of Edinburgh Resident Assistants.

Much of this success has been done to having a member of the Development Team who focused on training. He created more diverse training sessions as well as creating a training bank so session can be written faster.

<div style="background-color:red; color:white; text-align:center; font-weight:bold;">Local Community and Charity Sector</div>

- Develop working relationships with other higher and further education institutions in Edinburgh.

Our relationships with the other higher and further education institutions in Edinburgh continued to improve. Like previous years, ESCA continues to provide training, advice and other services from Queen Margaret University, as mentioned above, to Edinburgh College and the student groups based there. Also last year we worked with Edinburgh Napier University RAG for the first time

ESCA has also increased the links between us and other institutions through our trustee board with the recruitment of the Student President of the Queen Margaret University Student Union. We are presently contacting the other unions in the city to ask other sabbatical offices to become trustees of ESCA.

- Increase awareness of ESCA in local charity sector.
- Continue taking an active role in local charity sector.

ESCA continues to have a big presence in the local charity sector as we continue to work with our charity partners and is often called upon by these partners to provide feedback on their student based campaigns.

Our staff member continues to attend meetings in the community such as the Edinburgh Volunteer Centre's Evolve and OSCR workshops.

<div style="background-color:red; color:white; text-align:center; font-weight:bold;">Next Year</div>

Over the next year, ESCA will be focusing on increasing the amount of money we raise for charity with a particular focus on Meadows Marathon. With the right improvements, the event could see a dramatic increase in the amount of money raised.

Our second focus will be continuing to develop the ESCA Support Agreement so it includes all our fundraising events and can be used as a quick introduction to all the services ESCA can offer. Part of this development will be to ensure that our website reflects the Support Agreement.

## Conclusion

This year has been another successful year for ESCA with an increase of £10,000 on our fundraising total of the year. Despite this increase, there are still fundraising events that underperformed and need to be improved.

As with last year, ESCA has already achieved a number of the targets set out in the ESCA Business Plan 2010-2015. The targets we have yet to reach, we are working towards and should be achieved by the 2015 deadline.

ESCA continues to have a positive impact on all the student fundraising community at the University of Edinburgh as well as other higher and further education institutions and the city as a whole.

For more information about anything in this report please contact Stephen Shirres, the Appeal Co-ordinator of ESCA on 0131 650 9517 or email Stephen@escaonline.org.

The University of Edinburgh

Central Management Group

21 August 2013

**EUSA Volunteering - Annual Report**

Brief description of the paper

At the meeting of the Central Management Group on 21 April 2010, CMG approved the allocation of £52,000 per year for the five years from 2010/2011 to 2014/2015 to the Edinburgh University Students' Association (EUSA), to support student volunteering activities subject to the production of satisfactory annual reports. This is the third year the EUSA Volunteering Annual Report has been submitted to CMG.

Action requested

CMG is invited to approve the EUSA Volunteering Annual Report 2012/13, and provide recommendations to EUSA for future reports.

Resource implications

N/A

Risk assessment

N/A

Equality and diversity

N/A

Freedom of information

Can this paper be included in open business?  Yes

Originator of the paper

Hilary Wardle: Volunteer Development Manager

# EUSA Volunteering Annual Report: 2012/13



**Our mission is to link University of Edinburgh students with the wider community through the promotion and sourcing of volunteering opportunities and creation of new projects.**

# Key achievements: 2012/13

**Foreword from Hilary Wardle: Volunteer Development Manager:**

It seems like only yesterday that we launched our volunteering service in 2010, now we are reporting on our third academic year. And what a year it has been! As well as continuing to run the **Edinburgh Award (Volunteering),** we also held a nomination based, Oscars style ceremony called the **Volunteer Star Awards** in April.

The overall winner was a student called Joseph Henry who is a befriender for an MS charity, a role he sourced through our service. His coordinator stated that: "*Joe's befriendee uses an "alphabet chart" to spell out words, which requires a great deal of patience and understanding to translate. Thankfully, Joe has a great deal of both and so has built up a strong communicative relationship with him*".

We also ran a successful series of events as part of **Student Volunteering Week 2013** and piloted a peer support scheme that saw students trained up to offer volunteering advice, boosting the amount of practical, hands on help we can offer to potential volunteers. We also began our involvement with the exciting **Lloyds Scholars** scheme, 'adopting' 15 students who are receiving a scholarship from Lloyds Bank with mentoring and volunteering elements. They have to complete 100 hours of volunteering every academic year, and we support them fully by sourcing placements and providing hands on support.

We also **placed over 1500** students into local volunteering positions, and saw our eVOLve team volunteering project go from strength to strength. We simply can't wait to see what 2013/14 will bring!

## Our Charitable Partners

**This year, we registered our 300th charitable partner, Rowan Alba. They are currently recruiting for befrienders to support people with alcohol addiction.**

As before, the service continues to centre around brokerage. Our innovative interactive volunteering app (that is now being sold to other Universities in the UK under the name Stripe XVS) allows charities to register and post volunteering adverts themselves, which we then market to students on their behalf. We also provide advice and support to charities about how best to recruit student volunteers.

This support includes training sessions titled Working With Student Volunteers that we host in EUSA buildings, one to one support, phone advice, shared resources and regular meetings.

We also host a biannual Student Volunteering Forum that sees charities, University departments, EUSA staff and students come together to discuss how better we can support existing student volunteers and encourage more students to volunteer their time.



*Fig 1: The Association for International Cancer Research chat to students at our Volunteering Fair, part of Student Volunteering Week 2013.*

## Student Volunteering Week

**This year, we achieved our long held goal of putting on a series of events as part of National Student Volunteering Week.**

Since launching the volunteering service in 2010, we have always wanted to run a series of events to mark National Student Volunteering Week in February, but due to the time of year and staffing constraints this proved tricky. This year, we have benefitted from increased student involvement and now have a team of volunteers of our very own. These advisors will be discussed more later in the report, but they proved invaluable at assisting us to put on our Student Volunteering Week events.

The week launched with a bus tour of various Edinburgh charities, which we have tried in the past and found to be a very effective way of opening students' eyes to the wider community and the range of volunteering options that are available to them.

We also held a Valentine's themed volunteering fair on the 14th February in Teviot's Dining Room and the hallway outside. 33 charities and student-led volunteering groups set up stalls and over 200 students attended the event. Next year, we would like to extend this to three more rooms within Teviot.

The careers service was also involved in the week and ran a workshop ('How to sell your volunteering experience') that focussed on how to make the most of student volunteering experience on a CV.



*Fig 2: Our group of potential student volunteers visiting Sikh Sanjog community cafe. 31 students came along on the tour, which visited the Children's Hospice Association Scotland, Sikh Sanjog, North Edinburgh Dementia Care, Mindroom and the Serenity Cafe, a social enterprise run by community charity Comas to support people recovering from drug addiction back into work.*

*"We loved the atmosphere at the Valentine's Volunteering Fair. It was a great way to connect with potential volunteers and promote our charity to younger people. The heart shaped balloons were a nice touch too! Thanks very much to EUSA for providing us with this opportunity."* - AICR

## Statistics

**This year we finally reached our goal of supporting 2000 students into volunteering in a single academic year.**

This year (Aug 2012- Aug 2013), **1502** students signed up to use our service. These students went on to apply for over **1800** volunteering opportunities. As volunteering roles take up on average just 3 hours per week, many students take on more than one position, greatly boosting their impact and having a huge effect on the local community.

This year, we gave a special award to the Edinburgh Award (Volunteering) student who had taken on the most roles. This award went to Dashiell Oatman-Stanford, who volunteers in **8** different capacities!

At the same time, **208** students took part in our eVOLve: Team Volunteering project on a flexible/part time basis, and our 12 student-led volunteering groups registered over **400** members.

This means that our total number of students supported into volunteering in 2012/13 stands at **2110**, which is over 100 students more than we had offered to support per year when we bid for the funding.

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## eVOLve

**eVOLve is a flexible team volunteering project that acts as a volunteering induction for students new to the city.**

eVOLve is our team volunteering project that allows students to sample a range of different volunteering activities throughout the academic year. It's a commitment free, flexible scheme that works well for students who don't have a fixed timetable or who have limited spare time. Around 15-20 members meet at 1pm in the Connect Centre (our student volunteering and societies hub in Potterrow) every Wednesday afternoon and travel together to do a different team volunteering challenge.

This year, the project went from strength to strength. Our first activity (a playground clean up in Muirhouse), was attended by 35 student volunteers! The team went on to carry out beach clean ups, built a (huge) polytunnel for Autism Initiatives, a charity that provide gardening and horticultural activities for people with autism. They also painted Streetwork's crisis centre, an emergency hostel for homeless people and also the Crags Sports Centre, and carried out a range of work at educational charity Gorgie City Farm.

They also ran a second annual Christmas party for isolated elderly people in the University Chaplaincy, and threw an Easter party for local toddlers.



*Fig 3*: Our children's party.

Next year, activities will be run by a committee of students as eVOLve transitions to a society model to free up staff time. Overseen by coordinator Tim Pemberton, the committee are currently planning a series of exciting events for the next academic year, which includes taking children affected by arthritis on a day trip and a big launch event that will see up to 60 students travel to clean up a local beach in a vintage bus! We are hoping this will be filmed by the University Marketing team.

## Partnership Projects

**In a recent EUSA survey, students were asked which type of volunteering they'd like to see more of. Schools volunteering was the top result.**

This year, we continued to support and work alongside the City of Edinburgh Council's Open Innovation Unit to run the Citrus Saturday volunteering project, that sees 12 students support delivering young enterprise workshops in local high schools, culminating in a city-wide sales competition. You can watch a video of the event: https://www.youtube.com/watch?v=rvC19WIIIrs.

The schools were Forrester High, Gorgie Mills, Gracemount High, Leith Academy and Woodlands. The student volunteers and pupil participants were honoured with a certificate presentation ceremony on Wednesday 8th May at Old College.

This year, we also successfully paired with the council's International Office to match 12 number of Spanish student volunteers with local high schools to act as language and cultural assistants.



*Fig 4:* Our Citrus Saturday volunteers

We're very pleased to announce that we recently agreed to partner the city council's schools team in sourcing 12 Mandarin speaking student volunteers to provide classroom support and language workshops in local primary schools from Spring 2014.

**Fig 5**: *Our team of eVOLve student volunteers visit local educational charity Gorgie City Farm regularly to try their hand at animal care and carry out vital maintenance work at the farm.*

## Lloyds Scholars

**Our 15 Lloyds Scholars are a huge asset to our department, Edinburgh University and the wider community.**

One of the most exciting developments of the 2012/2013 academic year was our involvement in the Lloyds Scholars project, which saw 15 scholarships given to University of Edinburgh first year undergraduates by Lloyds Bank. Part of the terms of the scholarship involve the students carrying out 100 hours of voluntary work each academic year, which is where we come in! We ran an induction for the scholars that saw our close charitable partners the Scouts and Health in Mind come and 'pitch' for their volunteering services. Two volunteers went on to help the Scouts, and proved to be invaluable to their respective troupes. Other scholars chose to volunteer for disability befriending charity Leonard Cheshire and Health in Mind.

We will continue our involvement in this scheme next year and have already sourced volunteering placements and created a handbook for the 15 scholars who'll be joining us in September.



*Fig 6: Lloyds Scholar Tim Pemberton will be coordinating our eVOLve scheme next year*

*"(Lloyds Scholar) Gregor has been a huge asset to our group in the past year.  His enthusiasm and contribution to the leadership team are a lesson to many more experienced leaders!"*
- Graeme Burton, Troupe Leader, Comely Bank Scouts

## Volunteering Advice Scheme

**Many international students are not familiar with UK charities and need additional advice and hands on support to find a volunteering placement.**

Demand for our service has increased a great deal this academic year. In Freshers' Week 2012 alone, we dealt with over 300 volunteering enquiries, a 100% increase on the same period the year before.

In an attempt to ensure that all students can access face to face, bespoke volunteering advice, in semester 2 we piloted a peer advice scheme. 5 volunteer advisors were trained in the wide ranging opportunities available, and taught how to match students to opportunities based on career goals, current motivations and course content. They could also help students fill in volunteer application forms, and phone charities on their behalf.

Appointments were managed via email booking system. The pilot worked well with over 50 students receiving volunteering advice. Advisors also helped us to run Student Volunteering Week, outreach stalls and Introduction to Volunteering Workshops. We plan to run the scheme throughout 2013/14.



*Fig 7: Advisors Fiona Das and Zaid Asif role play matching students to volunteer roles during our advisor training in January.*

# Volunteering Awards

In semester two last year we ran a pilot of the Edinburgh Award, which we had adapted to use to accredit community volunteering. This went so well that we decided to run it again, but for 80 students rather than the 30 who took part in the pilot. These 80 students were required to log 80 hours of volunteering in six months (October 2012- March 2013). Out of the 80 who signed up initially, 56 students completed the award. The successful students were honoured with an award ceremony in Playfair library alongside other Edinburgh Award recipients from across the University.

*"As a volunteer in a charity shop, **the main impact I have had on the shop is hard-working**. Furthermore, I also bring joy to customers as well as other volunteers. For customer, I used smiles and kind greetings to provide them delightful shopping experiences. For instance, I was praised by several customers about my smile and services. I will increase these impacts by continuing work."*

– An example of a final reflection

At the beginning of the Edinburgh Award process, students have to attend an initial induction where they learn about reflection for personal development, work together to generate a list of what they feel are the attributes of an 'excellent' volunteer, then rate themselves against this list (also drawn from the graduate attributes), choosing three areas for development. They then work towards improving these areas through their volunteering. They then log their volunteering hours and reflect on their progress via Pebblepad, an e-learning tool provided by the University.

In total, the 56 student volunteers who completed the process contributed a staggering **5225 hours** of volunteering to the local community in six months, helping over 100 different charities and causes ranging from national organisations like Red Cross, RSPB, Save the Children, Oxfam, Barnados, and Age Scotland to on campus and local community projects such as the Hearty Squirrel Food Cooperative and St Catherine's Mercy Project.

As well as the Edinburgh Award (Volunteering), we also launched our Volunteer Star Awards this academic year. These were held in April and saw awards handed out in four categories at a glitzy ceremony! The categories were:

**Community Volunteer Star:** honouring students who volunteer off campus and assist local charities.

**University Volunteer Star:** showcasing the huge contribution that student volunteers make on campus, helping the Student Union and various University departments.

**Student Led Volunteer Star:** celebrating the many inspirational, student led volunteering projects run by Edinburgh University Students.

**Schools Volunteer Star:** highlighting the contribution student volunteers make to local schools and Widening Participation activities.

It was a great way to celebrate student volunteering and we're planning to hold the awards again next year.



*Fig 8:* The winner of the University Volunteer Star Award, Francesco Benvenuti.

# Quotes from Students

*My favourite thing about volunteering is I can make many friends by doing so, and I can learn from their experience as well.*
- Fangshi Liu, MSc Education

*I have found myself volunteering during my free time and being more productive and efficient at managing my time. It doesn't seem like work, it is fun, and I've learned quite a lot of medical terminology and ideas from listening to the content of the interviews -- this corresponds to my career goals perfectly.*
- Christina Sun, 3rd Year Medic

*I can't think of anything that needs to be improved about the volunteering service!! I found the website was really useful and once I had found the role I was interested in all the details were laid were there which made it really easy to get in touch with the right people.*
- Audra Roberta Brown, 2nd Year English Literature

*As a Chinese volunteer in cub scout school, I can tell cubs about Chinese culture when I have volunteered for them. For example, one time when I helped them about their drawing by computer and I taught them how to write their name in Chinese characters by computer brush and they feel interested.*
– Rongrong Xia, MSc Education

# Future Plans: 2013/14

In **the 2013/14** academic year we want to allow the developments we have made so far to bed in and strengthen our existing programmes and schemes.

We intend to expand our eVOLve: Team Volunteering scheme to weekends, so even more students can benefit from organised, flexible volunteering opportunities that allow them to meet new friends and try a range of volunteering activities.

We are planning to expand the **Edinburgh Award** (Volunteering) and accept up to 150 students onto the program, almost a 100% increase on this year's numbers. We will also expand our advice scheme, recruiting 10 student advisors rather than 5, and use their help to expand the number of outreach stalls and advice workshops we can run on campus.

In partnership with the Careers department, we will expand our on campus Student Volunteering Week and run it as Student Volunteering and Employability Week. We will also move our Volunteer Star Awards night to February, hold this at the end of that week and hope to add four additional categories: two additional community/charity volunteering awards, a student fundraising category and an 'International Student Volunteer of the Year' award.

Finally, we'd like to thank **Hazel Marzetti**, our Vice President Societies and Activities for the academic year 2012/13 for all her hard work and assistance, our two Volunteer Development Assistants Katie McDonald and Hannah Clapham-Clark, our team of advice volunteers (Zaid, Yvonne, Fiona, Christina and Wong) the wider **Student Activities Team** (Anne Elder, Lizzie Brough and Stephen Shirres), and our outgoing eVOLve leaders Bethan Smith and Chrissie Brown.

## Appendix: Summary of Accounts

INCOME

| | |
|---|---|
| Volunteering Fair stall sales | £396 |
| University funding (p/a) | £52,000 |
| **Total income: volunteering** | **£52,396** |

OVERHEADS

| | |
|---|---|
| Contribution to EUSA costs including HR, IT Support, maintenance, office materials, utilities | £11,000 |

EXPENDITURE

| | |
|---|---|
| Equipment Hire and Purchase- (includes paint and other materials for eVOLve group) | £900 |
| Promotion of Volunteering events (includes venue hire, overheads, table hire, event promotion and food) | £3000 |
| Promotional materials (includes handbooks, leaflets and posters) | £1500 |
| Travel (includes transporting eVOLve group) - | £800 |
| Prizes and promotional giveaways (logo and promo gifts, prizes for events including Awards)- | £1500 |

STAFFING

| | |
|---|---|
| Volunteer Development Manager salary | £24,000 |

| | |
|---|---|
| STAFFING-STUDENT CONTRACTS | (£7,500) |
| STAFFING-EMPLOYERS NI | (£2,142) |
| **Total WAGES & NI:** | **(£33,642)** |

| | |
|---|---|
| Total expenditure: volunteering | £ 52,342 |

**Fig 9**: International student Megumi teaches Health in Mind service user Ailidh how to write her name in Japanese at the eVOLve Christmas party 2012.

The University of Edinburgh

Central Management Group

21 August 2013

**Health and Safety Quarterly Report (April-June 2013)**

# J

Brief description of the paper

This paper presents information on accidents/ incidents statistics which have occurred during the quarterly period **April to June 2013,** and includes the Report from the meeting of the University Health and Safety Committee, held on 28 May 2013.

**4** incidents which were Reportable to the Enforcing Authorities are summarised, **2** of which were Reportable because a member of the public (postgraduate or undergraduate) attended hospital for assessment and/or treatment, **1** injury which led to more than 7 days absence from work and **1** was a Specified Major Incident. Notable accidents and incidents, which are not reportable to an enforcing authority, are also included.

Developments and issues covered in the Report from Health and Safety Committee include: (1) University Emergency Telephone Numbers (2) Laboratory Fume Cupboards (3) Accident, Incident and Disease Survey 2011/12 (4) Occupational Health Unit Annual Report 2011/12 (5) Liquefied Gases Audit (6) IOSH Training Courses (7) First Aid Course Accreditation (8) Report from Estates and Buildings (9) British Standard OHSAS 18001  (10) Review of Occupational Health Provision (11) Healthy Working Lives Gold Award.

Action requested

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

Resource implications

Does the paper have resource implications?  No
No direct resource implications.

Risk Assessment

Not relevant.

Equality and Diversity

No particular equality and diversity implications attach to the above.

Freedom of information

Can this paper be included in open business?  Yes

Any other relevant information

None

Originator of the paper
Karen Darling/Alastair G. Reid, Deputy/Director of Health and Safety

# Health and Safety Quarterly Report 2012/2013

Quarterly reporting period:    1<sup>st</sup> April 2013 – 30<sup>th</sup> June 2013

**Accidents and Incidents**

| Type of Accident/Incident | **Quarter 3 Apr-June 2013** | Quarter 3 Apr-June 2012 | **Year to Date 1 Oct 2011 – 30 June 2013** | Year to Date 1 Oct 2011 – 30 June 2012 |
|---|---|---|---|---|
| Fatality | 0 | 0 | 0 | 0 |
| Specified Major Injury | 1 | 0 | 4 | 3 |
| > 3 day/ >7 day Absence | 1 | 4 | 4 | 9 |
| Public to Hospital | 2 | 10 | 12 | 20 |
| Reportable Dangerous Occurrences | 0 | 0 | 0 | 0 |
| **Disease** | **0** | **0** | **0** | **0** |
| **Total Reportable Accidents / Incidents** | **4** | **14** | **20** | **32** |
| **Total Non-Reportable Accidents / Incidents** | **87** | **102** | **289** | **315** |
| **Total Accidents / Incidents** | **91** | **116** | **309** | **347** |

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

*Incidents reported to the Enforcing Authorities during the quarter:*

o IP attended hospital after injuring herself whilst using a steam iron. The iron was held too close to her stomach causing a steam burn. She received treatment for blistered skin. The IP had training approximately 1.5 years ago in using all the equipment in the Design workroom. Supervisor was in the room at the time. The Supervisor has reviewed the equipment and activity and believes the accident was due to a momentary lapse in concentration. *(Public to Hospital)*.

o IP attended hospital after cutting her finger with a scalpel during a model making workshop. It was a very small wound but continued to bleed for 30 minutes, therefore student attended hospital as precaution. The bleeding stopped before she was seen and consequently she received no treatment. The IP had received training in using a scalpel at the beginning of her studies and the task was being undertaken in a class of c 30 students in the workshop with a Technician present. (*Public to Hospital*).

o IP was trying to retrieve a small piece of turkey left in the slicing machine. The guard was in place but the IP neglected to turn the machine off as per instructions. A large area of skin was removed from his finger by the machine. His wound was dressed at Accident and Emergency. IP has been absent from 06/05/2013 until at least 20/05/2013. The IP had previously had training on how to use the machine safely but will also receive refresher training when he returns. All other chefs have since also had refresher training. The Safe Operating Procedures are also prominently displayed next to the machine at all times. *(> 7 day injury)*.

- o IP was responding to an emergency repair situation involving a burst pipe above a false ceiling. He was using a step ladder and overstretched, losing his balance. In an attempt to regain balance, he fell against a pipe, resulting in fractures to two of his ribs. (*Specified Major Injury*).

- o *Please note that the requirement to report "over 3 Day" absence accidents under RIDDOR was changed to "over 7 Day" on 6th April 2012, bringing it into line with NHS Certification procedures*

***Accidents/ Incidents of significance which did NOT require to be reported to the Enforcing Authorities during the quarter:***

- o The IP was holding a bottle of corrosive chemicals when the bottle split, spraying the contents over the IP's face and upper body. The IP was taken to hospital (A&E) and also attended the Eye Pavilion. The IP sustained an abrasion on the cornea, which is expected to heal with no long term damage. Storage of chemicals is to be audited regularly, and any materials disposed of as soon as they are past their useful lifespan to avoid pressure build up or the containers becoming brittle over time.

- o A small fire occurred within a laboratory when the cotton wool stopper of a large conical flask containing a reagent, ignited. A visiting Postgraduate student conducting the experiment removed the cotton wool bung onto the floor and stamped on it to extinguish the flames, and then put the cotton wool into the lab bin. The cotton wool re-ignited and the bin contents caught fire. A member of staff placed a fire blanket over the bin to extinguish the flames. Once extinguished, the bin was taken outside and an extinguisher used on the bin to ensure there was no further re-ignition. The risk assessment for this activity has been reviewed.

- o A Postgraduate student was working with highly reactive potassium fragments within a fume cupboard. The potassium caught fire and the student went to obtain a fire extinguisher. On her return the potassium had burned itself out. The student was not following normal practice for using this material and refresher training has been provided.

## Report from Health and Safety Committee (April 2013)

Please see Appendix One.

**APPENDIX ONE**

**REPORT TO CMG FROM THE MEETING OF THE UNIVERSITY HEALTH AND SAFETY COMMITTEE, HELD IN THE CUILLIN ROOM, CHARLES STEWART HOUSE ON TUESDAY 28<sup>TH</sup> MAY 2013**

1.  **UNIVERSITY EMERGENCY TELEPHONE NUMBERS**

    A review of the University's arrangements for summoning emergency assistance has recommended that the emergency procedures remain as they currently are, except where there is a medical emergency. In medical emergencies staff and students should dial 999, to ensure that the casualty and the person(s) treating the casualty receive the required on-going support and assistance from the emergency telephone operator. This call should be followed by a call to University Security to ensure that the University is aware of emergency incidents involving staff, students or visitors on our premises, and can offer assistance as appropriate.

    The emergency telephone numbers in use, and the arrangements which apply, differ across various University sites and these have developed for valid geographical and technical reasons. The review identified that it is impractical to streamline these arrangements to implement a single University wide emergency procedure for all types of emergency situation.

    Documentation and first aid signage will be updated, and the new procedures will be communicated to staff and students. The emergency procedures will be made readily accessible via relevant University websites.

2.  **FUME CUPBOARDS AND FUME CUPBOARD PERFORMANCE TESTING**

    The University's fume cupboard design and testing programme is being reviewed. The current scheme will be adapted to take account of new designs of laboratory fume cupboards, which operate optimally at very low front face velocities. One of the intentions of the review will be to preserve a quick and efficient standard containment test for the University's (approx.) 900 fume cupboards.

3.  **ACCIDENT, INCIDENT AND DISEASE SURVEY REPORT 2011/12**

    The Accident, Incident and Disease Survey Annual Report for 2011/12 notes that the total number of injuries, incidents and cases of occupationally related ill health reporting during this period was 466, and the number of events Reportable to the Health and Safety Executive (HSE) was 45. These included 5 specified 'Major Injury' accidents Reportable to the enforcing authorities due to the severity of the injury involved, 27 incidents Reportable to the HSE because a member of the public attended hospital as a result of their accident, 12 accidents Reportable to the HSE as a result of an employee being absent from their normal duties for more than three / seven working days following an accident, and 1 Reported Dangerous Occurrence. There was one Reportable fire which resulted in significant burn injuries to a student.

    Two of these events resulted in a follow up visit by the HSE, one in response to the incident being reported, the other as a result of the University requesting HSE input.

**ACCIDENT, INCIDENT AND DISEASE SURVEY REPORT 2011/12 (Cont.)**

The total number of accidents and incidents shown per 1000 at risk, has more than halved over the last 20 years (25.2/1000 to 10.7/1000), while the number of incidents Reportable to the HSE per 1000 at risk remains relatively consistent, but very low.
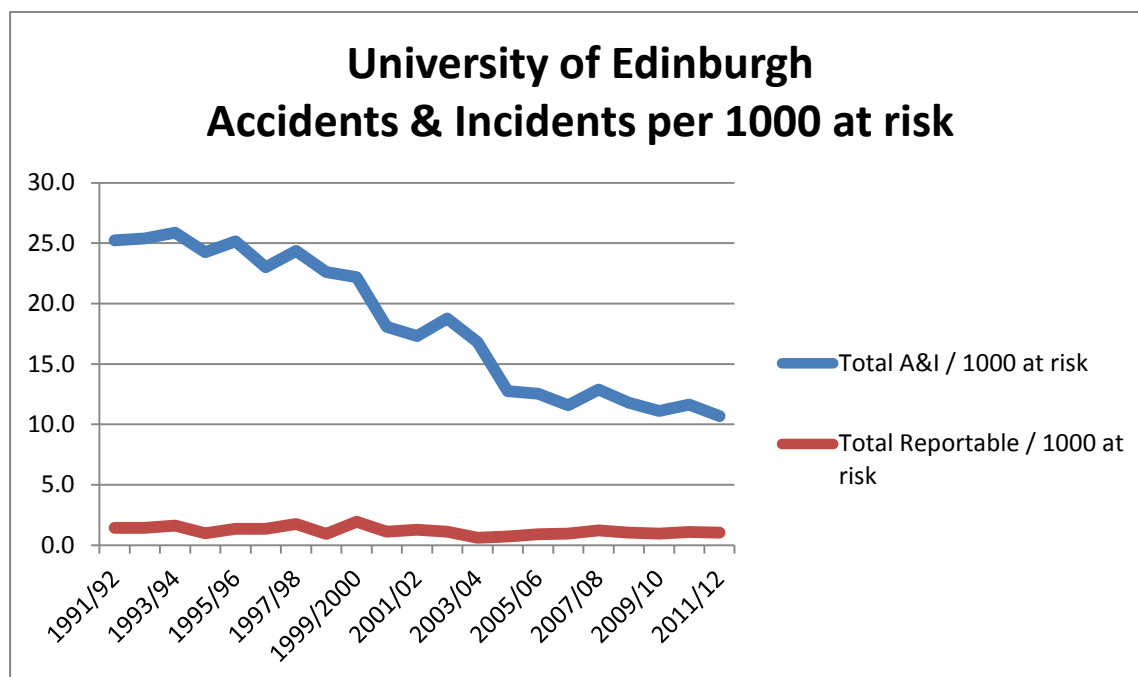


This decrease takes into account the increase in the number of staff within the organisation with recent mergers. This reduction in accidents and incidents highlights the significant progress and improvements in the health and safety performance of the University over the last 20 years, as demonstrated in the long running health and safety auditing programme run in partnership with Aon.

## 4. OCCUPATIONAL HEALTH UNIT ANNUAL REPORT 2011/2012

Health surveillance, referrals and immunisations remain the main activities within the Occupational Health Unit (OHU). Training on the management of sickness absence has provided managers with information on how to manage issues more proactively. Managers are also encouraged to involve early intervention by the OHU in order to achieve a more positive outcome in managing absence and mental health issues. Much work has been done in conjunction with Human Resources into support for mental health issues, including mental health awareness training for managers.

The OHU continues to provide the full range of immunisations for those working with specific potential hazard exposures and/or for work related travel and is now a registered Yellow Fever centre.

The OHU is currently engaged in the planning process for seeking Safe Effective Quality Occupational Health Service (SEQOHS) accreditation.

## 5. LIQUEFIED GASES AUDIT

An audit visit programme examining the University's significant liquid nitrogen installations in the Colleges of Medicine and Veterinary Medicine and Science and Engineering is to be carried out. Whilst these facilities are subject to local risk assessments and safe operating procedures, and are visited during compliance audit visits, a further comprehensive audit specifically targeting this type of installation carried out by a specialist engineer is now timely.

Following a tender exercise the audits are likely to begin in academic year 2012/13, and will continue into 2013/14, examining not only liquid nitrogen safety, but taking a holistic view of each installation, and including any other relevant liquefied gases.

## 6. IOSH TRAINING COURSES

The University of Edinburgh is accredited by the Institution of Occupational Safety and Health to teach their Managing Safely (four day) and Working Safely (one day) courses. These courses are assessed and lead to nationally recognised qualifications. The Health and Safety Department is now in a position to offer both Managing Safely and Working Safely free of charge to University employees. Particular emphasis has been placed on the potential for these courses being of interest to Trade Union Safety Representatives, appointed under the Safety Representatives and Safety Committees Regulations to supplement health and safety training offered by their own union bodies.

## 7. FIRST AID COURSE ACCREDITATION

As from 1st October 2013, the Health and Safety Executive (HSE) will no longer act as an accreditation body for first aid training providers. The University has been an HSE approved first aid training provider for over 30 years, and provides high quality training to staff, as well as others from external organisations. After October, training organisations may choose to either offer regulated qualifications through an accredited awarding organisation, or operate independently. The Health and Safety Department are considering the options post October 2013 and the favoured approach is to seek self-accreditation utilising the reputation of the University, rather than seek approval from another organisation.

## 8. REPORT FROM ESTATES AND BUILDINGS

The annual seminar for all University contractors was held recently with a variety of speakers providing advice and information on aspects of construction safety management. External duty holders, consultants, contractors, designers and suppliers were invited to the event, in addition to E&B staff.

There are also on-going consultations on the new Royal Hospital for Sick Children to be built at Little France, and consultation on traffic management issues at Charles Street Lane.

E&B are preparing for the 2013 Festivals period. The Festivals activities have a significant resource involvement for E&B staff and therefore this year E&B have

**REPORT FROM ESTATES AND BUILDINGS (Cont.)**

appointed a dedicated Festivals Co-ordinator to liaise with the Festivals Office, and local contacts within Schools on estates issues in the lead up to and during the Fringe / Festival. Sigma Safety Ltd., will continue their appointment to provide expert support and advice in events safety management to the University during the Festivals period.

## 9. BS OHSAS 18001 OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT

Work is continuing on the process of seeking accreditation to the British Standard (BS) in occupational health and safety, BS OHSAS 18001 for the University's corporate health and safety structure and arrangements. A gap analysis of our corporate health and safety management systems against the BS OHSAS 18001 standard has been completed, which indicates that the University's current systems go a long way towards meeting the relevant criteria for accreditation. It is anticipated that we shall go forward for accreditation in the autumn of 2013. If successful, we would be the first Scottish University to achieve this BS and such accreditation would have advantages to both corporate Health and Safety and to the wider University.

## 10. REVIEW OF OCCUPATIONAL HEALTH SERVICES

The University is keen to ensure it is providing exemplary occupational health services, that model best practice for the Higher Education sector. In order to achieve and fulfil our aspirations to be sector-leading, a full independent external review of all aspects of the provision of occupational health services across the University is to be carried out.

This review will act as a benchmark of current practice and to identify areas of development over the next few years. Effective occupational health provision involves a partnership between occupational health professionals, human resources professionals and line management interaction with individuals.

The review is not a review of the operation of the Occupational Health Unit, but will focus on ensuring effective occupational health provision in a holistic sense, at the interface between the three main partners noted.

## 11. HEALTHY WORKING LIVES GOLD AWARD

The University obtained the Gold level Healthy Working Lives (HWL) award in May 2010, acknowledging the wide range of health and wellbeing initiatives available across the University. This award was valid for three years, and a re-assessment visit took place in May 2013 with an NHS Health Promotion Adviser.

The re-assessment visit provided NHS Scotland, the awarding body, with reassurance that the University is maintaining the standards set out by the award, and an opportunity to discuss how we continue to promote the University as a healthy workplace. The visit was very positive, and we are confident we will maintain the Gold level HWL award for another three years.

The University of Edinburgh

Central Management Group

21 August 2013

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

Brief description of the paper

This paper provides CMG with a report from SEAG meeting of 12 June 2013.

Action requested

CMG is invited to note the report.

Resource implications

Does the paper have resource implications?  Yes – there will be significant call for invest to save projects which reduce lifetime carbon emissions and associated utilities costs.

Risk assessment

Does the paper include a risk analysis?   Yes – The potential reputational risk of failure to incorporate climate change and sustainability issues as part of decision making around new and existing policies, plans and proposals, and within business planning is should be noted in the Climate Action Plan update – see page 5 under New Obligations.

Equality and diversity

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

Much of the activity reported contributes positively to promoting equality.

Freedom of information

Can this paper be included in open business?  Yes

Any other relevant information

The full papers reported on are available online at www.seag.estates.ed.ac.uk

Originator of the paper

Angela Lewthwaite, Secretary to the Group
David Somervell, Sustainability Adviser
1 August 2013

This paper will be presented by

Senior Vice-Principal Professor Mary Bownes, Convener of SEAG

# Report from Sustainability and Environmental Advisory Group (SEAG)

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

Full papers are available on the SEAG website at http://www.seag.estates.ed.ac.uk/

1   **UCCCfS Report submission to EAUC** – The Climate Action Plan Working Group is preparing a two-page summary of University activities promoting a low carbon future along with a submission of key performance indicators.  An increase in emissions since 2007 is anticipated due to expansion of the University's estate, high technological activity and turnover.  The message to illustrate the immense contribution the University's research provides to the world requires to be skilfully articulated to evidence the University's lead in this field and that the University still aspires to the ambitious target to reduce carbon emissions.   SEAG recognised that as a major challenge.

    SEAG further recognised that the University may need to be more ambitious in order to differentiate itself as a world leader in Social Responsibility and Sustainability and gain the organisational advantages of that distinction.

2   **People and Planet Green League** was published on 11 June Education Guardian – the University had achieved a 2:1 award and was in upper quartile of Russell Group, research-led Universities.

    SEAG **noted** the University's consistent ranking at  1st / 2:1 / 1st / 2:1 over past years.

3   **SRS Implementation Plan 2012-13**

    Good progress had been made on 55 of 57 tasks contained in the plan.  This plan together with the interim calendar of coming activities is located at:
    www.seag.estates.ed.ac.uk/docs/open/Paper-03-SRSImplementationPlanUpdate.doc

    The activities within the plan contribute directly towards objectives in the SRS Strategy 2010-2020, and also implement the theme of Social Responsibility in the University's new Strategic Plan 2012-16.

    The Sustainability Adviser drew attention to an event 'Edible Edinburgh' to be hosted by the University over a two-day period planned for the end of September in Bristo Square.  The objective of the event was to raise awareness about how to tackle food waste.

    SEAG **supported** preparations for the event as this would be positively contributing to a greater awareness of food security and food waste issues.  SEAG **commended** a proposal that the University match the City Council contribution of c£5k and that funding be sought from the contingency fund.

4   **SEAG Engagement Task Group Report from meeting held 8 May**

    **Edinburgh Sustainability Awards –** SEAG welcomed the successful outcome of the Awards 2012/13 which recognised the work of very many staff and nearly 30 students taking action on SRS and **endorsed** the recommendations for further development for 2013-14 onwards.

    **SRS in Undergraduate Courses 2012-13** – SEAG **noted** the key findings of the scoping exercise and **recommended** the next steps outlined in the paper be further developed without delay.

    **SRS Planning Workshop 2013-14 -** Planning arrangements and objectives for the workshop on Tuesday 16 July 2013 were **noted**.

5   **SRS Annual Social Responsibility and Sustainability (SRS) Highlights Report 2012-13**

    SEAG **welcomed** the improved process of compiling this report which presented the progress the University had made over the academic year towards achieving the objectives set out in the SRS Strategy 2010-2020; and **noted** the next SRS Highlights report would be published in Autumn 2013.

    SEAG **invited** members to forward case studies to Sustainability Adviser that would demonstrate SRS achievements for inclusion in the coming annual SRS Highlights report.

6   **SEAG-Operations Report from meeting 22 May**

    **Parking charges**:  SEAG discussed the charges and, subject to incorporating an average carbon cost calculator per vehicle into the permit application procedure, endorsed a slow and planned increase

in charges in order to reduce the subsidy currently given to those who drive to or at work. CMG to note that a separate paper would be brought to CMG on an appropriate mechanism for recovering costs for parking.

**Benchmarking University SRS Performance**: SEAG **agreed** that a scoping plan be prepared during the coming year to identify an appropriate benchmarking mechanism which would support UoE business process without additional burden.

**Scope 3 Carbon Measures**:

The Director of Procurement provided a verbal update that APUC would collate, provide consistency and ensure that it would meet the HESA standards to enable comparisons with other HEIs across the UK. This would be a benefit for the University, and details would be announced to the Procurement Strategy Group and SAUDE shortly. The deadline for submissions is December 2013, and all institutions would have to validate spend data promptly.

SEAG **commended** the progress achieved on engaging both staff and students and harnessing their enquiring minds to deliver SRS measures and congratulated Accommodation Services on their proactive approach to recycling.

7    **Fair Trade Update from meeting on 20th May 2013**

SEAG **endorsed** an amended **Fair Trade Policy**. *CMG is invited to note that due to the committee reporting cycle, this item was transmitted to Court and approved on 24 June.*

SEAG **noted** the following:

- amendments to the **Fair Trade Steering Group remit**
- amendments to the **Fair Trade Strategy** which provided objectives, actions and responsibilities which reflected the wider approach the University would take to fair trade (beyond the Fairtrade Foundation's guidance)
- progress relating to the **Fair Trade Academic Network**
- other fair trade community developments preparing for our ten year anniversary in 2014.

8    **UN Regional Centre of Expertise in Education for Sustainable Development for Scotland –**

SEAG noted that the Centre was to be named **Learning for Sustainability Scotland**. It would be located in the University's Moray House School of Education with support for overheads from the University. Funding had been awarded from the Scottish Government and from WWF Scotland.

SEAG **commended** the current approaches to establishing the new Centre.

9    SEAG **noted** that the **Scottish Government Procurement Reform Bill** had been delayed.

10   SEAG **noted** a briefing a from Kirsty Haigh, incoming EUSA Vice President (Services) 2013-14 outlining her ethical actions priorities from the manifesto on which she was elected. The paper can be accessed at: www.seag.estates.ed.ac.uk/docs/open/Paper-10.1-EUSA-VPS-Briefing.doc

11   SEAG **noted** that Dave Gorman had been appointed as Director for Social Responsibility and Sustainability and would join the new Department for Social Responsibility in July 2013. He would initially be located – with other colleagues formerly based in Estates and Buildings – at 9 Hope Park Square, Meadow Lane.

Angela Lewthwaite, Secretary to SEAG and
David Somervell, Sustainability Adviser
1 August 2013

Edinburgh Sustainability: www.ed.ac.uk/sustainability and for students: www.OurEd.ed.ac.uk

The University of Edinburgh

Central Management Group

21 August 2013

**Report from the Space Management Group**

Brief description of the paper

The paper reports on key discussions and recommendations made at the meeting of Space Management Group (SMG), held on 26 June 2013.

Action requested

CMG is invited to:

- endorse the recommendation to increase the marginal rates levied by Estates and Buildings to Edinburgh First for commercial and academic-related activity and marginal rates to Schools, by 5% for academic years 2013-14 and 2014-15. (see Appendix 1 for current and revised rates).
- note the remainder of the report.

Resource implications

Does the paper have resource implications? Yes, an increase to the rates charged by Estates and Buildings, as described above and in the paper, will be passed on to Edinburgh First and Schools.

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

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

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

CMG is advised that this report is being presented to CMG as the Estates Committee does not meet till 11 September and the increase should take effect from 1 August 2013.

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

Originator of the paper

Maureen Masson, Business Manager
Angela Lewthwaite – Secretary to Space Management Group
14 August 2013

**Space Management Group**

The paper reports key discussions and recommendations made at SMG, 26 June 2013

1      **Estates & Buildings Marginal charges for use of centrally bookable space**

SMG discussed the recommendation to increase the marginal rates, and endorsed an increase of 5% (not 2% as presented in the paper) for each of academic years 2013-14 and 2014-15. This decision was made recognising that PRAM would drive real costs to cover rising utilities and other costs. The current rates charged by Estates & Buildings to Edinburgh First and to Schools and the proposed new rates, uprated by 5% are attached in Appendices 1.  Please note this comprises two worksheets – Rates for 2012-13 and the revised rates for 2013-14.

**CMG is invited to endorse the revised rates by 5% for academic years 2013-14 and 2014-15.**

2      **Planned work to improve teaching estate utilisation exploiting new timetabling data**
SMG was advised that discussions had taken place to identify poor performing areas.  Work would commence to design and run 'a controlled experiment' to test a method to improve utilisation of two poorly performing buildings whose teaching spaces were under used (less than 70% frequency of occupation).  This may involve re-design or change of use to improve utilisation/functionality.  The outcome of this exercise would be a tested policy to incentivise Schools to review critically their use of space whilst identifying better ways of using it to meet student and staff requirements.  This initiative was planned to run within the next academic year (2013-14) and would involve colleagues from Estates and Buildings and the Timetabling Unit.

3      **Pilot Resource Allocation Model (PRAM) and emerging initiatives**

PRAM is a project to explore and deliver resource allocation for 2 schools in CMVM which have merged with external units and are obliged to use 'gross' approaches. PRAM will pilot in 2013-14 in parallel to the existing arrangements (NPRAS and at least 8 other resource allocation methods currently in use). The pilot will also include the Business School and the School of Biological Sciences to examine broader applications.  SMG was advised about the aims of the project to deliver a new, more transparent method of resource allocation in gross income and gross expenditure terms. It would also develop a set of KPIs to aid interpretation of performance towards the Strategic Plan's targets. PRAM would produce data to help SMG drive strategic decisions on space.

Five PRAM Roadshows have been held, these provided an update on this emerging project and gave all an opportunity to discuss its purpose, progress and implications.

SMG noted a paper which detailed a proposal in support of the draft PRAM model. The proposal provided a revised mechanism for the budgeting of Estates costs for 2013/14 for the College of Medicine and Veterinary Medicine together with arrangements for the management, monitoring and reporting the budgets to support the emerging PRAM project. SMG endorsed the simplified, transparent principles and noted that any underspend would be attributed back and any overspend would be investigated.

SMG further noted that the same approach would be applied to IGMM (Edinburgh Cancer Research Centre, MRC Human Genetics, Evans Building, Molecular Medicine Centre) and Easter Bush Campus (Roslin Institute, Vet School, Small Animal Hospital and large Animal Facilities\Practices). However the budgeted funds would only transfer to Estates if the Finance Department was able to recognise the budget transfer and extract this element out of the current NPRAS charges for 2013/14 then the College would include these within the ring fenced models.

SMG welcomed data which identified buildings that would be allocated to Colleges and Support Groups. An updated snapshot would be taken once the PRAM commences. A paper listing mothballed buildings would be prepared for the next meeting

Clarification would be required about the allocation and management arrangements of teaching rooms within the timetabling system, under the new model, and a discussion about that, as part of the on-going work on PRAM would be needed. It would also be important to build in a mechanism for Edinburgh First to continue to access rooms for conference business from a pool of teaching rooms, regardless of whether the rooms are centrally bookable or locally managed.

## 4 Internal Audit Report on Space Management – Recommendations

SMG noted the Internal Audit Report (11-13) and agreed to implement the recommendations as follows:

Ref 26 SMG would monitor the usage of centrally provided non-teaching spaces (excluding computing facilities) study areas, etc) for PGT and general student use. Where there is particularly high or low usage, seek the opinions of student users to determine what the issues are. This information should inform decisions on provisions of number, location and quality of facilities, and where appropriate, assessment of the best use of the space in question.

Schools should monitor School-'owned' non-teaching space.

Ref 28 Provide real-time information for students on availability of computer workstations in School-owned facilities. This would allow a more holistic view on the use of computing facilities and allow Schools to co-locate where appropriate. Subject to advice from Learning and Teaching Spaces Advisory Group (LTSAG), SMG endorsed the automated system proposal that would monitor School-owned computing facilities and provide annual reports; that this proposal be taken forward as an IS Applications Division Project.

A paper on the results of the IS survey and any recommendations with regard to space would be provided at the next meeting.

SMG noted EUSA's point that students KB students migrate to the central area where better facilities were available.

EUSA President acknowledged that currently students were able to access most of the computer facilities within their own school but unable to gain access to other laboratories reserved at other schools. He asked if consideration could be given to permit all students to gain access to computer laboratories across the University. This request would require to be discussed with College representatives, the Security team and IS to consider any implications.

Ref 36 - Review and enhance the Space Management Policy and provide:

- c) a more definite statement on how the Policy would be implemented and identify College/SG lead members who would be responsible for implementing the elements of the Policy.

d) concerning user surveys of non-teaching space, both centrally bookable and School-owned to determine what works well and why, what could be improved upon, what should be avoided.

- e) concerning when the Space Management Policy will be next reviewed and the process to

be followed – who should be consulted and how.

SMG agreed to establish a working group to review the space policy, this would consist of Depute Director Estate Development (Chair), Registrar of Science & Engineering, Space Managers and the EUSA President (or EUSA VP Services), plus Vice-Principal Planning, Resources and Research Policy (when available).

SMG was advised that the framework provided in Paper 5.2 would deliver a mechanism to address recommendations 22 and 36d contained in the internal audit report on space management.

5 **Teaching Room Utilisation - College of Science and Engineering locally managed space analysis**

SMG noted a paper which outlined the results from a recent 12/13 locally-managed teaching space utilisation exercise undertaken on behalf of the College of Science and Engineering. The CSE Registrar welcomed the report as it identified local patterns of usage where space rationalisation could be made and provided an opportunity to compare with centrally-managed space.

SMG agreed that a similar exercise should be carried out for CHSS to establish a baseline.

SMG endorsed the recommendation that all Schools should record bookings of teaching space within the shared academic timetabling system to enable visibility of all booking data. This directive would include the recording of all general i.e. Lecture/seminar rooms (to exclude specialised rooms) throughout the University. The School of Informatics, which was not adhering to the booking rule, should be encouraged to conform.

A discussion followed centred on how to improve room utilisation and implement change using the data provided. SMG concluded that Schools required incentives to release surplus, unfit for purpose spaces and re-purpose rooms into better student learning, staff accommodation or social space. This policy and its potential funding would need to be agreed at EC.

A long-term view to provide a good quality central teaching block for core non-labs for use by PGs/Research/other offices/small seminars was also discussed that this radical step would require due consideration with regard to the future teaching strategy and future growth predictions

6 **Timetabling data 2013-14 – reporting framework**

SMG welcomed the paper which provided a reporting framework for the Group to measure and benchmark utilisation of the teaching estate using data held within the timetabling system. The framework was a very useful tool that would help provide year on year data analyses to help monitor teaching utilisation across the estate.

SMG further noted that:

- the framework would help address the audit recommendations 22 and 36d relating to space management;

- the bespoke reporting method could be managed separately, as and when required.

- better utilisation of the estate would improve help reduce the University's carbon footprint.

**7      Infrared Technology for Recording Room Utilisation**

SMG welcomed the proposed pilot scheme that would produce accurate utilisation statistics in 'low frequency' centrally bookable rooms using infrared technology.

The Depute Director Estate Development recommended that the trial should proceed to test the technology which would (if proved successful) save staff costs in the longer term. It would also inform which product would best meet the University's requirements.

**8      Shared Academic Timetabling  Project - Update**

SMG noted the summary of the current status of the SAT project, with specific reference to implementations planned for September 2013.

**9      Space Audit And Other Matters**

The paper provided an update on how the Space Managers were progressing with the process of collecting space data provided by Colleges and Support Groups.

The update included:

- work to check Mothballed, Vacant and Under Refurbished space

- work on fEC space reports

- replacement of the Web drawings package with Web Central

- agenda for the next Scottish Universities Space Management Group in the autumn of this year.

**10    Review of SMG membership**

SMG discussed the future of the Group and agreed that it required senior academic input from each College to balance representation in this period of change.  Such academic input could be a Head of School or similar senior representative.  The role of College academic representatives would be to contribute to policy making on space management and to champion space management and efficiency within Colleges.

Maureen Masson, Business Manager
Angela Lewthwaite, Secretary to Space Management Group
14 August 2013

**RATES FOR ACADEMIC RELATED USE OF UNIVERSITY FACILITIES EFFECTIVE 1ST AUGUST 2012**

**Appendix**

(THE RATES AND RECHARGES BELOW DO NOT APPLY FOR FACILITIES IN USE AS PART OF THE UNIVERSITY'S FESTIVALS OPERATION)

| Location (BUILDINGS NORMALLY STAFFED, GENERALLY MON - FRI 08.30 TO 17.30) | Cap. | Staffed Y / N | E & B Staffing costs — Cleaning Person hours | E & B Staffing costs — Cleaning Full or half Day rate | E & B Staffing costs — Servitor Full day rate | E & B Admin Charge Full or half day | E & B Maint & Utilities Charge Full day | E&B Recharge to AS — Half Day FD Less 50% Utilities | E&B Recharge to AS — Full Day | AS Admin & Event Management Charge Full or half day | ACADEMIC RELATED Basic Half Day Charge (Up to 4 hours) | ACADEMIC RELATED Basic Full Day Charge (up to 8 hours) | COMMERCIAL INDICATIVE Basic Full Day (inc VAT) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *2 | | | | *4 | | | | | *3 | *3 | *3/*6 |
| Classrooms (Small) 0-49 | 0-49 | Y | 1 | £15 | £0 | £18 | £7 | £36 | £40 | £34 | £70 | £74 | £194 |
| Classrooms (Medium)50-99 | 50-99 | Y | 1 | £15 | £0 | £18 | £22 | £44 | £55 | £35 | £78 | £89 | £240 |
| Classrooms (Large)100 + | 100 + | Y | 2 | £28 | £0 | £18 | £34 | £63 | £80 | £56 | £119 | £136 | £424 |
| Swann Theatre & Concourse | 370 | Y | 2 | £28 | £0 | £18 | £165 | £129 | £211 | £91 | £220 | £302 | £449 |
| Appleton Tower Lecture Theatres 1-3 | c 150 | Y | 2 | £28 | £0 | £18 | £67 | £80 | £113 | £68 | £148 | £182 | £449 |
| Appleton Tower Lecture Theatres 4-5 | c 300 | Y | 2 | £28 | £0 | £18 | £134 | £113 | £181 | £85 | £198 | £266 | £506 |
| Appleton Tower Concourse *1 | 600 | Y | 3 | £43 | £0 | £18 | £181 | £151 | £242 | £113 | £265 | £355 | £786 |
| Playfair | 300L / 200D | Y | 4 | £57 | £0 | £18 | £248 | £198 | £322 | £85 | £284 | £407 | £899 |
| Raeburn | 60DR / 24B | Y | 1 | £15 | £0 | £18 | £24 | £45 | £57 | £35 | £79 | £91 | £337 |
| Raeburn & Carstares | | Y | 2 | £28 | £0 | £18 | £35 | £64 | £81 | £35 | £98 | £116 | £449 |
| Carstares | 12DB | Y | 1 | £15 | £0 | £18 | £11 | £38 | £43 | £18 | £56 | £61 | £225 |
| Elder | 16DB | Y | 1 | £15 | £0 | £18 | £16 | £40 | £48 | £35 | £75 | £83 | £225 |
| Elder & Lee | | Y | 2 | £28 | £0 | £18 | £26 | £59 | £72 | £35 | £94 | £107 | £281 |
| Lee | 8DB | Y | 1 | £15 | £0 | £18 | £9 | £37 | £42 | £18 | £55 | £60 | £138 |
| Rainy Hall | 150 | Y | 2 | £28 | £0 | £18 | £56 | £74 | £102 | £85 | £159 | £187 | £562 |
| Talbot Rice White Gallery | 80R | Y | 3 | £43 | £0 | £18 | £61 | £91 | £122 | £85 | £176 | £207 | £449 |
| Talbot Rice Georgian Gallery | 60D / 150R | Y | 2 | £28 | £0 | £18 | £62 | £77 | £108 | £85 | £162 | £193 | £449 |
| Sculpture Court | 150 | Y | 4 | £57 | £0 | £18 | £248 | £198 | £322 | £85 | £284 | £407 | £1,500 |
| Sculpture Court Balcony | 80 | Y | 2 | £28 | £0 | £18 | £35 | £64 | £81 | £35 | £98 | £116 | £500 |
| Main Building Lecture Theatre (E22) | 218 | Y | 2 | £28 | £0 | £18 | £67 | £80 | £113 | £68 | £148 | £182 | £449 |
| Main Building Boardroom | 25 | Y | 1 | £15 | £0 | £18 | £24 | £45 | £57 | £35 | £79 | £91 | £337 |
| Main Building Anti Room | 14 | Y | 1 | £15 | £0 | £18 | £16 | £40 | £48 | £35 | £75 | £83 | £225 |
| Hunter Building LT (O17) | TBC | Y | 2 | £28 | £0 | £18 | £67 | £80 | £113 | £68 | £148 | £182 | £449 |
| Link Area Seminar Rooms x 2 | TBC | Y | 1 | £15 | £0 | £18 | £7 | £36 | £40 | £34 | £70 | £74 | £194 |
| Evolution House Boardroom inc Balcony | 80 | Y | 2 | £28 | £0 | £18 | £35 | £64 | £81 | £35 | £98 | £116 | £500 |

EXTRA CHARGES SHOWN TO THE RIGHT WILL BE APPLIED FOR USE OUTSIDE NORMAL OPERATING HOURS
- Above half day rates cover use of the facilities for up to 4 hours; the full day rate for up to 8 hours between the hours of 8.30 am and 17.30 Monday to Friday
- Rooms required after 17.30 Mon - Fri, a further £15 per hour or part thereof will be added to the above rates
- Rooms required on Sat/Sun, a further minimum charge of £60 will be applied to the rates above for first 4 hours and further £15 per hour for subsequent hours or part hours thereafter

**BUILDINGS NOT REGULARLY STAFFED *5**

| Location | Cap. | Staffed Y / N | Person hours | Full or half Day rate | Full day rate | Admin Charge | Maint & Utilities | Half Day | Full Day | AS Admin Charge | Basic Half Day | Basic Full Day | Commercial |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Adam House (per floor) | 160 | N | 2 | £28 | £126 | £18 | £48 | £133 | £221 | £85 | £218 | £306 | £337 |
| St Cecilia's (Laigh Room) | 200 | N | 2 | £28 | £126 | £18 | £61 | £140 | £233 | £85 | £225 | £318 | £561 |
| Reid Hall | 300 | N | 2 | £28 | £126 | £18 | £93 | £156 | £266 | £91 | £247 | £357 | £561 |
| GS Theatre (whole building) | 500 | N | 3 | £43 | £126 | £18 | £224 | £236 | £411 | £91 | £327 | £502 | £1,123 |
| McEwan Hall (whole building) | 1100 | N | 4 | £57 | £126 | £18 | £331 | £303 | £531 | £113 | £416 | £645 | £1,404 |

EXTRA CHARGES SHOWN TO THE RIGHT WILL BE APPLIED
- The above half day rates cover use of the facilities for up to 4 hours; the full day rate for up to 8 hours between the hours of 8.00 am and 22.00 Monday to Sunday
- Access outside the above times cannot be guaranteed, but where possible a further charge of £30 per hour or part thereof will be applied

*1 Rate for Concourse only; all and any AT lecture theatres required to be paid for separately and individually

*2 Staffed (Y) hours apply to published opening hours of buildings - see http://www.estates.ed.ac.uk/BuildingInfo/index.html

*3 The costs shown will apply regardless of the duration of the event within the above times

*4 For Central Area, E&B contributions include the £17 per event admin charge. For Old College the £17 admin charge is due to Old College and this will be reimbursed to the Secretary's Office by E&B following reimbusement from Accommodation Services

*5 If a booking is for a building that is not regularly staffed, but will in fact be staffed over the period concerned, then the half day rate will reduce by £60 and the full day by £120 provided the event occurs between 08.30 and 17.30. If the building is staffed then outside those times the same additional charges will be applied as shown above for a building that is normally staffed

*6 Commercial rates are indicative only. Reductions may sometimes be possible depending upon the size of the event.

The University of Edinburgh

Central Management Group

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21 August 2013

**Report on Proposed Alterations to Parking Charges for 2014**

Brief description of the paper

This paper sets out a proposal to alter parking charges across the University. This is a first step in a strategy to meet the true cost of parking management across the estate from parking income as well as working towards meeting our key strategic goal of reducing carbon emissions by 29% by 2020. It is further proposed to exempt zero carbon emission vehicles from parking permit charges.

Action requested

CMG is invited to endorse the proposed changes outlined in the paper.

Resource implications

No.

Risk Assessment

No.

Equality and Diversity

There are no new equality and diversity implications. The criteria based permit allocation system addresses all equality and diversity issues.

Freedom of information

Can this paper be included in open business?      Yes.

Originators of the paper

Emma Crowther
Transport and Parking Manager

David Brook
Support Services Area Manager

To be presented by

Geoff Turnbull
Assistant Director, Estates and Buildings

**Executive Summary**

This paper seeks approval for alterations to the charges for parking permits from 1 January 2014 beyond the normal RPI increases.  A transparency review of parking costs was presented to the SEAG Operations group on May 22nd 2013, subsequently endorsed by SEAG, and this showed that the true lifecycle cost of a parking space was £400 per annum.  The University is therefore effectively providing a central subsidy of £820k per annum towards the full costs of managing the University's car parks (Appendix A).  Due to site specific issues explained later in this paper it is the intention to align the costs of Central Area to Little France and Easter Bush to King's Buildings.  The proposed parking increases below are also aimed at working towards meeting the University's key strategic goal of reducing overall carbon emissions by 29% by 2020.  Transport emissions are estimated to account for 30% of our total emissions.  The tables below outline the proposed changes for 2014.  It is further proposed that vehicles with zero carbon emissions should be exempt from parking permit charges where the criteria for a permit are met.

| Table 1: Central Area Permit | 2013 (existing) | 2014 (proposed) |
| --- | --- | --- |
| Annual Essential User Permit (A) | £167 | £250 |
| Annual Departmental Vehicles Permit | £167 | £250 |
| PAYG Essential User Permit (B) (this is the cost of the A Permit/220 working days) | £0.38 half / £0.76 full day | £0.56 half / £1.14 full day |
| PAYG Non-Essential User Permit (C) | £2.22 / £4.44 | £2.30 / £4.60 |
| Annual Contractors Permit | £817 | £840 |
| Contractors PAYG Scratch card Permit | £9 / day | £10 / day |
| Visitors PAYG Scratch card Permit | £9 / day | £10 / day |
| Annual Honorary Fellows Permit | £83.50 | Replace with B Permit |

| Table 2: Little France Permit | 2013 (existing) | 2014 (proposed) |
| --- | --- | --- |
| Annual Essential User Permit (A) / Departmental vehicles | £250 | No change |
| PAYG Permits | Not available | No change |
| Visitors | Hospital visitor parking | No change |

| Table 3: King's Buildings Permit | 2013 (existing) | 2014 (proposed) |
| --- | --- | --- |
| Annual Essential User Permit (A) | £90 | £93 |
| Annual Departmental Vehicles Permit | £90 | £93 |
| PAYG Permits (B & C) | £0.21 half day / £0.42 full day | £0.22 half day / £0.44 full day |
| Annual Contractors Permit | £90 | £93 |
| Contractors PAYG Scratch card Permit | £5 / day | £5 / day |
| Visitors PAYG Scratch card Permit | £5 / day | £5 / day |
| Annual Honorary Fellows Permit | £45 | Replace with B Permit |

| Table 4: Easter bush Permit | 2013 (existing) | 2014 (proposed) |
| --- | --- | --- |
| Annual Essential User Permit (A) | No charge | £93 |
| Annual Departmental Vehicles Permit | No charge | £93 |
| PAYG Permits (B & C, including Honorary Fellows) | No charge | £0.22 half day / £0.44 full day |
| Annual Contractors Permit | No charge | £93 |
| Contractors PAYG Scratch card Permit | No charge | £5 / day |
| Visitors PAYG Scratch card Permit | No charge | £5 / day |

**Rationale behind Central Area and Little France Alignment**

The rationale behind aligning Central Area and Little France in the first stage of an incremental approach reflects the fact that both sites are highly accessible by alternative modes of transport. We would propose to submit a paper to CMG in August 2014 to further increase the cost of parking in the Central Area because it is comparatively more expensive to provide parking spaces and because it is more accessible by walking, cycling and public transport than Little France.

Cost plays a central role for individuals in deciding how to travel to work / study. By subsidising the cost of parking the University is not exposing car drivers to the true cost of travelling by car.

**Rationale behind King's Buildings and Easter Bush Alignment**

King's Buildings permits have always been charged at a lower rate than Central Area permits. There is an acknowledgement that in setting the level of permit charge for King's Buildings it is important to ensure that it will not encourage staff and students to park for free in the surrounding residential streets which are not covered by a Controlled Parking Zone (which is normally parking by permit only Mon-Fri all day). The City of Edinburgh Council is in the process of preparing Traffic Regulation Orders to introduce a Priority Parking Zone in the streets lying immediately east of King's Buildings by April 2014. The Zone is likely to introduce controls preventing non-permit holders from parking in these streets during a short period of the day e.g. 11am-12pm, and in doing so discourage commuter parking. Local residents in all other streets surrounding King's Buildings have made it clear to the Council through a recent consultation process that they do not want a Controlled Parking Zone. It is therefore not expected that the introduction of the Priority Parking Zone in a limited number of streets will have any significant impact on staff and students who choose to park in the residential areas, other than the need to move to the streets beyond the zone. For this reason it would not be sensible to introduce a rise in parking permit charges greater than RPI, since this is very likely to encourage some permit holders to switch to free on-street parking.

There is currently no charge for parking permits at Easter Bush Campus, yet the cost of parking provision and management is the highest of the four sites (see Appendix A). The relative inaccessibility of this site compared to the others has to be borne in mind when considering the introduction of parking charges. Easter Bush is served by only two bus routes throughout the working day, and supplemented by a third route during the morning and evening peak travel times. For this reason it is proposed to align charges with the King's Buildings.

**Rationale behind zero emissions exemption**

It is proposed that from 2014 zero carbon emitting vehicles are exempt from the permit charges to encourage and support their uptake. Current levels of uptake of electric vehicles in the UK are very low at less than 5,000. The lack of supporting infrastructure, primarily publicly available charging points, is a major disincentive. The University is participating in the Transport Scotland Plugged in Places initiative which is providing funding for the installation of 4 publicly available charging points for electric vehicles in the Central Area and King's Buildings.

Funding is likely to be forthcoming for further charging points during 2013/14. It is proposed to submit a paper to CMG in August 2014 outlining a longer term strategy for a parking permit system relating costs to carbon emissions. In addition the Transport and Parking office promote alternative options to single driver car journeys, through trip share and continue to promote and invest in cycling, public transport and walking initiatives. Discussions are also held with EUSA representatives with regard to these initiatives and investments in order to improve facilities for students.


Emma Crowther
Transport and Parking Manager

David Brook
Support Services Area Manager

14/08/13

## Parking expenditure and income by site (estimated)

### CENTRAL AREA

| Summary of True Expenditure | |
|---|---|
| Local Authority Rates (£50 per space) | £40,400 |
| Car Park Maintenance | £181,800 |
| Snow Clearing | £35,000 |
| Office Staff - salaries | £23,684 |
| Transport and Parking Assistants - salaries | £35,932 |
| Overheads | £7,581 |
| Parking Management software & IS maintenance charges | £4,050 |
| Car park signage, access fobs | £5,600 |
| Printing | £1,654 |
| stationary, postage, telephones, photocopying | £910 |
| Car park cleaning | £3,120 |
| Membership of British Parking Association | £738 |
| Clothing | £1,333 |
| Other | £162 |
| TOTAL TRUE EXPENDITURE | £341,964 |
| | |
| COST PER SPACE PER ANNUM | £423 |
| COST PER SPACE PER MONTH | £35 |

| Summary of current income | |
|---|---|
| Annual Staff & Student Essential User Permit (A) | £57,281 |
| Annual Departmental Vehicles Permit | £20,708 |
| PAYG Essential User Permit (B) | £41,084 |
| PAYG Non-Essential User Permit (C) | £24,834 |
| Annual Contractors Permit | £23,693 |
| Contractors PAYG Scratchcard Permit | £21,675 |
| Visitors PAYG Scratchcard Permit | £5,333 |
| Annual Honorary Fellows Permit | £1,002 |
| PCN | £12,000 |
| Festival | £20,000 |
| TOTAL INCOME | £227,609 |

| Current Deficit | £114,355 |
|---|---|

**KING'S BUILDINGS / ABDEN HOUSE**

| Summary of True Expenditure | |
|---|---|
| **Rates (£50 per space)** | £39,650 |
| **Car Park Maintenance** | £178,425 |
| **Snow Clearing** | £35,000 |
| **Office Staff - salaries** | £23,684 |
| **Transport and Parking Assistants - salaries** | £17,966 |
| **Overheads** | £7,581 |
| **Parking Mgt software & IS maintenance charges** | £4,050 |
| **Car park signage, access fobs** | £1,600 |
| **Printing** | £1,654 |
| **stationary, postage, telephones, photocopying** | £910 |
| **Car park cleaning** | £3,100 |
| **Membership of British Parking Association** | £738 |
| **Clothing** | £667 |
| **Other** | £162 |
| **TOTAL TRUE EXPENDITURE** | £315,187 |
| | |
| **COST PER SPACE PER ANNUM** | £397 |
| **COST PER SPACE PER MONTH** | £33 |

| Summary of Current Income | |
|---|---|
| **Annual Staff & Student Essential User Permit (A)** | £16,830 |
| **Annual Departmental Vehicles Permit** | £2,160 |
| **PAYG Essential User Permit (B)** | £9,832 |
| **PAYG Non-Essential User Permit (C)** | £4,551 |
| **Annual Contractors Permit** | £4,950 |
| **Contractors PAYG Scratchcard Permit** | £1,000 |
| **Visitors PAYG Scratchcard Permit** | £4,668 |
| **Annual Honorary Fellows Permit** | £765 |
| **PCN** | £5,500 |
| **TOTAL INCOME** | **£50,256** |

| **Current Deficit** | **£264,930** |
|---|---|

**LITTLE FRANCE**

| Summary of True Expenditure | |
|---|---|
| Rates (£50 per space) | £11,250 |
| Car park Maintenance | £50,625 |
| Office Staff - salaries | £14,912 |
| Little France NHS Permit Charge | £81,900 |
| Overheads | £4,773 |
| Parking Mgt software & IS maintenance charges | £2,550 |
| Little France parking barrier maintenance | £8,638 |
| Car park signage, access fobs | £400 |
| Printing | £1,041 |
| stationary, postage, telephones, photocopying | £573 |
| Membership of British Parking Association | £465 |
| Other | £102 |
| **TOTAL TRUE EXPENDITURE** | **£177,229** |
| | |
| **COST PER SPACE PER ANNUM** | **£351** |
| **COST PER SPACE PER MONTH** | **£29** |

| Summary of Current Income | |
|---|---|
| Annual Staff & Student Essential User Permit (A) | £87,653 |
| **TOTAL INCOME** | £87,653 |

| **Current Deficit** | **£89,576** |
|---|---|

**EASTER BUSH CAMPUS**

| Summary of True Expenditure | |
|---|---|
| Rates (£50 per space) | £43,850 |
| Maintenance | £197,325 |
| Snow Clearing | £68,000 |
| Office Staff - salaries | £25,438 |
| Overheads | £8,143 |
| Parking Mgt software & IS maintenance charges | £4,350 |
| Car park signage, access fobs | £400 |
| Printing | £1,776 |
| stationary, postage, telephones, photocopying | £977 |
| Car park cleaning | £3,200 |
| Membership of British Parking Association | £793 |
| Other | £174 |
| TOTAL TRUE EXPENDITURE | £354,427 |
| | |
| COST PER SPACE PER ANNUM | £404 |
| COST PER SPACE PER MONTH | £34 |

| Summary of Current Income | |
|---|---|
| No. of Permits currently issued | 858 |
| Income (no charge for permits) | £0 |

| Current Deficit | £354,427 |
|---|---|

The University of Edinburgh

Central Management Group

21 August 2013

**Programme Fee Proposals**

Brief description of the paper

This paper contains three programme fee proposals from the College of Humanities and Social Sciences, with a recommendation from GASP for final approval by CMG.

Action requested

To approve the recommendations on page 3.

Resource implications

Does the paper have resource implications?  Yes

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?

There are no equality and diversity implications.

Freedom of information

Can this paper be included in open business?  No

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

For how long must the paper be withheld:  Until 2014/15 fee rates are published.

Originator of the paper

Emma Lyall
Governance and Strategic Planning
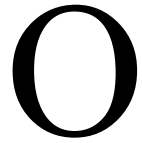
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**Scottish Association for Marine Science – Associated Institute of the University of Edinburgh**

Brief description of the paper

The Scottish Association for Marine Science is approved as an Associated Institute because of their complementary work in marine sciences. They have an excellent research reputation and are financially sound. There will be immediate benefits. The first shared PhD studentships, as a step to begin further developing joint research projects, are advertised.

Action requested

For information

Resource implications

Does the paper have resource implications? Yes

They are not in the paper because they follow on from the AI status. This will include their supervisors receiving training on Edinburgh's postgraduate processes for example.

Risk assessment

Does the paper include a risk analysis? No

However, the application covers their academic status and they are financially sound. The application has the full support of the College of Science and Engineering and has been discussed with the Head of College, Dean of Research and Heads of Schools. The application was positively reviewed by the Researcher Experience Committee, GASP and Finance.

Equality and diversity

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

This will enable further collaborations which should be beneficial to equality.

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

Professor Mary Bownes will be presenting the paper.

# APPLICATION TO UNIVERSITY OF EDINBURGH FOR ASSOCIATED INSTITUTION STATUS

## From The Scottish Association for Marine Science

**SAMS, Scottish Marine Institute, Oban, Argyll, PA37 1QA**

**www.sams.ac.uk**



## July 2013

## *Table of Contents*

# 1. Introduction

The purpose of this document is to present an application on behalf of the Scottish Association for Marine Science (SAMS) for consideration as an Associate Institution of the University of Edinburgh.

SAMS is already an Academic Partner of the University if the Highlands and Islands (UHI) and can deliver research degrees through an accreditation agreement between UHI and the University of Aberdeen. However, strengthening links with other universities with complimentary academic discipline areas is an essential aspect of SAMS development. Driven by a proposal to deliver a collaborative doctoral degree programme with the Schools of GeoSciences and Engineering, SAMS wishes to apply for Associated Institution status, such that its staff members can become principal supervisors within this programme. The aim of this programme is to foster and strengthen research links between SAMS and the University of Edinburgh.

Anticipated benefits are:
- Increased awareness of the research interests and improved networking specifically between SAMS and the Schools of GeoSciences and Engineering
- Development of novel collaborative research proposals leading to new funding for both institutions
- Creation of inter-disciplinary research topics for collaborative doctoral studentship delivery
- Increased networking and professional development benefits for doctoral students exposed to the discipline specific knowledge and support available at each institutions, with improved employability

# 2. SAMS

## 2.1. Institutional Profile

The Scottish Association for Marine Science (SAMS), based on the west coast of Scotland, is one of the UK's premier oceanographic institutions, committed to increasing our knowledge and stewardship of the marine environment through research, education and knowledge transfer. The Association has a long history with its first roots dating back to the Challenger Expedition of 1872-76. SAMS was founded in 1884 by the Canadian-born Scotsman, Sir John Murray, the key scientist from the Challenger Expedition and founding father of oceanography. Consequently, SAMS is one of the oldest marine institutions in the world, alongside Naples and the Marine Biological Laboratory, Woods Hole. In response to the increasing multi- and inter-disciplinary development of its science activities, the Association was recreated as SAMS in 1985.

Today, SAMS functions as a charitable trust, limited by public guarantee.  SAMS is strongly international in its profile with over 160 staff from throughout the world, of which 97 are researchers and support scientists, who collectively deliver dynamic programmes of academic and applied research, maintain a vibrant postgraduate school and deliver a highly regarded BSc Honours degree in Marine Science and taught Masters in ecosystem management, together comprising almost 120 students.  It is a founding partner of UHI (University of the Highlands and Islands) which gained full university title in Feb 2011, and until May 2013, a SAMS staff member lead the UHI Graduate School. Additionally, the Scottish Marine Institute (SMI), a modern multidisciplinary marine science campus in the West Coast of Scotland, is operated by SAMS.

SAMS has a long standing relationship with the Natural Environment Research Council (NERC) and is a National Oceanography Centre (NOC) Delivery Partner.  It is a member of the Marine Alliance for Science and Technology (MASTS), which includes the major Scottish universities.  On behalf of MASTS, SAMS hosts the Graduate School, SAMS leads one of the MASTS core research themes (Dynamics and Properties of Marine Systems) and contributes to others. SAMS also acts as the Resource Centre for Coasts in the UK's flagship Ecosystem Services for Poverty Alleviation programme, a NERC, Economic and Social Research Council *(*ESRC) and Department for International Development initiative to deliver high quality research that will facilitate sustainable ecosystem use and poverty reduction.  SAMS additionally houses two UK National Facilities; the Culture Collection for Algae and Protozoa (CCAP) and the National Facility for Scientific Diving (NFSD).

SAMS has a broad portfolio of research in ecology, biogeochemistry and earth science, microbial and molecular biology, physical oceanography and sea ice, with associated technology development, collaborating with a diverse range of national and international organisations.  Internationally important research includes marine sources of biofuels, the environmental impacts of marine renewable energy activities, mine-tailing impacts on deep sea ecosystems, biogeochemistry and oceanography links to climate change and aquaculture and coastal eutrophication. SAMS also engages in a number of coastal zone management and sustainable resources use research projects.

The facilities and geography of SAMS provide an unrivalled location for the provision of a high-quality learning environment with ease of access locally to a diversity of marine habitats.  SAMS is strategically placed and equipped (vessels, facilities and research expertise) to address the fundamental scientific issues raised by conflicting environmental demands.  More detail on SAMS' research is provided below and at www.sams.ac.uk/sams-research

SAMS has a close working relationship with many organisations including the UK Research Councils, Highlands and Islands Enterprise, the Scottish Environmental Protection Agency, Scottish Natural Heritage, universities, businesses and many other national organisations.  In addition, SAMS works internationally with many research

collaborators, networks, institutions and other stakeholders, and SAMS currently operates Memoranda of Understanding with institutions worldwide including:

- Chungnum Univeristy, Korea
- University of Konstanz, Germany
- BioPol ehf, Iceland & The University of Akureyri, Iceland
- University Centre in Svalbard, Norway
- Korea Polar Research Institute – KOPRI
- Madinat Zayed Colleges, Higher Colleges of Technology (HCT)
- The United Nations University International Network For Water, Environment And Health (Unu-Inweh)

SAMS has recently developed a strong relationship with the United Nations University (UNU) and was approved as an Associated Institution in Feb 2013. Through this relationship, SAMS is committed to using its teaching and research to promote greater understanding of marine systems, their protection and sustainable use, in the context of the UNU objectives of addressing global problems of human survival, development and welfare.

SAMS already has a relationship with the University of Edinburgh, in particular, the School of GeoSciences, with research collaborations through, for example, SAGES and the Scottish Biofuels Programme collaboration with the Biochar Group. University of Edinburgh has recently joined the MASTS pooling initiative of which SAMS is already a member. SAMS is also a collaborator in the Industrial Doctoral Centre in Offshore Renewable Energy (IDCORE) run by University of Edinburgh, and delivers summer schools in marine ecology and social policy to engineering postgraduate students.

In summary, SAMS is Scotland's premier marine science research organisation, committed to increasing our knowledge and stewardship of the marine environment through research, education and knowledge transfer. SAMS staff collectively deliver dynamic programmes of academic, applied and commercial research, including highly regarded Bachelors and Maters courses in marine sciences and maintain a vibrant postgraduate school. A formal association with the University of Edinburgh, though Associated Institution status, will promote a continued growth and development of SAMS' doctoral education and research, bringing complementary areas together into novel activity that will broaden and strengthen the research portfolios of both SAMS and the University of Edinburgh.

## 2.2. Governance

The Scottish Association for Marine Science (SAMS) is an internationally renowned research institute, undertaking a broad range of educational and research activity across the spectrum of marine science. SAMS is also a learned society with approximately 500 members.

Professional activities are directed by an independent Council, chaired by the President, currently Sir Geoffrey Boulton OBE FRSE FRS, which is supported by a Board of Council, made up of a sub-group of Council members.  SAMS Council members are non-executive directors of the Company.   Council members and the President are elected at the Annual General meeting by the Association's membership.   Council appoints the Director, currently Professor Laurence Mee, who is accountable to Council.  The Board has an advisory function for Council.  SAMS' business is conducted in accordance with the Articles and the Memorandum of Association.

SAMS' structures, including the directorate, science and administration departments are shown in Appendix A.


## 2.3.  Financial Stability

SAMS' research and teaching activity is financed by a variety of funding streams.  As an academic partner in UHI, SAMS has had a significant input to the Institutional submission to the Research Assessment Exercise (RAE 2008) which returns government funding based on research and teaching quality, reputation and output.  SAMS will participate again in the UHI submission for the Research Excellence Framework 2014.

Through a relationship with the Natural Environment Research Council (NERC), SAMS also receives core funding to maintain the two national facilities that help the UK to engage in world class science; the Culture Collection for Algae and Protozoa (one of the largest living libraries in the world) and the National Facility for Scientific Diving that operates worldwide.

Research funding also comes from specific research council funded grants (including NERC and Economic and Social Research Councils), for the European Union through a variety of programmes (e.g. Framework 7, European Regional Development Fund (ERDF), European Social Fund (ESF), Interreg IVA programmes) and from several independent organisations, trusts and grant awarding bodies (such as the Royal Society, Leverhulme Trust and Esme Fairbain Trust).   Collaborations with other UK and international universities also bring research funding.

Scottish Government and other government agencies, such the Department for Business, Innovation and Skills, Scottish Natural Heritage, Marine Scotland, the Crown Estate, Joint Nature Conservation Council and the Falklands Islands Government, provide funding for targeted research projects relevant to UK conservation, sustainable resource use, marine spatial planning and other issues.

Commercial funding is continuously developing and includes various businesses and industries in the UK (e.g. BP, Statoil, Scottish Power, EU Mining Sector Support Programme and several oceanographic technology companies) provide significant funding.

Pooling initiatives such as the Marine Alliance for Science and Technology for Scotland also provide funding for staff costs, whilst the European Regional Development Fund (ERDF) has given substantial infrastructure funding to allow the development of facilities on site, including a new laboratory complex, the John Murray Building which opened in 2004, and an additional teaching facility, the Sheina Marshall Building, with laboratories, lecturing rooms and conference facilities, opened at the end of Nov 2010. The development of the new HIE funded European Marine Science Park at Dunstaffnage, offers an additional opportunity for SAMS to work closely with emerging businesses in the region with potential for new collaborations and funding opportunities.

Although the economic situation in the UK and globally is difficult, the breadth of government, agency, commercial and academic funding provides a degree of financial strength and stability for SAMS, whilst the variety of activities (research, education, continuing professional development (CPD) training and commercial contracts) allows SAMS to engage with different financial sectors and to be responsive to UK educational and research priorities.

## 2.4.   Mission & Vision

*"To improve understanding and stewardship of the marine environment, through research, education, maintenance of facilities and technology transfer."*

This is delivered by an efficient and cost-effective operational structure for SAMS, SAMS Research Services Ltd. (SRSL, the commercial arm of SAMS) and the European Centre for Marine Biotechnology Ltd. (ECMB, a biotechnology business incubator at SAMS). SAMS objectives are:

### To allow science to flourish
* To produce international-quality, peer-reviewed output with high scientific impact that enhances the reputation of individual scientists and the SAMS group.

- Its scientists lead international research programmes, succeed in winning responsive mode research grants, serve on national and international steering committees and review boards, and are sought for their knowledge and experience.

***To ensure data management***
- To secure valuable data for future generations in a quality-controlled, risk free environment, and to provide appropriate added value products to ensure ease of access.
- To maintain a close relationship and operational linkage with the British Oceanographic Data Centre.

***To maintain and enhance capability***
- To provide the national facilities in scientific diving and the algal culture collection, and ensure a resource and capability that is responsive, courteous, efficient and reliable.

***To exchange knowledge***
- To ensure that information and know-how gained through the pursuit of science is translated to exploitable results on behalf of society, contributing to economic growth, quality of life in the region, through close co-operation with our regional enterprise agency, Highlands and Islands Enterprise, the UK and around the world.

***To collaborate with industry and business***
- With the economic development agencies (Highlands and Islands Enterprise and Scottish Enterprise), to ensure timely delivery of scientific knowledge transfer in a form amenable to inward investment.
- Entrepreneurship (within the code of conduct of the group) is encouraged as is knowledge exchange through a variety of routes.


The SAMS group provides an operational structure for SAMS Research Services Ltd (SRSL) and the European Centre for Marine Biotechnology (ECMB) in which entrepreneurship and business acumen are encouraged and developed in order that public funding can be complimented and enhanced by enterprise and commercial, specifically addressing the need for policy and practice to facilitate sustainable resources use and management of the marine environment in the UK and abroad.

## 2.5.  Research

### 2.5.1.  Research Excellence

Research activities at SAMS encompass the breadth of marine science, including most recently, marine policy and environmental economics.  In the Research Assessment Exercise (RAE) 2008, SAMS provided 85 % of the staff submitted by UHI (then UHI Millennium Institute) for Unit of Assessment 17.  The resulting quality profile showed that 85 % of research was of international quality in terms of originality, significance and rigour with over 40 % deemed to be of excellent and world-leading quality.

### 2.5.2.  Research Themes

While much of our research is highly multidisciplinary in nature, we are organised in four departments: Biogeochemistry & Earth Sciences, Ecology, Microbial & Molecular Biology and Physics, Sea Ice & Technology (see Appendix A for organisational structures). Together, the Departments deliver high quality research focussed in the following themes:

- Theme 1: **Arctic Seas**
  Using observations and models to investigate system changes in the Arctic

- Theme 2: **Dynamic Oceans**
  Investigating fundamental processes and patterns in the oceans relating to climate

- Theme 3: **Marine Renewables**
  Delivering independent and innovative research to underpin sustainable marine energy production

- Theme 4: **People and the Sea**
  Planning and managing our use of the marine environment in a sustainable way

### 2.5.3.  Research Departments

A summary of key departmental activities across these themes is provided below (see also Appendix A. SAMS Organisational Structures)

## Biogeochemistry and Earth Sciences

The Biogeochemistry and Earth Sciences Department unites the disciplines of biogeochemistry, geochemistry, sedimentology and radiochemistry. The fundamental research aims encompass the investigation of rates and frequencies of natural and anthropogenic change in the marine environment at a number of temporal scales from longer term (100ka) to short term (annual, seasonal, diurnal, tidal).

Current research includes high-resolution studies into Holocene climatic change; inter-disciplinary benthic/geochemical studies in national and international waters; carbon cycling and pollutant transport in Arctic seas; trace biogas production and air sea exchange processes; and the use of lander technology to measure key geochemical processes *in-situ*.  The Biogeochemistry and Earth Sciences Department is also involved in the SFC-funded 'pooling' initiative *Scottish Alliance for Geosciences, Environment and Society* (SAGES) which aims to investigate and predict the interactions between climate, earth surface processes and society.  Key research includes:

- Marine sediments and processes as archives of man-made or natural change (<1 - 100,000 y timescales)
- Role of biogenic trace gas production and associated microbial processes in the ocean and their flux to the atmosphere
- Benthic sediment processes via emphasis on different respiration pathways, animal-sediment relationships and metal dynamics
- Development and application of microsensors in biogeochemistry
- In situ technologies to measure the biogeochemistry of benthic marine environments
- Influence of natural and human-induced contaminants in the marine environment
- Development of techniques using the seamount-influenced sedimentary deposits for the palaeo-reconstruction of key aspects of fluid dynamics in the deep sea
- Use of naturally occurring radionuclides as 'tools' for quantifying certain biogeochemical processes and particulate-matter dynamics

An additional branch of activity is applied science in areas such as the oil and nuclear industries, defence technology companies and government agencies. The Department is currently funded by the EU to investigate the placement of mine tailings in the deep ocean surrounding Papua New Guinea (PNG), providing the PNG Government with guidelines on the disposal of mine waste in the marine environment.

## Ecology

The Ecology Department includes staff and research students who cover a broad range of cross-disciplinary research topics. Within and across each area of research, a range of project activities are undertaken varying in scale from large EU projects like KnowSeas and BioMara, the recently completed NERC Core Programme Ocean 2025 and responsive grants, Government Department commissions and commercial contracts, to a range of individual PhD studentships.

The key drivers of the research are the responses of individuals and communities to environmental changes caused by human activities and changing climate.  Work is cast both in theoretical and applied contexts, attempting to understand ecosystem processes and their sensitivities.

Much research  is focused on the west coast of Scotland, sea lochs and NE Atlantic, to the Svalbard fjords and continental margin, areas thought to be particularly sensitive to changing climate and/or alterations of global circulation processes.  However, the Department staff and students also at work at several other locations around the globe, for example the Antarctic, the Mediterranean and the Arabian Sea, giving us the ability to see the bigger picture of a dynamic global ecosystem responding to dynamic environmental and anthropogenic forcing.

Research within the Ecology Department includes the following research topics:

- Algal toxins and shellfish
- Aquaculture research
- Benthic ecology and behaviour
- Deep sea fish and fisheries science
- Deep water benthic biology
- Ecological modelling
- Fish behaviour
- Intertidal ecology
- Invertebrate biology and integrated aquaculture
- Marine invasive species
- Marine lipids
- Marine mammals and acoustics
- Marine renewable energy
- Reef ecology
- Zooplankton dynamics

## Microbial and Molecular Biology

The Department of Microbial and Molecular Biology comprises staff and students with skills spanning biochemistry to ecology and molecular biology to mathematical modelling.

Activities focus predominantly on marine micro-organisms, including bacteria, phytoplanton, protozoa and other eukaryotic protists. These organisms are extremely abundant and active in the marine environment and, despite their small size, are the main drivers of marine ecosystems and nutrient cycles. They therefore play a major role in global climate and life-support systems.

Marine microbial communities encompass huge biodiversity and exhibit a diverse array of physiological and biochemical adaptations enabling them to thrive in a variety of environments. This makes them a rich biological resource including a useful source of novel compounds for biotechnological applications.

A wide range of fundamental and applied research projects are currently underway employing observational, experimental and modelling approaches to investigate the biology and ecology of microbes and marine macro-algae in coastal and ocean habitats from the tropics to the poles.

Key areas of research covered by the Microbial and Molecular Biology Department include:

- Algal-bacterial interactions
- Algal biofilms
- Aquaculture impacts and coastal eutrophication
- Biofuel research
- Brown algal diseases
- Cryobiology and cryopreservation
- Dissolved organic matter
- Harmful algal blooms
- Microbial food webs
- Microbial taxonomy and phylogenetics
- Novel compounds for biotechnology
- Polar microbial ecology

## Physics, Sea Ice and Technology

The Department of Physics, Sea Ice and Technology comprises physical oceanographers, sea ice specialists and technologists. The department's research is based on observations of the ocean and thus, the technology of observation underpins much of

the work.  The aim of the technology development team is to make ocean observations more representative by moving away from ship-based measurements towards smart autonomous platforms in real-time communication with the scientist.

In the realm of the hydrosphere, research focuses on flows over topography and the stirring and mixing of the ocean which results.  The group has used fjords as ocean process laboratories with the aim of developing the fundamental understanding of mixing processes within fjordic 'ocean laboratories'. Understanding gained in shallow systems, together with the developed observational techniques, can then be transferred to the deep ocean.  Much of this work is developed in high resolution models of the key mixing processes.  Another area of research focus is the oceanic exchanges that occur with and between the Atlantic and the Arctic.

In the realm of the cryosphere, the Department studies the mechanisms by which sea ice can modify the ocean-atmosphere interactions, as well as its impact on the ecosystem and water structure. This work aims to establish the nature and magnitude of the changes that are taking place, with special relevance to their influence on natural and anthropogenic climate change.

Within the Department of Physics, Sea Ice and Technology there are two groups:

### a)  Sea Ice Group

The first is focuses on sea ice research.  Sea ice covers 7% of the surface of our planet. It is one of the most important and variable components of the planetary surface and is the key to understanding many basic questions about the energy balance of the Earth. The role of the Sea Ice Group is to study the mechanisms by which physical processes in the polar seas affect the global climate and global climatic change, and the nature and magnitude of the changes that are taking place.

### b)  Technology Development Group

The Technology Development Group has a long history of developing, building and deploying innovative instrumentation in remote and difficult environments. The work of the group is often done in support of the science of other groups within the institute and elsewhere. In addition the group also undertakes work for its own projects which are concerned with developing promising technologies for applications in marine science.

The group works towards an optimal marine observing network. Specific work focuses on sensor optimisation, smart *in situ* data processing, platforms and communications and is carried out in collaboration with other national and international institutions.

The group is also actively engaged in the Marine Alliance for Science and Technology for Scotland which aims to increase collaboration in projects between other member institutions.

The Technology Development Group has a number of areas of particular expertise: A long-standing area of work has been the development of a variety of drifting buoys. A typical application is for tracking of sea-ice movements and high resolution tracking of coastal currents. These buoys have combined technologies such as GPS, satellite communications and advanced low power microprocessors in order to collect a wide range of environmental data sets from the oceans and the poles. The group is also becoming experienced in designing and building various platforms for sea-ice installations. This work includes novel sensing techniques and the mechanical design of robust and easily deployable buoys which can withstand severe conditions in sea-ice. Another area of considerable activity is sensor integration onto existing platforms such as autonomous vehicles and moored profilers.

Many of the designs which come out of the groups work are suitable for commercialisation. This has proven successful on a small scale and is an area which is being developed such that many of the group's products can be sold or out-sourced.

The facilities for technology development at the SAMS are excellent. The group benefits from modern computer-aided-design software and has well equipped laboratories. For polar installation testing the group has recently built a large cold room to simulate Arctic and Antarctic conditions. For sea trials both the rough Scottish seas and the sheltered lochs provide excellent testing grounds.

The Technology Development Group continues to be busy and lively and is enjoying considerable successes with the equipment it is producing. New avenues of activity are always being pursued and these presently include novel pollution sensors and glacial lake monitoring.

Key areas of the Physics, Sea Ice and Technology Department's research are:

**Observations**

- Measurements of turbulence and mixing in fjords, coasts and the ocean using Autonomous Underwater Vehicles (AUVs), free-falling profilers and automated profiling floats.
- Observations of oceanic processes using autonomous gliders, mooring deployments and surveys from research ships.
- Linking the coupling between physical and biological processes in the arctic under sea ice using multi-parameter moorings.

**Modelling**

- Numerical models of Scottish Coastal waters at varying levels of resolution to resolve exchange and mixing properties in strongly tidal waters.
- Models of overflowing oceanic waters in the key constriction zones between ocean basins.
- Simple fjord box models to interpret the changes in past climate observed in marine sediment cores retrieved from fjord basins.

# 3. Academic and Commercial Links

SAMS has a long-standing pedigree of academic and commercial linkages. At the highest level, the governing body, SAMS Council, and its Board, is comprised almost entirely of academic and commercial representatives from across Scotland and the wider UK marine communities.

At the operational level, the vast majority of our annual turnover and outputs are directly related to successful grant applications with colleagues from across Scotland, the UK, Europe and beyond. Further, SAMS has a UK-wide reputation amongst the marine science community for its high success at gaining commissioned research income from government departments, NGOs and private enterprise.

SAMS commercial services are administered through a wholly owned trading subsidiary: SAMS Research Services Limited (SRSL). Through SRSL we link marine related solutions to wider societal and commercial imperatives. SAMS has considerable expertise in project managing large and complex projects, combining the biological, geochemical and hydrographic requirements of marine assessments and also offering expertise in modelling and the development of long term technological solutions.

The SRSL includes a breadth of expertise and services to deliver Environmental Impact Assessments (EIAs), ecological and oceanographic surveys, drogue tracking, ADCP surveys, seafloor mapping and hydrodynamic modelling, sampling, monitoring and analysis. SRSL works in many sectors including Offshore Renewables and Resources Extraction, Consultancy Services for Environmental Policy (including Marine Spatial Planning, Marine Protected Areas, and the Scottish/UK Marine Bill) and Biofuel Research & Development. SAMS also offers laboratory-based Analytical Services (measuring chemical, biological, sedimentological and radiochemical parameters from water, tissue and sediment samples), with an in-house development programme for micro-sensors and other autonomous lander instrumentation. SRSL operates globally and clients include industry, government, NGOs and the general public, enabling sustainable exploitation and management of the oceans.

In addition, SAMS operates an innovation fund to assist the development of commercial ideas generated through research.

# 4. Current and Prospective Students

SAMS currently has 33 postgraduate research students registered through the University of the Highlands and Islands (UHI) under an accreditation agreement with University of Aberdeen.  Of these, 31 are PhDs and 2 Masters by Research students, three are part-time PhD student and 6 are 'under examination'.  This number does not include the 13 PhD students currently co-supervised by SAMS staff but registered at other universities.  Details of current studentships are given in Appendix B (UHI/UoA Registered Students) and Appendix C (Externally Registered Students).

SAMS future plans include a growing collaboration with University of Edinburgh.  Four collaborative doctoral studentships are planned for the autumn 2013, contingent on a successful application for Associated Institution status, using shared funding from both SAMS and Edinburgh.  The aim is to provide cross disciplinary topics for studentships that would not otherwise be possible and to encourage staff interactions that might strengthen current research and fertilise new collaborations.

SAMS has also recently contributed to two applications for NERC funded Doctoral Training Partnerships:  one through the MASTS collaboration, and one through the University of Edinburgh.  If successful, these initiatives will bring further collaboration in research and doctoral studentships to SAMS in the coming years.  SAMS is a part of two Marie-Curie Initial Training Networks which will bring two more postgraduate research students to SAMS and will promote collaboration with other UK and EU institutions.  It is also hoped that future grant proposals and specific applications for training networks and European funding will bring additional resource to achieve sustainability for the doctoral community at SAMS.   In addition, SAMS developing relationship with the UNU has potential to grow the doctoral delivery in marine science courses and educational programmes addressing the UNU mission of sustainable resources use and management for improved human welfare and benefit.

Furthermore, growth and development of Masters Provision at SAMS is anticipated which will also enhance the breadth and diversity of the postgraduate community hosted by SAMS.   SAMS already delivers a taught Masters in collaboration with University of St Andrews (MRes in Management of Marine Systems).  In addition, the first MRes programme (containing two thirds research) in Algal Biotechnology has been recommended for approved, subject to addressing issues with University of Aberdeen over the structure and process for delivery, with an aim of delivery in the academic year 2014-5.

# 5. Facilities, Resources and Support

SAMS took ownership of a new laboratory complex, the John Murray building, early in 2004.  This provides a high-quality learning environment specifically incorporating facilities for postgraduate students.  Specialist laboratory provision includes palaeogeology, analytical chemistry, radiochemistry, microbial biology and geochemistry, a class 100 clean-room and organic chemistry facilities and a wet laboratory for sample processing and a specimen preparation room.  The development additionally improved the library facilities and disabled access.  The site also includes a whole wing dedicated to the European Centre for Marine Biotechnology (ECMB).

In 2010 the campus was further extended with the opening of a dedicated teaching facility, the Sheina Marshall building, providing laboratories, lecture theatres, seminar rooms, computer suites as well as study space and a canteen with indoor and outdoor seating, and a public outreach centre, the Scottish Ocean Explorer Centre (due to open in June 2013).  At capacity we can now host around 300 students (undergraduate, Masters, CPD/ field course attendees, and others) on-site at any one time.  In addition, the lecture theatres and teaching laboratories are equipped with the latest technology and video conferencing for the support of distance learning.

Additionally, Highlands and Islands Enterprise chose the Dunstaffnage peninsula to co-locate a new European Marine Science Park.  The first phase was recently completed and offers facilities and office space for developing business focussed on marine science, energy and biotechnology.

## 5.1.  Major Infrastructure

In agreement with supervisors, students thus have access to a variety of laboratory and field-based resources, dependant on the requirements of the individual studentship.  Key elements of the available infrastructure and resources are:

- The **NERC National Culture Collection of Algae & Protozoa** provides marine and, since 2004, freshwater cultures and associated microbiology facilities.

- The **NERC National Facility for Scientific Diving** is based at SAMS.  Diving can be included within the studentship if required and two dive technicians, plus a wide variety of diving and scientific equipment, are available to support this.  Training can be provided where a student's previous qualifications are not adequate.  The Facility also provides use of small boats including safety equipment for this and for shore field work.

- **JIF Lander Building** (joint with UoA) and Marine Technology Group.  Collaboration and advice on technological applications is available through this group, including

access to autonomous deep-sea benthic landers.  Also available are shallow and deep underwater cameras.

- **Research Vessels**.  SAMS runs two research vessels: *Calanus* (with offshore capability) and *Seol Mara*. These - along with the RHIBs and Dorys - are made available for field work appropriate to specific studentships.

- **Oceanographic monitoring instruments**: *e.g.* side-scan sonar, CTD, ADCP, turbulence probes, *in situ* sea-bed landers.

- A variety of **seawater aquaria** and mesocosms are available on request.   The aquarium facilities are currently being upgraded, using SFC-SRIF and European Regional Development fund (ERDF) awards.  The new infrastructure includes pristine water supply, compressed gasses, electronic data links, temperature and photoperiod controlled rooms, specimen preparation area and additional outdoor facilities; all supported by a dedicated Aquarium Manager.

- On-site **hostel accommodation** and two cafés providing informal settings for contact between staff, students and visitors.

- **Conference and teaching facilities**.  In the John Murray building there is one large conference room with full suite of audio-visual technology and web broadcast capability; five additional meeting rooms are available, three with video-conferencing facilities. There is also the dedicated teaching facility, the Sheina Marshall Building, on site with a conference and multi-functional tutorial suite  three laboratories and computing facilities, serving the needs of SAMS undergraduates, together with visiting students, other course attendees and a diverse range of educational activities.

- **Support Services**: carpentry, engineering, and electrical workshops are available on-site.

- **IT Facilities**: Students are provided with desktop computing facilities and support services through the SAMS IT Department and UHI/SAMS Helpdesk.

- **Education Support**: The SAMS Education Department has an Academic Registry Officer, a Postgraduate Registry Officer, a Laboratory Technician and an Education Marketing Manager.  Together these staff members provide administrative services, facilitating registration, reporting and contact with UHI Executive Office, together with pastoral care and welfare support.  There is also a providing support for a growing portfolio of Masters and Doctoral delivery.

- Partnership in the **International Arctic Marine Laboratory** (Kings Bay Marine Laboratory) in Ny Ålesund, north west Svalbard allowing access to all SAMS scientists.

## 5.2.    Laboratories and Equipment

A suite of marine science and engineering laboratories are housed in the SAMS buildings, incorporating state-of-the-art facilities and equipment including:

- An analytical laboratory (including preparation room), with a comprehensive inventory of instrumentation: GC-MS, GC (FID, ECD), HPLC, IC, DOC/N (HTCO), fluorometry, nutrient analysis (FIA), flow cytometry, large-scale ultrafiltration and PCA.

- Geochemistry preparatory laboratories and a radiochemistry suite (for $\alpha$, $\beta$ spectroscopy) and a γ-counting laboratory.

- Microbial & molecular biology laboratories with an electrophoresis suite adjoining dark room.

- Sediment, geology and palaeogeology laboratory with analytical instruments for measuring sediment texture and physical properties.

- Inductively Coupled Plasma - Mass Spectrometry (ICP-MS) and Optical Emission Spectrometry (ICP-OES) suite, including class 100 clean-room, for sample preparation and trace element analysis.

- Microscopy laboratory, with inverted, conventional and fluorescent units and digital imaging.

- JEOL 6390LV Scanning Electron Microscope and JEOL 100S Transmission Electron Microscope suite.

- Side-scan sonar and multi-beam bathymetric equipment, linked GIS-software and geophysical data processing suite.

- SAMS Seaglider: a high-endurance UUV (Unmanned Underwater Vehicle) for remote oceanographic data collection.

- Remotely piloted aircraft:  SAMS support a facility for aerial  survey, including environmental and meteorological measurements and observations.

## 5.3.   Library

SAMS has a historical library, dating back to book donations made by Sir Charles Wyville Thomson, leader of the Challenger Expedition (1872-76).  The library is supported by two librarians and is available to staff, students and visitors.  Resources include:

- Journal collection including over 1300 serial titles with over 30000 volumes.
- Over 5000 textbooks and reference volumes.
- A unique collection of historical marine science reports and rare books.
- Undergraduate UHI BSc (Hons) Marine Science stock, with over 800 book titles.
- Access to e-journals and resources e.g. *Web of Knowledge* and *Science-Direct*, through NERC consortia deals, SAMS own subscriptions and UHI on-line library provision.
-  An inter-library loans service is also available.

Although strongly focused on marine related topics, the library has an increasing breath of resources in related disciplines.

## 5.4.   Postgraduate Study Facilities and Support

SAMS provides a wide variety of training and supervisory support for postgraduate students.  On arrival, each is given an induction course to familiarise them with the facilities, resources and key staff members at SAMS; Head of SAMS Graduate School, Education Department Registry and Student Support staff, Health & Safety Adviser, etc. Students are also given the SAMS Handbook for Supervisors and Research Students (Appendix D) which complements the UHI Postgraduate Research Code of Practice (Appendix E), as most of the currently hosted PGRs are registered though UHI.  The SAMS Handbook provides information on the specifics associated with research studentships undertaken at SAMS.  In a broader sense, the students are provided with a range of facilities and opportunities to help promote their education:

- Dedicated postgraduate office with desks and shelving, and PC for each student.
- Supervision by experienced, research-active staff.
- IT support and access to all institutional on-line resources *e.g.* SAMS Intranet.
- Access to research skills training and professional development for researchers organised by SAMS, including generic training to promote the development of transferable skills and subject specific training.
- Access to additional electronic training resources for specific software packages
- Provision of specific training for each student relevant to their subject, facilitated through the supervisory team.  Training requirements are defined early in the studentship and reviewed on at least an annual basis. Unforeseen needs are accommodated where possible through additional funding sourced by the supervisory team.

- Access to the SAMS scientific seminar programme in which students are latterly encouraged to actively participate through presentation of their own work.
- UHI-wide induction event, usually in late October.  Workshop based training is provided and includes skills development such as study methods, time management, objective setting and presentation skills.
- Access to training opportunities organised and funded by UHI i.e. UHI Horizons Professional Development for Researchers, and also provision in conjunction with the Universities of Aberdeen and Edinburgh.  UHI's training opportunities are advertised through the Postgraduate Research module in Blackboard but will soon be moved to a publicly accessible area of the UHI website.
- Attendance at the UHI Research Students Conference.  This event aims to provide an opportunity for all students to present their work, orally and in poster format, and to foster a cohesive postgraduate culture and community across the UHI network.
- Access to the UHI Research Mentoring Scheme (planned for academic year 2013-14).

Although current PGRs have access to considerable support through UHI, it is anticipated that external students (such as those registered through University of Edinburgh) can take advantage of many of these provisions, and would be encouraged to do so, as is currently the case for SAMS co-supervised students registered at other institutions.

## 5.5.  Staff

There are currently 161 staff at SAMS, including 36 Principal investigators and 24 Post Docs/ Research Associates, with expertise spanning a range of disciplines described in summary in Section 2.5.  The departmental structure is for operational management purposes, whilst the science undertaken is typically of a multi-disciplinary nature, requiring inputs from several areas to meet a single science deliverable.  Indeed SAMS has a unique range of expertise, covering all four branches of environmental science (physics, chemistry, biology and geology) plus marine technology.  There are an additional 35 support scientists, with a variety of technical and analytical skills, and 55 administrative staff, providing estates, health and safety, secretarial, legal, financial and contract support.  SAMS also operates two marine vessels with three permanent crew members, taking on additional staff as required.  A full staff list is included in Appendix F, however the following table (Table 1) provides information on the areas of expertise for SAMS Principal Investigators.

Table 1.  SAMS Principal Investigators and areas of research expertise.

| Principal Investigators | Area of Expertise |
| --- | --- |
| Dr Phil Anderson | Marine technology and sea ice |
| Prof Kenny Black | Aquaculture, food, energy and society |

| | |
|---|---|
| Prof Michael Burrows | Biodiversity, population dynamics and organism behaviour |
| Dr Lois Calder | Benthic bioturbation and biogeochemistry |
| Dr Elizabeth Cook | Integrated aquaculture, invasive species and biofouling |
| Dr Finlo Cottier | Physical oceanography of polar seas |
| Dr Stuart Cunningham | Climate modelling and quantifying marine systems |
| Dr Andrew Dale | Physical oceanography and physical processes |
| Prof Keith Davidson | Marine microbiology and harmful algae |
| Dr John Day | Algal biotechnology and cryopreservation |
| Dr Clive Fox | Marine ecology and recruitment dynamics |
| Dr Claire Gachon | Algal host-pathogen interactions and evolution |
| Prof Ronnie Glud | Benthic biogeochemistry and in situ technology |
| Dr David Green | Molecular microbiology and algal bacteria interactions |
| Prof Angela Hatton | Marine biogeochemistry, trace gases and climate |
| Dr Sheila Heymans | Ecosystem modelling and marine ecosystem impacts |
| Dr John Howe | Glacio-marine sedimentation and seafloor mapping |
| Dr Adam Hughes | Sustainable integrated aquaculture |
| Dr David Hughes | Deep sea waste disposal, ecosystem and climate impacts |
| Prof Mark Inall | Physical oceanography and turbulent systems |
| Dr Maeve Kelly | Sustainable integrated aquaculture and macroalgae |
| Dr Kim Last | Anthropogenic impacts on physiology and behaviour |
| Dr Ray Leakey | Ecology of marine micro-organisms |
| Prof Laurence Mee | Socio-ecological systems and policy |
| Dr Mike Meredith | Physical oceanography and polar seas |
| Prof Axel Miller | Marine and estuarine chemistry |
| Dr Bhavani Narayanaswamy | Deep water ecology, seamounts and banks |
| Dr Tim O'Higgins | Estuarine systems, resource management and policy |
| Dr David Pond | Ecology, biochemistry and trophic interactions |
| Dr Tavis Potts | Marine policy and socio-ecological systems |
| Dr Tracy Shimmield | Marine geochemistry, pollutants and impacts |
| Dr Henrik Stahl | Benthic biogeochemistry, mineralisation and technology |
| Dr Michele Stanley | Marine biochemistry biotechnology and biofuels |
| Prof Paul Tett | Eutrophication, ecosystem interactions and modelling |
| Dr Robert Turnewitsch | Deep sea sediment geochemistry and fluid dynamics |
| Dr Tom Wilding | Renewable energy, habitat complexity and impacts |
| Dr Ben Wilson | Marine mammals, acoustics and renewable energy |

In addition to the staff named above SAMS wishes to develop supervisory capacity to encourage professional development for individuals, and would wish to put forward

early career researcher (ECRs) for supervisory duties as appropriate.    The additional Post Doctoral and Research Associate Staff listed in Appendix G, may be encouraged to take on supervisory duties.  In such cases, ECRs would be supported by a supervisory team that included sufficient experience to provide both mentorship for the less experienced supervisor and that fully satisfied the requirement of UHI regulations regarding supervisory team composition.  Where a new supervisor is proposed, approval would be sought from the UHI Research Degrees Sub-Committee.

The Education Quality Assurance Committee (EQAC) at SAMS ensures that staff who engage in PhD supervision at SAMS are suitably qualified and almost all hold postgraduate research qualifications.   Many have previous experience of research degree supervision at MPhil and PhD level (summarised in Appendix G) and are active researchers (academic staff CVs are given in Appendix H).   Individual staff members undergo professional review, enabling staff development priorities to be identified and actioned.  This is done through SAMS staff development programme and time is set aside in the annual academic calendar for this.  In addition, the UHI offers supervisory training courses - through the University of Aberdeen - which are accessible to all SAMS staff.

In order to assist development of supervision skills of early career researchers, they are encouraged to participate in thesis panels or to take on a junior supervisory role. As noted above.  In the latter case, a mentor would be appointed for the staff member to aid skills development and to offer support and advice where needed.

Individuals have made good use of both SAMS and UHI staff development funding to support scholarly activities.  There is regular attendance at conferences and workshops and a number of staff play lead roles in the development of their own academic disciplines, with several SAMS staff members holding national and international-level leading roles.

SAMS continually seeks to improve practise and has excellent relationships with several external organisation including UK Council for Graduate Education (UKCGE), Vitae and the Higher Education Academy (HEA), with several staff holding HEA Fellow status.   The newly appointed Head of Education, Dr Lois Calder, is currently the convenor of the Universities Scotland Research Knowledge Exchange Committee – Research Training Sub-Committee (US RKEC RTSC.   There is strong encouragement for Education Department and other staff to engage fully with external connections to maintain and grow both research-education capacity and to provide continued access to networks of practitioner information and support, to ultimately improve postgraduate provision and experience at SAMS.

In addition to the science and Education departments, SAMS staff are organised under an Infrastructure Department, including Communications, Human Resources, Health and Safety, Facilities, Diving, ICT, Contract and Finance.

A copy of the SAMS Health and Safety Policy Statement (Appendix I) and the NERC Data Protection Act Policy (Appendix J), which SAMS follows, are included, for information.

# 6. Quality Assurance

SAMS currently follows UHI procedures for assurance of quality and monitoring of postgraduate research students registered through UHI. Where students are registered at any external university, SAMS will ensure that all obligatins in respect of quality and progress monitoring are3 fulfilled, as defined by the registering universities' procedures.

The authority within UHI for the administration and management of postgraduate students is the Research Degrees sub-Committee (RDSC). All applications, monitoring, UHI training and examination procedures are within the bailiwick of RDSC. The current Head of Education has just stepped down as Head of UHI Graduate School and as Chair of RDSC and has been instrumental in defining UHI policy and procedures for the management, professional development and support of postgraduates across all disciplines. UHI will not seek a replacement for Head of Graduate School and, in order to facilitate the continued leadership, development and local management of postgraduate programmes, SAMS is seeking to appoint a Head of Graduate School, who will also become the SAMS representative on RDSC. Further, to provide an internal mechanism for quality assurance, postgraduate matters have been represented at SAMS on the Education Quality Assurance Committee (EQAC) since 2002.

SAMS' engagement with postgraduate degree delivery and management has increase year on year and SAMS now has a mature and robust procedures, that can easily be aligned with the requirements of University of Edinburgh and the procedures defined by individual Schools. If this application is successful SAMS will agree and additional processes to ensure fulfilment of all Edinburgh's requirements in respect of progress monitoring, studentship management, support and quality assurance.

Further detail on UHI RDSC, SAMS EQAC and the mechanisms for interaction between them, and with the postgraduates themselves, is provided in the sections immediately below.

## 6.1.   UHI RDSC

RDSC is responsible to the Academic Council of UHI and reports through the Research Committee. Membership consists of active academic research staff, external academics (from the University Title Partners), UHI Executive Office staff (from Academic Registry and the Research Office), postgraduate research students and one Dean of Faculty.

Students are necessarily excluded from the reserved business elements of the agenda (*e.g.* when individual student progress reports are under scrutiny).

RDSC's remit is to:
- oversee the registration, progression and examination of research students,
- consider the annual monitoring reports of research students,
- monitor and review the UHI code of practise for research students,
- receive reports on research students complaints,
- support training for staff in research supervision,
- monitor and review research student support issues, and
- consider and review strategies for recruiting and retaining research students.

The routine vector of communications between the SAMS postgraduate school and the UHI is currently the SAMS Head of Education, but will transfer to the new SAMS Head of Graduate School, once appointed.  This role carries operational responsibility for all aspects of the internal management of postgraduates at SAMS, supported administratively by the Postgraduate Registry Officer.  In the past, the focus of activity was on the facilitation of registration and monitoring processes, but more of this has been taken up by the UHI Graduate School.  The expanded portfolio of the SAMS Graduate School now includes the organisation and administration of local and external training (students and staff) and representation on UHI's RDSC, together with development, quality assurance and leadership of new postgraduate educational opportunities and funding applications.

SAMS now has long-established and strong links with the University of Aberdeen Academic Registry, through the UHI Graduate School and RDSC.  This allows for smooth interlinking between internal and UHI processes, providing a robust support mechanism for the postgraduate students.

## *6.2.   SAMS Education Quality Assurance Committee (EQAC)*

The remit of EQAC is to have oversight of all matters relating to degree delivery at SAMS and to provide a mechanism for the quality assurance of the BSc (Hons) Marine Science degrees and postgraduate Masters and Doctoral programmes delivered at SAMS.  The current composition of the committee, and its terms of reference are provided in Appendix K.

This committee meets approximately monthly to consider aspects of undergraduate and postgraduate teaching, learning and assessment, student support and quality assurance. The committee reviews both undergraduate and postgraduate student academic progress, supervisory support, training, resourcing and other issues, and approves actions to address these as appropriate.  It also deals with student disciplinary issues and complaints, liaising with UHI Graduate School Registry and Research Degrees Sub-Committee (or with other appropriate bodies/ individuals if the student is registered at

a university other than UHI).  Operation of the committee has proved of great benefit in providing guidance and decisions on aspects of the postgraduate programme and supervision and has contributed positively to the growth and development of PGR delivery.   The committee also provides a student voice through the inclusion of Undergraduate and Postgraduate Student Representatives, and most recently, a Master Student Representative.

## 6.3.   Student Progress Monitoring

The Head of the SAMS Education (passing to Head of the SAMS Graduate School, on appointment) undertakes local management of the UHI Postgraduate Structured Management Framework (PSMF, see Appendix L) which was devised at UHI in agreement with University of Aberdeen, and reports to EQAC.  In the case of MSc by Research, MPhil and PhD registrations, student progress is monitored through a series of meetings.  An example of reporting, for a full-time postgraduate researcher, follows:

- 36 monthly student and local supervisory team meetings,
- seven reports (months 3, 6 and every six months until month 30; then at month 33),
- a formal 'probationary report' is required at months 12, with a further progression point at 24 m
- three third party monitoring meetings around months 6, 18 & 30, and
- three training needs analysis meetings at months 1,13 & 25.

At SAMS, a defining step in the progress is that students are required to submit a comprehensive report of work before the end of their first year, which serves to assess progress in a more rigorous way.  This allows supervisors to make a recommendation to RDSC for transfer from an MPhil to PhD programme; a requirement of the UHI probationary report at month 12.  This process is repeated again before 24 months.

Supervisors are responsible for ensuring that all student progress reports are delivered on time.  These are passed via the PGC to EQAC.  Reports are then passed to RDSC and onwards to the University of Aberdeen for further academic monitoring.  The relatively high ratio of staff to students, the size of the postgraduate school and the juxtaposition of staff and students will ensure that student progress will be closely monitored on an informal basis.

All UHI postgraduate students have a third party monitor (TPM), appointed by UHI Graduate School) whose role is to provide 'objective' support through being a point-of-contact unrelated to the supervisory team.

SAMS also provide each student with a Thesis Panel.  This consists of one or two active researchers, appointed in discussion with supervisors and the Head of the SAMS Graduate School, and reported to EQAC. The role of the Thesis Panel is to meet with the student at regular intervals to review progress and provide constructive criticism of the student's work.  It also functions to assess provision of resources and training for the

student and quality of supervision; providing a forum within which students are able to discuss any scientific issues arising during their studentship.

Where appropriate, externally registered students are encouraged to engage with aspects of the SAMS-UHI progress monitoring activities, such as seminar presentations and training needs analysis, and to take part in PGR organised professional development and other activity.

## 6.4.  Grievance and Disciplinary Procedures

### 6.4.1.  Student Grievance Procedures

Students at SAMS are given a number of routes by which they can express grievances, allowing for different types of problems to be dealt with effectively.

Sstudents are always encouraged to raise issues as early as possible and, in the first instance, to discuss these with their Director of Studies or with another supervisor.  If this does not provide a solution, or the student does not feel able to do this, the following route should be taken, progressing to the next level is no resolution is achieved:

> ➢ Supervisor  and/or SAMS Welfare Officer or Postgraduate Student Support Officer  (if problem is personal rather than academic)
> ➢ SAMS Postgraduate Registry Officer
> ➢ SAMS Head of Graduate School, Head of Education or Third Party Monitor

If the issues have still not been satisfactorily resolved a formal complaint can be made to:
> ➢ EQAC
> ➢ SAMS Deputy Director/Director
> ➢ Chair of the UHI Research Degrees Sub-Committee

The SAMS Welfare Officer can assist directly or provide students with an appropriate source of information or assistance, depending on the nature of the problem.  In addition, as for all staff, students have full access to the SAMS Occupational Health Scheme.

Formal complaints should be made in writing to the Chair of EQAC, and if there is no internal resolution, then to the Chair of the RDSC, following the recognised UHI Research Students' Complaints Procedure.  Chair of RDSC will liaise with the Dean of UHI Students in the management of the complaints process.

Full details of UHI procedures are given in the UHI Postgraduate Research Code of Practice.   If students are not satisfied with an outcome, UHI register postgraduate researchers have recourse to take academic complaints to the University of Aberdeen, as the accrediting institution for UHI research degrees.

### 6.4.2.  Student Disciplinary Procedures

The disciplinary procedures that apply to students at SAMS are based on those for its employees.   Postgraduates are informed at induction that they will be treated as 'employees'. In instances where the complaint is not specific to a studentship (*e.g.* computer misuse), procedures detailed in formal SAMS Staff Notices and disciplinary procedures (available to all postgraduates on the Intranet) will be followed.   Where resolution is not possible, a written complaint will be submitted to the Chair of RDSC and UHI disciplinary procedures will be followed.   Academic disciplinary actions raised against a student will typically follow a route similar to that described in the UHI Postgraduate Research Code of Practice.    However, most issues are dealt with fully through EQAC.

# 7. Summary

In recent years, there has been significant change in postgraduate delivery, management and support both at SAMS with a considerable growth in activity and maturation of policies and procedures and of the supportive culture surrounding PGR delivery.

At SAMS, the postgraduate doctoral student population has grown from 11 students to over 30 in the last 5 years, indicating the importance of postgraduate students to SAMS' core business, including research and knowledge exchange.   In addition, the undergraduate and taught Masters provision has grown and a vibrant and diverse community of students studying at different levels now exists.   Changes in the staff profile and funding opportunities have also brought new areas of research focus which are reflected in the diversity of topics and cross-disciplinary PhD research.

With increasing doctoral delivery at SAMS came a need for greater institutional oversight of the management and quality assurance surrounding PhD delivery.   SAMS has strived to embed the principles of The Research Councils' 'Concordat to Support the Career Development of Researchers' and create a culture of growth and achievement for its postgraduate students who are acknowledged to enhance the institution's portfolio of activity.  This has meant a considerable development of the structures with in SAMS to underpin and facilitate this step change.  The Postgraduate Co-ordinator at the time was tasked primarily with oversight of registration and progress monitoring but, in the absence of UHI leadership in respect of doctoral delivery, the role extended to include development of the internal governance, management and quality assurance of PGR delivery.  This was needed to ensure that the academic, support and professional development needs of students were being met and eventually became the remit of the

Deputy Head of Education at SAMS.  Furthermore, significant stapes have been taken to ensure the successful and timely completion of research degrees, this being important for continuance of PGR funding, and to improve the research student experience. Greater attention is now paid to the professional development of postgraduate researchers (PGRs), in both academic and broader skills development terms and there is more activity focused specifically on the needs of PGRs as a particular group of early career researchers.

Activity and breadth of delivery has grown such that the Education Department at SAMS now employs a Postgraduate Registry Officer (PGRO) dedicated to supporting the administration of PGR delivery and has will soon appoint a Head of SAMS Graduate School to oversee all PGR activity and continue the growth and development of our current Doctoral and Masters provision.  With over 30 PhD and 17 Masters Students, and with new course development predicted, these are essential roles to provide for the additional  welfare and support of this group of early career researchers over and above the services offered to undergraduates.  An additional new post, Head of the UNU Institutional Programme, will work with the Graduate School over the with the design and management of new research, educational and training provision, aligned to the objectives of the United Nations University (UNU), of which SAMS is now an Associated Institute.  In addition, a Marketing Manager was recently employed to aid the grow of educational provision to external stakeholders but the effect of this internally has been a growth of Continuing Professional Development (CPD), subject specific training and course provision for all staff and students, including increasing engagement with organisations such as the Higher Education Academy.

The continued growth of the SAMS research and postgraduate community is a priority for the future and SAMS is working both within UHI and externally, forming strategic relationships with other organisations, to create international networks for staff and students, to encourage professional development, to ensure the highest quality provision of research and supervision, building a culture of support, excellence and achievement within which postgraduate students will thrive.

Pursuit of Associated Institution status with University of Edinburgh is well aligned to these aspirations and, in the first instance, will allow collaboration in delivery of postgraduate studentships with the Schools of GeoSciences and Engineering, with a longer term view of developing and strengthening research links and creating new funding opportunities.

The University of Edinburgh

Central Management Group

21 August 2013

**Proposal to rename the Regius Chair of Sanskrit Language, Literature and Philosophy, and Comparative Philology**

Brief description of the paper

The College of Humanities and Social Science wishes to rename the existing Regius Chair in Sanskrit as the *'Regius Chair of South Asian Language, Culture and Society'*.

The Regius Chair of Sanskrit Language, Literature and Philosophy, and Comparative Philology at the University of Edinburgh was originally established in 1862 and has had only three incumbents. The second and third incumbents combined expertise in Classical Indology with other, more contemporary interests: Julius Eggeling was Curator of the University Library in the early years of the 20th century, and his successor, Arthur Keith, combined his role as Chair of Sanskrit with a lectureship in the constitution of the British empire. Keith published widely on legal development and constitutional reform in India. The Regius Chair has not been filled since Keith's death in 1944, but the University has maintained its tradition of outstanding scholarship on the languages, history and culture of the subcontinent. To take just two examples from recent decades: the historian Victor Kiernan translated Urdu poetry as well as publishing path-breaking work on colonial representations of the non-Western world in the 1960s; secondly, the linguist Ron Asher, who was Dean of the Faculty of Arts in the 1980s, is still acknowledged as one of the world's leading scholars on the languages of South India.

Since the late 1980s, Edinburgh has developed a world-class concentration of scholarship on South Asia which links the social sciences and humanities in the tradition of the earlier holders of the Regius Chair, while in recent years it has cemented its 200-year tradition of engagement with the subcontinent with the opening of an office in Mumbai and the creation of the Indian Institute to co-ordinate its engagement in the region. Further details of many of the activities can be found at http://www.csas.ed.ac.uk/ . The proposed retitling of the Chair would acknowledge the University's strong commitment to a broad range of research and teaching on the peoples and cultures of South Asia, whilst retaining a strong continuity with its previous incarnation.

CMG is invited to recommend to Court and Senate the proposed renaming of the Regius Chair and adoption of the appropriate resolution subject to Royal consent.

Action requested

For approval.

Resource implications

Does the paper have resource implications? Yes

Planned and projected salary spend from the School's core budget, offset against any personal research funding income.

# UNIVERSITY OF EDINBURGH

## Draft Resolution of the University Court No. 78/2013

## Alteration of the title of the Regius Chair of Sanskrit Language, Literature, and Philosophy, and Comparative Philology

At Edinburgh, the Xxxx-xx day of Xxxx, Two thousand and thirteen.

WHEREAS the University Court deems it expedient to alter the title of the Regius Chair of Sanskrit Language, Literature, and Philosophy, and Comparative Philology confirmed by Ordinance 426 Edinburgh No. 129;

AND WHEREAS paragraph 5 of Part II of Schedule 2 to the Universities (Scotland) Act 1966, provides that the University Court may, after consultation with the Senatus Academicus and with the consent of the incumbent and patrons, if any, alter the title of existing professorships;

AND WHEREAS the Chair dealt with in this Resolution is in the patronage of the Crown and Her Majesty has signified her assent to the change in title:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 the Universities (Scotland) Act 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1.    The Regius Chair of Sanskrit Language, Literature, and Philosophy, and Comparative Philology shall hereafter be designated the Regius Chair of South Asian Language, Culture and Society.

2.    This Resolution shall come into force with effect from 31 October 2013.


For and on behalf of the University Court

SARAH SMITH

University Secretary

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**Proposal to Establish a Chair of Applied Hydrodynamics in the
School of Engineering**

Brief description of the paper

The School wishes to establish a Chair to lead new developments in Applied Hydrodynamics. This is a key area in the Institute for Energy Systems and underpins the research agenda in wave and tidal energy generation, in which the School has exploited whole-systems renewable energy research by establishing international partnerships; constructing the world's first 360° wave/tidal current tank to address effects on marine generators; expanding research into renewable energy machines to meet the demand for slow-speed direct-drive generators; and enhance research into novel network asset replacement methods to optimise technical/ economic resilience and security of supply.

The Institute for Energy Systems has led the UK Centre for Marine Energy Research (UKCMER) (EPSRC, £3.5M, 1027912) including; the UK all waters combined wave and current test facility (EPSRC, £6M, 120932C; £1.2M, H012745) and ID CORE-Industrial Doctoral Centre in Off-Shore Renewable Energy EPSRC/ETI, £6.5M). UKCMER will: conduct world-class fundamental and applied research that assists the marine energy sector in the UK to reliably and dependably accelerate deployment rates and ensure sustained growth in generating capacity to meet the 2020 targets and provide the highest quality of doctoral training and knowledge transfer in partnership with industry.

Action requested

For approval

Resource implications

Does the paper have resource implications? Yes:

The salary will be funded by School's core budget. Start-up costs will be met from a combination of School and sustainability pot investments and external grants and awards.

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? There are no equality and diversity implications.

Freedom of information

Can this be included in open business? Yes

Originator of the paper
Professor Lesley Yellowlees, Head of the College of Science and Engineering
July 2013