THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP
Raeburn Room, Old College
1 March 2016, 10 am

AGENDA

1	**Minute** To _approve_ the minute of the previous meeting held on 19 January 2016.	**A**
2	**Matters Arising** To _raise_ any matters arising.	**Verbal**
3	**Principal's Communications** To _receive_ an update by the Senior Vice-Principal.	**Verbal**

SUBSTANTIVE ITEMS

4	**Teaching Spaces Review** To _consider_ a paper by the Chief Information Officer.	**B**
5	**EDINA and the Digital Curation Centre (DCC) Initial Approach** To _consider_ a paper by the Chief Information Officer.	**C**
6	**Corporate Parenting Strategy** To _consider and approve_ a paper by the Deputy Secretary, Student Experience.	**D**
7	**Costs Associated with Visa/NHS loans** To _consider and approve_ a paper by the Director of Human Resources.	**E**
8	**Internal Briefings** To _consider and approve_ a paper by the Director of Communications and Marketing.	**F**
9	**Internal Audit Status Report** To _consider and comment_ on a paper by the Chief Internal Auditor.	**G**
10	**Finance Directors Update** To _consider and comment_ on updates by Director of Finance.	**H**
11	**People Report** _To consider and comment_ on updates by Director of Human Resources.	**I**
12	**Conflict Minerals Policy** To _consider and approve_ a paper by the Senior Vice-Principal.	**I1**

ITEMS FOR NOTING OR FORMAL APPROVAL

13   Proposals for Chair Establishment and Changes   **J**
To *approve*.

14   Fees Strategy Group   **K**
To *approve*.

15   Principal's Strategy Group   **L**
To *note*.

16   Date of next meeting
Tuesday, 12 April 2016 at 10.00 am in Raeburn Room, Old College

CENTRAL MANAGEMENT GROUP

A

19 January 2016

Minute

Present:	Senior Vice-Principal Professor Charlie Jeffery (Convener)
	Vice-Principal Professor Chris Breward
	Vice-Principal Professor Jeff Haywood
	Vice-Principal Professor Dorothy Miell
	Vice-Principal Professor Jane Norman
	Vice-Principal Professor Jonathan Seckl
	Ms Sarah Smith, University Secretary
	Mr Hugh Edmiston, Director of Corporate Services
	Mr Gavin McLachlan, Chief Information Officer
	Mr Gary Jebb, Director of Estates
	Mr Phil McNaull, Director of Finance
	Ms Zoe Lewandowski, Director of Human Resources
In attendance:	Professor Arthur Trew, on behalf of Vice-Principal Professor Yellowlees
	Dr Catherine Elliott, on behalf of Vice-Principal Professor Sir John Savill
	Mr Gavin Douglas, Deputy Secretary, Student Experience
	Ms Leigh Chalmers, Director of Legal Services
	Mr Dave Gorman, Director of Social Responsibility and Sustainability
	Professor Charlotte Clarke, Head of School of Health in Social Science
	Mr Brian MacGregor, Director of User Services Division
	Mr Jon Idle, Acting Chief Internal Auditor
	Ms Urte Macikene, EUSA Vice President Services (for item 3)
	Ms Pauline Jones, Head of Strategic Performance and Research Policy (for items 4 and 5)
	Ms Susan Graham, Head of Information Governance & Data Protection Officer (for item 12)
	Ms Kirstie Graham, Deputy Head of Court Services
Apologies:	The Principal
	Vice-Principal Professor Mary Bownes
	Vice-Principal Professor Richard Kenway
	Vice-Principal Professor Andrew Morris
	Vice-Principal Professor Sir John Savill
	Vice-Principal Professor James Smith
	Vice-Principal Professor Sarah Welburn
	Vice-Principal Professor Lesley Yellowlees
	Ms Tracey Slaven, Deputy Secretary, Strategic Planning
	Dr Ian Conn, Director of Communications and Marketing

1   Minute   Paper A

The Minute of the meeting held on 10 November 2015 was approved.

2   Principal's Communications

Senior Vice-Principal Professor Charlie Jeffery, on behalf of the Principal, reported on the following: the outcome of the Scottish Government Spending Review, with further clarification still to emerge on the detail beneath the headline figures; the ongoing debate on the Higher Education Governance Bill, with some amendments anticipated in relation to the size of Senate and secondary legislation; research income was up compared to the same point last year; the University had been shortlisted for four Wellcome Trust Centres.

SUBSTANTIVE ITEMS

3   Responsible Investment Policy   Paper B

CMG considered the University's proposed policy statement on responsible investment, which was in line with our commitment to the UN Principles for Responsible Investment and reflected decisions previously reached in relation to fossil fuels and armaments.

The University was committed to a pro active, forward looking approach to responsible investment and CMG noted the constructive work undertaken by the Investment Committee in moving funds into ethical holdings. There was discussion of the alignment of investment policies with research and a recognition that on occasion issues may emerge around particular industries. It was noted that research is subject to ethical screening and the Research Policy Group has a role in considering complex issues and escalating for wider consideration as appropriate.

Ms Urte Macikene, EUSA Vice President Services, informed CMG that the issue of ethical investment remained important to the student body and EUSA welcomed their engagement in the development of the policy and commended the policy's forward looking approach. EUSA anticipated continued dialogue in implementation of the policy and ensuring it was widely understood and promoted.

CMG endorsed the paper and noted that it would now go to Policy and Resources Committee and ultimately Court for approval. Once approved, consideration would be given to appropriate communication to various stakeholder groups.

4   Strategic Plan   Paper C

CMG considered the latest iteration of a high level draft of the Strategic Plan and noted the focus on statements that are unique to Edinburgh.

CMG welcomed the approach taken to date. There were a range of comments and observations on the draft, including the need to mesh

together learning, teaching and research and also to draw out both staff and student wellbeing; the need to ensure the appropriate balance between Edinburgh the University and Edinburgh the city; the need to nuance statements around growth; and reflecting aspiration and passion around the student experience and learning environment.

It was recognised that this was high level document and many of the issue raised would be reflected in the full plan, which would include case studies and the measurement approach.

Ms Pauline Jones, Head of Strategic Performance and Research Policy informed members she would circulate by email a revised paper for further comments. Comments from CMG and Policy and Resources Committee would feed into a draft for Court on 8 February. Following Court, a further iteration would be opened up to staff and student consultation.

5   Undergraduate Bursary Review **Paper L**

CMG considered the findings of an evaluation of the University of Edinburgh and Scotland Accommodation bursary schemes, which concluded that the bursaries were having their intended positive outcomes in terms of recruitment and the student experience, although retention rates for RUK students required further investigation.

The University offered one of the most generous bursary packages in the UK and there was discussion around whether Widening Participation was being sufficiently strengthened by this or whether some resources could be deployed in other ways, for example, for outreach work. There was also concern that the focus on the lowest income students prevented lower middle income households from accessing appropriate support. It was noted that the issue of support for Widening Participation was a subject of discussion in the sector. A new Head of Widening Participation was currently being recruited and when they were in post it may be appropriate to revisit this issue.

CMG agreed that for the moment, the University of Edinburgh and Scotland Accommodation bursary schemes should not be substantially changed, but that more work should be done to ensure that the full support available for students is more visible and this area should be revisited in the light of external developments.

6   Information Security Update **Paper D**

CMG considered a summary of the findings of a Cyber Security Maturity Assessment carried out by PwC. The Chief Information Officer updated members on the actions taken to date in response to the recommendations in the report. This included recruiting to a new role, Chief Information Security Officer (CISO) and an appointment had now been made to this post. Internal resources had been used to provide

an information security team working for the CISO, which would lead on a number of cross University actions. CMG welcomed the paper and noted the importance of proportionate activity that harmonised with existing external information security requirements.

7	**Home Office Update**	**Paper E**

CMG considered an update on developments in relation to Tier 4 students and Tiers 2 and 5 staff. It noted that much work had been undertaken but there remained areas of risk where the University was vulnerable in the event of a UKVI audit. It was noted that the University must be able to account for the whereabouts of all migrant workers employed under Tier 2 and Tier 5 and there is currently no single system across the University that provides the facility to record employee attendance in this way.

CMG agreed it was important that no distinction was made between the requirements for UK and Tier 2 and Tier 5 staff and that there should be a proportionate response to recording this information. Members discussed how this requirement could have a positive outcome in terms of encouraging good diary management and enabling work life balance and work allocation. This issue would be further considered by the Academic Strategy Group.

CMG endorsed and supported the recommendations as set out in the paper.

8	**Finance Director's Update**	**Paper F**

CMG noted the report and the tabled flash report of the management accounts and performance indicators to 31 December 2015. Members were updated on progress on the external debt raising process, which was shortly to conclude; the SBS pensions deficit, which required to be addressed; the increase in total staff costs, which should lead to income growth; the need to drive up commercial income to address the loss of income in other areas; and the falling contribution of non-publically funded income for teaching, which required further consideration to identify underlying issues.

9	**Complaint Handling Procedure**	**Paper G**

CMG approved the revisions to the Complaint Handling Procedure as set out in the paper.

10	**Dignity and Respect Policy**	**Paper H**

CMG approved the revised Dignity and Respect policy, as set out in the paper, for onward transmission to and approval by Court, with the request that the Director of Human Resources look at the wording

around police notification to consider whether it required any minor clarification.

| 11 | **EvaSys Course Evaluation Update** | **Paper I** |

CMG discussed the planned roll out of the EvaSys course evaluation system, particularly in relation to access to data and the need to customise core questions to ensure they were relevant. CMG endorsed the high level plan, as set out in the paper.

| 12 | **European Regulation on Data Protection: Implications for the University** | **Paper J** |

CMG noted that the European Union had agreed the text of new data protection legislation, to come into force in mid-2018. This had implications throughout the University in terms of culture, policy, process and procedural change, therefore CMG was updated on the early implications and areas of concern, including: the impact on fundraising, alumni, marketing, recruitment and events, where unambiguous consent will be necessary to collect and use personal data; and data minimisation, which will require changes to the design of databases in terms of access permissions and data deletion.

CMG noted that there were a number of issues around data protection, procurement and information security and consideration should be given to coordinating resources effectively across these areas. This issue should therefore be considered in the context of other developments in the University around service excellence and information security, with consultation and liaison across key areas to effectively utilise resources. It was noted that some areas of the proposed implementation of the legislation were still subject to wider external discussion.

CMG endorsed the overall approach to the implementation of the forthcoming EU Regulation on Data Protection set out in the paper, including the initiation of the more detailed work proposed in the 'Next Steps' section.

| 13 | **Internal Audit Status Report** | **Paper K** |

CMG considered a progress update against the Internal Audit Annual Plan and noted that staff changes and redirecting resource to a special investigation had impacted on the Plan delivery. The Plan was subject to ongoing review and proposed revisions would be submitted to the Audit and Risk Committee in February 2016 and thereafter communicated to CMG. The closure of outstanding issues was noted as an area the Audit and Risk Committee continued to monitor closely.

14	**Health and Safety Quarterly Report**	**Paper M**

The Health and Safety Quarter 1 Report: Sept – Nov 2015 was noted.

ITEMS FOR NOTING OR FORMAL APPROVAL

15	**Office of Lifelong Learning (CHSS): proposal to change name**	**Paper N**

CMG approved the change of name of the Office of Lifelong Learning to the Centre for Open Learning from 1 April 2016.

16	**Fee Proposals**	**Paper O**

The fees for the MSc in Ancient History, as set out in the paper, were approved.

17	**Proposals for Chair Establishment**	**Paper P** **Paper Q** **Paper R**

CMG approved the foundation of the following new Chairs in the Colleges of Humanities and Social Science, Medicine and Veterinary Medicine and Science and Engineering, as set out in the papers: Chair of Cultural Relations; Chair of Medical Bioinformatics and Chair of Statistics.

18	**Report from Equality & Diversity Monitoring Research Committee**	**Paper S**

CMG agreed this report should have greater prominence for discussion as it was an important issue across the University. It noted that Schools would receive data for their area, which should support them in considering how to support all staff and students. It was further noted that the University had applied for a Race Equality charter mark.

19	**Principal's Strategy Group**	**Paper T**

The report was noted.

20	**Date of next meeting**	

The next meeting will be held on Tuesday, 1 March 2016 at 10 am in Raeburn Room, Old College.

CENTRAL MANAGEMENT GROUP

1 March 2016

Teaching Spaces Review

Description of paper
1. The University Secretary, Sarah Smith, commissioned an independent internal review of the issues with teaching spaces experienced during the start of Semester One, September 2015. This paper presents a summary of the findings and recommendations from that review, headed by the Chief Information Officer, Gavin McLachlan, for CMG's consideration.

2. The objectives of the review were to examine existing policy and processes; and to identify the changes required to ensure that the University can deliver, within the context of the ongoing Estates development programme, a high quality teaching timetable for staff and students, with high levels of space utilisation.

3. The scope of the review was to examine the impact, issues and root causes that occurred with the allocation and timetabling of teaching spaces across all campuses at the University, for the start of Semester 2015. This included: maintenance and release of teaching spaces by Estates; student numbers; space utilisation; timetabling; allocation; timetabling and room booking systems & processes; and other factors, policies or processes affecting teaching space usage and allocation.

Action requested / Recommendation
4. CMG is asked to discuss the primary recommendations that the University should:

   a. Establish clear governance and ownership of Teaching Spaces;
   b. Create a detailed Teaching Spaces Strategy and Plan;
   c. Create a more simplified, centralised, standardised top-down approach and process to allocating teaching activities;
   d. Implement an enhanced and formal modelling of Teaching Spaces and Timetabling, coupled with a single, up-to-date, accurate capacity plan for the number of available rooms versus the known demand, as well as including an agreed contingency threshold.

5. CMG is also asked to note the further recommendations and to consider any actions required and to approve the recommendations as set out above.

Paragraphs 6 – 54 have been removed as exempt from release due to FOI.

Risk Management
53. The events of Semester 1, Sept 2015 resulted in reputational damage to the University especially in the direct experience of students, staff and visiting staff. Several visiting Law lecturers suggested outsourcing classes to Law Firms to provide accommodation "since the University was unable to provide decent spaces for Law students". If we do not address the failure of the teaching spaces allocation process,

the risk of reoccurrence is very high and has the potential for even greater reputational damage.

Equality & Diversity
54. The issues experienced impacted adversely on our staff and students. There were a number of occasions where alternate rooms were not accessible. The proposals in this paper will ensure that the University meets its obligations with respect to equality and diversity. Whilst the review itself does not impact equality and diversity directly, each recommendation, if enacted, will require a full equality impact assessment.

Next steps/implications
55. Following approval of the recommendations, the next steps would be to identify the Teaching Spaces Owner and set up the Governance Group. The Group would then be tasked with creating the detailed teaching spaces strategy and resourcing plan.

Consultation
56. A list of those interviewed, or who provided statements for this report is provided at Appendix 1. The draft report was presented for discussion at SEMG.

Further information.
57. *Authors*   *Presenter*
     Gavin McLachlan, Bryan MacGregor   Gavin McLachlan
     Chief Information Officer and Librarian to   Chief Information Officer and
     the University   Librarian to the University
     9 February 2016

Freedom of Information
58. This paper is closed.

Appendix 1: list of those interviewed or who provided statements for this report.

Thomas Ahnert	HCA
Moira Avraam	PPLS
Jackie Barnhart	LLC
Jonny Ross-Tatam	EUSA
Urte Macikene	EUSA
Lorraine Edgar	Business School
Rosie Filpiak	HCA
Emily Gribbin	Health
Anne Hunter	Business School
Jesper Kallestrup	PPLS
Lisa Kendall	Law
Kirsten Phimister	ECA
Francine Shields	ECA
Richard Sparks	Law
Jemma Wallace	OLL
Toni Noble	PPLS
Laura Bradley	European languages
Fiona Mackay	PPLS
Maria Craft	SSPS
Callum Robertson	Estates
Robert Lawrie	Student Services
Stefan Kaempf	ISG AV
Euan Murray	ISG AV
Gary Jebb	Estates
Vikki Stewart	Estates
Richard Mann	Estates
Karen Harris	Biomedicine
Lisa Dawson	Student System operations
Bruce Nelson	CSE
Tracey Slaven	Deputy Secretary, Strategic Planning
Gavin Douglas	Deputy Secretary, Student Experience
Sarah Smith	University Secretary
Jonathan Seckl	Vice Principal Research
Scott Rosie	Student Services, TTU
Ben Poots	Student Services, TTU
Laura Bradley	German languages
Devon Jackson	Student, MSc Playwriting
Jon Turner	IAD
Dorothy Miell	CHSS
Graeme Reid	Molecular Microbiology
Richard Kenway	Vice Principal
Joyce Morrison	Dep Sec SE
Catherine Martin	CHSS

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

1 March 2016

EDINA and the Digital Curation Centre (DCC) Initial Approach

Description of paper
1.   This paper provides an initial briefing on the approach being adopted for future funding opportunities for EDINA and the Digital Curation Centre (DCC).

Action requested / Recommendation
2.   CMG is asked to comment, and advise the Chief Information Officer (CIO) on the initial approach.

Paragraphs 3 – 9 have been removed as exempt from release due to FOI.

Risk Management
10. The business plans for EDINA and the DCC involve significant shifts in activity and income sources over the next 5 years, and like all projections involve a degree of uncertainty. The risks can be mitigated via control points at suitable intervals.

11. The University risks losing the opportunity to gain leverage from the world leading position that has been established in areas that serve the University's strategic objectives, internationally and across the UK, including social engagement. Prioritisation and alignment of these capabilities against the University strategy is key.

12. The University's future strategy for an integrated and comprehensive Digital Research Service relies upon critical components from EDINA and the DCC.

Equality & Diversity
13. There are no equality and diversity implications noted.

Paragraph 14 has been removed as exempt from release due to FOI.

Consultation
15. CMG is the first point of consultation for this approach paper.

Further information.
16. *Author*
      Gavin McLachlan
      Chief Information Officer and
      Librarian to the University
      9 February 2016

Presenter
Gavin McLachlan
Chief Information Officer and Librarian
to the University

Freedom of Information
17. This paper is closed.

CENTRAL MANAGEMENT GROUP

1 March 2016

University of Edinburgh Corporate Parenting Strategy

Description of paper
1.   The University of Edinburgh has new legal responsibilities for children and young people in local authority care, and is required to publish a corporate parenting plan setting out how it will meet those responsibilities. Central Management Group is asked to approve the draft corporate parenting plan for publication, and to agree to monitor its implementation and progress through annual update reports.

Action requested/Recommendation
2.   Central Management Group is requested to approve the University of Edinburgh Corporate Parenting Strategy and its associated action plan, and to agree to receive annual monitoring reports on its implementation and progress.

Background and context
3.   The Children and Young People (Scotland) Act 2014 introduced corporate parenting responsibilities for a wide range of organisations including post-16 education bodies. As a corporate parent, the University is required to consider how it can support young people in Scotland under the age of 26 who are, or have been, in local authority care. The responsibilities relate to the services the University provides both as a higher education institution and as an employer. The University is required to publish a corporate parenting plan setting out how it will meet its responsibilities by 1 April 2016, and must monitor progress and report to the Scottish Government every three years from April 2018.

4.   Separately, the Scottish Funding Council is considering how institutions support care-experienced young people, in part due to the ending of the Buttle Trust Charter Mark scheme in 2015. One proposal under consideration is a requirement for Scottish universities to have a strategy for care leavers, which can double as the corporate parenting plan. It is intended that the University of Edinburgh Corporate Parenting Strategy will also meet this requirement.

5.   Responsibility for corporate parenting lies with the University as a corporate body, not with any one individual. With this in mind, Central Management Group are asked to approve the draft University of Edinburgh Corporate Parenting Strategy and to agree to monitor its implementation and progress through annual update reports.

Discussion
Introduction
6.   In July 2014, there were 15,580 children in local authority care in Scotland[1]. Educational outcomes for looked after children lag persistently behind those of the general population. 74% of looked after children left school aged 16 or under in 2013-14, compared to just 27% of all school pupils, and only 7% of care-experienced school leavers progressed to Higher Education, compared to 39% of all school

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[1] *Children's Social Work Statistics Scotland, 2013-14*, Scottish Government, published March 2015

leavers[2]. As part of a broad strategy to improve outcomes overall for looked after children and care leavers, the Children and Young People (Scotland) Act 2014 has increased substantially the number of organisations with corporate parenting responsibilities, including all post-16 education providers.

7.   The University is a corporate parent in relation to the services it provides. Responsibility for corporate parenting lies with the whole organisation and cannot be delegated to an individual, although some members of staff will work directly with care-experienced young people.

8.   The University recognises the importance of its role as a corporate parent. It is committed to removing barriers to participation, and to provide care-experienced students with the advice, support and assistance they need to succeed in their studies at the University, as any concerned and engaged parent would do.
In addition, the University recognises that care leavers from countries outside Scotland will have faced similar difficulties and is committed to providing the same framework of support to all care-experienced students, no matter where a care leaver comes from.

9.   *Definitions*
   - *Corporate Parenting:* An organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver, and through which physical, emotional, spiritual, social and educational development is promoted.
   - *Looked after child*: a child or young person who is looked after by a local authority, whether at home or away from home, including a young person in continuing care after the age of 16.
   - *Care leaver:* A person aged 25 or under who ceased to be looked after by a local authority on, or at any time after, their sixteenth birthday.

10. *Corporate parenting duties*
The Children and Young People (Scotland) Act 2014, sets out the following corporate parenting duties:

   - to be alert to matters which could adversely affect the wellbeing of looked after children and care leavers
   - to assess the needs of care-experienced young people for the services and support provided by the corporate parent
   - to promote the interests of looked after children and care leavers
   - to seek to provide care-experienced young people with opportunities to participate in activities designed to promote their wellbeing
   - to take appropriate actions to help those children and young people—
     - to access opportunities provided by the corporate parent
     - to make use of services, and access support, provided by the corporate parent

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[2] *Education Outcomes for Scotland's Looked After Children 2013/14*, Scottish Government, published June 2015

- to take any other action considered appropriate to improve the way the corporate parent exercises its functions in relation to those children and young people.

11. *Principles and values*
Young people who have a background in care have the right to expect that, as a corporate parent, the University will give them all the support that a good parent would give, to ensure they can participate fully as a member of the University.

12. This means that we aim to:
- Know our care-experienced young people, their needs and aspirations, and promote their interests. Ensure that their needs, rights and views are paramount when we make decisions which may impact on their wellbeing.

- Anticipate what the needs of care-experienced young people who engage with the University might be, whether they are participants in the University's outreach programmes, University of Edinburgh students, or University employees. Not all care-experienced young people will necessarily disclose their care background and, even if they do, they will have different and individual ambitions and support needs. We will ensure that appropriate support is available when it is required, and we will be guided in this by care-experienced young people in our University community and beyond.

- Ensure that the disadvantage that care-experienced young people have faced is acknowledged and that special measures are taken to overcome such disadvantage.

  We recognise the context in which a care leaver's qualifications have been achieved, and our policy on the admissions of care leavers to undergraduate degrees ensures that this is taken into account when offers are made.

- Have high and realistic aspirations for their future. Take an interest in their success and their problems and celebrate their achievements.
  The University tracks care-experienced students and monitors their progress throughout their studies.

- Promote opportunities for them to participate in personal development, cultural, sporting and leisure activities.

  Students have access to a wide range of opportunities to develop their interests, their skills and their experiences through extra-curricular activities. As a corporate parent, the University has a duty to ensure that care-experienced students are able to access these opportunities, for example by providing funding if necessary. However, the University also has a duty to help all students from less traditional backgrounds understand the value these activities may have in developing skills needed for work or further study, and in creating networks which add value in future.

- Ensure that they live in a safe and stable environment where they can develop positive and caring relationships with others.

Unlike many other students, care leavers may not have accommodation to return to during holidays. The University therefore guarantees that care leaver students can live in University accommodation throughout the year, ensuring they have a safe and secure home while they study at the University.

- Promote their physical and mental health and wellbeing.

    Physical and mental health and wellbeing is important to the welfare of all students. The University expects that care-experienced students can access the support mechanisms which are in place, such as the Student Counselling Service and the Student Disability Service, and that all first point of contact staff would be able to signpost them to this support.

- Actively support their transition to employment or further study.

13. *Corporate parenting aims*
The University of Edinburgh intends to be an excellent corporate parent. It will build on the current provision of support for care-experienced young people, detailed in Appendix 1, by:

- Working in partnership with other corporate parents to raise aspirations and provide opportunities for looked after children and care leavers.
- Improving the identification of looked after children and care leavers in the University community by increasing levels of disclosure.
- Working with care-experienced young people to develop, monitor and review the Corporate Parenting Strategy.
- Ensuring that support is available to look after children and care leavers who engage with the University at a time, and in a way, that is appropriate for their individual needs.

14. An action plan to further these aims is provided as Appendix 2.

15. Monitoring and review
An impact assessment of the corporate parenting action plan (Appendix 2) will take place in April 2017 and targets will be reviewed and updated to ensure that actions are resulting in the intended outcomes.

16. The Corporate Parenting Strategy will be reviewed in April 2018 and a monitoring report will be published on the University website.

Resource implications
17. Implementation of the action plan is not expected to involve additional costs.

Risk Management
18. Failure to comply with the Children and Young People (Scotland) Act 2014 could lead to enforcement action being taken against the University, and would risk reputational damage.

Equality & Diversity

19. An Equality Impact Assessment has been carried out and is appended to this report. No major equality and diversity impacts have been identified.

Next steps/implications

20. The Corporate Parenting Strategy will be published on the University website, as required by the Children and Young People (Scotland) Act 2014. Student Recruitment & Admissions and Academic Services will work together to disseminate the Corporate Parenting Strategy across the University, and to manage its implementation.

Consultation

21. The Corporate Parenting Strategy has been developed in consultation with Student Recruitment & Admissions, Academic Services, Scholarships and Student Funding, Student Disability Service, Careers Service, Human Resources, care-experienced students, a foster parent, local authority Children's Services, and Who Cares Scotland.

Further information

22. *Author*   *Presenter*
    Gillian Simmons   Gavin Douglas
    Student Recruitment & Admissions   Deputy Secretary, Student Experience
    2 February 2016

Freedom of Information

23. This paper is open.

University of Edinburgh support for looked after children and care leavers

As a corporate parent, the University is required to uphold the rights and safeguard the wellbeing of a looked after child or care leaver. The legislation defines wellbeing in terms of the eight SHANARRI indicators which are:

- **Safe**: protected from abuse, neglect or harm

- **Healthy**: having the best possible standards of physical and mental health, supported to make healthy and safe choices.

- **Achieving**: accomplishing goals and boosting skills, confidence and self-esteem

- **Nurtured**: having a nurturing and stimulating place to live and grow

- **Active**: having opportunities to take part in activities

- **Respected**: being given a voice, being listened to, and being involved in the decisions which affect their wellbeing

- **Responsible**: taking an active role within their home, school and community

- **Included**: being a full member of the communities in which they live and learn, receiving help and guidance to overcome inequalities.

While each indicator is separately defined, in practice they are connected and overlapping. Taken together the eight indicators offer a holistic view of each child or young person, identifying strengths as well as barriers to growth and development. These indicators provide a mechanism by which the University can assess its performance as a corporate parent.

1. **Outreach and widening participation (WP)**

   (SHANARRI indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included)

1.1 *Outreach projects*

   Looked after children and care leavers are recognised as a priority group for WP and outreach initiatives (see the WP website: http://www.ed.ac.uk/student-recruitment/widening-participation/projects/care-leavers). Care experience is an eligibility criteria for LEAPS and for the Sutton Trust Summer School.

   However, many looked after children may not have considered higher education as a possibility, and the University of Edinburgh, working with college and university partners, should explore ways to work with local authorities and organisations such as Barnardos who provide accommodation for looked after children to develop early intervention directly with these young people.

   Action 1

   Working with the newly-formed Care-Experienced and Carers East Forum, to explore opportunities to engage looked after children in local authority or voluntary sector care, to introduce the idea of further and higher education through early intervention.

1.2 *Identification*

Information about a young person's care status is generally provided by the individual's school, although it is possible that some care-experienced young people taking part in WP activities, particularly those where the young people refer themselves, for example Pathways to the Professions, may not be identified.

Action 2: improve identification of looked after children and care leavers engaged with widening participation programmes by including adding an "in care" question, modelled on the UCAS application form, on WP registration forms.

1.3 *Geographical eligibility*

Outreach activities tend to be focussed on particular schools or local authority areas. Looked after children and care leavers attending those schools or from those council areas are always a priority in terms of access to these programmes. In addition, inclusion of looked after children or care leavers from other schools or local authority areas can be considered on a case by case basis if there is capacity on the programme, although there is no formal commitment to do so.

Action 3: introduce a formal commitment to accept looked after children and care leavers onto WP programmes and activities where they are not automatically eligible, providing there is space and funding available.

1.4 *Expenses*

The University covers travel expenses for young people participating in many widening participation activities. In general, expenses are claimed back after the event. When required, it may be possible for the University to fund travel expenses in advance for care-experienced young people.

Action 4: introduce a process for care-experienced young people to apply for travel expenses in advance of an activity, if required.

2. Application

(SHANARRI indicators: Achieving, Nurtured, Active, Respected, Responsible, Included)

2.1 *Single point of contact*

The University has a single point of contact for care-experienced young people. Contact details are provided on the University website (http://www.ed.ac.uk/student-recruitment/widening-participation/projects/care-leavers) and in the University's "Committed to Care Leavers" leaflet. Contact details are also published widely by care leaver support organisations such as the Who Cares? Trust, in publications and on the Propel website: www.propel.org.uk.

Action 5: Investigate and adopt additional ways to promote the University's single point of contact to care-experienced young people.

2.2 *Policy and procedure for undergraduate applications from care leavers*

The University of Edinburgh introduced its policy regarding the admission of care leavers in October 2013. Applicants who are confirmed as care leavers will

receive an offer at the minimum entry requirements for the programme they have applied for, wherever that is possible.

Applicants who have ticked the "in care" box but who are not verified as care leavers under the terms of the policy are still provided with advice, assistance and support through the single point of contact system.

3. Transition

3.1 Communications

(SHANARRI indicators: Achieving, Nurtured, Active, Respected, Responsible, Included)

Every undergraduate applicant who has ticked the "in care" box on the UCAS application form is given information about accommodation, bursaries, specialist support services such as the Student Disability Service, and offered help in accessing any support they need.

The single point of contact currently contacts care leavers only once, unless they ask for more help.

Action 6: review communications with care-experienced offer holders.

3.2 Bursaries

(SHANARRI indicators: Safe; Achieving; Nurtured; Respected; Included)

The bursaries available to undergraduate care leavers include:

Access bursary: All verified care leaver students are guaranteed an Access Bursary of £1,000 per year during their degree, if they apply by the deadline. Other care-experienced students who apply for an Access bursary are considered under the normal eligibility criteria.

If a verified care leaver is unable to apply by the deadline for good reason, their case will be considered on an individual basis.

Scotland Accommodation Bursary: care-experienced young people domiciled in Scotland may be entitled to a Scotland Accommodation Bursary worth up to £2,000 per year.

University of Edinburgh Bursary: care-experienced young people domiciled in England, Wales or Northern Ireland may be entitled to a University of Edinburgh Bursary worth up to £7,000 per year.

Unite Foundation Student Awards: care leaver students are prioritised for the Unite Foundation Student Awards which provide accommodation for the duration of a student's degree, together with an annual maintenance award of £3,000.

University Childcare Fund: UK undergraduate students and eligible postgraduate students in receipt of tuition fee loan support from SAAS may apply to the University Childcare Fund.

Action 7: provide information on all available sources of funding to care-experienced young people and their advisors prior to application, and also to

care-experienced offer holders, to ensure that they are aware of the funding streams available to them.

Action 8: in partnership with other HEIs, provide awareness raising training for those who advise looked after children and care leavers to help them better understand student funding in Scotland and in England, and to improve the advice given to young people.

Action 9: consider whether an alternative application process is required for verified care leavers who have not taken a student loan through SASS or SLC for the Scotland Accommodation Bursary or the University of Edinburgh Bursary.

3.3 Accommodation

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The University of Edinburgh provides a variety of different types of accommodation for students. All undergraduate care leaver students are guaranteed a place in University of Edinburgh accommodation, and this can be provided for the duration of their degree programme if required. In addition, the accommodation will be available for 365 days per year if required, ensuring that care leavers do not have to worry about where they will live during their studies.

Action 10: ensure that information about the University of Edinburgh accommodation guarantee is available to care-experienced young people before they apply to the University, and during transition.

4. On programme support

4.1 Personal tutors

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

All personal tutors are given training to enable them to understand their role. Specific awareness-raising information about care leavers will be added to this training. In addition, Schools will be asked to identify any personal tutors who have a particular interest in supporting students with a background in care so that care-experienced students can be matched with these tutors where possible. Who Cares? Scotland training will be made available to these tutors to help them understand the potential support needs of care leaver students.

Personal tutors do not currently have access to information about a care leaver's status unless the student has requested that this information is shared. Advice will be taken from current care-experienced students and from support organisations such as Who Cares? Scotland as to whether this information should consistently be shared with personal tutors to ensure that it is not overlooked.

Action 11: awareness-raising training about care leavers will be added to personal tutor induction. More detailed training will also be made available to those personal tutors who have a particular interest in supporting students with a background in care.

Action 12: seek advice from current care-experienced students and from organisations which support care leavers as to whether information about a student's care status should be shared with their personal tutor.

4.2 Student support officers

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

Academic Schools have staff whose role is to support undergraduate and postgraduate students studying on degree programmes in that School. They can provide a range of practical support particularly in relation to issues surrounding a student's degree programme, and can also signpost students into other sources of help if required. This support is available to all students including care leavers.

Action 13: as part of their training, Student support officers should receive awareness training about care leavers.

4.3 Peer mentoring

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The widening participation team run a project to offer a trained peer mentor to each first year undergraduate WP student to help them settle into University life. Peer mentors are senior students who can use their firsthand experience to advise and support new students. Most peer mentors come from a WP background themselves.

As WP students, all first year care leavers are entitled to apply for peer mentoring.

4.4 Financial hardship

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

Discretionary funding for UK students: discretionary funds are available to UK students, including care leavers, who face financial hardship during their studies at the University of Edinburgh.

4.5 Student Counselling Service

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The Student Counselling Service provides short term, one-to-one counselling to matriculated students. It also offers self-help resources which students can download from the website, as well as running workshops and groups to help students develop coping strategies and resilience.

Students refer themselves to the Student Counselling Service. The Counselling Service is available to all students, including care leavers. Currently, the University does not monitor whether care-experienced students are more likely to use the Counselling Service than any other student.

Action 14: explore the value of monitoring the use of the Counselling Service by care leaver students.

4.6 Student Disability Service

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The University's single point of contact includes information on the Student Disability Service in communications with care-experienced offer holders. In addition, the Student Disability Service contacts all offer holders who have disclosed that they have a disability before they matriculate, to ensure that any special arrangements they require are in place before they arrive.

There is no evidence that a care-experienced student is less likely to disclose a relevant disability pre-registration but the University does not currently monitor any correlation between care-experienced students and disabled students.

Action 15: explore the value of monitoring the use of the Student Disability Service by care leaver students.

4.7 Accommodation Services

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The Residence Life team provides students living in University accommodation with academic and social events throughout the year. Student Resident Assistants (RAs) live in University accommodation, working with residents on a 1:40 ratio. They assist all the students in their accommodation to develop independent living skills and a responsible approach to shared living, and they may sometimes be the first person that a student who is struggling confides in.

Action 16: as part of their training, Student Resident Assistants should receive awareness training about care leavers.

4.8 Ongoing communication

(SHANARRI indicators: Nurtured; Respected; Included)

The University does not proactively communicate with care-experienced students after they have matriculated, unless they have asked us to via the single point of contact. A survey of care-experienced students currently attending the University is planned, and their views on this issue will be important in planning for the future.

Action 17: carry out a survey of care-experienced students at the University regarding ongoing communications.

4.9 Tracking

(SHANARRI indicators: Achieving; Active; Respected; Responsible; Included)

The University has tracked outcomes for all undergraduate students who have self-disclosed as care leavers since 2008. Tracking covers progression, retention, and degree outcome. Although this is useful information, because the number of

students concerned is extremely small it is difficult to draw any positive conclusions from the data.

Since 2013, applicants who have ticked the "in care" box on the UCAS application form have been asked to verify their care leaver status in order to be considered under the terms of the care leavers' policy. However, we continue to track all those who have ticked the "in care" box, not just verified care leavers, because for some reporting processes self-disclosure through the UCAS system is all that is required.

Action: No new actions planned.

4.10 Postgraduate care leaver students

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

Currently we do not ask whether applicants to postgraduate degrees have a background in local authority care. As the definition of a care leaver in the Children and Young People (Scotland) Act 2014 includes people aged under 26, it is likely that there will be postgraduate students to whom the University has corporate parenting responsibilities.

Most student support provided by the University is available to undergraduate and postgraduate students including care leavers. However, identification of postgraduate care leavers would allow the University to consult with them about the support package available.

Action 18: introduce an "in care" question on the direct admissions application form to identify postgraduate care leaver students.

5 Destination after undergraduate degree

5.1 Careers Service

(SHANARRI indicators: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; Included)

The Careers Service is proactively engaged with the widening participation (WP) students, including care leavers, throughout their time at the University of Edinburgh. Not all students from a WP background fully understand the value of skills they can develop through activities which are not part of their academic degree in terms of employability or enhancing opportunities for further study.

The Careers Service co-designed and delivered a lunch event during 2015 Post-Offer-Visit days for WP offer-holders and their parents/guardians, to make them aware of the support they can access at University. Care-experienced students are included in these projects because they are priority WP students.

Action: No new actions planned.

6 Care-experienced employees

The University understands that its corporate parenting duties extend beyond the care-experienced student population. There may be care leavers who are currently

employed by the University but this is not monitored or tracked. In addition, the University recognises that young people with a background in care may benefit from work experience or employment with a corporate parent.

Because this is an area which has not previously been considered, the University intends to work in partnership with local authorities in Edinburgh and the Lothians to develop a plan to support looked after children and care leavers as an employer.

Action 19: In partnership with local authorities and Skills Development Scotland, develop a plan to support care-experienced employees, and to promote opportunities for work and training at the University to looked after children and care leavers.

Action 20: To raise awareness of care leavers as part of the University's approach to increasing understanding and appreciation of diversity in the workplace.

7 Partnership

In 2015, universities and colleges in Eastern Scotland came together to set up the Care-Experienced and Carers East Forum to mirror a similar partnership in the West of Scotland. The Forum plans to develop partnerships with other relevant corporate parents including local authorities in Edinburgh and the Lothians, Forth Valley and Scottish Borders, the NHS, and other HE providers.

As care-experienced students and prospective students may come from any part of Scotland, it will be necessary to develop partnership working with local authorities across Scotland to ensure the well-being of all Scottish care leavers is protected. In addition, there will be care leavers attending the University of Edinburgh from other parts of the UK, or from overseas, who may also require support.

Through partnership working, the University hopes to develop its role as a corporate parent to meet the spirit of the legislation in its broadest terms.

THE UNIVERSITY *of* EDINBURGH

Equality Impact Assessment

A. Policy or Practice (name or brief description):   **Corporate Parenting Strategy**
B. Reason for screening (delete as applicable): • Proposed new policy/practice
C. Person responsible for the policy area or practice: Name: Gavin Douglas Job title: Deputy Secretary, Student Experience School/service/unit:
D. Screening Analysis 1. Does the policy or practice affect primary or high level functions of the University? Yes 2. Is the policy or practice relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' set out in the introduction above)? Yes 3. Is the policy or practice one on which interested parties could reasonably expect the University to have carried out an EqIA? Yes
E. Screening outcome Equality Impact Assessment required: Yes • If EqIA is required, note when/at what stage(s) and by whom EqIA will be carried out.   EqIA will be carried out when the Corporate Parenting Strategy is at draft stage, and before it is taken to the Central Management Group for ratification. The EqIA will be carried out by the Policy and Projects Manager, Student Recruitment and Admissions.
F. Sign-off Screening undertaken by (name(s) and job title(s)): Gillian Simmons, Policy and Projects Manager Accepted by (name): Gavin Douglas Date: 2nd February 2016

If EqIA is not being carried out, delete the remainder of this form and send the completed form to equalitydiversity@ed.ac.uk.

G. Equality Impact Assessment

1. Overview. Indicate the current status of the policy/practice or the stage of development/review. Also note any general comments here regarding the relevance and significance of the policy/practice to equality. Which aspects of the policy/practice are particularly relevant (which should be the main focus for EqIA)? On what aspects of equality does the policy/practice particularly impact?

   The Corporate Parenting Strategy has been developed in accordance with the University's corporate parenting responsibilities as set out in the Children and Young People (Scotland) Act 2014. A draft of the Strategy will be presented to Central Management Team in March 2016.

   The Strategy sets out the University's intentions and ambitions in relation to corporate parenting. It identifies the support currently provided to looked after children and care leavers to enable them to study at the University, and sets out an action plan for developing this support more broadly.

   Care leavers and those with a background in care are one of the most underrepresented groups in higher education. These young people are prioritised in terms of widening participation, and may also come from any one or more of the protected characteristic groups.

2. To which equality groups is the policy/practice relevant?

   The protected characteristics under the Equality Act are:

   - Age
   - Disability
   - race (including ethnicity and nationality)
   - religion or belief
   - sex
   - sexual orientation
   - gender reassignment
   - pregnancy and maternity
   - marriage or civil partnership[1]

   Care leavers and those with a background in care may come from any one or more of the protected characteristic groups. However, the University's corporate parenting responsibilities end when a care experienced person reaches the age of 26.

   The University's legal responsibilities for corporate parenting relate only to Scottish children and young people, but the University has extended its arrangements for care experienced young people to any student who meets the definition of a looked after child or a care leaver.

3. What evidence is available about the needs of relevant equality groups?

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[1] Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

Because the numbers of young people at the University who have disclosed a background in care are very small, their needs are individual rather than due to membership of an equality group. Students' needs are monitored through on-going tracking, and by direct communication with individuals.

Where are the gaps in evidence?

Disclosure of a background in care is voluntary, and it may be that there are students who would be defined as care experienced who have chosen not to disclose. It is anticipated that implementation of the Corporate Parenting Strategy will encourage others to disclose their care background.

4. Might the application of this policy/practice lead to discrimination, harassment or victimisation? Might it result in less favourable treatment for particular equality groups or give rise to indirect discrimination?

   The policy and procedure is not anticipated to lead to discrimination, harassment or victimisation of a care experienced student from a protected characteristic group. The policy/procedure will not result in less favourable treatment for any particular equality group, or give rise to indirect discrimination.

5. Are reasonable adjustments built in where they may be needed?

   It is not anticipated that any adjustments will be required, but should any applicant require adjustments, these will be made as necessary.

6. Does the policy/practice contribute to advancing equality of opportunity[2]? Will it help to:
   • remove or minimise disadvantage
   • meet the needs of different equality groups
   • encourage increased participation of particular groups
   • take account of disabled people's impairments?

   The Corporate Parenting Strategy is designed to remove or minimise disadvantage to care experienced students, who may come from one or more of the equality groups. It is intended to encourage increased participation of care experienced students, whether they belong to a protected group or not.

7. Is there an opportunity in applying this policy/practice to foster good relations between people in any protected group and those who are not[3]? Will it help to tackle prejudice and/or promote understanding?

   Applying this Strategy will not directly foster good relations between people in any protected group and those who are not, and it will not directly tackle prejudice and/or promote understanding.

8. Is there evidence (or an expectation) that people from different equality groups have different needs or experiences in relation to the policy/practice? If so, what are they?

   There is no evidence, or expectation, that people from different equality groups have different needs or experiences in relation to the Corporate Parenting Strategy.

9. Is there evidence (or an expectation) of higher or lower uptake by any equality group(s)? If so, give details of the differences and the reasons for these (if known)?

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[2] This question does not apply to the protected characteristic of marriage or civil partnership
[3] This question does not apply to the protected characteristic of marriage or civil partnership.

There is no evidence, or expectation, of higher or lower uptake by any equality group.

10. Is any equality group excluded from participating in or accessing the service or functions? If so, why?

    No equality group is excluded from the scope of this Strategy.

11. Does the policy/practice create any barriers for any other groups? For example, because of the time when the service is delivered or because of restricted income? Is the communication of the policy/practice accessible to all groups?

    The Strategy is designed to remove barriers for care leavers and those with a background in care from fully participating in all of the opportunities provided by the University. The Strategy will be published on the University's website, and will be shared through widening participation outreach, through partnership with agencies supporting care experienced people, and through direct communication with care experienced applicants and students.

12. How are relevant equality groups or communities involved in the development, review and/or monitoring of the policy or practice?

    Students with a background in care, and individuals and organisations which support care experienced children and young people, have been involved in the development of the Corporate Parenting Strategy, and will be engaged in review and monitoring processes.

13. Are there any other points to note regarding the potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations? If so, note these here.

H. Equality Impact Assessment Outcome

There is a legal obligation to take account of the results of the EqIA in the development of a new or revised policy or practice. This requires considering taking action to address any issues identified, such as removing or mitigating any negative impacts, where possible, and exploiting any potential for positive impact. Clearly any unlawful discrimination must be eliminated.

Having considered the answers in section G, select one of the four options below to indicate how the development/review of the policy/practice will be progressed. Delete the options that do not apply.

Option 1: No change required – the assessment is that the policy/practice is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review.

State the reasons for this conclusion and the evidence used, if not already included in section G.

I Action and Monitoring

1. Specify the actions required to implement the findings of this EqIA.

    No actions are required.

2. State how the policy or practice will be monitored in relation to its equality impact (or note

where this is specified above).

The Corporate Parenting action plan will be reviewed on an annual basis, and a report on progress will presented to Central Management Group. Equality monitoring will form part of that review.

3. When will the policy/practice next be reviewed?

    April 2017.

J. Publication of EqIA

EqIAs are published on the Equality and Diversity website.

There is a statutory requirement to publish EqIAs within a reasonable period. However, in some circumstances there may be valid reasons to limit what is published or to delay publication.

Can this EqIA be published in full, now? Yes

J. Sign-off

EqIA undertaken by (name(s) and job title(s)): Gillian Simmons, Senior Policy and Projects Officer

Accepted by (name): Rebecca Gaukroger

Date:

Retain a copy of this form for your own records and send a copy to equalitydiversity@ed.ac.uk.

CENTRAL MANAGEMENT GROUP

1 March 2016

Visa and Immigration Health Surcharges – Repayment Policy

Description of paper

1.   This paper proposes the University provides financial support to its international staff through the repayment of the costs they incur to enter and remain in the UK, which have increased significantly since the introduction, in April 2015 of the immigration health surcharge.

2.   The introduction of such a policy will contribute to the University's Vision 2025 of "a larger, more international staff, who feel valued and supported, in a University that is a great and collegial place to work, develop and progress".

Paragraphs 3 – 28 have been removed as exempt from release due to FOI.

Risk Management

29.   Through adopting such a policy, which will exceed that available at most other Russell Group universities, the University is seeking to mitigate the risks attached to attracting and retaining international talent, for whom living and working in the UK is being made increasingly difficult by UK Government immigration policy.

Consultation

30.   The recommendations set out in this paper have been developed in consultation with the Vice Principal International and the Heads of College and Support Groups through discussion at the Principal's Strategy Group. External legal advice has informed the taxation position.

Equality & Diversity

31.   This paper addresses the University's need to attract a diverse workforce and to support migrant staff and their dependants.

Paragraph 32 has been removed as exempt from release due to FOI.

Further Information

33.   *Author*
      Linda Criggie, Deputy Director of
      HR (Employee Relations)
      19 February 2016

      Presenter
      Zoe Lewandowski, Director of HR

Freedom of Information

34.   This paper is closed as it could prejudice our commercial interests.

CENTRAL MANAGEMENT GROUP

1 March 2016

Internal briefing documents on key areas of media/public interest

Description of paper
1.   A series of eleven core briefs, on key topics, with supporting information, to be used in preparation for talks, meeting with external bodies, or for general networking. These documents will be built on and added to as required and circulated by CAM.

Action requested / Recommendation
2.   Approval of draft briefs and promotion of their use.

Discussion
3.   CMG is requested to consider whether other topics should be added to the subjects already presented, and whether there is scope for developing these as externally facing documents.

Resource implications
4.   There is no resource implication. CAM will absorb this work into its normal practices.

Risk Management
5.   The aim of this initiative is to reduce any risk of issuing contradictory statements or out-of-date positions, which could open us up to criticism or cause reputational damage. This paper seeks to enhance our messaging and therefore safeguard our reputation.

Equality & Diversity
6.   There are no implications for Equality and Diversity.

Next steps/implications
7.   Once approved CAM will work to enhance these documents, and add to the topics covered where required and circulate to all senior managers.

Consultation
8.   CAM has developed the briefs in conjunction with the University Secretary, Senior Vice-Principal, and with the support of the International Office, GASP, Finance and Scholarships & Student Funding.

Further information
9.   _Author_
      Ian Conn, Director,
      Communications and Marketing

10. This paper is closed.

CENTRAL MANAGEMENT GROUP

1 March 2016

Internal Audit Status Report

Description of paper

1. The attached paper provides an update of progress against the Internal Audit Annual Plan, audits completed and the status of overdue closure of audit issues. It also includes proposals for the revision of the Internal Audit Plan.

Action requested / Recommendation

2. That the Committee:
- notes progress on the 2015-16 Internal Audit Plan;
- notes the status of overdue closure of audit issues and;
- considers and endorses the proposed adjustments outlined to the 2015-16 Internal Audit Plan to take into account changing priorities.

Paragraphs 4 – 23 have been removed as exempt from release due to FOI.

Risk Management

24. Internal Audit plays a central role in assessing whether there is an effective control environment in respect of risks identified through the risk management process within the University.

Equality & Diversity

25. The internal audits referred to in this report did not raise any major equality and diversity impacts.

Paragraph 26 has been removed as exempt from release due to FOI.

Consultation

27. Audit and Risk Committee reviewed this report on 25 February 2016.

Further information

28. Author and Presenter
Jon Idle
Interim Chief Internal Auditor
26 February 2016

Freedom of Information

29. This paper is closed.

CENTRAL MANAGEMENT GROUP

1 March 2016

Finance Director's Report

Description of paper
1.   The paper summarises the finance aspects of recent activities on significant projects or initiatives.

Action requested / Recommendation
2*.*   The Group is asked to note the content and comment or raise questions. CMG colleagues can use this report to brief their teams on Finance matters.

Background and context
3.   The paper provides a monthly update on finance related issues for CMG.

Paragraphs 4 – 18 have been removed as exempt from release due to FOI.

Equality & Diversity
19. Specific issues of equality and diversity are not relevant to this paper as the content focusses primarily on financial strategy and/or financial project considerations.

Paragraph 20 has been removed as exempt from release due to FOI.

Further information
21.   Author   Presenter
         Lee Hamill   Phil McNaull
         Deputy Director of Finance   Finance Director
         12 February 2016

Freedom of Information
22. This paper should not be included in open business as its disclosure could substantially prejudice the commercial interests of the University.

CENTRAL MANAGEMENT GROUP

1 March 2016

People Report

Description of Paper
1.   This paper provides the quarterly report to CMG on People related matters being taken forward by University HR Services, including in consultation with the devolved teams and other University departments.

Action Required / Recommendation
2.   CMG is asked to consider and comment on the report and note the content.

Background and Context
3.   This paper provides a summary report on progress on People related matters being take forward by University HR Services.

4.   As a result of feedback on a similar People Report presented at the last meeting of CMG on 10 November 2015 and PRC on 25 January 2016 the structure of this report has been redesigned so that reported activity is grouped under the work streams in the People Plan.

Discussion
Attract
5*.   Executive Search and Specialist Recruitment Supplier frameworks*
We are currently working with Human Resources and Procurement colleagues across the HE sector on the development of the APUC Executive Search and Specialist recruitment Supplier Framework, a project expected to conclude in July 2016. In parallel we are giving consideration to whether the framework is likely to meet our needs and looking at the alternative option of developing our own framework.

Reward
6.   *Total Reward Calculator*
The Total Reward Calculator allowing employees and prospective employees to access information to better understand the total value of their pay and benefits package by inputting their grade, spine point and pension scheme was launched in December 2015. The calculator is available on the HR webpages and the University's recruitment website.

7.   *Grade 10 Gender Pay Gap*
A report on the potential underlying causes of the Grade 10 Gender Pay Gap together with recommendations for mitigating actions was prepared for the Remuneration Committee and discussed at the November 2015 meeting. Agreement was reached on taking forward all of the recommendations.

8.   *Consideration of the use of the title of Reader*
Following discussion at People Committee, further consultation on the use of the title of Reader was undertaken with Heads of College and Heads of School.

There was near unanimous consensus that rather than being reserved for excellence/achievements in research the role should be equally open to those demonstrating the appropriate level of achievement in learning and teaching. Work to revise and extend the Reader criteria to cover the wider academic role will now be taken forward.

9. *Staff Communications on Multiple Changes Impacting Pay and Pensions*
We have been working with colleagues in Finance and Pensions to develop a staff communications plan around the multiple complex changes, including automatic re-enrolment, changes to the USS pension scheme, reduction in the Annual and Lifetime allowances and the end of contracting out which will impact employees in early 2016.

Maximising Performance
10. *Embedding learning and teaching discussions in Annual Review*
A project focusing on learning and teaching which aims to promote and support discussion of learning and teaching performance as part of Annual Review is underway. Outputs will include enhanced web guidance on Annual Review with a particular focus on teaching and learning and an expanded video portfolio to include scenarios discussing learning and teaching. Focus groups have been held to gather input from academic staff across the University and filming is due to take place in March 2016.

11. *Supporting Quality Annual Review Conversations*
Building on earlier work to embed Annual Review as part of management practice across the University a new piece of work aimed at improving the quality of Annual Review conversations has been launched. Two tools, a self-reflection form and a process for conducting a sample review of completed Annual Review forms have been developed and are due to be piloted between February and April 2016. Following the pilots, additional resources will be created to support Schools/Areas that are identified (through the quality checking processes) as requiring to make improvements in the quality of their Annual Reviews.

Learning & Development
12. *Procurement Framework for Leadership and Management Training*
The project to develop a procurement framework for Leadership and Development training providers to ensure compliance with procurement legislation continues. Fourteen procurement "lots" have been identified. The tender process opened in January 2016 with potential suppliers being invited to complete the pre-qualification questionnaire by 26 January 2016. Interviews and presentations are scheduled to take place in May 2016.

Organisational Capability
13. *HR Transformation project*
It has been agreed that the HR Transformation project (project that will lead to replacement/upgrade of Oracle system by 2019) will come under the overall umbrella of the pan-University Service Excellence Programme. Consequently the governance arrangements and project approach previously approved for HR Transformation is currently being revised to reflect the role of KMPG in supporting the Service Excellence programme and to address the articulation

between the HR Transformation Programme Board and the Service Excellence Programme Board. The HR Transformation Programme Board has been established and is due to have its first meeting on 4 March 2016.

14. *Signposting development for academic leadership roles*
A project to identify academic leadership roles and map the available development for these roles is underway as part of the wider piece of work looking at the creation of a career development framework for the University. The work is being piloted in College of Humanities and Social Science (CHSS), the intention being to add leadership and management roles in other Colleges as the next stage of the project.

15. *Heads of School – proposal for change*
Following discussion at People Committee on 22 June 2015, a workshop with former and current Heads of School and academic staff in management roles below Head of School was held to explore potential revisions to current processes for appointment of Heads of School. The outputs were considered by Principal's Strategy Group and a further paper recommending changes including a move from three year to five year appointments, the adoption of external advertising as the norm and clearer articulation of the responsibilities and the support provided for the role was discussed at People Committee on 16 February 2016.   Taking on board further comments from People Committee a revised process and job description for appointment of Heads of School will be presented to a future meeting of CMG and subsequently to Court for approval.

16. *Emerging Academic Fellows – Industry Partner Fellows*
Work on the development of an Edinburgh University Industry Partner Fellows scheme aimed at early career, immediately post PhD, academics continues. The intention is that Fellows will play a pivotal role in improving industrial research partnerships whilst developing academic skills. A discussion paper outlining the aims and operation of the scheme was well received by People Committee and generated significant debate which is helping to inform next steps. A paper for presentation to a future Principal's Strategy Group is in preparation.

Talent Management
17. *Chancellor's Fellows*
University HR services are working with HR colleagues in the devolved teams to plan the recruitment advertising strategy for a new cohort of 30 Chancellor's Fellows. The bulk of the fellowships will be targeted to specific areas of academic focus within each College with a small number being reserved for Daphne Jackson fellowships for individuals returning to work following a career break for family, caring or health reasons. We anticipate launching the campaign at the end of February.

Equality, Diversity & Wellbeing
18. *Dignity and Respect*
The revised Dignity and Respect policy, developed in conjunction with Academic Services; has been approved by the Joint Unions and will now go forward to CMG and Court for formal approval. The revised version strengthens the University's commitment to creating and fostering a culture of equality and

diversity, dignity and respect and collegiality, emphasises the responsibilities of individuals and managers and makes clear the seriousness with which the University will treat any complaint of bullying, harassment and/or discrimination. New web-based materials will be created, additional Dignity and Respect Advisers appointed and supporting guidance for raising and resolving complaints developed to support the revised policy.

19. *Race Equality Charter Mark*
We have been invited by the Equality Challenge Unit to resubmit our application for the Race Equality Charter Mark (RECM). Work is underway to revise the action plan and the main submission document, with a view to resubmitting by 15 July 2016. A working group has been established to develop a communications and campaign strategy to promote the University's commitment to race equality.

20. *Maternity Toolkit*
A maternity leave toolkit which provides information and guidance to staff and managers on the University's maternity leave process has been developed: (http://www.ed.ac.uk/schools-departments/human-resources/policies-guidance/leave-absence/maternity-toolkit) The toolkit is supplemented with short videos highlighting positive experiences of the maternity process from both the employee and manager perspectives.

21. *Carer Positive Award*
Guidance on 'Caring for carers' has been developed (http://www.ed.ac.uk/schools-departments/human-resources/policies-guidance/leave-absence/caring-for-carers) The guidance outlines the support available to employees with caring responsibility to help them to balance work with caring commitments. We are delighted to have been successful in achieving a "Carer Positive Employer Award" recognising our commitment to embedding a culture of support for carers.

Employee Experience & Communication
22. *Shared Parental Leave*
A revised Shared Parental Leave Policy, effective 1 January 2016, has been published which waives the statutory service qualification of 26 weeks' service and mirrors the enhanced pay provisions of the University's maternity and adoption policies.

23. *Session for International Staff*
University HR Services and International Office hosted an event for international staff on Thursday 28 January 2016. The event was designed to provide a forum for information exchange, including updates by the University on immigration legislation impacting Tier 2 (non EEA) employees and opportunities for feedback by international staff on the support the University provides and how this could be enhanced.

Legislative Compliance
24. *Tender for Legal Services*
University HR Services is working with colleagues to put in place a Framework Agreement for Legal Services, Estates, ERI and Human Resources.   The pre-qualification questionnaire stage has closed and an agreed short-list of suppliers to invite to tender has been agreed, with a view to appointing 3 or 4 suppliers by June 2016.

25. *Compliance with UKVI Immigration and Working Regulations*
At its meeting on 19 January Central Management Group agreed a number of actions to be taken to address areas of risk in relation to compliance with UKVI immigration and working regulations.

26. In relation to the requirement to monitor absence and attendance for sponsored migrant workers on Tier 2 and Tier 5 visas CMG agreed, after substantial discussion, that universal attendance recording should be mandated with **all** employees being required, when officially "at work", to notify the University of their whereabouts in accordance with relevant locally agreed procedures.

27. Schools and departments will be free to continue to use local systems, e.g. Outlook calendar, spreadsheets etc. provided they are fit for purpose. Unfortunately, Procurement have advised that it will not be possible to purchase the commercially available "Who's Off" attendance management software without the need for a procurement exercise due to the number of new suppliers offering this type of product that have recently come on to the market. Arrangements to carry out a procurement exercise are being taken forward.

28. In relation to managing working time restrictions for student employees on Tier 4 visas CMG agreed the proposal to identify and introduce an interim solution to mitigate the risk of student workers on Tier 4 visas working in excess of permitted weekly hours. CMG also supported the longer term proposal to address this issue through the implementation of the Guaranteed Hours technical solution systems project to be delivered in 2016/17. The work required in terms of the interim solution is currently being scoped.

29. CMG agreed the proposal to adopt the published undergraduate term time dates for all students (including post graduates) for the purpose of determining when students with immigration restrictions can work in excess of the UKVI term time limit. This has now been cascaded to schools and departments.

Matters to Note
30. Increase in the "Living Wage"
An increase in the Living Wage from £7.85 per hour to £8.25 per hour came in to effect in November 2015. In line with the University's commitment under the Scottish Business Pledge we uplifted the first three points on the national pay spine to match the Living Wage with effect from 1 November 2015.

Resource Implications
31. Resources will be met from within existing budgets unless outlined in the paper.

Risk Management
32. The University has a low risk appetite for both compliance risks and people risks.

Equality & Diversity
33. Equality issues will be considered on a case by case basis for each individual project/piece of work.

Next Steps/Implications
34. Future reports will come to CMG at the end of each quarter.

Consultation
35. A similar People report will also be presented to the Policy and Resources Committee.

Further Information
36. *Author & Presenter*
    Ms Zoe Lewandowski
    Director of Human Resources
    17 February 2016

Freedom of Information
37. This paper is open

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

1 March 2016

Conflict Minerals Policy

Description of paper
1. This paper provides a copy of the Conflict Minerals Policy. This policy was reviewed and endorsed by the Social Responsibility and Sustainability (SRS) Committee on 26 February 2016.

Action requested/ Recommendation
2. CMG is asked to formally endorse and approve this policy and support follow up internal and external communications.

Background and context
3. The University has a longstanding commitment to Fair Trade and social responsibility and sustainability within procurement and has been recognised for its leadership in this area.

4. With an understanding that addressing complex human rights issues within our supply chains requires cross-institutional and cross-sectoral partnerships, the University of Edinburgh became a founding member of Electronics Watch in 2014. With support from the European Union, Electronics Watch assists public sector buyers to meet their responsibility to respect and protect the human rights of electronics workers in their global supply chains.

5. There is growing awareness that some minerals found in products we use (primarily electronics but also others) are extracted in parts of the world where profits are controlled by rebel groups, and used to fund violent conflict. Hence, a process to research and develop a policy began in November 2014.

6. Extensive research and engagement with academics, procurement colleagues, EUSA reps and external experts/campaign groups took place throughout 2015, including hosting a public event and a workshop for students during Innovative Learning Week.

7. No other University has been found to have a specific conflict minerals policy, but a small number mention conflict minerals in their overall procurement strategies and policies.

8. This policy has been developed iteratively, and the final version being presented is draft 6.

9. EUSA has concurrently developed a conflict minerals statement for the student association, led by VPS Urte Macikene.

Discussion
10. The policy is provided below.

11. 29 February through to 13 March is Fairtrade Fortnight and an excellent opportunity for the University to celebrate this policy as part of a longstanding commitment to Fair Trade.

Resource implications
12. Resource implications relate to staff time for the implementation of this policy – responsibilities for SRS and those commissioning procurements are outlined in the policy.

Risk Management
13. Ethical, reputational and legal risks associated with this issue, and with not having a clear policy, have been explored in the policy development consultation paper which was shared with numerous colleagues and other stakeholders. The proposed policy would help us manage these risks.

Equality & Diversity
14. No Equalities Impact Assessment has been carried out in relation to this policy, as it fits within a wider approach to social responsibility and no direct equalities risks have been identified.

Next steps/implications
15. The policy would be communicated with relevant stakeholders to ensure implementation, and published on the SRS website.

Consultation
16. In addition to a review by the SRS Committee, the draft policy has been reviewed and endorsed by staff in Procurement, SRS, EUSA, the Chief Information Officer, senior ISG managers, the Sustainable IT Group and some academics. The Fair Trade Steering Group endorsed the policy in September 2015.

Further information
17.

Authors	Presenter
Liz Cooper, SRS Research and Policy Manager	Dave Gorman
Michelle Brown, Head of SRS Programmes	Director of Social Responsibility & Sustainability

Freedom of Information
18. This is an open paper.

Conflict minerals policy

1. **Purpose** – this policy publicly commits the University of Edinburgh to continuing to work collaboratively to eradicate conflict minerals from the goods it buys, reflecting its Strategic Plan (2012-2016) that includes 'making a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health and economic and cultural wellbeing'.

   Background – Profits from mining around the world may be being used to fund armed conflict, as many mines are under the control of armed groups. The most widely-cited instance of conflict minerals is in the Democratic Republic of Congo and neighbouring countries, where tin, tungsten, tantalum and gold are mined. These minerals are all used in the manufacture of electronics products procured and used by the University, and to varying extents in our laboratories. Other examples of minerals with potential links to conflict include copper, cobalt, platinum and diamonds. A number of initiatives have been developed to break the link between mineral extraction and conflict, such as certified conflict-free smelters and refiners. Regulation requiring transparency from companies on mineral sourcing has been developed in the US (the Dodd-Frank Wall Street Reform and Consumer Protection Act, section 1502 on Conflict Minerals Dodd-Franck Act, 2012), and negotiations on potential legislation on conflict minerals are taking place at EU level (following a Parliamentary vote in May 2015).

   The vast majority of electronics goods used by the University are bought through collaborative framework agreements for the Higher and Further Education sector or for the wider public sector, which are managed by procurement consortia. While some steps are already being taken in the procurement processes used by the University to avoid conflict minerals in our supply chains, namely asking questions to suppliers during tender stage, there is a need for increased visibility of these efforts, and for further action. Efforts to reduce any links our procurement practices may have to funding conflict reflect the University's wider commitment to Social Responsibility and Sustainability.

2. **Scope** – The University understands the term conflict minerals to mean any minerals that have been found to be being used to fund conflict in any part of the world. This is broader than a common understanding of conflict minerals to include only tin, tungsten, tantalum and gold mined in the Democratic Republic of Congo and surrounding Great Lakes Region of Sub-Saharan Africa. While the focus of this policy is on conflict minerals, it is recognised that a conflict-free claim does not guarantee that human rights of workers are respected. This policy forms part of a broader approach to socially responsible supply chains.

This policy primarily covers procurement of electronics goods bought in large quantities through collaborative framework agreements, but also commits to ongoing efforts to bring conflict minerals considerations into smaller scale purchasing of electronics equipment containing minerals, and of minerals themselves (for use in laboratories). The policy also makes reference to collaboration between academic researchers, Social Responsibility and Sustainability and Procurement within the University to further our knowledge and action in the area of conflict minerals.

3. **The Policy**

   1. When purchasing electronics goods in large quantities, either directly or through public procurement consortia, the University is committed to striving to ensure these goods do not contain conflict minerals. Delegated authorities of Court, who are commissioning procurements or specifying relevant goods (or services), must demonstrate this commitment through:
      a. Ensuring questions about what efforts suppliers are making to combat conflict minerals are included in tender or other acquisition processes, requesting concrete evidence of actions and outcomes,
      b. Requesting detailed progress updates on conflict minerals at supplier contract management meetings (which can be as often as quarterly) during contract management stage,
      c. Encouraging procurement consortia which manage framework agreements to continue to improve their practices regarding eradicating conflict minerals, including asking questions of suppliers at all stages of the procurement process
   2. Efforts will be made to raise awareness among and advise students and staff regarding small-scale and personal purchases of goods that may contain conflict minerals and of raw minerals for use in laboratories
   3. Academic research from different disciplines within the University on conflict minerals and related themes, plus external research on best practice, will be highlighted and recommendations shared with Procurement staff
   4. Student engagement in conflict minerals through teaching, projects and events will be encouraged
   5. Learning and best practice on conflict minerals will be shared with other institutions

4. **Procedure and responsibility** – this policy has been developed in collaboration between the SRS Department and Procurement Office. The Procurement Office will strongly recommend all delegated authorities and collaborative procurement partners take the appropriate steps outlined in point 1 above, with support from SRS where appropriate. The SRS Department is primarily responsible for points 2 to 4, that is, engaging with staff and students on small-scale purchasing, keeping track of relevant developments and research to inform engagement with suppliers, and offering/encouraging student engagement opportunities, including in partnership with EUSA. Point 5, sharing our learning with other institutions, is a shared responsibility.

5. **Equality and diversity** – this policy fits within a wider procurement strategy and advocates conforming to all applicable public procurement regulation, which includes consideration of

Equalities Duties. A separate Equalities Impact Assessment has therefore not been carried out for this specific policy.

6. **Support systems** – The SRS Department can provide contacts and advice regarding implementation of this policy.

7. **Approval and review**

Date policy approved	
Final approval by	
Consultations held	SRS Department carried out face to face and email consultation with stakeholders (procurement staff, academic staff, students, EUSA, selected suppliers, other universities, other experts and campaign groups) throughout 2015.
Date of commencement of policy	Immediate.
Dates for review of policy	July 2017 or sooner if relevant regulatory changes.
How policy will be reviewed	Joint SRS and Procurement review of implementation successes and challenges, and of developments in the sector.
Policies superseded by this policy	This is the first conflict minerals policy for the University.

8. **Contact** – for further information, or if this policy is required in an alternative format, please contact Jane Rooney on 0131 6504375 or email jane.rooney@ed.ac.uk.

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CENTRAL MANAGEMENT GROUP

1 March 2016

**Proposal to rename The Chair of Clinical Psychology
as The Chair of Psychological Therapies**

Description of paper
1.   The paper outlines the case for the renaming of a vacant Chair of Clinical Psychology in the School of Health in Social Science.

Action requested / Recommendation
2.   Central Management Group is asked to approve the request to rename the Chair so that the recruitment and selection process can proceed and the appropriate Resolution prepared for Court approval.

Background and context
3.   The School of Health in Social Science has been unsuccessful in two previous attempts to recruit to the vacant Chair of Clinical Psychology. It is thought that the inclusion of the specificity of Clinical Psychology as in the current title may have attributed to the difficulty in attracting a wider and stronger field of applicants for the Chair position. It is possible that applicants whom we would deem strong candidates for the Chair position would not apply for the position as it currently denotes a very specific role, within the field of Clinical Psychology.

4.   The School believes that the renaming of the Chair as suggested would better portray firstly the range of mental health and psychology specialisms that would be considered as suitable in potential applicants and secondly, once in position, the leading role that the Chair will be expected to take within the School to encourage and strengthen cross-departmental activities within the School's different areas of psychological therapies.

5.   Therefore we submit this request for approval of a change of title of a substantive Chair.

Discussion
6.   The Chair of Clinical Psychology is an established Chair, created under resolution 08/2009 4/2010.The Chair has been vacant since the creation of the Chair in 2010.

7.   The School is keen to commence recruitment activity in March, with a view to the Chair taking up the position in September 2016.

8.   Therefore we submit this request for approval of a change of title of a substantive chair for consideration by CMG.

Resource implications
9.   The salary will be on the professorial scale. The Chair will be funded by core funds, as budgeted and agreed in the School Plan.

Risk Management

10. There are no significant risks involved from approving the request.

Equality & Diversity

11. Due consideration has been given to equality and diversity. There are no direct implications on equality and diversity.

Next steps/implications

12. CMG is invited to recommend the adoption of the appropriate Resolutions.

Consultation

13. The paper has been reviewed and approved by the Head of the School of Health in Social Science.

Further information

14. *Author*
    Ellie Dora
    Secretary, Committee for the
    Selection of Chairs, CHSS
    12 February 2016

    Presenter
    Vice-Principal Dorothy Miell
    Head of the College of Humanities and Social Science

Freedom of Information

15. The paper can be included in open business.

CENTRAL MANAGEMENT GROUP

1 March 2016

Report from Fees Strategy Group

Description of paper
1. This paper sets out the recommendations for tuition fees from the Fees Strategy Group (FSG) meeting on 12 February 2016 which CMG are invited to endorse.

Action requested/ Recommendation
2. CMG is invited to note the paper and approve the tuition fee proposals set out in paragraphs 6, 8, 10, 13 and 15 and appendices 1-4.

Paragraphs 3 – 16 have been removed as exempt from release due to FOI.

Risk Management
17. The proposals for fee rates included in the papers takes into account the institution's appetite for financial risk as well as student experience and reputation.

Equality & Diversity
18. Equality and diversity issues are considered as part of the on-going monitoring of fee levels by the Fees Strategy Group and its Secretary.

Next steps/implications
19. Once endorsed, the fees will be published by Scholarships and Student Funding Services and on School and other websites.

Consultation
20. The paper has been reviewed by Tracey Slaven, Deputy Secretary Strategic Planning

Further information
21. *Author*
Peter Phillips, Deputy Director of Planning
Governance and Strategic Planning
26 February 2016

Presenter
Tracey Slaven, Deputy Secretary
Strategic Planning

Freedom of Information
22. This paper should be **closed** as disclosure would substantially prejudice the commercial interests of the University. The paper should be withheld until the fee rates are published and the MasterCard award is announced.

CENTRAL MANAGEMENT GROUP

1 March 2016

Principal's Strategy Group

Committee Name
1. Principal's Strategy Group (PSG).

Date of Meeting
2. 18 January 2016.

Action Required
3. Provided for information.

Key points
4. Among the items discussed were:

a) Partnerships Update
PSG considered the options for future strategic partnerships with other universities.

b) Student Experience Update
Senior Vice-Principal Jeffery outlined recent progress and summarised a set of constructive recommended actions on the student experience in general and the Personal Tutor scheme.

c) Visa/NHS Charges Loan Arrangements
PSG considered and endorsed a proposal to provide greater financial support to Tier 2 migrants and their families.

d) Corporate Service Review
PSG received an update from, and endorsed the work being undertaken by, the Director of Corporate Services on the review of Corporate Services with the overall aim of improving efficiency. Initial work has begun within Estates looking first at maintenance services.

e) Support for Students Seeking Asylum
PSG endorsed a proposal to improve support for undergraduate and postgraduate students who are seeking asylum by offering full fee waivers to 5 undergraduate students and a range of measures for postgraduate students.

As no support for this group is currently forthcoming through government channels the Scottish Government have been made aware of the situation with the aim of ensuring a mechanism was available across the sector rather than from individual institutions.

f) Digital Health institute (DHI)
PSG discussed the current situation with regard to the DHI and the involvement of the Scottish Funding Council. PSG remain supportive of the position that the University is taking.

g) Chancellors Fellows
Vice-Principal Planning, Resources and Research policy reported to PSG on the great success of the Chancellor's Fellows scheme which has undergone 3 rounds and recruited 216 early career researchers.

Equality & Diversity
5.   Items generally come to PSG at an early stage of development and it is anticipated that Equality & Diversity matters will be given full consideration as the initiatives take shape and become formalised.

Further information
6.   Additional information can be provided by the secretary to PSG Ms Fiona Boyd or by the individuals named against the individual items above.

7.   *Author*
Ms F Boyd
Principal's Office
16 February 2016

Freedom of Information
8. Open Paper.