



CENTRAL MANAGEMENT GROUP
Raeburn Room, Old College
14 June 2016, 10 am

AGENDA

- | | | |
|----------|---|---------------|
| 1 | Minute | A |
| | To <u>approve</u> the minute of the previous meeting held on 17 May 2016. | |
| 2 | Matters Arising | Verbal |
| | To <u>raise</u> any matters arising. | |
| 3 | Principal's Communications | Verbal |
| | To <u>receive</u> an update by the Principal. | |

SUBSTANTIVE ITEMS

- | | | |
|-----------|--|-----------|
| 4 | EvaSys Course Evaluation Roll-Out | B |
| | To <u>consider and comment</u> on a paper by Director of Student Systems. | |
| 5 | Service Excellence Programme | C |
| | To <u>note</u> an update by the University Secretary. | |
| 6 | Strategic Plan 2016 – 21 | D |
| | To <u>comment</u> on the paper by the Deputy Secretary, Strategic Planning. | |
| 7 | Contribution Modelling | E |
| | To <u>consider and endorse</u> a paper by Vice-Principal People and Culture. | |
| 8 | Industry Academic Fellows | F |
| | To <u>consider and endorse</u> a paper by Vice-Principal People and Culture. | |
| 9 | Heads of School | G |
| | To <u>consider and comment</u> on paper by Director of Human Resources. | |
| 10 | Implementing the Prevent Duty | H |
| | To <u>consider and comment</u> on update by Deputy Secretary Student Experience. | |
| 11 | Finance Directors Updates | |
| | To <u>consider</u> the following papers by the Director of Finance. | |
| | • Finance Director's Report | I1 |
| | • Ten Year Forecast | I2 |
| | • Scottish Funding Council Strategic Plan Forecast 2015-19 | I3 |
| 12 | People Report | J |
| | To <u>consider and comment</u> on updates by Director of Human Resources. | |

- | | | |
|-----------|---|---------------|
| 13 | Masters Funding Proposals
To <u>consider and approve</u> a paper the Director of Finance. | K |
| 14 | Access to Buildings
To <u>consider and approve</u> a paper by Director of Estates. | L |
| 15 | Improving 24 Hour Access to Study Space
To <u>consider and approve</u> a paper by the CIO and Librarian to the University | M |
| 16 | Proposal to create a new Division within Information Services Group
To <u>consider and approve</u> a paper by the CIO and Librarian to the University | N |
| 17 | Support for Disabled Students update
To <u>receive</u> an update from Vice-Principal People and Culture. | Verbal |
| 18 | Any Other Business
To <u>consider</u> any other matters by CMG members. | Verbal |

ITEMS FOR NOTING OR FORMAL APPROVAL

- | | | |
|-----------|--|----------|
| 19 | Revised Ethical Fundraising Advisory Group Procedures
To <u>approve</u> . | O |
| 20 | Proposals for Chair Establishment and Changes
To <u>approve</u> . | P |
| 21 | Fees Strategy Group
To <u>approve</u> . | Q |
| 22 | Principal's Strategy Group
To <u>note</u> . | R |
| 23 | Date of meetings for 2016/17 <ul style="list-style-type: none"> • 30 August 2016 • 4 October 2016 • 8 November 2016 • 17 January 2017 • 28 February 2017 • 11 April 2017 • 30 May 2017 • 20 June 2017 | |

at 10.00 am in Raeburn Room, Old College.



CENTRAL MANAGEMENT GROUP

17 May 2016

Minute

Present:

The Principal (Convener)
Senior Vice-Principal Professor Charlie Jeffery
Vice-Principal Professor Chris Breward
Vice-Principal Professor Dorothy Miell
Mr Hugh Edmiston, Director of Corporate Services
Mr Gavin McLachlan, Chief Information Officer
Mr Phil McNaull, Director of Finance
Ms Tracey Slaven, Deputy Secretary, Strategic Planning

In attendance:

Professor Arthur Trew, on behalf of Vice-Principal Professor Yellowlees
Dr Catherine Elliott, on behalf of Vice-Principal Professor Sir John Savill
Ms Leigh Chalmers, Director of Legal Services
Mr Gavin Douglas, Deputy Secretary, Student Experience
Professor Charlotte Clarke, Head of School of Health in Social Science
Mr Brian MacGregor, Director of User Services Division
Professor Lesley McAra, Assistant Principal Community Relations (for item 6)
Ms Moira Gibson, Head of External Affairs (for item 6)
Ms Kirstie Graham, Deputy Head of Court Services

Apologies:

Ms Sarah Smith, University Secretary
Vice-Principal Professor Mary Bownes
Vice-Principal Mr Chris Cox
Vice-Principal Professor Richard Kenway
Vice-Principal Professor Jeff Haywood
Vice-Principal Professor Andrew Morris
Vice-Principal Professor Jane Norman
Vice-Principal Professor Sir John Savill
Vice-Principal Professor Jonathan Seckl
Vice-Principal Professor James Smith
Vice-Principal Professor Sarah Welburn
Vice-Principal Professor Lesley Yellowlees
Ms Zoe Lewandowski, Director of Human Resources
Dr Ian Conn, Director of Communications and Marketing
Mr Dave Gorman, Director of Social Responsibility and Sustainability
Mr Gary Jebb, Director of Estates

The Minute of the meeting held on 12 April 2016 was approved.

2 Principal's Communications

The Principal reported on the following: congratulations to Edinburgh College of Art for Brian Eno's recent successful visit and lecture; the University's hosting of two major online learning conferences; the high calibre of promotions for professorships at the CAPC; the implications of the recent White Paper for higher education in Scotland; the positive relationship with Edinburgh City Council in developing the City Deal.

SUBSTANTIVE ITEMS

3 Planning Round Submissions

Paper B

CMG considered the draft plans, noting that final proposals would be submitted to Policy and Resources Committee on 6 June. SFC had now published the final funding letter and, while challenging, the plans should be able to deliver the necessary surplus as well as some additional investment. The University needs to demonstrate robust financial sustainability as well as ensuring strategic leverage at University level, taking into account the cross university priorities identified by the thematic Vice-Principals.

The need to invest and support expansion of online and international recruitment was noted. In relation to online learning there was discussion of the role of the new Assistant Principal Digital Education; the importance of platforms to support online growth including encouraging and promoting the use of a standard suite of platforms; and sharing expertise across the University. The importance of growth in international numbers to maintain financial stability was also discussed

4 Strategic Plan Performance Measurement

Paper C

CMG noted the Strategic Plan 2016-21 will be presented to Court on 20 June 2016 for approval and considered a proposed approach to performance measurement for the new Plan. Consultation had identified that for the current strategic plan monitoring process there had been a lack of clarity around oversight of strategic and management measures. The proposed framework differentiated between strategic measures monitored by Court and a management dashboard monitored by CMG. The contribution activities by schools and support units would be integrated into the annual business planning process. This would ensure Court was able to focus on the overall strategic picture whilst providing the mechanism for this strategic oversight to be built up from operational level. CMG endorsed the proposed approach.

5 Community Engagement Strategy

Paper D

Professor Lesley McAra, Assistant Principal Community Relations and Ms Moira Gibson, Head of External Affairs spoke to the draft Community Engagement Strategy 2016-18, based on the findings of an audit of University activity in the community as at 2014.

They noted the range of activity taking place across the University, much of it led by motivated individuals, which was not coordinated or part of a larger strategy. These presented opportunities to share existing activity, map relationships to identify gaps and opportunities and support staff through developing communities of practice as part of a larger vision for a Learning City.

CMG discussed the range of existing activity, future opportunities to engage with the wider community at all levels and the link to the aspirations of the new Strategic Plan. There was discussion of how to capture and communicate this more effectively, recognising the two way nature of communication and the range of communication channels. The role of social entrepreneurship and the student experience were also noted. CMG approved the Community Engagement Strategy and noted the intent to align language to the new Strategic Plan as it is finalised.

6 Student Recruitment Strategy

Paper E

CMG considered a new University student recruitment strategy intended to develop a coherent approach in the context of an increasingly complex and competitive student recruitment environment. Implementation of the strategy would be overseen by the University Recruitment & Admissions Strategy Group (RASG), with operational delivery in Colleges and Schools.

The previous discussions in relation to the Planning Round on growth in online and international students were noted as an important context for developing the recruitment strategy.

7 Finance Directors Update

Paper F

The Director of Finance spoke to the latest financial update, noting that the report was intended for wider circulation by colleagues to brief staff. There was discussion of the layout of Appendix A, which provided some leading and lagging indicators to indicate the future financial position of the University. Members agreed it was important this was easily comprehensible by non finance staff and contained key data to enable an over view of trends and noted the layout was still being developed in response to user feedback.

8 University Risk Register 2016-17 **Paper G**

CMG reviewed the draft University Risk Register 2016/17 and Statement of Risk Appetite prior to onward transmission to Audit and Risk Committee and finally Court for approval. There was discussion of the risk around the referendum and it was agreed this should be red at this time and it was also agreed the Alan Turing Institute should remain on the University Risk Register for the time being due to some issues emerging between the Board and executive.

9 Enterprise Risk Management Review **Paper H**

CMG noted the findings of a recent review of risk management processes by PwC which found the University was in the upper quartile in the HE sector with many examples of good practice. The University was looking to improve its processes from an existing solid base and there was work identified to streamline the administrative processes, reduce the number of risks on the University Risk Register and embed a risk culture across the University, which would be taken forward through Risk Management Committee.

10 Tackling sexual harassment on and around campus **Paper I**

CMG considered a proposed campaign to help tackle issues of sexual harassment on and around campus. This was a joint campaign between the University, EUSA and EUSU to raise awareness of the issue of sexual harassment and to encourage staff and students to challenge it if they come across it. A group comprising representatives from the University, EUSA and EUSU would develop and implement the campaign with a University steering group including the VP People and Culture and the Deputy Secretary, Student Experience involved at critical points of the project to ensure appropriate oversight of major decisions. CMG endorsed the campaign as set out in the paper.

11 Pay Negotiations **Verbal**

CMG noted that the 2016/2017 National pay negotiation meetings had concluded with a full and final offer of 1.1% on all points of the national pay spine, with higher uplifts for points one to seven. All five trade unions had rejected this offer and signalled their intent to invoke the dispute resolution procedure. Following a statutory ballot of its members, UCU called for strike action on 25 and 26 May and for its members to take action short of a strike, in the form of working to contract from 25 May. A number of other unions may undertake a consultative ballot to gauge member interest in taking industrial action. Contingency groups had been established to risk assess and take action to mitigate the impact on student progression and graduation.

12 Plans for semester 1 timetabling **Verbal**

The Chief Information Officer and Librarian to the University reported that the oversight group set up to address timetabling had carried out an early modelling exercise which had indicated that, without the planned interventions, there would have been a similar issue of lack of appropriate teaching space timetabled for the start of semester 1 as experienced this session. Action was being taken, with a Teaching Space Liaison identified in each school and contingency plans in place. Members welcomed the update and continued oversight and reiterated the importance of using the full teaching week when scheduling classes.

ITEMS FOR NOTING OR FORMAL APPROVAL

13 Remove the Codes of Practice on the Abuse of Alcohol/Drugs by Students **Paper J**

CMG approved the archiving of the above Codes of Practice as set out in the paper.

14 Proposals for Chair Establishment and Changes **Paper K1
Paper K2**

CMG approved the foundation of an AXA Chair of Medical Bioinformatics and Epidemiology in the College of Medicine and Veterinary Medicine and the foundation of a Chair Applied Marine Biology and ecology and a Chair of Natural Hazards Science in the College of Science and Engineering, as set out in the papers.

15 Fees Strategy Group **Paper L**

CMG approved the tuition fee proposals for the MSc Landscape and Wellbeing and fee rates for overseas MBChB students as set out in the paper.

16 Principal's Strategy Group **Paper M**

The report was noted.

17 Date of next meeting

The next meeting will be held on Tuesday, 14 June 2016 at 10.00 am in Raeburn Room, Old College.



CENTRAL MANAGEMENT GROUP

14 June 2016

EvaSys Course Evaluation Roll-Out

Description of paper

1. This paper provides Central Management Group with an update on the EvaSys course evaluation roll-out project and an opportunity to comment on the draft Course Evaluation Policy which is being developed to support the roll-out.

Action requested

2. Central Management Group is asked to comment on the draft policy and note the questions that have been drafted for consultation with colleagues in Schools along with the high level staff engagement activities.

3. The final draft of the policy will be presented for approval at the August 2016 meeting of the Central Management Group.

Background and context

4. The EvaSys course evaluation system has been in use across the University for over three years now to support end of course evaluation and feedback. It is currently in use across 15 Schools with coverage of 30% of our taught courses.

5. The approach adopted across the University does contain some variation in approach, as highlighted in the table below.

Core questions	Mix between use of the standard set and variation on these.
Staff questions	Variation between use of named staff, generic feedback on Tutor, and Schools opting not to ask this set of questions.
Additional questions	Some using questions from a standard set, some developing School specific, and some not asking any additional questions.
Open questions	3 open comment questions (plus two Schools have comments at tutor level).
Engagement & Response rates	Significant variation in response rates on course surveys. Variation in staff engagement and visibility within Schools.
Use of data	Some variation on the use of the data at a course and staff level.

6. By the start of the 2016/17 academic year, EvaSys course evaluation system will be rolled out to all Schools, covering all UG and PGT courses. A short-life project board has been established, sponsored by Vice Principal Jane Norman, to help deliver the project.

7. The table below illustrates the future desired position and within that the key strands in the project. A number of these have been expanded in the text below the table.

Roll out	All taught courses for the start of 2016 academic year (with any exceptions identified).
Core questions	Agreed set of core questions in advance of September 2016.
Staff questions	Agreed set of staff questions and use of named members of staff in advance of September 2016
Additional questions	Set of questions Schools can pull on for different course types or particular areas of interest for School/Subject area.
Open questions	3 open comments remain plus decision made on whether open comments should be available on individual staff members.
Policy	Drafted covering purpose, key principles and use of data. Of particular sensitivity the use of data to help optimise learning & teaching.
Engagement & Response rates	Engagement with EUSA and Students on the purpose of course evaluation, how the feedback will be used and the value of engaging. Engagement with colleagues both through the development of approved question sets, policy and to share practice internally, enhance engagement rates, and distribution methods (online/paper). Engagement with Trade Unions.
In-year support	In-year support for set up and running of additional volume of questionnaires, reports and engagement.

Policy

8. The draft policy is attached as an appendix. The document aims to set out clearly:

- a. The purpose and context of course evaluation;
- b. The accessibility of quantitative data from the core, staff and additional questions;
- c. The accessibility of free text comments, relating to course and staff (with a starting position that this will be more restricted than quantitative data);
- d. Access to data for key roles.

9. A verbal update will be provided at the meeting on the key points of feedback received to date on the policy through the consultation process.

10. Central Management Group is asked to **comment** on the draft policy. The final draft of the policy will be presented for approval at the August 2016 meeting of the Central Management Group.

Question Set

11. The table below sets out the core course question set that has been tabled initially during the consultation process, and once amended and approved these will be included in all undergraduate and taught postgraduate course evaluation surveys.

1. The course was well organised
2. Assessment methods are appropriate
3. Feedback so far has been provided by specified dates
4. Feedback so far has been helpful and informative
5. The course has enhanced my skills and abilities
6. If you could change one thing about this course, what would it be?

Questions 1-5 are on a 5 Point Scale: Definitely agree – Definitely disagree + Not applicable

'Not applicable' worded as follows - I don't have enough information to make an informed decision

Question 6 is a free text comments box

12. The table below sets out the core staff question set that has been tabled initially during the consultation process, and once amended and approved these will be included in all undergraduate and taught postgraduate course evaluation surveys. Named staff could include lecturers, tutors, demonstrators or any other staff member (including PG tutors) who have a role in delivering course content and assessing students.

<Name of staff member>

1. Was organised and well prepared
2. Was good at explaining things
3. Was approachable and willing to help
4. Stimulated my interest in the subject
5. Please provide any further comments about this lecturer in the space below

Questions 1-4 are on a 5 Point Scale: Definitely agree – Definitely disagree + Not applicable

'Not applicable' worded as follows - I don't have enough information to make an informed decision

Question 5 is a free text comments box

13. A small group of academic colleagues will help finalise the wording of the question set.

14. A verbal update will be provided at the meeting on the key points of feedback received to date on the policy through the consultation process.

15. Central Management Group is asked to **note** the draft question sets. The question sets will be presented to the Quality Assurance Committee in September 2016 for approval.

Related activity

16. There are some practical steps that will need to be taken this year to prepare for the roll-out, including:

- a. Ensuring information stored on our systems for course organisers and staff teaching on courses is accurate;

- b. Develop and test distribution methods to Heads of School, line managers and individual members of staff.

17. The Student Survey Unit, IAD and Schools are working together on three main strands of activity to support the roll-out of the course evaluation survey and the use of the data and reports that will be delivered through the process, these include:

- a. Case studies, descriptions and discussion of practice;
- b. Online resources and guidance notes
- c. Workshops

18. Communication with students will be important to help ensure engagement and high response rates. Working with EUSA we will focus on the following areas:

- a. Guidance and support for students about how to give constructive feedback at the course and individual level;
- b. Clarity regarding the use of the data in Schools and clarity on what is kept confidential and what is available publicly;
- c. Clarity regarding anonymity in the process.

19. Central Management Group is asked to **note** the other key planned activity, including support for staff.

Resource Implications

20. Additional resources have been provided on a temporary basis to support the implementation of the project and additional support has been requested through the planning round.

Risk Management

21. A risk register has been developed to support the implementation of the project.

Next steps

22. Further work will be undertaken to finalise the draft policy and this will be presented to the Project Board during the summer months and will return to Central Management Group in August for approval.

23. The question set will undergo some final amendments supported by a small group of academic colleagues.

24. The support materials for colleagues will be developed and rolled-out and focus will turn to our approach to student engagement.

Consultation

25. The Student Survey Unit held consultation meetings with all Schools between 20 April 2016 and the 9 May 2016 focussing on the draft policy, question sets and support for colleagues. Senate Symposium held a workshop on the draft policy and question set at the end of April 2016 and College Committees, the People Committee, the Quality Assurance Committee have all received a paper for comment and an update was provided to Senate on 2 June 2016.

Further Information

26. Please contact Barry Neilson, Director of Student Systems
(barry.neilson@ed.ac.uk)

27. *Author & Presenter*

Barry Neilson
Director of Student Systems
14 June 2016

Freedom of Information

28. Open.



APPENDIX 1: DRAFT COURSE EVALUATION POLICY

Purpose of Policy

To define how data generated from Course Evaluation Surveys is used and to define levels of access to this data.

Overview

All students will be surveyed about each course they undertake and those who teach on it. This process will generate quantitative and qualitative data about the quality of courses and teaching.

Scope: Mandatory Policy

This policy applies to all undergraduate and postgraduate courses. The evaluation process will provide core, staff, additional and open questions.

Contact Officer Joshua Stapp Student Surveys Coordinator Joshua.Stapp@ed.ac.uk

Dates	Approved:	Starts:	Equality impact assessment:	Amendments:	Next Review:
Approving authority	EvaSys Roll Out Board				
Consultation undertaken	Key contacts in Schools and Colleges, College committees, Learning & Teaching Committee, EUSA, Senate, People Committee, CJCNC				
Section responsible for policy maintenance & review	Student Systems				
Related policies, procedures, guidelines & regulations					
UK Quality Code	UK Quality Code – Quality Assurance				
Policies superseded by this policy	N/A				
Alternative format	If you require this document in an alternative format please email Student.Services@ed.ac.uk or telephone 0131 651 1980.				
Keywords	EvaSys course evaluation survey				

1. The University considers student evaluation of courses to be central to its commitment to student engagement and in supporting the quality assurance and quality enhancement agenda, alongside supporting performance management and self-review.
2. Standardised course evaluation surveys provide a rich source of information on the learning and teaching experience of students, within individual courses and across programmes and Schools.
3. Alongside other sources of information (e.g. external examiner reports; staff judgement, peer observation and discussion with colleagues; student assessments; learning analytics; and University level surveys) course evaluation surveys provide insights that can be used to better understand and hence enhance learning and teaching.
4. The principal purpose of course evaluation is to enhance student learning, to provide staff with information that they can use to guide and evaluate changes in course content and teaching, and to enhance learning and support for learning across programmes and the broader university.
5. Results of course evaluations may be used by academic staff in building their evidence of excellence in teaching for promotion applications or annual review. Line managers may choose to discuss results with academic staff in the context of learning and teaching quality assurance, personal development or performance management.
6. Students will be reminded of their responsibilities to provide constructive feedback. This may be critical in nature but should not breach the University's Dignity and Respect Policy¹.
7. Results of course evaluation will never be analysed in a way that could identify individual students from their responses. Students are assured that their individual responses cannot be identified.
8. Upon release of data to recipients such as Course Organisers and Heads of School, a statement should be included that this material is for use by individual teaching staff and their line manager and that the expectation is that the data will not be made available more widely.
9. In line with the Data Protection Act, access to course evaluation data relating to individual named staff (lecturers and tutors) will be made available only to those staff who need to see it. Staff who will have access are: TBC.
10. The University must comply with the Data Protection Act and the use of this data must be addressed with HR and the Unions. In the event of students

¹ <http://www.ed.ac.uk/schools-departments/equality-diversity/innovation-development/dignity-respect>

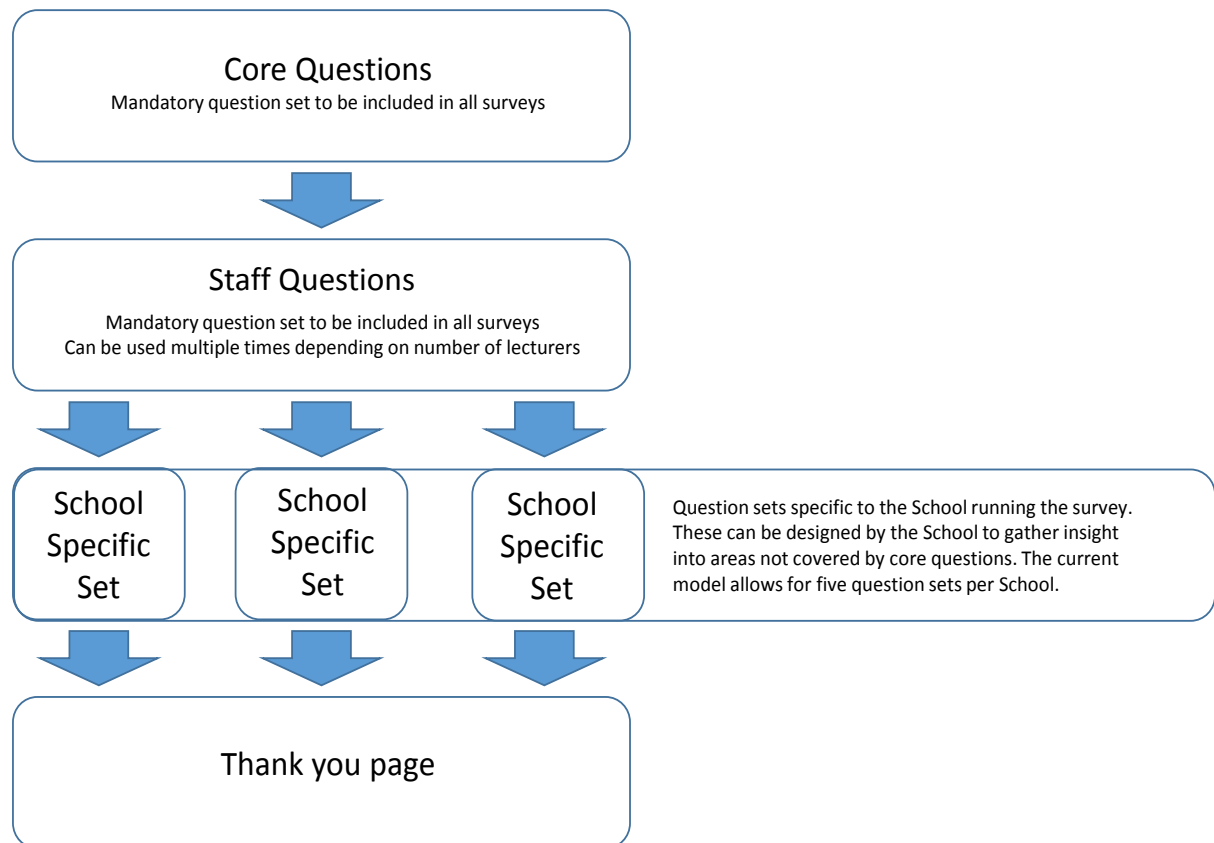
asking to see individual lecturer or tutor evaluations, Data Protection would override Freedom of Information (FOI).

11. Data collected for course evaluation purposes remains the property of the University whether or not third party systems are used to support the evaluation process. All personal and performance-related data which could identify an individual student or member of staff is likely to be exempt from disclosure under the FOI Act. Private companies holding and/or processing University data are exempt from the FOI Act and contractually will be subject to the University's standard terms and conditions, which require the data to be handled in a secure and confidential manner.
12. The data generated by course evaluation surveys will not be openly available outside of the University.
13. Data will be made available via reports which will be available via the University's corporate reporting tools.
14. Free text comments are to be published for student viewing at the discretion of the School. Should a School decide to publish free text comments, Course Organisers will be responsible for moderating comments on the courses they own in order to ensure comments a fit for publication. The Student Surveys Unit will support the moderation process by either amending or removing comments unfit for publication. Only comments gathered via an online survey can be published.
15. All taught, credit bearing courses (UG and PG) will be surveyed, including the taught portion of research courses. SLICs and study abroad courses where teaching and assessment is undertaken by the host institution will be exempt from course evaluation surveys. Courses jointly delivered as part of collaborative programmes will be considered on a case-by-case basis.

Proposed reporting structure (simplification required)

	Core questions (Quantitative)	Core questions (Qualitative)	Staff questions (Quantitative)	Staff questions (Qualitative)	School questions	Reason for level of access
Senior University staff	All	All	All	All	All	University has overall responsibility for learning and teaching
EvaSys administration staff	All	All	All	All	All	Administration team will be responsible for questionnaire and report management
Central Planning staff	All	No	No	No	All	GaSP need to assess/monitor overall learning and teaching quality
Senior college staff	All	All in college	All in college	All in college	All in college	College has overall responsibility for learning and teaching
Heads of School (including delegated authority to line managers)	All	All in school	All in school	All in school	All in school	HoS has overall responsibility for learning and teaching
Heads of Teaching/ Director of Quality	All	All in school	All in school	All in school	All in school	Local teaching/quality managers are responsible for learning and teaching
Programme Directors/ Teaching Managers	All	All in school	All in school	All in school	All in school	PDs should have access for overview of teaching on their programmes, but not courses that are not linked specifically to programmes
Course Organisers	All	Own courses only	Own courses only	Own courses only	Own courses only	Course organisers need access to all data relevant to their courses to monitor overall quality
Course teaching staff	All	Own courses only	Self only	Self only	Own courses only	Teaching staff should not see each other's' results
Student/ Class reps	All	Available at the discretion of the School	No	No	Own courses only	Student reps will require access to all data IF they have a role moderating responses before publication
Student body	All	Available at the discretion of the School	No	No	Available at the discretion of the School	Students should be able to see the results of all courses for which they might consider registering

Proposed questionnaire structure





CENTRAL MANAGEMENT GROUP

14 June 2016

Service Excellence Programme

Description of paper

1. This paper provides Central Management Group with an update on the Service Excellence Programme.

Action requested

2. Central Management Group is asked to note the paper.

Background and context

3. As reported at CMG on 12 April, the Service Excellence Programme has been established to promote service excellence across professional services within the university. The key bullet points and Programme Plan received at that meeting are attached for ease of reference.

Discussion

4. The Service Excellence Programme is now operational:

- a. The Human Resources Transformation Programme chaired by Zoe Lewandowski (Director of Human Resources) has been established and the University of Edinburgh and KPMG team members recruited, project plan including clear deliverable date and decision points has been developed and work underway;
- b. The Student Administration & Support Programme chaired by Gavin Douglas (Deputy Secretary, Student Experience) has been established and University of Edinburgh and KPMG team members have been recruited, project plan including clear deliverable date and decision points has been developed and work underway;
- c. The Service Excellence Programme Management Office has been established and University of Edinburgh staff are being recruited to help sustain this office and function after initial set up support from KPMG. Programme management approach has been implemented working with colleagues in ISG to ensure programmes are managed rigorously, and initial staff training in the transformation methodology delivered.

5. The Service Excellence Programme Board has agreed criteria by which the Outline Business cases will be evaluated. This criteria is not intended to replace or override the Board's collective decision-making with regards to which issues to progress to solution stage or where to prioritise effort. It is a tool to foster debate and support the agreement of a common view of what 'success' will look like.

- a. Enhanced end user experience;
- b. Increased efficiency and effectiveness;
- c. Enhanced data quality and consistency;
- d. Increased process standardisation and/or simplicity.

6. In addition the following key activities are underway:
 - a. Change Overview: The Board approved the undertaking of a proportionate piece of work to conduct a high-level review of all existing change activity across the University. This will help the Board deliver on the part of its remit (to have oversight of other relevant change initiatives conducted within the University) and to identify and agree approaches where change project scopes/objectives may overlap;
 - b. Communication Plan: A detailed communication plan has been developed to support the delivery of the Service Excellence Programme and the individual programme/projects;
 - c. Benefits Management: An approach is being developed to help the programme management and realise the benefits identified through the detailed business cases through to implementation;
 - d. Skills transfer: Developing an approach to support transfer of skills and methodology from KPMG into the University.

7. The Service Excellence Board will consider proposals for future programmes (Finance and Student Recruitment & Admissions) at the July 2016 Board.

Resource Implications

8. Resource implications are being managed through the Service Excellence Programme Board.

Risk Management

9. A detailed Programme risk, issues and dependency register has been established and is being managed on an ongoing basis and reviewed at least weekly.

Further Information

10. Please contact Barry Neilson, Director of Student Systems & Service Excellence Programme Lead (barry.neilson@ed.ac.uk) and further information is available at the website: <http://www.ed.ac.uk/university-secretary-group/service-excellence-programme>

Author

11. Barry Neilson
Director of Student Systems
14 June 2016

Presenter

Sarah Smith
University Secretary

Freedom of Information

12. Open.

Service Excellence Programme – key points

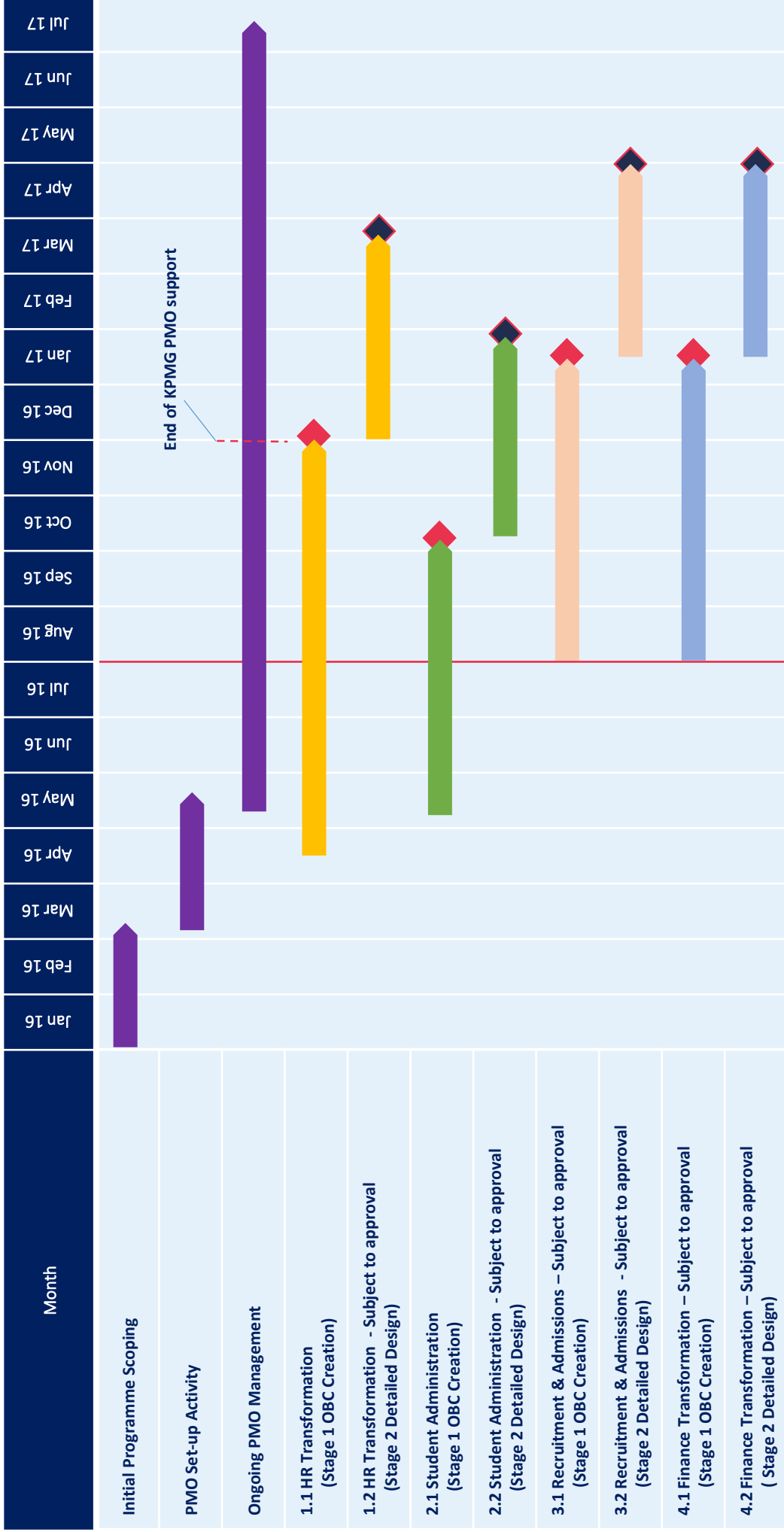
- **The Service Excellence Programme** set up to review and promote service excellence across professional services in the University.
- It has a particular focus on ensuring that we are getting **the best from the sum of the parts** when colleagues in the Centre, Colleges and Schools are all playing a part in providing a service. We have a devolved structure that has worked well for us – this isn't about challenging that – but it is important to ensure that it is working as well as it can do and that we don't have duplication or gaps in the service we provide.
- **How will we judge success?** This is, of course, about looking for **efficiencies** – we want to be confident that we have efficient processes. And it is also about ensuring we are providing high **quality services** which are simple, consistent and fit for the future. We want to improve **data quality & consistency** and enhance evidence-based decision making. The ultimate way in which we will judge success is by how the service feels to the **end user**– whether that is a staff member, student or someone external. As we are in a period of growth and in robust financial health, we will be able to redeploy and reshape how we deploy our resource in the light of the programme. We are also looking to **build up our own skills in change management** as we learn new skills and capabilities through the programme.
- This programme has been developed and is being steered by colleagues in Colleges, Schools and the Centre - together. It is a joint approach. This **joint approach** is fundamental to ensuring we realise the benefits we are looking for.
- The **Board** which is overseeing this work is chaired by the University Secretary, Sarah Smith and has academic leadership from the Senior Vice Principal, Charlie Jeffery and Vice Principal Planning and Resources and Research Policy, Jonathan Seckl and Heads of Schools: Paul Foster, Hugh McCann, Sandy Tudhope and Sarah Cunningham Burley; and professional leadership from the Director of Corporate Services, Hugh Edmiston and the Chief Information Officer, Gavin McLachlan, the Directors of Finance and Human Resources, Phil McNaul and Zoe Lewandowski and the 3 College Registrars, Bruce Nelson, Catherine Martin and Catherine Elliot.
- Important to see this work in the **broader context**. The University's Strategic Vision 2025 states that, as a truly global university, rooted in Scotland, we seek to benefit society as a whole. We bring in and develop the world's most promising students and outstanding staff developing critical-thinking citizens who expand and apply knowledge across and between a wide range of disciplines. And we need to sustain and enhance our ability to make such contributions, taking account of the accelerating pace of change, demanding world challenges and rising expectations. The gap is growing between the very best universities, which can make

the biggest impact, and the rest. To make the biggest impact we need to be distinct, and where we are not distinct, we need to be better. The Service Excellence Programme is going to be important in realising this vision. We can only grow as we want to, deliver the quality impact that we want to, if we have excellent and efficient supporting professional services that are flexible enough to respond to changing priorities and expectations.

How are we doing this?

- We have carried out an **activity analysis** which found that around 3,300 staff are involved in professional services across the University at an annual salary cost of £113m. In all of the individual the service areas we looked at, colleagues were contributing at the Centre and in Colleges and Schools – although the split varied significantly from area to area. Many colleagues are providing services across a number of different professional support areas.
- We have brought in KPMG to work with us in the next stages of the programme. We have agreed that initially work should start in two broad areas: **HR transformation** and **Student Support and Administration**. And we have established a **Programme Management Office** to support the work. There will be a concentrated period of work between now and the end of the year to develop outline options in each area. At the same time, the Board will be considering the case for starting new programmes in Student Recruitment and Admissions, and Finance.
- Rather than running digital transformation as a separate programme, we will be embedding our **digital transformation** principles and vision into each of these programmes of work, under the oversight of the Chief Information Officer.
- **What impact is this likely to have in the short term?** While we are bringing in extra resource – externally and internally – for this first phase of the Programme, staff will be asked to contribute ideas and experience as we develop outline options. At the same time, we will be providing opportunities for staff to learn new skills in change and programme management, including opportunities for secondment into the programme management office and the individual programmes. Where staff take up these opportunities, there will be automatic approval for backfill to try to minimise the impact on our work and they will be guaranteed a return back to their original post after the secondment.
- **Your ideas and contributions are welcome.** This will only work if we develop it together and draw in the wide range of ideas and experience that we already hold across the University. This is an opportunity to feed into the future shape of some of our key professional services to ensure we are best placed for the future. We need your contribution. The Programme Lead is Barry Neilson; Barry.Neilson@ed.ac.uk; tel: 0131 650 9160.

Programme Plan



- Programme Phase 1 activity
- Programme Phase 2 Activity
- Outline Business Case (OBC) Completion
- Indicative Milestone for Design Completion



CENTRAL MANAGEMENT GROUP

14 June 2016

Strategic Plan 2016-21

Description of paper

1. The Strategic Plan 2016-21 will be presented to Court on 20 June 2016 and this paper offers CMG members an opportunity to comment on the near-final draft. It also outlines our plans for monitoring the performance of the University against its agreed objectives.

Action requested/Recommendation

2. CMG is asked to comment on the draft and agree that the final version can be presented to Court.

Paragraphs 3 – 7 have been removed as exempt from release due to FOI.

Risk Management

8. The plan reflects the risk appetite of the University.

Equality & Diversity

9. References to the priority we give to equality, diversity and inclusion are distributed throughout the plan. As part of the performance measurement framework, the University will be able to monitor its performance against a variety of issues relating to Equality, Diversity and Inclusion.

Next steps/implications

10. Governance and Strategic Planning will finalise the text and publication arrangements for the strategic plan. In parallel, we will begin discussions with academic and support groups to identify measures that we can use to monitor progress against the plan. This bulk of this work will take place between July and October 2016, with the aim of agreeing the final framework in the CMG, PRC and Court committee cycle in October/November 2016.

Consultation

11. The development of the plan has been informed by extensive consultation across the University. This has included:

- Discussion at Court seminar 21 September 2015.
- Discussion at Senate 30 September 2015.
- Discussions at other committees and management groups, including Academic Strategy Group; People Committee; Knowledge Strategy Committee; Learning and Teaching Committee; Research Policy Group; Researcher Experience Committee; Social Responsibility and Sustainability Committee.
- Nine focus groups, which were open to all staff, on five topics, in October 2015: Research and Innovation; Learning, teaching and student experience; Digital and Data; Global and Local; and Community and

Public Engagement and Social Responsibility and Sustainability. These were attended by around 150 staff.

- Comments emailed to GaSP from workshop attendees.
- One-to-one discussions with academic and support group senior managers.
- One-to-one discussions with any other staff who have expressed a particular interest – for example on data science and analytics.
- Attending departmental meetings on the request of teams.
- Focus groups with students In March 2016.
- Staff and student consultation on outline draft between February and March 2016.
- Discussion at Principal’s Strategy Group (June 2015, December 2015, April 2016).
- Discussion at Central Management Group (June 2015, January 2016).
- Discussion at Policy and Resources Committee (June 2015, January 2016, June 2016).
- Discussion at Court (June 2015, February 2016).

Further information

12. Author

Pauline Jones
Governance and Strategic
Planning
3 June 2016

Presenter

Tracey Slaven
Deputy Secretary Strategic Planning

Freedom of Information

13. This paper is closed until the final version of the Strategic Plan is published in September 2016.



CENTRAL MANAGEMENT GROUP

14 June 2016

Contribution Modelling (formerly Workload modelling)

Description of Paper

1. This paper is an update of papers on Workload Modelling presented to, and endorsed by People Committee in February and May 2016.

Action Required

2. Central Management Group are asked to endorse the proposals and suggest any modifications that may be required.

Background and Context

3. A small working group (Professor Lesley McAra, Professor Alan Murray, Ms Linda Criggie and Vice-Principal Jane Norman) has been meeting to consider how “better” (academic) workload modelling could support the *Learning and Teaching* unambiguous priority.

4. The group aimed to:

- a. Define principles on which UoE contribution models should be based;
- b. Identify best practice from other UK universities and from within UoE;
- c. Define a list of “core” learning and teaching activities that should be included in a model;
- d. Suggest possible ‘time allocations’ for each of these elements, anticipating that schools will adapt these for their own particular circumstances;
- e. Provide a “workload model template” for use by schools that do not currently have such a resource.

Principles of workload modeling.

5. It is acknowledged that academic and academic-related staff are professionals and must have scope to manage their own time. Suggested principles of contribution modeling, and elements to include in operational guidance are shown below:

6. Principles. A workload model should:

- Cover all aspects of academic work, including personal CPD/time to think
- Be compatible with reasonable expectations of work-life balance, and the principles of equality and inclusion, and facilitate a healthy working environment.
- Allow the balance of an individual's efforts in teaching, research and other activities to be visualized
- Be flexible across an individual's career, according to his/her developmental needs and the needs of the University
- Be as transparent and simple as possible
- Intended use should be clearly articulated and agreed by all parties
- Be indicative only - it should never be used to make fine distinctions between workload contributions.

- Be restricted to time spent on activity (input), it should not be a performance model (output).
 - Be maximally consistent across the University in areas where work and tasks are comparable (ie much of teaching and academic support)
7. Operational guidance will be provided and will include the following:
- Each school will determine the details of its own contribution model
 - Contribution models would inform annual review and deliberations of promotion committees
 - A clear process for dealing with concerns about workload, together with details of whom to contact.
 - Work done on behalf of the University (including pro-bono work which contribute to the national or international academic community). It would normally include individual paid consultancy.
 - Significant leadership and management roles (eg course organization) should have time allocated.
 - Early career academics may need more time to do some of their routine activities.
 - The Learning and Teaching Policy Group will consult on the principles of the workload model; schools will consult on the details of the content.
 - Management of “buy-outs” will be negotiation with the individual’s HOS
 - A contribution model should be generated for all staff, including guaranteed hours staff.
 - Exemplar contribution models will be provided, with time allocations which could be used as starting point for schools to generate their own model.

Identifying best practice and benchmarking with other UK universities and from within UoE

8. Exploration of workload models with other Universities suggests that the above is broadly compatible. The Leeds University branch of UCU has produced some principles that UCU endorses (Appendix 1) – again we believe that the principles that have been generated above are broadly compatible with this.

Core learning and teaching activities

9. It is proposed that the following L and T activities should be included in a workload model:

- Front of house teaching (lectures, tutorials, laboratory supervision, “office hours” time, field trips, on line delivery)
- Preparation time for the above (acknowledging that “first time delivery” will take the individual longer to prepare)
- Assessment and feedback
- Personal tutor time
- Teaching development and innovation (including development of on-line materials)
- Personal CPD
- Course organizer role (or equivalent)
- Programme director role (or equivalent)
- Senior tutor
- Other management and leadership roles in the schools, college and University

- PGR and PGT supervision (may be a “research activity” in some schools)

Time allocations and exemplar contribution models

10. After discussion at People committee, mandatory ‘time allocations’ will not be generated, but a bank of exemplar contribution models will be provided for schools to adapt according to their own particular circumstances

Risk management

11. It is important that the University has fair and transparent procedures for workload allocation. Failure to do so could lead to unreasonable workloads and or insufficient time being allocated to undertake key activities including those relevant to learning and teaching.

Equality & Diversity

12. New procedures arising from this work will be Quality Impact assessed as required. The importance of equality and inclusion is highlighted in the principles of contribution modelling.

Next Steps & Consultation

13. Combined Joint Consultation & Negotiating Group (CJCNC) - 27 June

Further Information

14. *Authors*

Professor Jane Norman
Professor Alan Murray
Professor Lesley McAra
Ms Linda Criggie
June 2016

Presenter

Professor Jane Norman
Vice-Principal People & Culture

Freedom of Information

15. This paper is open.



CENTRAL MANAGEMENT GROUP

14 June 2016

Industry Academic Fellows

Description of paper

1. This paper proposes to establish an Industry Academic Fellows (IAF) scheme. IAFs will be expected to play a pivotal role in catalysing and developing industrial engagement¹, whilst continuing to develop academic skills including research, innovation, teaching and learning. The broad concepts of this scheme have been discussed, shaped and agreed through discussions at People Committee, Academic Strategy Group and Principal's Strategy Group. The purpose of this paper is to discuss the financial and non-financial costs and benefits accruing to the University: an initial conservative estimate of the financial benefits is positive.

Action requested/Recommendation

2. Central Management Group is asked to consider the proposal in the context of the wider industry engagement agenda and approve the steps towards establishing a pilot cohort of 30 fellows to start in AY 2017/18. Clear University backing for the scheme is essential prior to engaging in discussions with interested industry partners who may wish to proceed quickly to pledging money to the scheme. We anticipate the initial cohort will be targeted into a small number of thematic areas.

Paragraphs 3 – 12 have been removed as exempt from release due to FOI.

Risk Management

13. An Industry Academic Fellowships Board (Chaired by VP Policy and Resources), will meet bi-annually to oversee the programme. On a day to day basis, the IAF programme will be managed by a Director of IAF, based in ERI. This latter will be a part time recycled post in the first instance, but could become a new full time post if/when the attached projections are realised. The Director of IAF will sign off each UoE / company IAF contract.

Equality & Diversity

14. The scheme will aim to recruit a diverse cohort of fellows. Audit of the scheme will include analysis of gender and ethnicity of appointed fellows.

Next steps/implications

15. To market test the proposal with industry, and establish the initial cohort of fellows.

Consultation

16. The scheme has been developed in consultation with the VP Planning, Resources and Research Policy. It received enthusiastic support at People Committee, Principal Strategy Group and Academic Strategy Group. Consultation has also taken place with Edinburgh Research and Innovation, the Careers Service, Human Resources, IAD and Assistant Principal - Researcher Development.

¹ Industry engagement is defined as including private, public and third sector organisations

Further information

17. Available Jane Norman, Kevin Collins and Andy McKenzie:

Author

Andy McKenzie
Business Planning Accountant
6 June 2016

Presenters

Jane Norman, Vice Principal, People &
Culture
Kevin Collins, AP Industry Engagement

Freedom of Information

18. This paper should be closed; its disclosure would substantially prejudice the commercial interests of the University.



CENTRAL MANAGEMENT COMMITTEE

14 June 2016

Heads of School

Description of Paper

1. This paper puts forward proposals for a revised approach to appointment of Heads of School and a revised role description.

Action requested / Recommendation

2. Central Management Group is asked to review the proposed revised Head of School Appointment process and job description attached as Appendix A, particularly focusing on the aspects highlighted in the discussion section of this paper, and endorse the proposals for presentation to Policy and Resources Committee and thereafter to University Court for formal approval.

Background and Context

3. Following initial discussion at People Committee in 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 including:

- The term of office
- The option to more routinely open up opportunities to external as well as internal applicants
- The importance of and mechanisms for role holders to retain a role in teaching and or research in parallel with their Head of School appointment
- The adequacy and appropriateness of the development provision available to Heads of School and prospective Heads of School
- The role of Heads of School in the overall leadership of the University
- Options for Heads of School on demitting office

4. The outputs from the workshop were considered at a meeting of Principal's Strategy Group and a paper reflecting the outputs from the workshop and input from members of Principal's Strategy Group was considered by People Committee in February this year.

5. A revised Heads of School appointment process and job description, informed by the above, is now brought forward for endorsement by Central Management Group, prior to presentation to Policy and Resources Committee and thereafter Court for formal approval.

Discussion

6. The current "Heads of School: Appointment Process and Job Description" available at:

http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Heads_of_School_Appointment_Process_and_Job_Description.pdf

7. The process was developed in 2001 in preparation for the University restructure and creation of the three Colleges and 22 constituent Schools and was approved by Court in 2002. Any changes therefore require the approval of Court.

8. The current process includes significant context setting around the University restructure and makes reference to a number of University Committees and bodies which have evolved, or in some cases ceased to exist, as the University has grown and developed over the last 14 years. These references have been removed from the proposed revised process.

9. A number of principles, which include transparency, fairness, collegiality (in the form of the involvement of staff within the School in the appointment process) flexibility, good employment practice, and equality and diversity considerations underpin the current process and have clearly been well thought through. These principles have been retained in the proposed revised process with some minor revisions.

10. The principles have been amended and reflect the desire for a move to an initial five year appointment, with possible extension for up to a further five years and the opening up of appointments to external as well as internal advertising as the norm.

11. Additional principles have been added to reflect the view that:

- The Head of School role is a single integrated role which will generally include individual teaching and research responsibilities as well as responsibility for overall Academic leadership in these two key areas.
- The need for upfront discussion and agreement on how the different demands of the role are to be balanced and any additional support that will be provided to support the Head of School to achieve that balance has also been captured within the revised principles.
- Consolidation of the Head of School allowance into salary for demitting Heads of School will be routinely considered

12. In terms of the job description and selection criteria the main proposed changes emphasise the role of the Head of School in the overall leadership of the University/College in addition to their role in leading the School.

13. The responsibility of the Head of School for ensuring compliance with legal, financial, health and safety, and equality and diversity regulations and reporting requirements is now explicitly spelled out.

Resource Implications

14. The proposals in this paper have no major resource implications

Risk

15. Not addressing concerns about the current Head of School arrangements may lead to the University being unable to recruit appropriately skilled and qualified individuals to the role. This may in turn lead to poor management decision making and reputational damage.

Equality and Diversity

16. If the proposals to change the process are accepted an equality impact assessment will be carried out.

Next Steps

17. Subject to endorsement from Central Management Group, the proposals for revisions to the Head of School Appointment process and job description will be presented to PRC and thereafter to the University Court for formal approval.

Consultation

18. Extensive consultation has been undertaken with Heads of School, former Heads of School and academic staff below the level of Head of School and with People Committee and Principal's Strategy Group.

19. This paper has been reviewed by Sarah Smith, University Secretary and Jane Norman, Vice Principal People and Culture.

Further Information

20. Further information is available from Zoe Lewandowski, Director of Human Resources.

Author and Presenter

21. Zoe Lewandowski
Director of Human Resources
7 February 2016

Freedom of Information

22. This paper is open.

APPENDIX A

Revised Process and Job Description for Appointment of Heads of School

The role of Head of School occupies a central position in the leadership structure of the University. It carries with it a significant set of accountabilities for which s/he is responsible, through the Head of College, to the Principal and, ultimately, the University Court. These include a shared responsibility for College and University interests as well as statutory and legal responsibilities. Equally importantly, the role embodies a set of responsibilities to, and for, all staff and students in the School including ensuring that their 'voice' (or sometimes, voices) are heard and heeded in both College and University processes and that the development of the School, in human and academic terms, is fostered and supported.

The following principles must be applied in all Head of School appointment processes:

1. Information about the Headship will be made available to all staff, including the formal 'role' description and any additional information relevant to the role in that particular School. Information about the appointment procedure will also be provided. Both will be in writing.
2. All members of academic staff in the School will be provided with the opportunity to express an interest in being appointed to the position. This invitation will be in writing. No member of staff may be considered for appointment to the Headship of a School without his or her knowledge and permission.
3. External advertising, as well as internal advertising, of new Headship roles will automatically be considered in all cases. While external and internal advertising is expected to be the norm, it is acknowledged that there may be situations where external advertising will not be appropriate e.g. in a very small school where budget constraints would make it difficult to fund an external appointment.
4. For externally and internally advertised Headship roles the guidelines for the establishment and composition of Special Committee's for Chair appointments (with the exception of the inclusion on the Committee of the current Head of School) must be followed. At least one member of the Selection Committee must be selected in accordance with principle 6 below.
5. Where the appointment is advertised internally only the appointment procedure will involve a selection committee of ideally no more than five members although the size and nature of School will be a factor in determining the size of the Committee. It will include the Head of College or his/her nominee and one member of University staff from outwith the School, nominated by the Head of College and approved by the Convener of People Committee. At least one member of the Selection Committee must be selected in accordance with principle 6 below.
6. To ensure that staff in the School have opportunity for involvement, the committee will contain one or more members directly elected by the staff within the School. It is for the College/School to propose the number of such members, the 'constituencies' from which they might be drawn and by which they are elected, and also to organise any election. In so doing, it is important to ensure that an

appropriate balance is achieved which reflects the size and shape of the School while avoiding the creation of a committee which is too large to operate effectively. Elected members will consult with all staff in their 'constituency' about the requirements which they see as important in the Head of School position and its holder, and ensure that these views are taken into account by the selection committee.

7. In the case of externally and internally advertised appointments the Principal or an alternative member of the Committee nominated by the Principal will chair the Committee. For appointments which are advertised internally only, the Head of College or an alternative member of the Committee nominated by the Head of College will chair.
8. Heads of School will be expected to retain a role in teaching and/or research as an integral part of their role throughout their term of appointment. This will be in addition to providing overall academic leadership within the School.
9. The time commitment to be devoted to different aspects of the Head of School role and any additional support to be provided over the duration of the appointment, e.g. additional research or technical support, cover for teaching commitments and/or administrative support will be discussed and agreed between then Head of College and the incoming Head of School and documented as part of the appointment process.
10. Appointments will normally be for a period of five years, with the possibility of variation for management reasons. Appointments may be extended for a second term of up to five years (see point 12 below)
11. Where an external appointment is made, the initial period of appointment to the Head of School role will be 5 years as is the case with an internal appointment. The underlying academic appointment will be open-ended.
12. In the event that a Head of School wishes to remain in post beyond the initial five year term the decision on whether to offer an extension will rest with the Head of College, who will make this decision taking into consideration; performance in the role and achievement of agreed objectives during the initial term, the view of colleagues within the School (elicited through a 360 appraisal process or similar), the needs of the School/College in the light of future plans/anticipated challenges.
13. Head of Schools will be eligible for time to refresh in the form of special study leave of up to one year at the end of their term of office or at an appropriate point during their term of office, e.g. between an initial and an extended period of appointment, as agreed with the relevant Head of College.
14. Consolidation (or part consolidation) into salary of the Head of School allowance for Heads of School demitting office will be routinely considered by the relevant Head of College on the basis of performance and achievements in the role and will normally be dependent on the demitting Head of School taking on specific agreed leadership responsibilities which are of benefit to the wider University. Where appropriate Heads of College will submit recommendations to the Principal for consideration and approval.

2. Head of School – Role Profile

Purpose of the Role

The role of the Head of School is to:

- provide academic leadership, develop appropriate plans and ensure delivery of School objectives, in particular, for teaching and research which are aligned with and develop in line with overall University and College strategies.
- provide effective governance and management of the School and all of its people and financial resources, ensuring compliance with legal, financial, health and safety, and equality and diversity regulations and reporting requirements.
- play a key role in the leadership and the development of the University encouraging collaborative working between Schools and departments across the University and acting as an ambassador for the School, College and University with external stakeholders

Key Result Areas/Responsibilities

- A. Provide strategic leadership in teaching and research developing a shared vision for the School that embodies agility and flexibility allowing the School to respond appropriately to changes in internal and external context.
- B. Create a positive and collegiate environment that promotes and supports equality and diversity and places emphasis on open communication, where individual members of staff are engaged and their contributions are encouraged and recognised.
- C. Develop the School plan in line with overall College and University strategy and set and monitor goals and performance standards to optimise the use of all of the School's financial and people resources, where necessary, ensuring corrective action is taken.
- D. Where change is needed, lead through effective communication of the vision for the School, ensuring staff understand and embrace the need for change and their role in contributing to the goals of the School, College and University.
- E. Champion the development of constructive working relationships between the School and colleagues in other parts of the University, in order to facilitate mutual understanding and effective joint working.
- F. Fulfil an ambassadorial role for the School, College and University which facilitates, establishes and maintains productive relationships with external organisations, to maximise any available opportunities.

Context of the Role

- Responsible to the Head of College
- One of 22 Heads of School providing senior academic leadership in the University
- A member of the College's academic leadership group
- Also has significant relationships with:
 - i. Principal and Senior Vice-Principal,
 - ii. Other Heads of School,
 - iii. College Registrar and other members of the College Management team,
 - iv. Heads of Support Services and the Heads of Support Groups,
 - v. Assistant and Vice-Principals,
 - vi. Relevant organisations external to the University.

3. Head of School – Selection Criteria

Essential

- Ability to provide academic and management leadership across the range of disciplines present within the School.
- A consultative approach to management combined with executive decision making ability.
- Strategic vision and ability to lead the development and delivery of a strategic plan for the School.
- Ability to take a College/University wide perspective and collaborate with other Schools/Colleges to achieve University objectives.
- Proven track record in research and or teaching in areas relevant to the School.
- Experience of managing groups of staff.
- Experience of managing budgets.
- Experience of successfully convening and or chairing meetings.
- Proven ability to achieve results through others.
- Interest in management and in developing own management skills.
- On an Academic contract which will not terminate prior to the end of the proposed period of appointment.

Desirable

- Experience of developing plans and setting and monitoring objectives
- Detailed knowledge of financial management.
- Previous involvement in student affairs e.g. Personal Tutor, member of student welfare committees.
- Experience of chairing or convening committees at University or College level (or equivalent for external applicants).
- Experience of representing the School on College wide bodies or the College on University wide bodies (or equivalent for external applicants).
- Experience of representing the Institution externally or dealing with external bodies.



CENTRAL MANAGEMENT GROUP

14 June 2016

Implementing the Prevent Duty: Update June 2016

Description of paper

1. This short report updates CMG on the University's implementation of the Prevent duty under the Counter-Terrorism and Security Act (2015).

Action requested / Recommendation

2. CMG is asked to note that the University has implemented the Prevent duty in line with the guidance published jointly by the Home Office and the Scottish Government.

Background and context

3. The Counter-Terrorism and Security Act (2015) imposes a duty on Universities and other public bodies to have due regard to need to prevent people being drawn into terrorism. This duty is commonly referred to as "the Prevent duty".

4. The paper sets out the compliance criteria imposed by the Prevent duty and details how the University has complied with each requirement.

5. The paper also provides key statistics since the implementation of the Prevent duty, and notes that the University is looking at whether information for staff with prevent responsibilities can be presented in a way that communicates more clearly the University's continued commitment to freedom of expression on campus.

Resource implications

6. There are no resource implications other than staff time involved in implementing the policy and process changes outlined.

Risk Management

7. Key risks are Reputation and Compliance. The University has low appetite for risk in the conduct of any of its activities that puts its reputation in jeopardy, could lead to undue adverse publicity, or could lead to loss of confidence by the Scottish and UK political establishment, and funders of its activities. In addition, the University places great importance on compliance, and has no appetite for any breaches in statute, regulation, professional standards, research or medical ethics, bribery or fraud.

Equality & Diversity

8. An EIA has been carried out in implementation of the Prevent duty, and equality and diversity is taken into consideration on a case-by-case basis by the University Compliance Group.

Next steps/implications

9. The paper will be presented to Court for approval. Court has ultimate oversight of the University's compliance with the Prevent duty.

Consultation

11. The University continues to liaise with staff and student representatives on the implementation of the Prevent duty

Further information

12. Author

Gavin Douglas

Deputy Secretary, Student Experience

3 June 2016

Presenter

Gavin Douglas

Deputy Secretary, Student Experience

Freedom of Information

13. Open.



IMPLEMENTING THE PREVENT DUTY: UPDATE JUNE 2016

This short report updates CMG. CMG is asked to note that the University has implemented the Prevent duty in line with the guidance published jointly by the Home Office and the Scottish Government

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445921/Prevent Duty Guidance For Higher Education Scotland -Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445921/Prevent_Duty_Guidance_For_Higher_Education_Scotland_-_Interactive.pdf)

In line with discussions at Court in September 2015, the University has approached implementation of the Prevent duty in a proportionate manner.

Compliance

<p><i>External Speakers and Events</i> ...institutions should have policies and procedures in place for the management of events on campus and use of all the institution’s premises. The policies should apply to all staff, students and visitors and clearly set out what is required for any event to proceed.</p>	<p>The University approved a Policy on Speakers and Events in November 2015. This sets out how the University risk assesses any event occurring on campus that is not part of the normal academic or administrative business of the University. High risk events (including but not limited to events that engage with the Prevent duty) are referred to the University Compliance Group, which is chaired by the University Secretary and constituted of senior academic, legal, security, chaplaincy and administrative staff.</p> <p>The University Compliance Group works to Terms of Reference that require a presumption in favour of allowing events / speakers, with conditions if necessary, unless there is an overwhelming case that the speaker or event will contravene the law / the University’s statutory duties and no mitigating actions can be imposed.</p>
<p>Institutions should also demonstrate that staff involved in the physical security of the institution’s estate have an awareness of the Prevent duty.</p>	<p>The Head of Security is fully engaged with the Prevent duty at the University and represents the University on the local CONTEST multi-agency group. He also acts as liaison with the Association of University Chief Security Officers (AUCSO) which can have a role to play in sharing of information about speakers</p>
<p>(There should be) active engagement from the senior management of the institution...(the institution must be) engaged with the Scottish HE Prevent network at a senior level (University Secretary or equivalent senior manager).</p>	<p>Operationally, responsibility for the Prevent Duty rests with the University Secretary, who chairs the University Compliance Group. The Deputy Secretary (Student Experience) represents the University on the Scottish HE Prevent Working Group</p>
<p>Institutions will demonstrate that they have an awareness of, and – where appropriate –</p>	<p>The Head of Security represents the University on the local CONTEST multi-agency group. The</p>

<p>participate in local <i>Prevent</i> or CONTEST multiagency groups.</p>	<p>Deputy Secretary (Student Experience) has also met with the Convenor of the local CONTEST group to discuss the University's implementation of <i>Prevent</i>.</p>
<p>Compliance with the duty will require the institution to demonstrate that it is willing to undertake <i>Prevent</i> awareness training and other training that could help staff and students to prevent people from being drawn into terrorism. Institutions should give relevant staff sufficient training to be able to recognise vulnerability to being drawn into terrorism, and be aware of what action to take. Student unions should also consider whether their staff and elected officers would benefit from <i>Prevent</i> awareness training.</p>	<p>15 senior staff (academic and professional services) attended half day training in February 2016, including Home Office-approved training delivered by the Scottish Preventing Violent Extremism Unit, as well as an alternative, academic perspective on radicalisation. Further training is required and will be delivered after the summer. EUSA colleagues attended some but not all of the training event.</p>
<p>We would expect the institution to have robust procedures both internally and externally for sharing information about vulnerable individuals (where appropriate to do so). This should include information sharing agreements where possible. These procedures should link to existing institutional policies relating to student welfare and safeguarding good practice.</p>	<p>The University has established a Compliance Group, chaired by the University Secretary, to consider any cases where information sharing about vulnerable individuals is proposed. The group works to robust guidelines prepared by the University's external legal advisers.</p>
<p>Institutions must demonstrate that they have regard to the duty in the context of their relationship and interactions with student unions and societies. We would expect student unions and societies to have due regard to the institution's policies relating to <i>Prevent</i>.</p>	<p>Whilst noting that EUSA policy is to oppose <i>Prevent</i>, EUSA room bookings are nonetheless risk assessed by EUSA staff and high risk events are escalated to the University Compliance Group for consideration. The EUSA Advice Pace has robust procedures for sharig information about vulnerable individuals if necessary.</p>
<p>There is training available for higher and further education staff. However, institutions may also have a role to play in developing additional <i>Prevent</i> training tools that may better suit the individual circumstances of the institution and make best use of their own expertise</p>	<p>The University is assessing training materials that are under development both in the private sector and at another Scottish HEI. There may be a need for the University to develop its own materials however.</p>
<p>We would expect institutions to have policies relating to the use of IT on campus. Whilst all institutions will have policies around general usage, covering what is and is not permissible, we would expect these policies to contain specific reference to the statutory duty. Some educational institutions already use filtering as a means of restricting access to harmful content. Consideration should be given to the use of filters as part of the</p>	<p>The University's IT Regulations now contain specific reference to and information about the <i>Prevent</i> duty. In line with other Scottish HEI's, the University does not routinely filter or monitor internet access.</p>

institution's strategy to prevent people from being drawn into terrorism.	
We would expect to see clear policies and procedures for students and staff working on sensitive or extremism-related research. Universities UK has provided guidance to help RHEBs manage this	The University has introduced amendments to research ethics policies (which are held at School level) in accordance with the UUK guidance. The University has also established secure IT storage which can be used by staff working on extremism-related research. In areas where extremism-related research takes place, Schools have identified lead academics who can request or authorise access to this storage.
Institutions have a responsibility to care for their students and we would expect, as part of the pastoral care and support available, there to be sufficient pastoral support for all students according to the needs of the particular institution. This is seen as a key element of compliance with the duty.	The University has a very wide range of pastoral support available and enhances it regularly. There has been no specific Prevent-related initiative in this area.
We would also expect the institution to have clear and widely available policies for the use of prayer rooms and other faith-related facilities. These policies should outline arrangements for managing prayer and faith facilities and for dealing with any issues arising from the use of the facilities. The policies and procedures should clearly set out the times and availability of such facilities and how out of hours access is managed.	The procedures for use of prayer facilities have been modified to comply with this guidance and are available online at http://www.ed.ac.uk/chaplaincy/facilities/room-bookings
In order to ensure that higher education institutions are complying with this duty, there may be a role for the governing body. The governing body is responsible for ensuring the effective management of the institution and has a role in reviewing policies relating to compliance with its statutory duties, including compliance with equality and diversity requirements.	This paper updates Court on the University's compliance with the duty.

Key statistics

Since the implementation of:

- The policy on speakers and events:
 - 15 events have been referred to the University Compliance Group (2 of these from EUSA)
 - 7 were authorised without further consideration
 - 8 were considered by the Group and of these:
 - 1 was refused permission because the speaker required security protection and the request, made with less than 2 days' notice, gave insufficient time to implement security.

- 1 (an external booking request) was refused permission as the organisation was considered to be inappropriate.
- 2 were approved with amendments / additional requirements
- 4 were approved without amendment.
- Procedures for referral of vulnerable students: 1 student case was referred to the University Secretary by an outside agency. After discussion with the School, some enhanced support was offered to the student. No further action was taken.
- Revised research ethics procedures: 0 cases of staff requesting access to secure storage have been logged

Other matters

There have been a number of meetings held with EUSA, and with the student body / representatives of students such as the Islamic Society, to communicate the University's proportionate response to the Prevent duty. Information on the University's approach is online at <http://www.ed.ac.uk/university-secretary-group/prevent-duty>

Given the sensitivities around Prevent, both online and in training, the approach has been to ensure that staff with Prevent responsibilities have access to a wide range of material on the topic, including the statutory duty and our responsibilities but also the wider societal context in which Prevent operates.

Following discussions with representatives of the "Students not Suspects" movement, the University is looking at whether the information can be presented in a way that communicates more clearly the University's continued and deep-rooted commitment to freedom of expression (within the law) on campus.

Gavin Douglas
Deputy Secretary, Student Experience
June 2016



CENTRAL MANAGEMENT GROUP

14 June 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. Central Management Group is asked to note the content and comment or raise questions. 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 the Central Management Group.

Paragraphs 4 – 24 have been removed as exempt from release due to FOI.

Risk Management

25. An updated risk register entry related to finance has been submitted to the Risk Management Committee.

Equality & Diversity

26. 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.

Next Steps/implications

27. Requested feedback is outlined above.

Further information

28. Authors

Lee Hamill
Deputy Director of Finance
3 June 2016

Presenter

Phil McNaull
Finance Director

Freedom of Information

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



CENTRAL MANAGEMENT GROUP

14 June 2016

Scottish Funding Council Strategic Plan Forecast 2015-19

Description of paper

1. Appendices 1 and 2 are the routine draft submission of the University's Strategic Plan Forecast (SPF) template to the Scottish Funding Council (SFC). The template is in two parts, a standard commentary section and a pro forma financial template.

Action requested / Recommendation

2. Central Management Group is asked to consider and approve the draft submission of the University's Strategic Plan Forecast to the SFC for submission to Court on 20 June 2016.

Paragraphs 3 – 10 have been removed as exempt from release due to FOI.

Risk Management

11. The continuing health and sustainability of the University depends upon strong direction supported by robust forecasting. Continuing significant volatility in the external environment requires that we make regular reviews of our prospective performance, and build on this experience. Our current schedule of forecasting the short and longer term financial position mitigates against these risks.

Equality & Diversity

12. No implications.

Next steps/implications

13. Once approved by Court, the Strategic Plan Forecast will be submitted to the Scottish Funding Council by the 30 June 2016.

Consultation

14. This paper has been reviewed and approved by the Director of Finance.

Further information

15. Authors

Lorna McLoughlin
Senior Management Accountant
6 June 2016

Presenter

Phil McNaull
Finance Director

Freedom of Information

16. This paper is closed. Disclosure would substantially prejudice the commercial interests of the University. Withhold until purchase and installation complete to maximise UoE's competitive advantage.



CENTRAL MANAGEMENT GROUP

14 June 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 note the content of this report.

Background and Context

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

Paragraphs 4 – 35 have been removed as exempt from release due to FOI.

Risk Management

36. The University has a low risk appetite for both compliance risks and people risks.

Equality & Diversity

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

Next Steps/Implications

38. Future reports will come to CMG at the end of each quarter.

Consultation

39. A similar People Report will also be presented quarterly to Policy & Resources Committee

Further Information

40. Author & Presenter
Ms Zoe Lewandowski
Director of Human Resources
30 May 2016

Freedom of Information

41. This paper is closed.



CENTRAL MANAGEMENT GROUP

14 June 2016

Masters Funding Proposals

Description of paper

1. This paper explores the demographics of the PGT population and the funding landscape available to Masters students looking to study at the University of Edinburgh (UoE). Some options are presented on how this landscape could be enhanced, or in some cases, the barriers to entry could be made easier to negotiate or removed entirely.

Action requested/Recommendation

2. Central Management Group is asked to review and discuss the options in the context of the wider funding landscape and agree on an appropriate option to pursue.

3. Central Management Group is invited to endorse a “Pilot” of the Prodigy loan scheme in the Business School starting from the 2017/18 intake for marketing in the Funding Publication issued to prospective students in July 2016.

4. This “Pilot” offers an ideal opportunity to explore whether Prodigy can offer a seamless process that can be scaled up to meet the needs of other schools.

Paragraphs 5 – 37 have been removed as exempt from release due to FOI.

Risk Management

38. All loan funding partnership agreements would be exempt from procurement guidelines, as the University would receive no consideration for making the agreement. Any investments made in Prodigy in the future would also be exempt as financial instruments are excluded from public procurement law. However, should a loan funding partner option be chosen, a Probity Check would be made to safeguard the reputation of the University.

39. The University will also need to be mindful that students understand that, where UK government funding is available, the Prodigy offering is there as an ancillary funding source. Moreover, if choosing this option, we need to be aware of the reputational risk where students fail to secure employment within the 6 month grace period. Students need to understand, without being provided with advice, the commitments they assume when choosing Prodigy. Both will be made clear in any publications and marketing material we produce.

Equality & Diversity

40. Equality and Diversity has been considered and it is not envisaged that an EIA is required.

Paragraph 41 has been removed as exempt from release due to FOI.

Consultation

42. This paper has been prepared on the basis of inputs from Terry Fox (Director, Finance Specialist Services), Liz Reilly (Director, Major Gifts), Robert Lawrie (Director, Scholarships & Student Administration) and Rebecca Gaukroger (Director, Student Recruitment & Admissions). The College Registrar (Catherine Martin) has also discussed this within HSS and confirmed that there is interest in exploring further.

Further information

43. <u>Author</u>	<u>Presenter</u>
Andy McKenzie	Phil McNaull
Business Planning Accountant	Finance Director
26 May 2016	

Freedom of Information

44. This paper should be considered closed. Its disclosure would substantially prejudice the commercial interests of the University.



CENTRAL MANAGEMENT GROUP

14 June 2016

Access to Buildings Beyond Normal Opening Hours Policy

Description of paper

1. This paper sets out a revised and updated policy on 'Access to buildings beyond normal opening hours'.

Action requested/Recommendation

2. Central Management Group is asked to approve the revised policy subject to the completion of an Equality Impact Assessment.

Paragraphs 3 – 7 have been removed as exempt from release due to FOI.

Risk Management

8. Risk will be mitigated with the implementation of the policy as sets out a clear framework for access to buildings beyond normal opening hours.

Equality & Diversity

9. An [Equality Impact Assessment](#) (EIA) has not yet been undertaken but will be required for the start of next academic year when the new library opening hours would take effect and this policy will come into play.

Paragraph 10 has been removed as exempt from release due to FOI.

Consultation

11. The policy has been developed in consultation with a number of interested parties, namely: The Director of Estates and the University's Security Manager, the Director of Library & University Collections, the Director of User Services Division IS, the University's Health and Safety Director and the University's Deputy Secretary.

Further information

12. Author

Maureen Masson
Head of Estates Business and
Administration
31 May 2015

Presenter

Gary Jebb
Director of Estates

Freedom of Information

13. The paper is closed.



CENTRAL MANAGEMENT GROUP

14 June 2016

Student Experience: improving 24 hour access to study space

Description of Paper

1. This paper outlines to CMG the case for enhanced provision of 24 hour study facilities in the central area.

Action Requested/Recommendation

2. CMG is asked to *consider* the benefits of investing in enhanced provision of 24 hour study facilities in the central area, to *recognize* that implementing the changes will support the better management of out of hours access to University buildings and to *support* the request for additional resources to allow the associated changes to be implemented.

Background

3. Over the last 10 years, there have been enormous changes in the provision of study spaces for students across UK campuses especially in University Library buildings. Institutions have recognized that they must provide greater choice to reflect the differing study needs and working patterns of their students. As well as providing greater choice through the provision of a variety of study spaces (from traditional, individual spaces to collaborative spaces), Universities have recognized as part of this drive to increase choice, that they must provide students with more options to allow them to decide when they want to study. One of the drivers behind the Main Library Redevelopment Project which came to an end in 2013, was the need to create a building which could stay open longer without incurring prohibitive costs.

4. In the central area of the University campus, some provision of study spaces outside core hours is already in place. The Main Library building is open from 07:30 until 02:30. Students have 24 hour access via swipe to two Information Services managed study spaces in the central area, one in the basement of the Hugh Robson building and one at High School yards. Swipe card access data for the period mid-September to mid-April indicated that there were 3,130 accesses to Hugh Robson building basement between 01:00 and 08:00.

5. Some level of 24x7 provision of library opening is becoming more common amongst the 22 Russell Group libraries. As of April 2016, only Edinburgh and Glasgow do not offer any 24/7 provision. Five libraries provide 24/7 opening throughout the year and a further 10 provide 24/7 during semester time. 24/7 access to libraries is commonplace in North America and this kind of provision is expected by our Canadian and US students when they arrive in Edinburgh.

6. EUSA debated the issue of 24/7 access to the Main Library at their last general meeting of the year in April. A motion calling for the University to extend the opening hours was passed by 304 votes to 26. The main arguments put forward in support of the change centred on security and safety.

7. The Main Library building as a result of the refurbishment project completed in 2013 and supplemented by further changes to be made during summer 2016, provides an environment where a variety of study space needs can be delivered from a single location. The space is easily and securely managed by a small staff team.

8. The option of using the Main Library to offer 24/7 access to study space was initially discussed by the Central Area Building Area Review Group chaired by Gavin Douglas. The Group has considered this change in the context of providing an opportunity to improve the management (in particular lone working and DDA access/egress) of all central area spaces.

Discussion

Proposal

9. The current provision of 24/7 study space in the central area is fragmented. Focussing 24/7 opening on the Main Library building would allow the University to improve the quality of service provided to students. The services currently on offer outside core hours in other locations can be replicated the Main Library and enhanced. The new 24/7 service would be made available throughout the year except on the four public holidays when the Main Library building is closed.

10. The main improvements we will be able to make to the student study experience through making this change are listed below:

- The ability to deliver a service from a well-designed, purpose built environment which provides a variety of study options under one roof. There would be greater continuity and coherence between the service provided during the day and through the night.
- The building is always staffed and provides a secure environment with entry control and CCTV. The staff and systems are linked with the University security service. Students would no longer be left having to study late at night in un-staffed buildings at scattered locations across the campus. Users in the building would have access to food and drink vending machines.
- The Main Library building is compliant with current disabled access requirements. If the facility needs to be evacuated in an emergency, the required number of trained staff will always be on hand to manage the evacuation and provide support.
- The building has been designed so that key study services can be provided from the lower ground, ground and first floors and the remainder of the building can be locked down to save on energy and staffing costs. Our assessment of numbers currently using out of hours study spaces indicates the Main Library will be able to cope comfortably with current and future demand for study accommodation outside core hours. A mixture of study 700 spaces are available across the three floors.

The services available on these floors include the High Use Book collection, quiet study spaces, group study rooms and pods, open access PCs, printing/copying/scanning, self-issue and self-return of materials, accessible rooms on 1st floor and uCreate specialist PCs. A breakdown of services offered before Midnight versus the new extended early morning hours after Midnight is presented in Appendix 2.

- Increasing the number of hours the Main Library building is open will give Edinburgh students greater access to library study spaces in comparison to other similar institutions in the UK and will meet the expectations of our North American students.

11. Moving to 24/7 opening of the Main Library building will support the implementation of other important policy changes and provide some opportunities for cost savings. Limiting the student study space element from buildings which provide 24/7 swipe access will aid the introduction of a more consistent campus-wide lone person working policy. Security services are currently very stretched covering all existing buildings used out of hours in the central areas. With less need to patrol and monitor buildings, it will be possible to focus the resource allocated to campus security more effectively and to reduce the running costs of these University Spaces. Information Services will evaluate the closing of the Hugh Robson and High School yards spaces if this change goes through.

12. If the University agrees to the provision of 24/7 study spaces in the central area on the Main Library building, introducing the change will incur some capital and recurrent costs. Changes will need to be made in the Main Library to make it possible to restrict access to three floors of the building after 12.00 midnight each day. We will need to increase staffing levels to cover the extra hours and to ensure the building is kept clean. We estimate the cost making the necessary changes to the building are around £5,900. The additional recurrent cost of providing 24/7 throughout the year excepting the four public holidays will be £207.5k. A breakdown of the costs is provided in Appendix 1. If the change goes through, we will be able to re-arrange our day time rotas to reduce staffing costs.

Equality & Diversity

13. The change will be reviewed by the IS Disability Information Officer

Further information

14. Authors

Mr Jeremy Upton
 Director of Library and University Collections
 Mr Bryan MacGregor
 Director of User Services Division
 8 June 2016

Presenter

Mr Gavin McLachlan
 CIO & Librarian

Freedom of Information

15. This paper can be included in open business

Appendix 1

Costs to enable 24/7 in Main Library

Additional costs: Staffing

	Current	Proposed	Cost impact
Security & Emergency evacuation	Daytime shift, IS Facilities Assistants 0700 – 1800	0800 - 1700 6 staff, Monday – Friday 4 staff, Saturday - Sunday	- £18K (in reduced overtime)
	Evening Shift, Estates 1800 – 0300	1700 – 0200 5 staff per day No change to existing staffing levels	No impact
		0100 – 0800, with supervisor working until 8.30am to enable handover 5 staff per day, Estates staff 0100-0200 hour dedicated to cleaning	+ £192K
			+ £174K

Additional costs: Utilities

Electricity = £25K

Heating (gas) = £8.5K

Additional costs: Building adaptations

Lifts, installation of lock to prevent lifts travelling above floor 1: £1,000

Additional locks to shut off floors 2 and above during the night-time hours: £600

CCTV in the east and west stair of the LGF (£4300 (inc VAT))

Appendix 2

Main Library Service availability before and after Midnight

Service	08:00 – 00:00	00:00 – 08:00
High Use Book collection	Yes	Yes
Standard Book collection	Yes	No
Quiet Study spaces (LGF)	Yes	Yes
Quiet Study spaces (2 nd -5 th Floor)	Yes	No
Group study rooms & pods	Yes	Yes
Open Access PC's (LGF, Ground & 1 st Floor)	Yes	Yes
Open Access PC's (2 nd – 4 th Floor)	Yes	No
Centre for Research Collections	Yes (09:00-19:00, Mon-Wed, 09:00-17:00, Thu – Fri)	No
Printing/copying/scanning	Yes	Yes
Self-Issue/self-return	Yes	Yes
Service desk	Yes	No
Accessible rooms	Yes	Yes
uCreate	Yes	Yes
Library Café	Yes (08:30-22:00, Mon-Thu; 08:30-18:00, Fri, 10:00-18:00, Sat, 12:00-18:00, Sun)	No
Library Vending	Yes	Yes
Student Services (including counselling & careers)	Yes (09:00-17:00)	No



CENTRAL MANAGEMENT GROUP

14 June 2016

Proposal to create a new Division within Information Services Group

Description of paper

1. This paper sets out the case for the creation of a new Information Security Division within Information Services Group.

Action and Recommendation

2. CMG is asked to approve the creation of the new Division (planning unit) of Information Security within Information Services Group. The new Division would come into effect as of 1 August 2016.

Background and context

3. Over the past few years the information technology space has changed significantly. The predominance of technology in every aspect of our lives has increased the amount of data being generated day after day, across the world. Higher education is no exception and across our research, teaching and business activities we generate significant levels of desirable and sensitive data. In considering the future direction of the University, including the desire to build international partnerships; extend our digital offerings to 10,000 online learners; and increase our interactions with industry, we need to ensure that the data we produce is effectively protected. Each of these goals brings with it implications for the security of our data, and the data of others. With this in mind, in the Information Services Planning application for 2016/19, we set out a vision of ISG by 2020 wherein:

- **‘Information protection will be pervasive** with widespread awareness of information security responsibilities and requirements. Best practice will be implemented across both student and staff communities; and our Information Security Accreditation on core services and systems, underlines our role as a trusted partner for NHS, industry and translational partners.’

4. During 2015/16, we have begun to put in place the Information Security Team that will lead on the delivery of policies, processes and activities required to get us to the desired 2020 state. We have appointed a Chief Information Security Officer (CISO), Alistair Fenemore, and he is putting together the initial phases of the team required to deliver the Information Security function.

5. As a starting point, the Information Security function has been located at Group level in IS Corporate.

6. We considered the strengths and potential limitations of the Group as it is currently configured and where the Information Security function should sit within that configuration. We considered two options: creating a sub-Division within an existing Division; and creating a separate, additional IS Division. Both options also considered where the locus of the University’s leadership, knowledge and expertise in information security should lie.

7. There is no unambiguous 'neutral' home for a sub-Division within the existing structure. There will be occasions when the CISO may have to 'over-rule' a Director or disagree with the CIO on matters pertaining for example to the security of data or networks. To have the CISO sit within an existing Division, reporting to a Director is not practical for this reason.

8. Likewise, as far as possible there is a need to create an element of independence for the CISO. It is essential that this University-wide role is independent, certainly with its own budget, reports & projects as far as is practical to ensure the autonomy of decision making, advice and reporting.

9. For these reasons we are recommending that the Information Security function be set up as a Division (planning unit) in its own right, thereby affording the CISO control over planning, budgeting and decision-making for this area.

Resource implications

10. There are no additional resource implications associated with the creation of a new Division. The CISO role already exists and ISG has committed to resourcing further posts in this area to provide for the information security team. The administrative requirement will be supplied from within the existing ISG complement.

Risk Management

11. There are a number of risks associated with not creating the Division. As stated in section 3 above, an element of autonomy is required in order for the CISO to operate effectively across the University and this is best achieved by placing the CISO in a separate ISG Division.

Equality & Diversity

12. There are no immediate Equality and Diversity impact issues associated with this proposal.

Next steps/implications

13. If approved the new Division will come into effect as of 1 August 2016.

Further information

14. Further information may be obtained from the authors of the paper.

Author

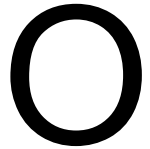
Gavin McLachlan
CIO and Librarian to the University
Jo Craiglee
Head of Knowledge Management
7 June 2016

Presenter

Gavin McLachlan

Freedom of Information

15. This paper is open.



CENTRAL MANAGEMENT GROUP

14 June 2016

Ethical Fundraising Advisory Group Procedures

Description of paper

1. The principal purpose of the Ethical Fundraising Advisory Group (EFAG) is to consider and advise on whether the sources and purposes of prospective donations, fundraising and other funded activities are ethically acceptable. This paper proposes revised procedures for the due diligence review of donations.

Action requested/Recommendation

2. CMG is asked to consider and approve the revised procedures.

Background and context

3. In response to feedback at the meeting of the EFAG in January 2016 and the subsequent appointment of the Vice-Principal Philanthropy and Advancement in February 2016, the existing due diligence procedures for donations were reviewed by Development & Alumni and the University Secretary's office. They were reviewed with a view to streamlining the process and providing clearer signposting of the issues that require most consideration.

4. At the meeting of the EFAG on 6 June 2016, EFAG endorsed the revised procedures and agreed they should be submitted to CMG for approval. Under the proposed revisions, all potential donations above £5,000 will be subject to due diligence review, and all potential donations above £500,000 will be automatically referred to the EFAG, irrespective of the new risk assessment scoring.

5. The revised procedures further strengthen the University's due diligence process, ensuring best practice in the sector.

Discussion

6. The full due diligence procedures are available from page three of this paper. The key points to note can be summarised as follows:

- **Adjusted thresholds for the level of potential donations.** It is proposed to raise the threshold for automatic referral to EFAG from £250,000 to £500,000, with the Executive Director of D&A taking responsibility for deciding which cases below £500,000 merit the EFAG consideration.
- **Introduction of risk assessment scoring.** A risk rating has been introduced with a scale of 0 – 4, weighted towards the risk associated with the source of funding, with allowance also for potential conflicts of interest, in terms of the activity to be supported by the gift. All donations that have a risk score of 2 and above, irrespective of size, will be automatically referred to the EFAG.
- **Staff evaluation.** Depending on the level of risk, the University Secretary, on behalf of the EFAG, will continue to identify two members of University staff with relevant expertise to evaluate the proposed donation, but this evaluation

will now only take place with proposed donations that have a risk score of 2 and above.

- **New due diligence template.** A new template has been prepared, designed to focus on the information needed by the EFAG and, in particular, to bring to the front the information most relevant to the EFAG's deliberations. It is expected that straightforward cases will require a relatively brief submission (2 sides of A4), limiting the amount of paperwork the EFAG receives.

7. Additional information for EFAG members will also be made available on request, and uploaded to a new EFAG wiki page on the University Court & Committees site. This will enable EFAG members to have direct access to any underlying detail and additional relevant background information. This will be available for donations at all levels.

Resource implications

8. The procedures will have resource implications for Development & Alumni undertaking the due diligence reviews.

Risk Management

9. It is critical that the mission, values and integrity of the University and University of Edinburgh Development Trust are not undermined through our philanthropic work. The due diligence procedures therefore ensure the sources and purposes of prospective donations, fundraising and other funded activities are ethically acceptable.

Equality & Diversity

10. Due consideration for equality and diversity issues have been integrated in the revised EFAG procedures.

Next steps/implications

11. After CMG approval, the revised procedures will be adopted with immediate effect and uploaded onto the University website. A communication on the procedures will also be issued.

Consultation

12. The procedures were reviewed and endorsed by the EFAG on 6 June 2016.

Further information

13. Further information is available from Chris Cox, Vice-Principal Philanthropy and Advancement, or Jamie Tait, Secretary to the EFAG.

14. Author & Presenter

Chris Cox
Vice-Principal Philanthropy & Advancement
6 June 2016

Freedom of Information

15. This is an open paper.

Procedures for the Due Diligence Review of Donations

A. Introduction

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

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

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

B. Assessment of the sources of donations

1. In principle, trustees of a charity are expected to accept money given to that charity for purposes consistent with the charity's objects, but the trustees have discretion to consider other factors relevant to the charity's best interests.
2. For any donation, members of the University, and in particular staff in D&A, will balance the benefits of funding against reputational risks, taking into account the legal framework and other considerations which will inform the potential decisions of the EFAG.
3. The University of Edinburgh Development Trust, on behalf of the University, receives and administers donations on the clear understanding that the funder can have no influence over the academic freedom and independence of the University. This principle covers decisions relating to student admissions, supervision and examinations, staff recruitment, and where relevant, the conduct and agenda of research and publications of results.

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

4. All proposed donations of £5,000 or more will be subject to due diligence of some form. The extent of due diligence and of oversight applied will increase in line with an assessment of the risk associated with the potential donor and potential size of the donation.
5. All proposed donations from sources which together with prior donations received by the University of Edinburgh Development Trust amount to between £5,000 and £99,999, as recorded on the D&A database, will be subject to an initial research process and, in certain cases, a risk assessment to determine whether a more formal review is required. In some cases, no further action will be required; other cases will be referred to the Executive Director of D&A, who will decide whether the donation can proceed or whether the case should be referred to the EFAG.
6. All proposed donations from sources which together with prior donations received by the University of Edinburgh Development Trust total between £100,000 and £499,999, as recorded on the D&A database, will be subject to a full due diligence review and risk assessment. These will then be passed to the Executive Director of D&A for review. The Executive Director of D&A may in turn decide to refer the case on to the EFAG for a decision or the case will automatically be referred to the EFAG if the risk assessment scores 2 or above.
7. All proposed donations from sources which together with prior donations received by the University of Edinburgh Development Trust amount to more than

£500,000, will be subject to a full due diligence review and risk assessment and should automatically be referred to the EFAG by the Executive Director of D&A. Care should be taken to consider whether there are any secondary funders (the 'funder behind the funder') that may require scrutiny.

8. Appendix 1 (Procedure by Level of Donation and Risk Assessment) sets out the procedure that will be followed according to the level of the potential donation, noting in what circumstances a risk assessment and scoring will be needed, and the possible outcomes. The table also notes who is responsible for the different parts of the process.
9. If there is concern over the ethical implications of a potential donation, regardless of the value of the donation, University staff are requested to notify the Executive Director of D&A who will be responsible for bringing the matter to the EFAG if appropriate. The Executive Director of D&A will also be responsible for bringing such matters to the EFAG's attention with regards to donations received by the University of Edinburgh Development Trust.
10. D&A will record all research it undertakes on sources of funding, and any decisions made on the basis of that research, against the record of the source held on the D&A database that D&A manages on behalf of the University and the University of Edinburgh Development Trust.
11. Consideration will also be given to the extent and timing of due diligence applied to previous donors (see section D.2 below), depending on assessment of whether the circumstances may have changed and the lapse of time from the previous donation.

C. Due Diligence Procedures

1. £5,000 – £99,999 (by D&A). During the initial research process and, in certain cases, a risk assessment, the aim is to explore whether there are any concerns that raise issues of ethical or reputational risk. A standardised search is used on the D&A database (and/or any subsequent product or news database), and an online search is designed to highlight potential areas of concern. The research screening and the decision making process are stored and logged on the D&A database. Attempts will also be made to establish whether a donor has any links to an application to study at the University; the objective here is to ensure full transparency that admission as a student and acceptance of donations are kept entirely separate.
2. £100,000 + (by D&A and the EFAG, and potentially the CMG). The University does not have a written set of guidelines as to what is acceptable, but considers each donation individually. The full due diligence review involves a checklist

agreed by D&A that addresses the background of the donor and their relationship with the University.

3. Appendix 2 (Research Undertaken for Full Due Diligence Process) shows, for each category of donor, the areas of research focus and the sources that will be used in undertaking the research.
4. Appendix 3 (Risk Assessment Scoring) provides the basis for scoring the level of risk involved, in terms of the source of the donation and also whether there is a question of a potential conflict of interest, e.g. whether there might be a perception that academic freedom might be compromised if the source of funding suggests a bias towards a particular point of view.
5. Depending on the level of risk, the University Secretary, on behalf of the EFAG, will also identify two members of University staff with relevant expertise to evaluate the proposed donation based on three key principles:
 - a) Must support the aims of the University;
 - b) Must not damage the integrity and reputation of the University;
 - c) Must not impinge on academic freedom.

This will also provide an opportunity for the staff to raise any potential issues or concerns. Responses will be sought within 1 week. This evaluation will only take place with proposed donations that have a risk score of 2 and above.

6. The process for risk assessment scoring can be summarised as follows:
 - a) Where the donation is between £5,000 and £99,999 and no risks are identified, the case would proceed without reference to the Executive Director or the EFAG.
 - b) Where the donation is between £5,000 and £99,999 and some level of risk is identified, the case would be referred to the Executive Director, who would decide whether to approve or refer to the EFAG.
 - c) Where the donation is between £100,000 and £499,999 and there was no risk or a moderate level of risk, the case would be referred to the Executive Director, who would decide whether to approve or refer to the EFAG. A moderate level of risk would be a risk score of 0 – 2, provided the risk score for the source of the donation is less than 2. Cases approved by the Executive Director would be reported in summary form to the EFAG for information (and potential challenge).
 - d) Where the donation is £500,000 or more, including when no risks have been identified, or where the donation is between £100,000 and £499,999 and involves a potentially significant level of risk, a template is completed and submitted, with the risk score, to the EFAG for a decision. A

significant level of risk would be a risk score of 3+, or a risk score for the source of the donation of 2+.

- e) For oversight purposes, the EFAG also receives a summary table of all cases that have been referred to the Executive Director and which he has approved (and will have access to review the completed templates, or a sample, if desired).
 - f) All donations that have a risk score of 2 and above, irrespective of size, will be automatically referred to the EFAG.
7. Depending on the potential size of the donation and the level of risk, the EFAG will review the report and consider whether the responses raise serious issues of ethical or reputational risk. The EFAG shall refer to the CMG any matter on which it is unable to reach agreement, any matter which raises particular difficulties setting out its recommendation and any matter which it considers raises issues falling outside its terms of reference.

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

1. In presenting cases to the EFAG the following criteria will also be taken into account:
 - a) any possibility that the funding under consideration is or is alleged to be associated with illegal activities by the potential donor under the Proceeds of Crime Act, the Bribery Act or anti-terror financing legislation. In such cases, the potential donation will not proceed and will be passed to the Executive Director of D&A to confirm the validity of the research. The EFAG will be advised of such cases for information purposes.
 - b) any possibility that acceptance of the funding or any of its terms may not be in the best interests of the University on account of any one or more of the following:
 - i. where the activities of a funder are in conflict with the objectives and agreed policies of the University or its beneficiaries;
 - ii. where conditions imposed by a funder run counter to standard practice or would impose on the University objective contrary to those already agreed by the University;
 - iii. where there is evidence that the reputational cost to the University of accepting the funding will be disproportionate to the value of the donation itself;
 - iv. where the offer of support is dependent on the fulfilment of conditions placed upon the University which are perceived to be too onerous or counter to the University's objectives;

- v. where acceptance would be unlawful or otherwise counter to public interest;
 - vi. where the money derives from a source counter to the University's objectives;
 - vii. where acceptance of the funding is likely to deter a significant number of supporters from future support;
 - viii. where a funder has had their reputation compromised in some way, and the behaviour which led to this has clearly not ceased or the reputation remains compromised.
 - ix. where for any of the above or some other reason the acceptance of the funding would involve an unacceptable risk of reputational damage to the University.
2. Where the funder has previously been approved, there will be an assumption that any subsequent funding will also be approved unless:
- a) the proposed funding will reach the threshold requiring due diligence; or
 - b) in the interim there has been a change in circumstance that might affect the University's decision as to whether to accept the subsequent funding.

E. Procedure if donation requires withdrawal

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

Appendix 1: Procedure by Level of Donation and Risk Assessment

Level of Potential Donation	Procedure	Outcome	Risk Template
Level One: £5,000 to £99,999	Newspaper database and internet search on key words to identify potential reputational risk (<i>F or R</i>)	If no risk found, no further action If potential risk found, risk scoring and template to be completed (<i>F, R</i>) Review and refer to the EFAG if appropriate (<i>ED</i>)	Not required To be completed (<i>R</i>) Submitted to the EFAG if referred
Level Two: £100,000 to £499,999	Full due diligence process including risk scoring (<i>F, R</i>)	If risk score is 0, confirm and approve; if risk score is 1, review and refer to the EFAG if appropriate (<i>ED</i>) If risk score is 2+, refer to the EFAG	To be completed (<i>F, R</i>) Submitted to the EFAG if referred Submitted to the EFAG
Level Three: £500,000 plus	Full due diligence process including risk scoring (<i>F, R</i>)	Referred to the EFAG	To be completed and submitted to the EFAG (<i>F, R</i>)

Responsibilities are shown in brackets in italics (F = Fundraiser; R = Research team; ED = Executive Director).

In each case, ThankQ will be updated by the Research team to record that the relevant check has been completed.

Appendix 2: Research Undertaken for Full Due Diligence Process

Research Focus	Individuals (and associated organisations)	Companies	Foundations/Trusts
Self	√	√	√
Source of Funding	√	√	√
History of Philanthropy	√	√	√
Partnerships with peer groups (e.g. Universities, Research Institutes)	√	√	√
Circle of friends/associates	√	-	√
CSR policies	-	√	-
Office-bearers	-	Directors & Executives	Trustees
Sources	Individuals (and associated organisations)	Companies	Foundations/Trusts
Factiva and Lexis-Nexis (UK) news databases and the internet*	√	√	√
Mint Global company information database	√	√	√
Companies House Companies House UK/US State Business Records	√	√	√
Companies House list of Disqualified Directors	√	√	√
Financial records/annual reports	√	√	√
Own or organisation's website/s, including associated organisations	√	√	√
Academics with knowledge of subject	√	√	√
Corporate Watch	-	√	-
UN Global Compact	-	√	-
Business and Human Rights Resource Centre	-	√	-
Ethical Consumer	-	√	-
Charity Commission/OSCR/Foundation Center USA	-	-	√
Other sources as relevant	√	√	√

*Search terms to include: allegation, accusation, bankrupt(cy), bribe, controversy, corruption, court, crime, donation(s), dissolve(d), equality, fraud, human rights, (il)legal, investigat(e/ion), prosecut(e/ion), protest, (un)ethical, sanction, scandal, terrorism

Appendix 3: Risk Assessment Scoring

The source of the donation is scored on a scale of one to three. The risk attached to the purpose of the gift, in terms of the potential for a conflict of interest, is also assessed and a further point added if a risk is identified.

Risk rating	Score	Source of Donation: Description
Low	1	Minor rumour/speculation/protest at behaviour by the proposed individual or organisational donor, considered by some to be unethical (but legal)
Medium	2	Significant rumour/speculation/protest at behaviour by the proposed individual or organisational donor, which is considered by some to be unethical (but legal) Or Allegations of illegal or unethical activity by an individual or organisation which is <i>not</i> the direct source of funding, but is nonetheless closely associated with that source
High	3	Unproven allegations or rumour/speculation of illegal activity by the proposed individual or organisational donor, where the illegal activity relates directly to the source of funding for the donation, or can be reasonably assumed to be a significant underlying source of funding for the donation Or Proven (in court of law) allegations of illegal activity by a proposed individual or organisation which is <i>not directly connected to the source of funding</i> , but is nonetheless closely associated with that source

Score	Purpose of Donation: Description
1	The risk score will be increased by one point where there are concerns over a threat to academic independence or another potential conflict of interest between the source of the funding and the proposed purpose of the donation.

A score of 0 will be allocated where there is no known current risk (i.e. where none of the description applies).



CENTRAL MANAGEMENT GROUP

14 June 2016

Proposal to establish a Chair of Accounting

Description of paper

1. This paper outlines the case for the establishment of a Chair of Accounting to be based within the Business School, College of Humanities and Social Sciences.

Action requested/Recommendation

2. Central Management Group is asked to approve to creation of the Chair and recommend to Court and Senate the adoption of the appropriate Resolutions.

Background and context

3. The College of Humanities and Social Science would like to establish the Chair in order to capitalise on, and enhance, the current infrastructure of the department of Accounting.

4. The retirement of Prof Falconer Mitchell who held a personal chair of Accounting has necessitated this request.

5. The Department of Accounting has established a solid foundation on which to build. The Chair will contribute significantly to the activities of the recently launched Centre for Accounting and Society within the Business School

Discussion

6. We submit this request to create a substantive chair for consideration by CMG. It is suggested that the position be available from September 2016.

Resource implications

7. The Chair will be funded by core funds, as budgeted and agreed in the College Plan.

Risk Management

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

Equality & Diversity

9. There are no direct implications on equality and diversity.

Next steps/implications

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

Consultation

11. The paper has been reviewed and approved by the Dean of the Business School.

Further information

12. Author

Ellie Dora
Secretary, Committee for the
Selection of Chairs, CHSS
16 May 2016

Presenter

Vice-Principal Dorothy Miell
Head of the College of Humanities and Social
Science
27 May 2016

Freedom of Information

13. The paper can be included in open business.



CENTRAL MANAGEMENT GROUP

14 June 2016

Report from Fee Strategy Group

Description of paper

1. This paper sets out the recommendations for tuition fees from the Fee Strategy Group meeting of 8 June 2016 which CMG are invited to approve.

Action requested

2. For information and to approve the tuition fee proposals noted in the document.

Recommendation

3. We recommend that CMG approves the tuition fee proposals set out in the paper.

Paragraphs 4 – 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. Further information can be obtained from Peter Phillips, Deputy Director of Planning, GaSP (tel: 50-8139, email: Peter.Phillips@ed.ac.uk)

22. Author

Peter Phillips, Deputy Director of Planning
Governance and Strategic Planning
8 June 2016

Presenter

Tracey Slaven, Deputy Secretary Strategic Planning
Governance and Strategic Planning

Freedom of Information

23. 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

14 June 2016

Principal's Strategy Group

Committee Name

1. Principal's Strategy Group (PSG).

Date of Meeting

2. 29 April 2016 and 23 May 2016.

Action Required

3. Provided for information.

Key points

4. Among the items discussed were:
 - a) Business Planning Round 2016-19
PSG discussed the final version of the plans and allocation for 2016 – 19.
 - b) Strategic Plan 2016 - 21
PSG discussed the latest draft version and provided comment.
 - c) PhD Scholarships
The Group discussed a new approach to PhD scholarships which will proceed as a pilot scheme led by Assistant Principal Bradshaw.
 - d) UCAS Clearing
Options for taking part in UCAS clearing this summer were proposed and discussed.
 - e) Public Affairs
The plans and approach for the University's Public Affairs strategy were discussed and agreed.
 - e) Initial Priorities for Philanthropy & Alumni Engagement
PSG were positive about the approach being taken by Vice-Principal Cox and offered comment on the proposals.
 - f) Carnegie Professors Nominations
A proposal for a nomination from the College of Science and Engineering was approved by PSG.

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

2 June 2016

Freedom of Information

8. Open Paper