THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP
Raeburn Room, Old College
30 August 2016, 10 am

AGENDA

1	**Minute** To *approve* the minute of the previous meeting held on 14 June 2016.	**A**
2	**Matters Arising** To *raise* any matters arising.	**Verbal**
3	**Principal's Communications** To *receive* an update by the Principal.	**Verbal**

SUBSTANTIVE ITEMS

4	**EvaSys Course Evaluation Roll-out** To *consider* an update by the Director of Student Systems.	**B**
5	**Strategic Performance Measures** To *consider* a paper by the Deputy Secretary, Strategic Planning.	**C**
6	**NSS results** To *consider* a report by the Senior Vice-Principal.	**D**
7	**Assessing Teaching Ability during Staff Recruitment** To *consider* a paper by the Assistant Principal, Academic Support.	**E**
8	**Finance Directors Update** To *consider and comment* on updates by the Director of Finance.	**F**
9	**Value for Money Report** To *consider* the report by the Director of Finance.	**G**
10	**Planning Timetable** To *consider and approve* a paper by the Deputy Secretary, Strategic Planning.	**H**
11	**Tuition Fees Deposit Policy** To *consider and approve* a paper by the Deputy Secretary, Strategic Planning.	**I**
12	**Draft Institutional Climate Strategy** To *consider and approve* a paper by Director of Social Responsibility and Sustainability	**J**

13 Scottish Government Social Impact Pledge **K**
To *consider and approve* a paper by Assistant Principal Community Relations.

14 Proposed Prisoner Placement Scheme. **L**
To *consider and approve* a paper by Assistant Principal Community Relations.

15 Good Food Policy **M**
To *consider and approve* a paper by the Senior Vice-Principal.

16 Health and Safety Quarter 3 Report **N**
To *consider and note* a report by the Director of Corporate Services.

17 UCU concerns about introduction of requirement for staff to record where they are working **Verbal**
To *discuss* a verbal update by the Director of Human Resources.

18 Any Other Business **Verbal**
To *consider* any other matters by CMG members.

ITEMS FOR NOTING OR FORMAL APPROVAL

19 NPRAS Estates Rates 2017-18 **O**
To *approve*.

20 Proposals for Chair Establishment and Changes **P1**
To *approve.* **P2**

21 Fees Strategy Group **Q**
To *approve*.

22 Principal's Strategy Group **R**
To *note*.

23 Date of next meeting
4 October 2016 at 10 am in the Raeburn Room, Old College

THE UNIVERSITY of EDINBURGH

A

CENTRAL MANAGEMENT GROUP

14 June 2016

Minute

Present:
Senior Vice-Principal Professor Charlie Jeffery (Convener)
Vice-Principal Professor Dorothy Miell
Vice-Principal Mr Chris Cox
Vice-Principal Professor Jane Norman
Vice-Principal Professor James Smith
Ms Sarah Smith, University Secretary
Mr Hugh Edmiston, Director of Corporate Services
Mr Gavin McLachlan, Chief Information Officer
Ms Tracey Slaven, Deputy Secretary, Strategic Planning
Mr Gary Jebb, Director of Estates
Mr Phil McNaull, Director of Finance
Ms Zoe Lewandowski, Director of Human Resources

In attendance:
Professor Arthur Trew, on behalf of Vice-Principal Professor Yellowlees
Dr Catherine Elliott, on behalf of Vice-Principal Professor Sir John Savill
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 Barry Neilson, Director of Student Systems (for items 3 and 4)
Professor Kevin Collins, Assistant Principal for Industry Engagement (for item 8)
Mr Jeremy Upton, Director of Library and University Collections (for item 15)
Ms Kirstie Graham, Deputy Head of Court Services

Apologies:
The Principal
Vice-Principal Professor Mary Bownes
Vice-Principal Professor Chris Breward
Vice-Principal Professor Richard Kenway
Vice-Principal Professor Jeff Haywood
Vice-Principal Professor Andrew Morris
Vice-Principal Professor Sir John Savill
Vice-Principal Professor Jonathan Seckl
Vice-Principal Professor Sarah Welburn
Vice-Principal Professor Lesley Yellowlees
Dr Ian Conn, Director of Communications and Marketing
Mr Dave Gorman, Director of Social Responsibility and Sustainability
Mr Brian MacGregor, Director of User Services Division

1 Minute — Paper A

The Minute of the meeting held on 17 May 2016 was approved.

This was Professor Charlotte Clarke's final meeting as she was finishing her term as a CMG member and thanks were noted. It was noted that this was the last CMG meeting with its current membership and there would be a slightly revised membership next session.

2 Principal's Communications

Senior Vice-Principal Professor Charlie Jeffery, on behalf of the Principal reported on the following: the uncertainty on the outcome of the EU referendum, with the University ready to provide a statement to reassure current and prospective students in the event of an exit vote that the University is stable and secure and will work to minimise the impact on staff and students wherever possible; developments in relation to the Teaching Excellence Framework, which may lead to a different but equivalent process for Scottish institutions; positive discussions on the City Deal; the ongoing UCU action.

SUBSTANTIVE ITEMS

3 EvaSys Course Evaluation Roll-Out Paper B

CMG considered an update on the EvaSys course evaluation roll-out and discussed the draft Course Evaluation Policy.

Members raised the issue of the availability and use of individual staff data beyond School level and were assured this would be reworded in the next iteration of the Policy to clarify that only aggregate data would be available beyond School level, as well as addressing Data Protection and Freedom of Information issues.

There was discussion of terminology, with Course Enhancement considered to be more reflective of the aims of the project than Course Evaluation. It was agreed there needed to be a clear explanation and communication of gender issues in providing feedback on courses and the potential to consider and explore gender bias at an institutional level through aggregate data review was welcomed. There should also be general guidance for managers around issues relating to feedback on new staff and new courses. There was discussion of the implementation plan and it was noted that it would be individualised for each School

There was feedback on the question set with a request for more student engagement led questions. There would be further work with academics to develop the questions and the finalised question set would be forwarded to the Senate Quality Assurance Committee for approval.

A final version of the Course Evaluation Policy, taking into account all comments and feedback, would be forwarded to the next CMG meeting for approval.

4 Service Excellence Programme **Paper C**

CMG noted the update on the Service Excellence Programme, which was now operational with the Human Resources Transformation Programme and Student Administration and Support Programme. The Service Excellence Board would shortly consider proposals for two further programmes (Finance and Student Recruitment and Admissions). Feedback was always welcomed on all aspects of the programme.

5 Strategic Plan 2016-21 **Paper D**

CMG considered the near-final draft of the Strategic Plan 2016-21, which would be presented to Court on 20 June 2016 for approval.

There was discussion of: the importance of ensuring there was sufficient personalisation to make the Plan specific to the University: clarification of the University's intentions and capacity for growth; disability access being referenced in the estates section.

It was noted that the performance measurement framework was being developed and this could provide clear targets and metrics that were distinctive to the University and addressed issues such as growth and access. There would be further consultation to identify measures to monitor progress against the Plan, with the proposed measurement framework forwarded to CMG for consideration.

6 Contribution Modelling **Paper E**

CMG considered an update on Workload Modelling, which had been renamed Contribution Modelling and was intended to set principles for academic workload to support the University's unambiguous commitment to learning and teaching. The principles would be supported by operational guidance which would enable each School to generate its own contribution model to ensure learning and teaching was recognised and built into work plans.

There was discussion of the terminology of 'contribution', which suggested output, whereas the principles and guidance were based on input, with output measured through course evaluation. It was agreed it was important to have clarity on this, with 'Work Allocation Model' suggested as a possible name.

There was discussion of the different models that could be adopted by Schools and whether there would be oversight for comparability. It was considered that it may be helpful to receive information from Heads of School on how they had adopted the principles and that such implementation reports, alongside exemplar models, may lead to convergence through comparison and benchmarking.

Subject to the suggestions arising from the discussion being addressed, CMG endorsed the paper, noting it would be discussed at the Combined Joint Consultation and Negotiating Group.

7 Industry Academic Fellows **Paper F**

CMG considered a proposal to establish an Industry Academic Fellowship scheme to enable junior postdoctoral fellows to spend time in both industry and academia within a single post.

It was anticipated that the process would be Schools led, based on existing relationships with industry and could also include the wider public sector and third sector. It provided an opportunity for companies to access the University for research and development and provided a useful structure for deeper engagement with industry. The model was for shared costs, with the company paying the direct staff costs and the University absorbing indirect costs. CMG were supportive of the proposal and suggested some exemplars would be helpful to develop the initiative.

CMG endorsed the proposal as set out in the paper, noting that indirect costs would require to be absorbed by Schools.

8 Heads of School **Paper G**

CMG considered proposals for a revised approach to appointment of Heads of School and a revised role description, developed following a consultation process which included a workshop with former and current Heads of School and academic staff in management roles below Head of School.

CMG endorsed the proposals to be taken forward to Policy and Resources Committee and Court for formal approval.

9 Implementing the Prevent Duty **Paper H**

CMG noted the update on the University's implementation of the Prevent duty under the Counter-Terrorism and Security Act (2015), in line with the guidance published jointly by the Home Office and the Scottish Government. It noted the University had approached implementation in a proportionate manner, that the concerns of students in relation to freedom of expression were recognised and that there would be further work on staff training and awareness.

10 Finance Directors Updates

Finance Director's Report **Paper I1**

CMG noted the report and that the SBS Trustees had agreed a proposal which will form the basis of a formal consultation. Prior to the consultation the University will consult with Communications and Marketing, the Pensions Task Force and the Trustees themselves to ensure an effective and meaningful communication campaign.

The Flash Report for Period 10 was tabled which indicated a larger than expected underspend and colleagues were encouraged to bring forward strategic revenue spend to ensure it was spent in year.

Ten Year Forecast **Paper I2**

CMG noted the Ten Year Forecast indicated the University was in a financially sustainable position. There was discussion of the increase in staff costs as a proportion of expenditure and that increased staff costs were expected to be linked to income growth.

Scottish Funding Council Strategic Plan Forecast 2015-19 **Paper I3**

CMG considered and approve the draft submission of the University's Strategic Plan Forecast to the SFC for submission to Court.

11 People Report Paper J

CMG noted the quarterly report on People related matters, including the initiatives focussed on raising the profile of learning and teaching, the developments in the role of Reader and the recent workshop on managing performance which will inform the redevelopment of the University's Capability Policy.

12 Masters Funding Proposals Paper K

CMG considered a proposal to pilot a loan scheme in the Business School for PGT students with Prodigy Finance. Members expressed reservations about the University appearing to endorse a particular external funding provider and also the legal implications of recognising a preferred supplier and it was agreed there should be further work on the proposal in consultation with the College and Legal Services.

13 Access to Buildings Beyond Normal Opening Hours Paper L

CMG noted a review of the existing arrangements around access to buildings had been undertaken. Issues were raised in relation to disability access and it was requested that there was further consultation and an Equality Impact Assessment before bringing an updated policy to CMG for consideration.

14 Improving 24 Hours Access to Study Space Paper M

CMG considered a proposal for enhanced provision of 24 hour study facilities in the central area.

Currently 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. The proposal was for 24/7 study space in the Main Library building on restricted floors throughout the year except on the four public holidays when the building is closed.

It was proposed that there would be a one year pilot scheme, funded jointly by Information Services and Corporate Services from within their existing budgets. CMG were supportive of the principle and noted that approving a one year pilot would raise student expectations.

Members approved the pilot, with the expectation that recurrent costs for maintaining 24/7 study space in the Main Library following the pilot would require to be addressed by Information Services and Corporate Services through the next Planning round.

15 Proposal to create a new Division within Information Services Group — Paper N

CMG approved the creation of the new Division (planning unit) of Information Security within Information Services Group, with effect from 1 August 2016.

16 Support for Disabled Students Update — Verbal

Vice-Principal Professor Jane Norman updated members that a review of support for students with disabilities was underway and would be gathering information over the summer.

17 Any Other Business — Verbal

CMG noted its congratulations to Senior Vice-Principal Professor Charlie Jeffery on his award of CBE in the Queen’s Birthday Honours for services to the Social Sciences and noted that four other staff members were honoured: Professor David Ferguson, OBE for services to Education, the Arts and the Church of Scotland; Professor Pam Smith, MBE for services to Nursing and Nurse Education; Dr John Kitchen, MBE for services to Music; and Dr Sharon Hannah, BEM, for services to Medical Research.

ITEMS FOR NOTING OR FORMAL APPROVAL

18 Revised Ethical Fundraising Advisory Group Procedures — Paper O

CMG approved revised procedures for the due diligence review of donations as set out in the paper.

19 Proposals for Chair Establishment and Changes Paper P

CMG approved the foundation of Chair of Accounting in the College of Humanities and Social Sciences, as set out in the paper.

20 Fees Strategy Group Paper Q

CMG approved the proposal to quote a fee range for unstructured PGT programmes and approved the fees for the Design Informatics MA/MSC and MFA/Adv MSc and the MSc DataScience as set out in the paper.

21 Principal's Strategy Group Paper R

The report was noted.

22 Date of meetings for 2016/17

The dates were noted as follows:

- 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.

THE UNIVERSITY of EDINBURGH

B

CENTRAL MANAGEMENT GROUP

30 August 2016

EvaSys Course Evaluation Roll-Out

Description of paper

1. This paper provides Central Management Group with the final draft of the EvaSys Course Evaluation Policy for approval.

Action requested/Recommendation

2. Central Management Group is asked to approve the policy.

Background and context

3. 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.

4. 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.

5. 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.

6. The table below illustrates the future desired position and within that the key strands in the project. This paper focusses on the policy, however a verbal update on other stands of the project can be provided at the meeting.

Roll out	All taught courses for the start of 2016 academic year (with any exceptions identified).
Policy	Approved policy in place for 2016/17 Academic Year. Approved by the Central Management Group.
Core questions	Approved core question set at course and staff level. Approved by the Quality Assurance Committee. Development of question sets for use at School level.
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

7. The final draft of the policy is attached to the paper. CMG received an earlier draft of the policy in June 2016 and provided feedback at that point. Further work has been undertaken during the summer to finalise the draft based on feedback provided at that meeting.

8. The data covered in this policy has been collected before in different ways, some paper based, some digital, and these data have used for the purposes set out in this policy.

9. The key point discussed in June 2016 was in relation to the treatment of individual staff data. This has been clarified within the policy (extract of paragraphs 17 and 18 below):

a. Staff data is defined as any quantitative or qualitative data gathered by the course evaluation process through answers to the staff question set.
b. In line with the Data Protection Act, staff data gathered through the course evaluation process will be made available only to those who need to see it and will be used in line with existing HR process guidelines concerning Personal Data.

10. A verbal update will also be provided at the meeting.

Resource Implications

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

Risk Management

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

Next steps

13. Once the policy has been approved this will be included in the wider communications currently being undertaken with Schools and Students.

14. The question sets are die to go to Quality Assurance Committee in September for approval.

15. School development plans have been developed and are being implemented.

16. Support will be available to Schools from Student Systems and the Project Board will continue to oversee the implementation plan and the coverage achieved during first semester.

Consultation

17. 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

18. Please contact Barry Neilson, Director of Student Systems & Service Excellence Programme Lead. (barry.neilson@ed.ac.uk)

Author and Presenter
Barry Neilson
Director of Student Systems &
Service Excellence Programme Lead
30 August 2016

Freedom of Information: Open.

EvaSys Course Evaluation Policy

Purpose of Policy

Student evaluation of courses is central to the University's commitment to student engagement and to its quality assurance and quality enhancement agenda.

Overview

This policy provides an overview of the purposes of student evaluation of courses, sets out the structure of the course evaluation questionnaires, and the reporting on and access to course evaluation data, data protection and freedom of information, along with obligations of students completing the questionnaires.

Scope: Mandatory Policy

All taught, credit bearing courses (UG and PG) that have students enrolled on them and are delivered by the University of Edinburgh, including the taught portion of research courses, should be surveyed using the University's standard survey tool and question sets, with the exception of Student-led Individually-Created Courses (SLICCs), study abroad or placement courses, and dissertations. For these exceptions, the Student Survey Unit will work with colleagues to agree alternate question sets that are appropriate to the nature of the courses.

Contact Officer	Joshua Stapp	Student Surveys Coordinator	Joshua.Stapp@ed.ac.uk		
Dates	**Approved:**	**Starts:**	**Equality impact assessment:**	**Amendments:**	**Next Review:**

Approving authority	Central Management Group
Consultation undertaken	Key contacts in Schools and Colleges, College committees, Learning & Teaching Committee, EUSA, 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

Purposes of Student Evaluation of Courses

1. Student evaluation of courses is central to the University's commitment to student engagement and to its quality assurance and quality enhancement agenda.

2. Standardised course evaluation surveys provide a rich source of information on the experience of students within individual courses and across programmes and Schools. Alongside other sources of information, such as external examiner reports, staff judgement, and University level surveys, course evaluation surveys provide insights that can be used to better understand and hence enhance learning, teaching and assessment.

3. 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.

4. Results of course evaluations may be used by academic staff in building their evidence of excellence in teaching for promotion applications or annual review[1]. Line managers may choose to discuss results with academic staff, for example, in the context of learning and teaching quality assurance, personal development or performance management.

Student Obligations

5. As engaged learners, students have responsibility for providing constructive feedback on their courses using course evaluation surveys. Whilst students may provide critical feedback, they should ensure that it does not breach the University's Dignity and Respect Policy[2].

Structure of the course evaluation data

6. The data covered in this policy has been collected before in different ways, some paper based, some digital, and these data have used for the purposes set out in this policy.

7. All taught, credit bearing courses (UG and PG) that have students enrolled on them and are delivered by the University of Edinburgh, including the taught portion of research courses, should be surveyed using the University's standard survey tool and question sets, with the exception of Student-led Individually-Created Courses (SLICCs), study abroad or placement courses, and dissertations. For these exceptions, the Student Survey Unit will work with colleagues to agree alternate question sets that are appropriate to the nature of the courses.

8. It is not necessary to use the University's standard survey tool and question sets to survey a course delivered by a partner body, as long as the partner body runs a course survey using a broadly equivalent question set.

9. Each course evaluation survey will include core questions, and core questions regarding individual teaching staff. Schools will have the option of adding some School-specific questions relating to areas not covered by the core questions. The

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[1] http://www.ed.ac.uk/human-resources/learning-development/annual-review

[2] http://www.ed.ac.uk/schools-departments/equality-diversity/innovation-development/dignity-respect

Senate Quality Assurance Committee is responsible for agreeing the core and staff questions. See appendix 2 for details of structure.

Reporting on and access to course evaluation results

10. The Student Survey Unit will make the data gathered through the course evaluation process available via the University's corporate reporting tools.

11. Routine access rights to the data will be coordinated by the Student Surveys Unit, with reporting distribution being supported by Student Systems. Access rights are detailed in appendix 1. Points 12 to 22 highlight key principles for handling this data.

12. Schools are responsible for making the quantitative data from course evaluations available to students in line with appendix 1.

13. Free text comments are to be made available for students at the discretion of the School. If a School decide to make free text comments available to students, then the School will be responsible for moderating comments on the courses they own in order to ensure comments are fit for publication. The Student Surveys Unit will support the moderation process by either amending or removing comments unfit for publication at the request of the School.

14. Staff data (as defined by point 17) collected through course evaluation is for use by the member of teaching staff named in the report, their line manager (or their peer reviewer for their annual review, if different to their line manager), the Course Organiser, and the Head of School and/or nominee. Course organisers will only see Staff data as it is presented in the Course Organiser report. Data will not routinely be made available more widely, although it may be used in other standard HR processes where appropriate.

15. This does not prevent colleagues from sharing their data with colleagues or with students should they chose to do so.

16. Where programmes incorporate courses from more than one School, the Programme Director or equivalent can ask the relevant School(s) for the quantitative data from core questions and any School-specific questions for the relevant courses.

Data Protection and Freedom of Information

17. Staff data is defined as any quantitative or qualitative data gathered by the course evaluation process through answers to the staff question set.

18. In line with the data protection legislation, staff data gathered through the course evaluation process will be made available only to those staff who need to see it and will be used in line with existing HR process guidelines concerning Personal Data[3]. "Personal data" means data about a living, identifiable individual.

19. In the event of requests for access to staff data gathered through the course evaluation process, the request will be dealt with in accordance with the requirements of the Freedom of Information (Scotland) Act 2002 (FOISA).

20. 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.

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[3]

Private companies holding and/or processing University data contractually will be subject to an appropriate data sharing agreement which will require the data to be handled in a secure and confidential manner.

21. The data generated by course evaluation surveys will not be routinely made available to audiences outside of the University, other than to bodies that require access to the relevant data as part of collaboration with the University (e.g. NHS, SRUC). Schools should not share the data generated by course evaluation surveys outside of the University without seeking approval from Student Systems prior to doing so.

Anonymity of student responses

22. Results of course evaluation will never be analysed in a way that seeks to identify individual students from their responses. Therefore, should students wish to remain anonymous in their responses, they should make no attempt to identify themselves in their answers to the survey questionnaire.

Appendix 1 – Availability of Data

Availability of data to staff

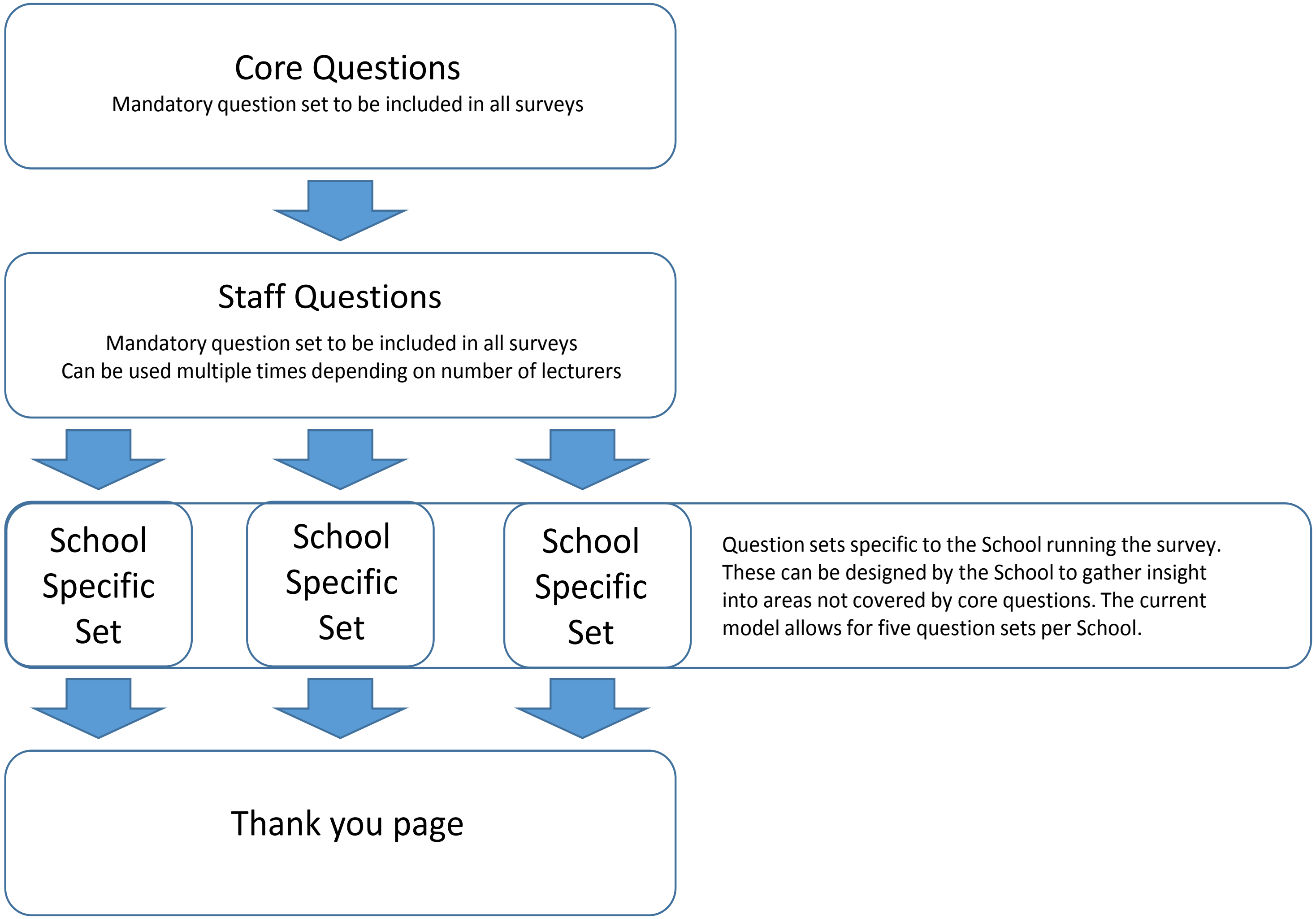
Data	Availability	Delivery
Core Questions – Quantitative	All data available to staff	Reports at course and aggregate levels. Dashboard for Staff
Core Questions – Qualitative	All data available to staff	Routinely delivered through course reports but can be aggregated at subject and school level
School Questions – Quantitative	All data available to staff	Routinely delivered through course reports but can be aggregated at subject and school level
Staff Question – Quantitative and Qualitative	Available to individual members of staff	Delivered to individual.
	Available to course organiser	Delivered as part of course report.
	Available to Head of School and/or Line Manager or nominee	Delivered to Head of School.
Aggregate staff data - Quantitative	All data available to staff	Not routinely delivered but available at course (where more than one colleague teaches on course); subject level; School level and College level

Colleagues working in Student Systems (Survey administration) will require authorisation to access all data as part of the system administration and support role they play.

Availability of data to students

Grouping	Availability	Delivery
Students	Availability of core and school quantitative data.	Schools are responsible for making quantitative data from course evaluation available to students.
	Core qualitative data and aggregate staff quantitative data.	At discretion of School.

Appendix 2 – Questionnaire structure


Core Questions
Staff Questions
School Specific Set
School Specific Set
School Specific Set
Thank you page

Mandatory question set to be included in all surveys

Mandatory question set to be included in all surveys
Can be used multiple times depending on number of lecturers

Question sets specific to the School running the survey. These can be designed by the School to gather insight into areas not covered by core questions. The current model allows for five question sets per School.

THE UNIVERSITY of EDINBURGH

C

CENTRAL MANAGEMENT GROUP

30 August 2016

Strategic Plan Performance Measures

Description of paper

1. The University Strategic Plan 2016 will be published in September 2016. We require a new framework to assess the success of the university against the goals of the plan. This will operate at different levels for Court and CMG and will be updated throughout the year.

Action requested

2. Members are asked to:

   a. discuss the proposed measures outlined below and propose any changes to the framework.
   b. Send any detailed comments on how we can measure any of these indicators to Governance and Strategic Planning.

Recommendation

3. Members asked to agree that the proposed framework can be developed further by December 2016.

Paragraphs 4 – 12 have been removed as exempt from release due to FOI.

Risk Management

13. Performance measurement is essential in allowing the university to monitor its exposure to various risks. Measures reported to Court will focus on those that are highest impact and therefore risk for the university.

Equality & Diversity

14. 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. This includes measures under What Makes Us Edinburgh – People, such as 3a, 3b, B, C and H. We will be mindful that pursuing various other indicators may have implications for particular groups as the measures are developed.

Paragraphs 15 – 17 have been removed as exempt from release due to FOI.

Consultation

18. The broad outline of the framework was discussed at Central Management Group in May 2016, and at PRC and Court in June 2016. Governance and Strategic Planning shared a draft of the framework with Principal's Strategy Group members and with other key owners of the measures. A full list of those who input to this consultation is at Annex B.

Further information

19. *Author*	*Presenter*
Pauline Jones	Tracey Slaven
Governance and Strategic	Deputy Secretary Strategic Planning

Planning
August 2016

Freedom of Information

20. This paper is closed as it contains policy under development which, if disclosed, could substantially prejudice the effective conduct of public affairs.

THE UNIVERSITY *of* EDINBURGH

D

CENTRAL MANAGEMENT GROUP

30 August, 2016

National Student Survey 2016: Results and Responses

Description of the paper

1. This paper presents an analysis of the results of the 2016 National Student Survey and recommends a number of measures aimed at improving the University's position in the Survey.

Action requested

2. CMG is asked to consider and endorse a number of recommendations aimed both at achieving short term improvements in NSS results and at continuing and deepening the range of measures carried out over the last year in order to give focus and expression to learning and teaching as an unambiguous priority.

Paragraph 3 has been removed as exempt from release due to FOI.

Risk assessment

4. The University faces a pressing reputational risk with NSS now set to drive half of the metrics that will be used to inform institutional grades in the second phase of the Teaching Excellence Framework, which will unfold this academic year. Whether or not the University participates in the TEF, it is likely that league tables will be produced including all UK Universities, and that these will have high visibility in the sector and for prospective students. Our initial position in these league tables is likely to be a very weak one. The measures recommended in this paper will help manage the reputational risk that is likely to arise.

Equality and diversity

5. Where the University changes its practices or processes in order to take forward the agenda set out in this paper, it will take account of the equality and diversity implications.

Paragraph 6 has been removed as exempt from release due to FOI.

Consultation

7. The themes and recommendations set out in the paper are being discussed in a round of meetings with Heads of College and School and with members of Learning and Teaching Policy Group.

Further Information

8. *Author and Presenter*
   Senior Vice-Principal Charlie Jeffery

Freedom of information

9. This paper is closed.

THE UNIVERSITY *of* EDINBURGH

E

CENTRAL MANAGEMENT GROUP

30 August 2016

Assessing Teaching Ability during Staff Recruitment

Description of the paper

1. This paper presents a new process to be used during recruitment to academic posts that include an element of student learning, to assess candidates' skills in, and commitment to, teaching. The recommendation is based on the results of a benchmarking exercise involving Schools within the University and others, nationally and internationally.

Action requested/Recommendation

2. The paper asks CMG to support a recommendation to embed a new process in academic appointments that:-

- Is flexible – can be adapted to individual Schools' subject and pedagogy;
- Will be supported by a small HR/academic team;
- Involves our students.

Background and context

3. This University's *National Student Survey* results remain disappointing, with an unwelcome fall across all measures in 2016. There is a widespread internal feeling that we could and should do better. This is made more urgent by the approach of the Teaching Assessment Framework (TEF). 2016's *Unambiguous Priority on Learning and Teaching*[1] has ambitions to make positive change in many areas – for example teaching and student support processes, staff reward processes and workload modelling. The aim is to make the University's current workforce more effective. We must also ensure that the future workforce is recruited to deliver high-quality teaching and student support and thus to continue to improve our students' experience of their University.

4. This paper recommends practical techniques to assess candidates' commitment to and ability in student education[2] at interview. It presents a simple process to achieve this for recruitment to all academic posts that include, or are likely to include, a significant element of teaching[3]. Significantly, the paper does not propose a single approach, as it is clear that what works in Engineering may not be optimal in the College of Art. Rather, it aims to develop and support a flexible "toolbox" of supported techniques, from which Schools can choose and to which they can contribute. This means that while Schools would need to add a new element to their recruitment processes, it will be one that is optimised for and contextualised to the needs of the individual School, or subject area within a School. It is intended that

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[1] and the new team of Assistant Principals recruited to drive it forward

[2] "Student education" is taken to mean any and all aspects of the process – from lecture-room teaching, through dissertation/project supervision to personal tutoring. "Teaching" is used to capture all of these.

[3] Recruitment to, for example, Research Assistant posts would be exempt, although Schools should be mindful of the need to give RAs teaching experience in preparation for a "normal" academic post in the future.

the toolbox will expand with experience and continued dissemination of good practice.

Discussion

5. *Benchmarking Exercise*

Good practice in this area exists within the University of Edinburgh and beyond. We have collated a set of examples from within the University (Appendix 1) and beyond (Appendix 2). The details of this benchmarking exercise can be made available on request, but are not included in this paper. Potential methods for inclusion in the "toolbox" are listed in Appendix 3, drawing on examples from institutions ranging from Cambridge University to the National University of Singapore. The most relevant and practical techniques are, unsurprisingly, from within this University.

6. *Recommendation*

We recommend that a practical teaching exercise be included in all recruitment processes for academic posts that include, or are likely to include, a significant element of teaching. The most straightforward approach is a mock lecture, tutorial, discussion group, workshop (etc.). Such an exercise is also most likely to enrich the evidence available to an appointment panel. We recommend that all Schools develop an exercise, or small set of exercises ("tools") that can be used in recruitment. Schools will have the support of the authors of this paper in doing so. We recommend further that greater clarity on expectations of teaching excellence, similar to those of research excellence, are included in job descriptions, advertisements and other recruitment and selection documentation.

7. We further recommend that students should be involved directly in this process. Students could, for example, be involved as critics of the mock lecture/tutorial (etc), providing feedback to infirm the discussion of the appointment panel. The primary challenge will be logistics when interviews are held outside the undergraduate teaching year. Postgraduate students may then have to act as proxies for undergraduates.

Resource implications

8. The development has been based on existing staff resources (HR+academic colleagues). It will require further work in 2016 from this group to develop a robust process, monitor its effects and optimise it in the light of experience.

9. We can work with Schools to develop a set of teaching exercises and supporting documents to allow student and staff views of candidates' ability in teaching using existing resources (i.e. the authors of this paper). There will be a need for modest resource from the same group (and its successors), to develop and maintain the tools[4].

10. The primary new resource implication is that of time during the interview process. Any new exercise to consider teaching skills will need to be scheduled around other parts of the selection process. We will use experience from Schools who have used such a technique already to develop guidance.

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[4] It may prove useful to form a standing subcommittee of People Committee to monitor the development of the process.

11. These measures will have maximum usefulness and impact, in terms of student perception of the University's commitment to teaching excellence, if students are involved. It will therefore be necessary to produce simple training/briefing notes for students and for Schools to devise a means of accessing students who have the correct mind-set for this activity. The obvious starting point is the network of Class Representatives.

Risk Management

12. The perceived risks are:-

- Colleagues' resistance to a new process after a time of many new processes;
- Unrealistic expectations in students providing views;
- Added complexity in the interview/appointment process.

13. The greatest risk is, however, in failing to take meaningful and visible steps toward clear, unambiguous and visible steps to assess applicants' skill and commitment in teaching with a priority and weight that is comparable to that given to research.

Equality and diversity

14. There are no explicit equality and diversity implications. However, assessment of the interpersonal skills that generally underpin teaching excellence will tend to disfavour candidates who do not engage well with students. This could be gendered. In addition, it is well-established that female academics tend to adopt a more holistic approach to their careers (i.e. a more even balance between research, teaching and administration). This may also have implications in terms of the relative probability of recruiting women and men.

Consultation

15. Alan Murray (Assistant Principal Academic Support)
with assistance from Craig Hennessy, Martyn Peggie and Irene Cotugno (HR).

Further Information

16. *Author and Presenter*
Alan Murray, Assistant Principal Academic Support
22 August 2016

Freedom of information

17. This paper is open.

Appendix 1 – Schools Providing Good Practice from within this University

- Physics
- Divinity
- Veterinary Medicine
- Law
- History, Classics and Archaeology
- Chemistry
- Edinburgh College of Art
- Health in Social Science
- Social and Political Sciences
- Biomedical Sciences

Appendix 2 – Examples of Good Practice from beyond this University

- Cambridge – Engineering only
- University College London
- King's College London
- University of Technology and Engineering, Peru
- University of Twente
- University of Bath
- Utrecht University
- École Polytechnique Fédérale de Lausanne (EPFL), Switzerland
- Murdoch University
- Abertay
- UC Davis
- Aberdeen
- Stirling
- Heriot Watt
- National University of Singapore

Appendix 3 – Potential Methods for the Recruitment "Toolbox"

As part of the Interview Process

- Structured Interview
- Informal meeting with students
- Teaching Statement
- Referees' Comments on Teaching

Beyond Interview

- Mock Undergraduate Lecture
- Mock Undergraduate Tutorial/Discussion/Group Meeting/other
- Presentation on the method and practice of teaching (pedagogy)
- Candidate-provided video on the method and practice of teaching
- Previous Teaching Evaluations
- Professional Teaching Awards/Qualifications
- Informal Meetings Focussed on Teaching
- Presentation to a Template

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F

CENTRAL MANAGEMENT GROUP

30 August 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 – 19 have been removed as exempt from release due to FOI.

Resource implications/Risk Management

20. There are no specific requests for resource and the risks associated with Pensions is already on the University register. An updated risk register entry related to finance has been submitted to the Risk Management Group.

Equality & Diversity

21. 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

22. Requested feedback is outlined above.

Further information

22.	Author	Presenter
	Lorna McLoughlin	Phil McNaull
	Senior Management Accountant	Finance Director
	12 August 2016	

Freedom of Information

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

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G

CENTRAL MANAGEMENT GROUP

30 August 2016

Value for Money Report 2015-16

Description of paper

1. This paper reports on Value For Money (VFM) activity for 2015-16, covering both initiatives pursued through CMG, and more locally-focussed work. It is due to be submitted to the Audit & Risk Committee at its next meeting on 15 September.

Action requested/Recommendation

2. Members of CMG are asked to consider whether the content of this paper meets their needs in satisfying themselves that sound arrangements are in place to promote economy, efficiency and effectiveness in the University. CMG is asked to endorse this report for forwarding to Court via Audit & Risk Committee as part of the Committee's Annual Report.

Background and context

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

4. Audit and Risk Committee require that the executive responsibility for monitoring this area rests with the Central Management Group. This paper reports on VFM activity for 2015-16, covering both initiatives pursued through CMG and more locally-focussed work over the last year, so that consideration can be given as to whether sound arrangements are in place to promote economy, efficiency and effectiveness and appropriate activity. As in previous years, the paper is compiled from submissions made in response to a request to all Colleges and Support Groups.

5. The recent Audit Scotland Report, 'Audit of Higher Education in Scottish Universities' highlights the continued need for Universities to secure significant efficiency savings in their everyday activities. The report notes that the sector has experienced a 6% cut, in real terms, in public funding since 2010, meaning that "achieving high-quality learning and teaching is increasingly dependent on universities' ability to make efficiency savings." [1] In the last financial year, University of Edinburgh's Research Excellence Grant funding, including the Global Excellence Initiative, was cut by £8.4m, which equates to 55% of the Value for Money savings identified in this report.

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[1] Audit Scotland Report 'Audit of Higher Education in Scottish Universities'. July 2016
http://www.audit-scotland.gov.uk/uploads/docs/report/2016/nr_160707_higher_education.pdf

Discussion

6. In this year's report, we have identified some key initiatives that promote efficiency, economy and effectiveness at the University, which have been valued at £15.2 million. The key initiatives have been identified and are disclosed in detail in appendix 1. In summary, the initiatives can be analysed in the Table below as:

Value for Money Initiatives 2015-16	**£m**
Procurement contracting and tendering activity	£13.6m
Estates and Utilities efficiencies	£0.5m
Other service efficiencies	£1.2m
Total efficiencies identified in 2015-16	**£15.2m**

7. Please note that these initiatives are not intended to be a comprehensive inventory of all VFM activity. There are examples here of both large and small initiatives and this report is intended to demonstrate the range and depth of the VFM activities that take place across the University. Some of these initiatives have not been quantified but have been included to show the breadth of examples in place across the institution at all levels. The report will therefore give the Audit & Risk Committee confidence that this is a 'comprehensive appraisal' as required by the Financial Memorandum. The initiatives covered in Appendix 1 are

- Specific University-wide initiatives
- Investments to deliver long-term business enhancement and cost savings
- Estates rationalisation and efficiencies
- Initiatives to improve teaching, research and other support service delivery

8. The University invests in specific university-wide Procurement led initiatives, which resulted in VFM savings of approximately £13.6 million during 2015-16, mainly from the higher value competitive tenders.[2] Other savings are achieved through access to 173 collaborative contracts with APUC, other institutions and sectors; these arrangements cover more than 25% of in-scope Procurement spend, of £228m. Some key examples of savings through Procurement initiatives are listed in Appendix 1.

9. The Estates Department continues to make savings of some £500k per annum through Energy efficiencies, furniture recycling and space repurposing as detailed in Appendix 1.

10. Departments across the University continue to seek innovative ways of improving efficiency whilst also enhancing service delivery. Appendix 1 includes details of spend to save projects in the Colleges and Support Groups.

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[2] The methodology used to calculate Procurement savings is supplied in the 'Procurement Benefits Reporting Guidance' Version 1.2, January 2015, at the following link: www.gov.scot/Topics/Government/Procurement/about/Review/PRDG/BenefitsGuidance/Bensreporting

Resource implications

11. The paper reports on some very significant benefits secured from approved budgets, including specific examples, amounting to £15.2m. To put this in context, this amount is 56% of our planned budgeted surplus for 2016/17, of £27m.

Risk Management

12. In describing VFM initiatives over the last year, no matters requiring specific attention in this connection have been raised.

Equality & Diversity

13. In describing VFM initiatives over the last year, no matters have been identified that require specific attention.

Next steps/implications

14. With CMG's endorsement, the paper will be submitted to Audit & Risk Committee for their meeting on 15 September.

15. In line with the SFC's Financial Memorandum obligations, Internal Audit consider VFM issues in all of their audits. The Internal Audit strategy and 5 year plan specifically highlights this obligation. In addition the University is committed to significant investment to generate future efficiencies detailed below.

16. The University has started a Service Excellence Programme that will review support services provision across the University and identify opportunity to improve services while ensuring cost is optimised. This programme has Value for Money at the heart of its direction. The Programme started in 2015 and is expected to run for several years. Details of the Programme Board, Objectives and Projects are provided in Appendix 2.

17. The University has set up a Sustainable Campus Fund of £2.75M over 3 years commencing in 2016/17 and Year 1 budget of £750,000. This fund has a target to deliver a 10% reduction in energy costs, £1.7m, over 2 years from a 2014/15 baseline. An initial assessment of opportunities has found that this investment would bring estimated financial returns of £614,000 per annum in addition to reducing our carbon.

Consultation

18. The paper has been prepared on the basis of inputs from across colleges and support groups. It has been approved by the Director of Finance.

Further information

19. Author	Presenter
Lorna McLoughlin	Phil McNaull
Senior Management Accountant	Director of Finance
12 August 2016	

Freedom of Information

20. The paper may be included in Open Business.

Appendix 1 – Detail on VFM activity

Operational Team	Description of activity	Quantified Savings
		£15.2m
1. Procurement		
Procurement	Specific university-wide Procurement led initiatives achieved £12.6m VFM savings during 2015-16, mainly from the higher value competitive tenders and through access to 173 collaborative contracts with APUC, other institutions and sectors. A further £1m savings are listed and quantified individually below.	£12.6m
VAST Microscope System procured via mini tender.	This system forms part of an automated screening platform for the UK's zebrafish research community - the first of its kind in the UK, it will be installed at the University, whose world leading researchers will coordinate its wider use to boost zebrafish related research and bioscience in the UK.[3]	£400k
Veterinary CT Scanner tender	This tender enabled procurement of a new state of the art CT scanner for the Hospital for Small Animals. It is used to train vet students in advanced imaging techniques. It is used by private practices and in research projects.	£40k
Confocal Microscope – tender and trade in	This new equipment provides imaging services to the Deanery of Biomedical Sciences. Old equipment was traded in and interchangeable elements such as lenses were recycled to achieve value for money and reduce wastage.	£160k
Legal Services – new framework agreements	Prior to the combined Legal Services agreement, provision was arranged separately by departments across the University. The Procurement office worked with HR, Estates, ERI, and the newly formed Legal Services Unit, to create a single Lot framework. This simplification has resulted in significant savings and also supports the In-House Legal Services Team.	£135k

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[3] The zebrafish has many characteristics that make it a valuable model for studying human genetics and disease.

Short Leased Properties Management - Tender	On behalf of Accommodation Services procurement issued a tender to provide a full property management service for private landlords renting to University students. This was awarded to a multi trade supplier which can undertake emergency and maintenance work, joinery, plumbing, electrical, gas and heating engineer, glazier, plasterer, locksmith and painter including planned and reactive maintenance/ repairs.	£130k
Catering Supplier Tender	AS rationalised the sole supplier agreement on Catering Supplies to cover a wider range of items, resulting in further discounts of 5.75% and a saving of £115k.	£115k
2. Business Enhancements and Invest to Save Initiatives		
Finance - eInvoicing	Electronic invoicing launched on 1st March 2016 with Office Depot supplier. eInvoicing removes the need for key Finance personnel manual tasks such as sorting, keying, matching, scanning and document storing. The latest cost saving figures on eInvoicing [4], suggest there is a £10.29 saving to the University per invoice paid. This equates to savings to the University of approximately £103k per annum, just for Office Depot invoices. Greater efficiency savings will accrue as we roll the process out to other suppliers, such as New England Biolabs (currently issuing approximately 2,500 paper invoices)	£103k
New University-wide cashless catering system (UPayChilli)	Accommodation Services introduced a new cashless system in outlets in August 2015, which has generated £161k gross revenue.	£100k
VoIP	Voice over Internet Protocol (VoIP) technology, has replaced 60% of the analogue telephony estate .This will deliver savings in telephony costs of £40k (approx.) per annum, further savings will be achieved in through cost effective call charging although this has yet to be quantified.	£40k
3. Estates activities		
Energy Conservation Projects	Energy Conservation projects have resulted in savings of £190k. These include investment in more efficient heating controls and chiller systems at Kings Buildings and QMRI.	£190k
Furniture Recycling	The Furniture Office was able to repurpose 3,631 items of furniture such as workstations, chairs	£345k

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[4] Billentis Market Report on eInvoicing and eBilling, May 2016

	and office furniture over the year saving circa £345k.	
Space efficiencies	Across the University, departments are working to repurpose and reconfigure space to better accommodate staff and students so that more students are accommodated without increasing overall space footprint.	unquantified
4. Reorganisation of service delivery		
Salary efficiencies	USG saved 3% of the annual salary bill (£500k) through restructuring services and using new technology, such online registration for student counselling and improvements to student admissions systems. AHSS have saved £200k by introducing joint teaching programmes and rationalising support roles across schools.	£700k
Printing efficiencies	The College of Arts Humanities and Social Sciences are reducing hard copy printing and increasing the use of digital information. For example: The Business School reduced hard copy publication of Alumni magazine from twice a year to once a year. The Law School stopped printing hard copy course guides and hand books for on campus students The College HR team moved to Sharepoint for all committee and panel papers (e.g. regrading and academic promotions panels). Saving on preparation of over 100 folders of papers each year.	£60k
Sustainability and Social Responsibility – Warp It portal	In 2014, the University started using Warp-it, an online platform similar to eBay that allows staff within an organisation to redistribute surplus goods, and allows others to claim these goods for use within their own departments. Popular items redistributed include printer cartridges, stationary, office items and electrical equipment. In June 2016 the University's Warp-it portal had allowed over 13,000 kg of goods to be redistributed to date, resulting in over £100,000 worth of savings.	£100k

Appendix 2 – Details of the Service Excellence Programme Board and Objectives [5]

Purpose

To provide strategic guidance and governance of Service Excellence Review projects; to have oversight of other relevant change initiatives conducted within the University. To make key decisions with regard to individual Service Excellence projects.

Key Responsibilities

- Responsible to Central Management Group (CMG) for overall vision and delivery of the Review work
- Directs communication with key stakeholders across the University
- Provides oversight of the work on behalf of each stakeholder group
- Sets priorities and allocates resources accordingly
- Signs off functional area targets, scope and high-level plans
- Is the key coordination point for all functional project groups
- Approves key decisions and acts as a point of escalation for project groups if needed
- Ensures that benefits are realised
- Responsible for Programme governance

Objectives of the Service Excellence Programme

The objectives of the Service Excellence Programme are to:

- Enable the University to deliver world class teaching and research through the provision of efficient and effective business processes;
- Remove duplication and create efficiencies in administrative tasks and support activities, capturing cost savings, driving quality of service and redeploying resources where appropriate;
- Use data and evidence to drive clarity of both process and roles both now and for the future;
- Create processes that are common and agile, allowing for flexibility where there is a common recognition of need;
- Develop a collegiality and openness across the centre, colleges and schools, improving communication and information flow;
- Deliver improved outcomes for the users – whether administrative staff, academics or students – fostering a closeness with service users;
- Build staff confidence, motivation, job satisfaction and professionalism.

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[5] These extracts have been taken from the Service Excellence Programme webpages, published May 25 2016, see link http://www.ed.ac.uk/university-secretary-group/service-excellence-programme

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H

CENTRAL MANAGEMENT GROUP

30 August 2016

2017/18 planning round: timetable and context

Description of paper

1. The purpose of the paper is to provide CMG with the context for the 2016/17 planning round and to present a draft ‘Planning Guidance’ document that will be issued to heads of College and Support Group and be generally available for all who have input into the planning round.

Action requested/Recommendation

2. We ask CMG to scrutinise the 2017/18 planning timetable and context and to approve it for issue.

Background

3. Each year we publish the planning timetable along with guidance which sets out the external and internal factors that will influence the College and Support Group plans and also sets out the strategic priorities that should be addressed in the planning process.

Discussion

The 2017/18 planning timetable

4. Once again we will be asking Colleges and Support Groups to prepare rolling three year plans; including student number targets and financial projections. We therefore expect the plans to be a refinement of existing plans that will take into account the context below and the detailed planning guidance that we intend to issue in January 2017.

5. Unlike in previous years, we intend to issue the detailed planning guidance by 20 January 2017 (previously September) which will include up-to-date information on the Scottish Government spending review plans and indicative funding from SFC. We will be asking Colleges and Support Groups to prepare their first draft plans for consideration on 28th February, allowing GaSP and Finance time to analyse the plans to inform the Triumvirate[1] meetings with Colleges and SGs held in mid-March. This process will result in well-informed Triumvirate and early stage CMG and PRC discussions.

6. The triumvirate meetings and feedback from the Thematic VPs, PSG, PRC and CMG, along with any additional iterative discussion, will allow time for Colleges and Support Groups to finalise their plans by 21 April 2017. Final planning recommendations will be presented to CMG and PSG in May 2017, and finalised for PRC and Court in June 2017.

7. We propose to continue with the practice of asking Colleges and Support Groups to produce final plans and for GaSP to make recommendations for strategic

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[1] VP Planning, Resources and Research Policy, Deputy Secretary Strategic Planning and Finance Director

investments that are contingent on flexing in May for final student intake estimates, contributions to estates projects and other potential late changes in income before final proposals are presented to PRC and Court in June for final approval.

8. Due to EUSA and EUSU's earlier financial year end (30 June) we propose this year to accelerate the planning round timetable for the student bodies[2], so that budget decisions can be made ahead of the start of their financial year. The plans will still undergo the same scrutiny and governance processes as undertaken in previous years.

Planning round 2017/18 context

9. The planning round for 2017/18 is taking place against a background of financial challenge given the likelihood of reduced direct public sector funding for the Higher Education sector. The upcoming challenges associated by Brexit will also influence our planning decisions over the next three years or longer as the form of the Brexit exit terms and associated legislative changes become clearer. The new Strategic Plan remains robust and fit for purpose despite the impending changes in the environment that will be brought about by Brexit and the wider economic factors prevailing now and expected going forward.

10. In this context, Colleges and Support Groups are asked again this year to continue to address external income generation that produces a net return to the University along with the efficient and effective use of resources to ensure that their areas can continue to grow and contribute to the achievement of our strategic objectives. Plans should also take into account the evolving mitigation strategies for Brexit including accelerated partnerships with international universities (including EC institutions), increased recruitment activity for EU and International students and expanding distance learning provision.

11. The planning round guidance that we intend to issue in January 2017 will reflect the:

- Westminster and Scottish Spending Reviews;
- SFC indicative funding and Scottish Government priorities;
- HE legislative changes;
- Brexit update;

- Increasingly competitive nature of recruitment for RUK, international and PGT students;
- Strategic priorities of the Thematic Vice Principals; and
- Importance of addressing the student experience.

12. For the third year in a row we propose that Colleges and Support Groups should not anticipate an automatic inflationary increase in base budgets over the planning period. Instead, budget holders should look to top line growth (earned income) which exceeds cost to deliver, as well as identifying approaches to realising efficiency gains and a review of their activity portfolio, in order to resource their strategic priorities and support their ongoing activities.

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[2] Detailed in the 2017/18 Planning Round Timetable (Annex 1)

13. The planning approach builds on the previous years' planning rounds and will use the Round Table discussions between College and Support Groups to facilitate continuing co-operation and joint working to achieve University strategic priorities[3]. The Triumvirate meetings, informed by detailed analysis and provision of background information by GaSP and Finance along with the Thematic VPs' priorities, will ensure that plans, both individually and collectively, adequately cover the institutional strategic priorities.

Shadow RAM

14. We propose to run a shadow RAM during the 2017/18 planning round to test the RA2018 model and to familiarise Colleges, Support Groups, Committees and other stakeholders in the planning process with the intended methodology that we intend to introduce for 2018/19. The shadow RAM will not be used for planning decisions in the 2017/18 planning round.

Resource implications

15. There are no resource implications at this stage of the planning process.

Risk Management

16. Colleges and Support Groups should update their risk registers in light of the contents of their planning submissions, and this will be submitted for review by Audit and Risk Committee at the 25 May 2015 meeting.

Equality & Diversity

17. We do not consider that an EIA is required at this stage in the planning process. The planning guidance contains strategic priorities for the equality and diversity agenda (as advised by the Vice Principal Equality and Diversity) that plans should address, and will be scrutinised as part of the review of plans as laid out in the planning timetable.

Next steps/implications

18. The next steps in the 2017/18 planning round are laid out in the Planning Timetable.

Consultation

19. The paper has been reviewed by the Vice Principal Planning, Policy and Research Policy, the Director of Finance and the Vice Principal Public Policy and Impact who are all content with the contents of the paper and attached planning guidance

Further information

20. Authors	Presenter
Tracey Slaven	Tracey Slaven
Deputy Secretary Strategic Planning	Deputy Secretary Strategic Planning
Peter Phillips	
Deputy Director of Planning	
22 August 2016	

Freedom of Information

21. This paper is open.

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[3] The Senior Vice Principal, representing the strategic priorities of the Thematic Vice Principals, will attend the Round Table meetings and feed comments into the Triumvirate meetings

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Timetable 2017-18 planning round

	Activity	Date*	Notes
Setting of strategic priorities	Meet with Registrars to discuss UG student number targets and note PGT year one indicative numbers	w/b 3 Aug	
	Thematic VPs meeting to update and agree priorities	24 Aug	GaSP to host meeting for VPs to review and update their priorities and to articulate how budget holders can better support their strategic aims. GaSP to consolidate into planning guidance
	Agree draft timetable and outline of planning round approach	30 Aug CMG	Paper presenting proposed timetable for 2017-18 planning round and the planning round context.
	Issue planning timetable and context to budget holders	5 Sept	Subject to amendments indicated by CMG
	Agree UG student numbers and note PG year one indicative numbers; and	16 Sept PSG	Paper to finalise UG numbers and expected offer date profile; agreement of approach to widening access numbers.
	Issue finance templates	Late Nov/early Dec	After discussions with College and SG planning teams through RA2018 project events
	Individual or joint College Round Tables with SGs and SVP (representing thematic VPs) to discuss progress to date on 2015/16 round and to highlight new areas arising for the 2016/17 round	Dec	Consult Colleges/SGs on the format and timing of meetings to best meet their needs
	Present Planning Guidance for CMG input	17 Jan CMG	Planning Guidance to include details from the Budget Bill, relevant UK policy decisions and Thematic VP guidance
	Issue guidance update	By 20 Jan 2017	Amended for CMG feedback
	Issue external planning round update to PRC	23 Jan PRC	To update PRC on the external environment and how we are reflecting it in the planning round guidance and activities.
1st round of planning	Engage with EUSU and EUSA for their annual plans	January 2017 to 10 March	Brought forward in timetable due to the change in dates of financial year. Deadline allows 2 weeks for scrutiny and iterations before PRC paper deadline
	Colleges and Support Groups undertake internal planning process	20 Jan	
	Draft plans forwarded to GaSP for analysis (to include years 2 and 3 PG numbers)	28 Feb	GaSP/Finance analysis to include summary of key data and agenda for Triumvirate meetings specific for each College/SG
	Draft plans shared across Colleges/SGs/Thematic VPs	1 March	
Strategic review and direction	GaSP/Principal meeting for guidance on triumvirate meetings	Early March	
	TVPs meeting to discuss plans and provide feedback for Triumvirate meetings	Week of 6 March	Add relevant items onto individual College and SG agendas for Triumvirate meetings.
	Triumvirate discussion with each Plan owner	Week of 13 March	Presentation by Plan owner and discussion based on financial analysis of plans to inform CMG discussions

	Activity	Date*	Notes
	Update PRC on planning round issues.	3 April PRC	
	EUSA and EUSU plans to PRC	3 April PRC	
	Planning briefing post Truimvirate meetings	7 Apr PSG	Guidance on plans and investment priorities to inform final plans
	Planning briefing post Triumvirate including oral feedback from 7 April PSG	11 Apr CMG	Discuss feedback from triumvirate meetings and PSG to enable budget holders to finalise their plans
2nd round of planning	Colleges, Support Groups review and amend draft plans based on input from CMG.	13 Apr – 21 April	GaSP/finance available for advice, guidance and support.
	Draft final plans submitted to GaSP	21 April	Submit draft plans consistent with the resources available as per the March SFC Main Grant Letter
	EUSA and EUSU plans to Court	24 April Court	Issue grant letters to EUSA and EUSU once Court approval is given.
Review and refinement	TVP meeting to discuss plans and feed into PSG and CMG papers	Late April	Feedback to GaSP for incorporation into 22 May PSG paper and 30 May CMG paper.
	GaSP/Finance analysis of draft final plans and updating of other financial projections, along with final refinements to plans and finance templates. GaSP to draft 22 May PSG paper and 30 May CMG paper	22 April- 9 May	In discussion with GaSP, VP Planning, Resources and Research Policy, Thematic VPs and Finance and budget holders to agree any amendments to final draft plans.
	Any amendments to UG/PGT intakes post UCAS deadline	4 – 11 May	GaSP discussions with budget holders as necessary to reflect post UCAS deadline for responding to offers (approx. 4 May)
	PSG meeting	22 May PSG	Make decisions for final adjustments ahead of deadline for drafting 5 June PRC paper
	Draft final plans and investments considered by CMG	30 May CMG	Full plans presented along with a GaSP and Finance overview of how the plans together address the overall strategic priorities; recommendations for strategic investments; the estimated surplus; and an explanation of adjustments for intakes, estates contributions and possible income variation from estimate. Specific sections may be included by GaSP to provide additional background information that may be of relevance to better inform decisions
Approval and confirmation	Final plans recommended to PRC	5 June PRC	The paper presents to PRC for feedback and onward recommendation to Court the individual plan executive summaries; an overview of how the plans together address the overall strategic priorities; recommendations for strategic investments; and the estimated surplus.
	Final plans recommended to Court	19 June Court	Executive summary plans plus paper similar to 27 April PRC paper adjusted for decisions on 8 June.
	Issue budget letters to Colleges and SGs	By 30 June	

DRAFT

- Committee dates highlighted in red text.

Central Management Group

30 August 2016

Taught postgraduate tuition fee deposit policy

Description of paper

1. The paper proposes a taught postgraduate tuition fee policy for 2017/18 entrants.

Action requested/Recommendation

2. CMG is requested to consider the proposed taught postgraduate tuition fee deposit policy, (Appendix 1) and approve for implementation for the 2017/18 entry.

Background and context

3. At the 14 June 2016 meeting CMG noted that Fees Strategy Group (FSG), through a working group, should develop a consistent taught postgraduate tuition fee deposit policy for implementation for the 2017/18 intake.

Discussion

4. The working group honed the draft policy taking into account input from FSG and further discussions with representatives of the Colleges and Support Groups. Given the broad range of practices currently in place across the University, and the short space of time available for discussions, it is recognised that the proposed policy should be regarded as ‘the target operating model’, signalling the direction of travel that Colleges should migrate to over the course of the next two years. Some Schools may be able to implement the new policy for all relevant programmes for 2017/18 entry whereas others will agree a timescale for making the transition towards adopting the new policy that does not cause adverse effects on programmes involved.

Transparency of costs to applicants

5. The list of relevant programmes along with the deposit required, and full details of the fee policy, will be published on the ‘Fees and Funding’ section of the University website prior to the University commencing the 2017 recruitment cycle. A link will be provided to these pages in the ‘Fees and costs’ section of the programme entry on the University’s online Degree Finder and all other relevant published documents. This will maintain compliance with consumer law.

Resource implications

6. It is envisaged that the work required to implement the policy can be met from existing resources.

Risk Management

7. The University runs the risk of losing applicants by not introducing a more coherent and wide reaching deposit scheme as competitors seek to earlier conversion applicants through the payment of a deposit.

Equality and Diversity

8. None at this stage for applicants with protected characteristics.

Next steps/implications

9. Further work will be necessary to:
    - Manage the collection of deposits within the Income section of Finance;
    - Explore the options for offering alternative online payment methods for applicants;
    - Identify and publicise the relevant programmes with Colleges/Schools by mid September 2016 and publicise the policy in line with consumer law.
    - Manage the migration of all Schools to the new policy by 2019/20 intakes at the latest.

Consultation

10. The working group consulted Finance and Admissions colleagues in all three Colleges, Student Recruitment and Admissions, Student Systems, the International Office and the Income section of the Finance Department.

Further information

11. *Author*	*Presenter*
Peter Phillips	Tracey Slaven
Deputy Director of Planning	Deputy Secretary Strategic Planning
Governance and Strategic Planning	Governance and Strategic Planning

22 August 2016

Freedom of Information

12. Open.

Appendix 1

Policy for tuition fee deposits for postgraduate taught degrees

1. Purpose

1.1 Some University of Edinburgh academic Schools require a non-refundable tuition fee deposit to be paid by applicants who wish to secure the offer of a place on a postgraduate taught degree programme. This policy is designed to provide applicants with transparency about the arrangements for tuition fee deposits where they are required, and to set out a framework to be used by academic Schools when introducing tuition fee deposits.

2. Scope

2.1 For programmes where tuition fee deposits are required, all Home, EU and Overseas applicants will be required to pay the deposit in order to secure the offer of a place on the relevant programme, unless the student qualifies for an exemption as detailed in paragraph 3.4 below.

3. Policy

3.1 Where a tuition fee deposit is required, reference to the fee deposit policy will be included in the “Fees and Costs” section of the programme entry on the University’s online Degree Finder, and in relevant published documents, with the details of the fee policy published in the ‘Fees and Funding’ section of the website.

3.2 Tuition fee deposits for full-time programmes will be charged at £1,500 for a full Masters programme (£1,000 for a Postgraduate Diploma and £500 for a Postgraduate Certificate), which will be allocated to the student’s tuition fee account at matriculation. The tuition fee deposit is a minimum and students may pay more of their tuition fees in advance if they wish.

3.3 The requirement for a tuition fee deposit will form part of the conditions of both conditional and unconditional offers for a relevant postgraduate taught degree programme. In order to secure the offer of a place to study on such a programme, the applicant must pay the deposit in full.

3.4 The following applicants will not be required to pay a tuition fee deposit:

- Those who are sponsored by a University of Edinburgh recognised sponsor or who have a full scholarship covering their tuition fees. Applicants must provide acceptable evidence of this no later than the deadline by which the deposit would have been due. Details of the evidence required will be provided during the application process. University recognised sponsors include national governments, corporations or employers, national and international charities and universities, but do not include family members or friends; or
- University of Edinburgh applicants who have received an undergraduate RUK Bursary or a Scotland Accommodation Bursary.

3.5 Deposit deadlines

3.5.1 When a deposit is required, it must be paid by the relevant deadline as shown in the table below for programmes that start in Semester 1:

Offer date	**Programme type**	**Deadline for payment of tuition fee deposit**
Offers issued up to 1 March	High demand programmes*	28 days from the offer date
	Other relevant programmes*	31 March
Offers issued after 2 March until the programme start date	All programmes	Deadlines will be between 7 and 28 days, as determined by the relevant College taking into account the start date of the programme (this responsibility can be delegated to School level). The deadline period will be specified in the offer letter and information on deadlines will be published on the relevant website.

* A list of high demand programmes and other relevant programmes will be published on the University of Edinburgh website. This list will be reviewed on an annual basis by each College postgraduate office and any changes to the list will be made no later than 15 August for programmes starting in September of the following year.

3.5.2 Failure to pay the tuition fee deposit by the appropriate deadline may result in the offer being withdrawn.

3.5.3 A link to information on the deadlines for payment of the tuition fee deposits will be included in the offer letter.

3.5.4 An extension to the deadline can be granted at the discretion of the appropriate College or School.

3.6 A link to information on how to pay a tuition fee deposit will be included in the offer letter.

3.7 Refunds

3.7.1 The full amount of the tuition fee deposit can only be refunded in the following circumstances:

- If the applicant requests a refund of the deposit within 14 days of payment being received by the University of Edinburgh (in accordance with the Consumer Protection Regulations 2014).
- The University is unable to provide the academic programme originally applied for, offered and accepted and the applicant does not want to take up a place on any alternative offered.
- An applicant fails to meet the conditions of their offer, including any English language qualifications required, with the applicant being required to provide appropriate validating evidence. If the applicant has made no attempt to meet the offer conditions no refund would be made.
- If the applicant’s UK student visa or ATAS clearance application is refused or rejected, except where refusal is a result of:
    - A fraudulent visa application
    - Insufficient funds
    - Supply of incorrect documents

  In such cases, no refund will be made.

3.7.2 Refund requests must be made in writing to the relevant College or School.

3.7.3 If an applicant requests a refund of a tuition fee deposit, their application will be automatically withdrawn and they will need to contact the admissions office if they wish to have their application for the same programme reactivated. An applicant will need to re-apply to the University should they wish to be considered for the same programme or a different programme in a subsequent year.

3.7.4 If an applicant requests a refund of a tuition fee deposit as a result of exceptional circumstances such as serious illness or bereavement, the decision on whether or not a refund can be made will be taken by the relevant College or School on a case by case basis.

3.7.5 Forfeited deposits will be retained by the School offering the programme.

3.8 Transfer of a tuition fee deposit

3.8.1 If an applicant has paid a tuition fee deposit for a postgraduate degree programme at the University of Edinburgh and subsequently wishes to accept the offer of a place on a different postgraduate degree programme at the University starting in the same academic year, the tuition fee deposit can be transferred to the new degree programme.

3.9 Deferrals

3.8.1 An applicant may request to defer an offer in accordance with the *University of Edinburgh Postgraduate Admissions Policy*. If the University agrees to such request before an applicant has paid the tuition fee deposit, the deposit will still be required in order to secure the offer of the deferred place.

3.8.2 If an applicant requests to defer an offer of a place after they have paid the tuition fee deposit and the University agrees to the request, the tuition fee deposit will be retained by the University against the tuition fees due for the deferred place.

3.8.3 If an applicant requests to defer an offer of a place after they have paid the tuition fee deposit and the University refuses the request, any refund will be at the discretion of the relevant School or College.

4. Approval and review

4.1 The University of Edinburgh's *Policy for tuition fee deposits for postgraduate taught degrees* will be endorsed by the Fees Strategy Group which will also be responsible for agreeing any changes to the level at which tuition fee deposits are charged, and approved by the Central Management Group.

Approved: August 2016
Review: January 2018

THE UNIVERSITY *of* EDINBURGH

J

CENTRAL MANAGEMENT GROUP

30 August 2016

Leading Through Action: The University of Edinburgh Climate Change Strategy 2016-2026

Description of paper

1. This paper presents the draft final version of the Climate Change Strategy 2016-2026 for the University of Edinburgh and also seeks agreement on a draft remit for a renewables review group reporting in 2017.

Action requested/Recommendation

2. CMG is asked to comment on the paper, including the proposed targets at 21. and 22. and to approve the draft strategy and renewables review group remit.

Paragraphs 3 – 31 have been removed as exempt from release due to FOI.

Risk Management

32. As with other risks to be managed, managing our carbon will first require prevention before looking towards offsetting the risk. Not addressing carbon risks will have financial, reputational and operational risks for the University. However, this can also present opportunities for innovation and for achieving multiple strategic objectives.

Equality & Diversity

33. Climate change has implications for global equality and diversity. Impacts such as drought, floods, extreme weather events and reduced food and water security, particularly affect the world's poorest, most disadvantaged and disproportionately affect women from the developing world.

Further Information

34. *Author*	*Presenter*
Elizabeth Vander Meer	Dave Gorman
Climate Policy Manager	Director of Social Responsibility and Sustainability
8 August 2016	

Freedom of Information.

35. This is a closed paper.

CENTRAL MANAGEMENT GROUP

30 August 2016

The Social Impact Pledge at the University of Edinburgh

Description of paper

1. This paper sets out a response to the invitation, extended by the Scottish Government to Universities, to participate in the *Social Impact Pledge*. It includes proposals for the first three pledges to be implemented over the academic session 2016/17 (detailed at Appendix 1, with the draft submission form set out at Appendix 2); as well as an outline of projects in development (linked to the University's *Community Engagement Strategy*) which will be implemented over the next three years, from which future pledges can be drawn (Appendix 3).

Action requested/Recommendation

2. Central Management Group is asked to discuss the paper and approve it.

Background and context

3. The Scottish Government has recently launched the *Social Impact Pledge*, an initiative aimed at enabling organisations to demonstrate leadership by challenging their policies and operations to ensure that they make a positive contribution to their *local* communities. (Letter inviting pledges is attached to this paper at Appendix 4). Each organisation is asked to sign up to three commitments or pledges. These should comprise new activities or significant development of current activity. Universities are encouraged to involve all parts of their organisation in the discussion and development of the pledges including students. The pledges should be implemented within one year (but must begin within six months following sign-up) and can be renewed annually (although at least one pledge each year must involve new activity, to ensure that organisations are continuously reviewing their operations and impact).

4. In return for sign-up, organisations will be provided with a logo acknowledging commitment to the *Social Impact Pledge* and their pledges will be showcased on the Scottish Community Development Centre's Community Channel Scotland website. A list of organisations who have already signed up to the *Social Impact Pledge* together with two examples of pledges given (from National Galleries Scotland and Fife Colleges) are included at Appendix 5.

Discussion

5. CMG has approved the *Community Engagement Strategy* which is aimed at making step change in the University's relationship with its City, placing our research and teaching in the service of the local community, and contributing, thereby, to the promotion of good health, economic growth, cultural understanding and social wellbeing. Aligning our response to the Scottish Government Initiative with the evolving projects associated with the *Community Engagement Strategy* means that we are already in a strong position to have a phased programme of pledges for the next three years and beyond (as described at Appendix 3)

6. Students have been fully consulted about the *Community Engagement Strategy* and mechanisms will be put in place over the coming academic session to ensure that they are able to collaborate on shaping key priorities relating to the social impact pledges going forward. For each pledge, the University is required to nominate a contact point, and it is planned that at least one of these key contacts will be a student leader. This will underscore our commitment to making the *Social Impact Pledge* an exemplar of common purpose within our scholarly community of staff and students.

7. *Pledges for year 1*
It is proposed that the three pledges in year 1 relate to the themes of:

- Edinburgh City schools engagement
- Student social enterprise
- Student digital ambassadors

8. As noted above, full details of these pledges are set out in Appendix 1. The draft impact pledge form is attached at Appendix 2.

Resource implications
9. A business case linked to the wider *Community Engagement Strategy* has been prepared and submitted and this includes provision for the support and management of all of the projects listed at Appendixes 1 and 3 (with the exception of the '*Moray House: Read, Write, Count'* project, resources for which are being provided by the School of Education, with support from The Scottish Book Trust and Edinburgh City's Family Learning Team).

Risk Management
10. There are reputational and political risks in failing to implement a strategic approach to community engagement. As has happened in England, it is likely that there will be increasing political pressure for universities to demonstrate their support for and value to their local communities. There is benefit to the University in building local support for and goodwill towards our activities and our ambitions. Participating in the *Social Impact Pledge* will be one way of communicating and underscoring our commitment to the values outlined in the University Strategic Plan.

Equality & Diversity
11. Participation in the *Social Impact Pledge* is aimed at enhancing equality and diversity across the city and our communities. Each of the pledges will be carefully evaluated to assess impact. Participation should not impair equality and diversity internally.

Next steps/implications
12. Subject to the necessary approvals, the Assistant Principal Community Relations will oversee the implementation of the social impact pledges in collaboration with the named colleagues across the University (see Appendix 1).

Consultation
13. This paper has been developed through extensive consultation with staff and students across the University. Grateful thanks are due to the following colleagues who have commented on this paper: Mrs Moira Gibson (Head of External Affairs,

Communication and Marketing); Mr Alec Edgecliffe-Johnson (President of Edinburgh University Students Association), Mr Dave Gorman (Director of the Department of Social Responsibility and Sustainability), Ms Michelle Brown (Head of Social Responsibility and Sustainability Programmes); Mr Charles Hill, (Planning, Project and Programme Manager, Corporate Services Group).

Further information

14. *Author and presenter*
Professor Lesley McAra
(Assistant Principal Community Relations)
22 August 2016

Freedom of Information

15. This is an open paper.

Annex 1
Pledges for year 1

Commitment 1:
‘Edinburgh University students will work with families of primary school children across the City encouraging them to include easy and fun reading, writing and counting activities in their everyday lives, as a means of enhancing pupil literacy and numeracy’.

We will deliver this commitment through the implementation of ‘*Moray House: Read, Write, and Count’*. This new project (led by Dr Gale Macleod) aims to enhance parental engagement with children’s learning, a core objective being to raise attainment amongst primary school pupils. As stated, students at the Moray House School of Education will work with families of P1, P2 and P3 pupils across Edinburgh Schools, to promote engagement with literacy and numeracy, encouraging families and parents to include easy and fun reading, writing and counting activities in their everyday lives. The project has been developed in partnership with the Scottish Book Trust (who will provide pupils with a free bag of books, counting games and writing materials) and Edinburgh City’s Family Learning Team (who will provide expertise, training and ongoing support to students). It will be evaluated by B.Ed. (Education) students as part of their final year research projects and the results used to inform evolving best practice in family-schools engagement.

Geographical location of impact: Edinburgh City Schools
Contact details: Dr Gale Macleod (Senior Lecturer, Moray House School of Education)

Commitment 2:
‘We will increase the number of student social enterprise start-ups (which offer goods and services for the benefit of the local community on a not-for-profit-basis) and provide the infrastructure to ensure their sustainability over the longer term’.

This commitment will be delivered through the implementation of the new ‘*Social Enterprise Pathways Programme*’ over the academic session 2016/17. The programme was developed by the Assistant Principal Community Relations and the Director of Finance in consultation with key stakeholders across the University including student leaders, Launch.ed, and members of the Business School. It comprises:

- A taster seminar series with high profile external speakers (including those from the local social enterprise network) to raise awareness of social entrepreneurialism amongst students new to the University;
- A bespoke course in social entrepreneurship (in development) open to all students across the University, and a managed portfolio of elective courses focusing on business acumen, leadership, innovation, resilience and risk management, as well as communication and community engagement;
- An enhanced mentoring and placement scheme to enable students to gain wider practical experience of social entrepreneurship (drawing on the skills and experience of alumni);
- A fund to support student social enterprise start-ups and new projects developed by existing student social enterprises, with students pitching for small grants to a panel of experts.

The overall aim of the programme is to provide students with the requisite skills and support to produce step-change in the number of new student-led locally-based social enterprises and to enhance the sustainability of existing social enterprises over the longer term.

Geographical location of impact: Edinburgh City and the City Region
Contact details: Alec Edgecliffe-Johnson (President of Edinburgh University Students Association)

Commitment 3:
'We will increase the number of student digital ambassadors to support digital literacy and participation amongst older people in the community.'

The commitment will be achieved through the expansion of the *Student Digital Ambassadors Project* which was successfully piloted in the Spring and early Summer of 2016. This project was instituted and led by the Professor Lesley McAra (Assistant Principal Community Relations) and Amy Woodgate (MOOC Project Manager), and managed by Dr Ben Fletcher-Watson (Student Community Engagement Development Officer). It was undertaken with the advice of a steering group (membership included: Eugenia Twomey - Student Engagement Officer; Michelle Brown - Head of Social Responsibility and Sustainability Programmes; and Professor Siân Bayne - Chair of Digital Education). The pilot programme ran in collaboration with the University's WEEE Recycling programme (via WarpIT Equipment Exchange, who provided i-pads), and in discussion with Scottish Council for Voluntary Organisations whose Scotland-wide Digital Participation programme ran in parallel.

As part of the programme, students were trained to support older people to use computers and touchscreens when they encountered them in their daily lives, such as at GP surgeries and supermarket check-outs. The students then put their training into practice by working at the Charteris Community Centre (based at Kirk O'Field), to support eight participants (aged between 70 and 87) to develop basic digital skills. The evaluation of the pilot found that self-efficacy increased across all basic digital skills for all participants, with users feeling most confident using Google, email and online tutorials / MOOCs. (A copy of the Dr Fletcher-Watson's evaluation report is available on request from the Assistant Principal Community Relations).

Over 2016/17 it is planned to recruit at least 20 student ambassadors to continue the work within the Charteris Centre and to extend it to other locations. Discussions are currently being held with the City of Edinburgh Libraries, via Kenneth Sharkey (Service Development Leader Digital Learning, Edinburgh City Council), who is keen to use our digital ambassadors to support their on-going digital literacy programme. The digital ambassadors programme will form one element of a new Community Engagement Edinburgh Award (to be developed in collaboration with Gavin McCabe, Employability Consultant and Edinburgh Award Manager).

Geographical location of impact: Edinburgh City and the City Region
Contact details: Professor Lesley McAra, Assistant Principal Community Relations

Annex 2

Draft Social Impact Pledge Form

By implementing our Community Engagement Strategy, the staff and students of the University of Edinburgh pledge to:

Challenge ourselves to increase the positive impact we make on our local community and make better use of our assets – our buildings/grounds and our people.

In the next six months we will do at least three things that we don't do at the moment to improve our social impact.

Signed by Principal or Chancellor:_______________________________

1st Commitment:

Edinburgh University students will work with families of primary school children across the City encouraging them to include easy and fun reading, writing and counting activities in their everyday lives, as a means of enhancing pupil literacy and numeracy.

Geographical location of impact: Edinburgh City Schools

Contact details: Dr Gale Macleod (Senior Lecturer, Moray House School of Education)

2nd Commitment:

We will increase the number of student social enterprise start-ups (which offer goods and services for the benefit of the local community on a not-for-profit-basis) and provide the infrastructure to ensure their sustainability over the longer term.

Geographical location of impact: Edinburgh City and the City Region

Contact details: Alec Edgecliffe-Johnson (President of Edinburgh University Students Association)

3rd Commitment:

We will increase the number of Student Digital Ambassadors to support digital literacy and participation amongst older people in the community.

Geographical location of impact: Edinburgh City and the City Region

Contact details: Professor Lesley McAra (Assistant Principal Community Relations)

Annex 3
Community Engagement Projects with Potential for Future Pledges

As part of the implementation of the *Community Engagement Strategy* a number of projects are in development which will provide a resource bank for future pledges (subject to discussion with staff and students on other emergent and evolving priorities). These are as follows:

(i) 'Link-ED': services in support of community groups
This project will develop, co-ordinate, implement and evaluate a package of services in support of local community groups. The project will involve close collaboration with the 'Edinburgh Compact/Third Sector Interface': a partnership of Edinburgh's diverse Third Sector - charities, social enterprises, as well as local community groups – working together to reduce inequalities, and build strong and inclusive communities.

It is planned that the package of support will include:

- Pro bono legal advice service (provided by Law Students in partnership with local solicitors, and for which students will gain credit as part of their degree programmes).
- Green audit (provided by students under the supervision of the University SRS department).
- Review of business plans (to be undertaken by the Finance Department of the University in partnership with students from the Business School).
- Evaluation service(s) provided by students in the School of Social and Political Science (for credit within their degree programmes) - to enable community groups to monitor and assess the impact of their work.

(ii) The Learning City: engagement with schools and community groups to raise attainment and support pathways into Further and Higher Education.

- Extension of the early years literacy project ('*Moray House: Read, Write, Count*') in partnership with the Director of Widening Participation. The aim here will be to learn from the evaluation of the project (as set out in Annex 1) to develop a longer term and more sustainable programme supporting literacy and numeracy in Edinburgh secondary schools. This will be undertaken in collaboration with the Teacher Education Partnership with bespoke training to be provided for students involved in delivering the programme.
- Supporting leadership development within City schools (building on the Business School's coaching of Head Teachers), and developing bespoke leadership training for community and third sector groups.
- Providing further opportunities for lifelong learners to benefit from the University's learning and teaching, with a particular focus on constructing pathways into education for 'at risk' groups who have experienced social and educational exclusion. Here the emphasis will be on experimentation with digital resources including new ways of utilising the format of Massive Open On-line Courses to promote educational inclusion. This will link with the work of Professor Grant Jarvie (Moray House School of Education) who is exploring potential links with football clubs as a means of supporting educational inclusion.
- Support the on-going development of the Edinburgh *Cityscope* project (led by Professor Jonathan Silvertown, School of Biological Sciences) as a data hub at the service of Edinburgh and its communities. It is planned to develop 100 multi-disciplinary student projects (for credit within the curriculum) in partnership with community groups, with the aim of building content for *Cityscope*. The Cityscope data hub will also be used to facilitate adult learning (through Office of Open Learning) and research evaluation (providing a unique resource through which to track the impact of major infrastructure projects including the City Deal).

(iii) Widening the scope of the *Edinburgh Guarantee Scheme*:
This project will explore, develop and communicate further employment opportunities through the *Edinburgh Guarantee Scheme*. The aim is to ensure that school leavers and other traditionally excluded groups (for example those leaving prison) have increased opportunities to work or volunteer at the university as e.g. apprentices, technicians, and other support roles.

(iv) Curricular pathways:
Extending the curricular pathways programmes to include three further themes (in addition to Social Enterprise as described at Annex 1): *Sustainability*; *Leadership for Innovation*; and *Global Citizenship*. Pathways are based on the student life-cycle from taster seminar series (to inform and inspire students new to the University); to a curated portfolio of elective courses and reflective learning; placements and mentoring with industry, NGOs, and community groups; start up monies for projects; and finally to peer support, advice and mentoring coupled with student-led evaluation service to gauge impact. The extended pathways project will celebrate, recognise and create opportunities for student learning (through community engagement), and for linking this to research, knowledge exchange and impact. It will draw particularly on the expertise of the Living Labs methodology (see http://www.ed.ac.uk/about/sustainability/themes/research-teaching/the-university-as-a-living-lab) and the evolving portfolio-approach to reflective learning (being led by Dr Simon Riley, MRC, Centre for Reproductive Health).

Annex 4: Letter of Invitation

Social Impact Pledge

I'm writing to let you know about some work that the Scottish Government have been progressing that might be of interest to local authorities across Scotland.

The First Minister is placing an emphasis on tackling inequalities and reforming how we in the public sector deliver services to ensure that participation and empowerment are at the centre of everything that we do. As part of this drive for a Fairer Scotland, we are launching the **Social Impact Pledge**. The Pledge has been developed in response to feedback from public bodies and builds on good practice across the public sector.

We have targeted the Pledge at Public Bodies, however, we have also extended the opportunity to sign up to local authorities and to health boards. Since our launch at the Scottish Leaders Forum we have been contacted by a couple of universities asking about the pledge, we therefore would like to formally extend the invitation to apply. We know that there are already many examples of how universities are making a positive impact in their communities as well as an appetite to do more.

What is it?
The Social Impact Pledge enables organisations to demonstrate leadership by challenging their policies and operations to ensure that they make a positive contribution to their communities.

What does it involve?
We're asking those interested in signing up to identify **three commitments** to improving their current operations or policies **to deliver benefits to their communities**.

These should be things that they do not currently do and haven't done before, or significant developments of current activity in order to deliver even greater benefits. The commitments don't have to be big, but they should make a tangible impact on people and communities. Examples based on existing practice include:

- providing opportunities for young people to gain experience of the operation of committee meetings;
- providing opportunities for volunteering;
- working with local schools;
- providing access to grounds and facilities
- doubling intake of modern apprentices.

We would encourage universities to involve all parts of their organisation in this discussion, including committees and staff but also uniquely your student bodies. Each commitment should be implemented within a year in order to allow the impacts to be felt in communities in the short term. The Pledge can be renewed annually, and we ask that at least **one** of the commitments is different from the previous year to ensure that they are continuously reviewing their operations and challenging themselves to deliver ever more social value.

What happens next?

If you choose to sign up, you will be provided with a logo that can be added to your website to acknowledge your commitment to the Social Impact Pledge.

We have been working with the Scottish Community Development Centre (SCDC) who have updated their Community Channel Scotland website to include a section to showcase the Pledge. The site will be the main portal for information about what the Pledge is and how to get involved, along with inspirational ideas and advice; showcasing examples of successful pledges and blogs from communities who have benefitted.

Pledges will be uploaded on to the website which will include a full list of the bodies and organisations who have signed up to the Pledge and their commitments. The idea is that members of the public will be encouraged to interact with public authorities, helping where relevant, to develop their ideas. An interactive map of Scotland will show the areas that will be impacted by the different pledges and allow users to search for details of activities in their area.

The Pledge is now live and we would encourage you to sign up as soon as possible however you are welcome to sign up at any point throughout the year.

If you have any questions about the Pledge itself, the process of signing up or the website, please get in touch with:

Steven Cullum: Steven.Cullum@gov.scot 0131 244 0673
Hannah Garrow: Hannah.Garrow@gov.scot 0131 244 4625

Annex 5

Organisations who have signed to the *Social Impact Pledge* and Examples of Pledges

At the time of writing, the following organisations have signed up to the *Social Impact Pledge*:

Table 1

Organisation	Date of pledge	
Community Links (South Lanarkshire)	August 2016	View Pledge
Highlands and Islands Enterprise	August 2016	View Pledge
Comhairle nan Eilean Siar	August 2016	View Pledge
The National Galleries of Scotland	August 2016	View pledge
Cairngorm National Park Authority	August 2016	View pledge
Glasgow Prestwick Airport	August 2016	View pledge
Headway Dumfries & Galloway	July 2016	View pledge
VisitScotland	July 2016	View pledge
The Crofting Commission	July 2016	View Pledge
Scottish Children’s Reporter Administration	July 2016	View pledge
Fife College	July 2016	View Pledge
The Care Inspectorate	July 2016	View Pledge
Scottish Social Services Council	June 2016	View pledge
The Scottish Government	June 2016	View pledge
Scottish Funding Council	June 2016	View Pledge
Scottish Enterprise	June 2016	View pledge
Loch Lomond and the Trossachs National Park Authority	June 2016	View Pledge
Royal Botanic Garden Edinburgh	June 2016	View pledge

Examples of pledges are as follows:

(i) The National Galleries of Scotland pledge to:

Challenge ourselves to increase the positive impact we make on our local community and make better use of our assets – our buildings/grounds and our people.
In the next six months we will do at least three things that we don't do at the moment to improve our social impact.

Director-General: Sir John Leighton, August 2016

1st Commitment
We will offer a modern apprenticeship scheme.
Geographical location of impact • Based in Edinburgh but open to any applicants aged 16-24
Contact details • Paul Gilfillan, Head of HR & OD, pgilfillan@nationalgalleries.org
2nd Commitment
We will offer free entry for all to one of our ticketed exhibitions for one day during our summer season
Geographical location of impact • Edinburgh
Contact details • Patsy Convery, Acting Director of Audience Engagement, pconvery@nationalgalleries.org
3rd Commitment
We will work towards attaining Visit Scotland's Green Tourism award to further demonstrate our commitment to environmental sustainability
Geographical location of impact • Edinburgh
Contact details • Michael Browne, Estates Operations Manager, mbrowne@nationalgalleries.org

(ii) Fife College pledges to:

Challenge ourselves to increase the positive impact we make on our local community and make better use of our assets – our buildings/grounds and our people.

In the next six months we will do at least three things that we don’t do at the moment to improve our social impact.

Hugh Logan, Principal, July 2016

1st Commitment

To encourage and improve the community use of College facilities.

Geographical location of impact

- At all campuses of Fife College

Contact details

- John Buchan, Head of Estates

2nd Commitment

To develop community led facilities in the Levenmouth area to enhance our commitment to people of school age in that area.

Geographical location of impact

- Levenmouth

Contact details

- John Buchan, Head of Estates

3rd Commitment

To encourage and allow the use of the College minibus at weekends to increase community use.

Geographical location of impact

- All Campuses of Fife College

Contact details

- **John Buchan, Head of Estates**

CENTRAL MANAGEMENT GROUP

30 August 2016

Proposal for a Prisoner Work Placement Scheme

Description of paper

1. This paper sets out a proposal for a prisoner placement scheme at the University of Edinburgh, to enable prisoners (from Edinburgh Prison) who are eligible for the 'day-release licence' to gain work experience as part of their rehabilitation. It includes a management structure for the placements (at Appendix 1 of the attached proposal) and an overview of the research evidence on prisoner rehabilitation which has informed the design of the scheme (at Appendix 2).

Action requested/Recommendation

2. The Committee is asked to discuss the paper and approve it.

Background and context

3. All prisoners serving short term sentences of between 12 months and 4 years are now eligible for consideration of day release to suitable work experience opportunities (the so-called 'day-release licence'). Work placements can be anything up to 4 days per week over a likely maximum of 3 months. Prisoners deemed eligible will have an individualised Community Integration Plan overseen by a dedicated prison officer. They will also be subject to a robust risk management process by the prison in collaboration with the police. Edinburgh Prison is currently seeking a range of partner institutions willing to offer work experience opportunities for those on the day-release licence. To-date two placements have been offered by NHS Lothian (these are located at the Western General Hospital and both involving cleaning duties).

4. In the Strategic Plan the University commits to the principle of social responsibility, with the aim of contributing locally as a major development theme. Offering a prisoner the opportunity of a work placement would make a significant contribution to his/her rehabilitation. It would also be one small way of translating the University's strategic principles into effective action. Indeed the University would be underscoring its leadership in finding practical ways of making Scotland a safer and more just society, and in undertaking meaningful community engagement.

Discussion

5. The proposal is for Edinburgh University to offer two work placements for eligible prisoners. The development and management of the scheme will involve the following stages (as set out in more detail in the attached paper):

- Establishment of a steering group which will oversee the placement scheme, develop a communications strategy, and monitor and evaluate the implementation of the scheme. The group will be chaired by the Assistant Principal Community Relations and members will include: the Head of HR; a representative from Communications and Marketing; the Chief Security Officer; the Director of the Department of Social Responsibility and Sustainability; and a Unit Manager from Edinburgh Prison.

- Nomination of a Placement Coordinator (to be located in the Department of Social Responsibility and Sustainability) to act as the key point of contact with the Prison Service. The Placement Coordinator will oversee the day-to-day running of the scheme, including the development of a portfolio of placement opportunities in consultation with the Head of HR and local managers.

- Each placement will come under the supervision of the relevant workplace manager and a mentor will be appointed from the workplace team to support the prisoner during the placement. The Placement Coordinator will keep in close contact with the local supervisors and mentors during the placement, and will conduct a short review of each placement when it terminates.

- Staff training will be developed for managers and mentors: this will be delivered by the Placement Coordinator in collaboration with the Scottish Prison Service.

- Prisoner induction: a two stage induction programme will be developed for prisoners on placement (first stage delivered in prison; second stage on the first day of the placement), again to be delivered by the Placement Coordinator and the Scottish Prison Service.

Resource implications

6. The principal costs for the scheme relate to staff time in developing, running and evaluating the scheme. Whilst much of this can be met within existing resources, the Placement Coordinator role will require additional resource. A business case linked to the wider Community Engagement Strategy has been prepared and this includes provision for the support and management of the prisoner placement scheme.

Risk Management

7. In the document outlining the University's Risk Appetite it states that activities linked to the themes of environment and social responsibility may 'involve an increased degree of risk' but that the University 'is comfortable in accepting this risk, subject always to ensuring that potential benefits and risks are fully understood before developments are authorised and that sensible measures to mitigate risks are established'.

8. In evolving the prisoner placement scheme careful assessment has been made of likely risks and ways of robustly managing such risks, as follows:

9. *Student and staff safety, and the protection of University property*: given careful selection and preparation for the placement (including the risk assessment undertaken within the prison setting, and consultation with the police), the wider package of support (including the expertise of the dedicated prison officer), and careful mentoring and monitoring in the University once the placement is underway, the risks are low. If the prisoner's behaviour gives cause for concern (in any way), then they will be immediately returned to custody.

10. *Reputational risks:* there is potentially much reputational gain to be made by sending a positive message to the wider world about rehabilitation and reintegration (namely that the most effective modes of reducing crime, protecting victims and enhancing community safety lie in enhancing the employability of ex-prisoners). By

demonstrating leadership, the University will be building on its enlightenment ideals. However one concern might be reputational damage should the news media be alerted to the placement scheme and suggest that the University is positively discriminating in favour of people, whom the media perceive as being ‘less deserving’. A carefully crafted communications strategy is vital to the success of the scheme: with clear messages for both internal and external audiences about the purposes of the scheme and how it will work in practice. It would be important to highlight other work experience/development opportunities which the University offers (for example, internships, modern apprenticeships), showing that the prisoner placement scheme is one addition to a wider range of opportunities.

11. *Risks to the prisoner:* failure to complete the placement or experiencing stigma and prejudice within the University setting would be very damaging to the prisoner. The risks here can be diminished through meticulous planning for each placement, staff training, and wider staff consultation in setting up the scheme.

Equality & Diversity

12. A carefully designed prisoner placement scheme will enhance equality and diversity across the city and our communities and improve outcomes for a group of individuals who often face discrimination and disadvantage. A placement (appropriately mentored) would support prisoners into structured activity, enhance their employability through skills development, give them a sense of responsibility and a sense of self-worth, and contribute to their successful reintegration into society.

Next steps/implications

13. Subject to the necessary approvals, the Assistant Principal Community Relations will oversee the implementation of the prisoner placement scheme.

Consultation

14. A number of meetings have been held with the Scottish Prison Service to find out more about the day-release licence, and how it is managed, including two fact finding meetings between Professor McAra, Ms Cooper and Unit Managers in Edinburgh Prison (February and June 2016).

15. The attached proposal has been reviewed by Ms Sarah Smith (University Secretary), Mr Hugh Edmiston (Director of Corporate Services), Ms Zoe Lewandowski (Director of Human Resources), and Mr Dave Gorman (Director of the Department of Social Responsibility and Sustainability). On their recommendation the attached paper is being submitted to CMG for discussion and approval.

Further information

16. *Authors*	*Presenter*
Professor Lesley McAra (Assistant Principal Community Relations) Ms Liz Cooper (Department of Social Responsibility and Sustainability) 15 August 2016	Professor Lesley McAra

Freedom of Information

12. Open

Proposal for Prisoner Placement Scheme

Lesley McAra and Liz Cooper

UNIVERSITY OF EDINBURGH

Contents: Page

Introduction 2

Context 2

How prisoner placements work 2

Proposal for placements at Edinburgh University 3

Review of risks 5

Resource implications 5

Appendix 1: Summary of proposed scheme 6

Appendix 2: Characteristics of prisoners and supporting evidence 7

Proposal for a Prisoner Placement Scheme at the University of Edinburgh

1. Introduction

This paper sets out a proposal for a prisoner placement scheme at the University of Edinburgh, (including an overview as to how such placements might be managed). It has been developed by Professor Lesley McAra (AP Community Relations and research expert in prisoner rehabilitation) with the support of Ms Liz Cooper (Department of Social Responsibility and Sustainability).

2. Context

In December 2014, the Department for Social Responsibility and Sustainability in collaboration with the Just World Institute (School of Social and Political Science), held two events on the theme of University links with prisons in Scotland: a public seminar entitled 'Should the University employ prisoners?'; and a stakeholder event exploring University links with prisons, bringing together academics, policymakers, practitioners and employers. One of the outcomes, was a commitment to explore the possibility of evolving a formal partnership between the Scottish Prison Service (SPS) and the University to support employment opportunities for people leaving prison. A number of meetings have now been held with SPS including two fact finding meetings between Professor McAra, Ms Cooper and Unit Managers in Edinburgh Prison (February and June 2016).

In the Strategic Plan the University commits to the principles of social responsibility and social justice. Offering a prisoner the opportunity of a work placement would make a significant contribution to his/her rehabilitation. It would also be one small way of translating the University's strategic principles into effective action. Indeed the University would be underscoring its leadership in finding practical ways of making Scotland a safer and more just society, and in undertaking meaningful community engagement.

3. How prisoner placements work

All prisoners serving short term sentences of between 12 months and 4 years are now eligible for consideration of day release to suitable work opportunities (the so-called 'day-release licence'). Work placements can be anything up to 4 days per week over a likely maximum of 3 months. The partner institutions offering placements will not pay the prisoner for their work. SPS will provide the prisoner with the resources needed to take up the placement (travel fares, lunch monies/packed lunch, appropriate clothing in the event that the placement does not involve specialist clothing/uniform, a mobile phone with limited functionality). NB The placements are not intended as substitutes for labour, but as work experience opportunities.

Prisoners eligible for consideration of day release will have an individualised Community Integration Plan[1] overseen by a dedicated Throughcare Support Officer[2]. They will be subject to a robust risk management process within SPS. Assessments of risk are undertaken by the Risk Management Team, a multi-disciplinary group of professionals representing a range of agencies involved in the management of offenders. The police are formally consulted as part of the assessment process.

The approval of the Risk Management Team is needed before a placement can be arranged. In determining whether or not to grant community access, the Risk Management Team must be satisfied that any identified risks can be managed and that the individual would benefit from access to the community. The other criteria which the prisoner must fulfil before a placement can be considered are as follows:

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[1] The following statutory provisions frame the prisoner placement scheme: Rule 19(4) of the Prisons and Young Offenders Institutions (Scotland) Rules 2011; and Part 15 of the Prisons and Young Offenders Institutions (Scotland) Rules 2011. Prisoners on placement are housed in a bespoke section of the prison (the Community Integration Unit).

[2] Throughcare Support Officers are employed by the Scottish Prison Service. Their role is to provide support for prisoners during their time in custody and on release into the community.

- Has been in custody for at least three months;
- Is free from outstanding police charges;
- Has provided no positive and at least one negative drug test in preceding three months;
- Is free of any prison misconduct reports that resulted is an award greater than a caution during the preceding three months;
- Is not subject to proceedings under the Extradition Act 2003 (for issues associated with immigration status, refer to GMA 67A/13 (paragraphs 20-23);
- Has no outstanding need that cannot be appropriately addressed when on day release into the community;
- Has low supervision needs;
- Will directly benefit from access to the community.

Prisoners who meet the above criteria from Edinburgh Prison are likely to be aged between 21 and 30.

4. Proposal to offer work placements at Edinburgh University – management structure

Edinburgh Prison is keen to develop a range of partnerships across the Lothians and beyond, to support the day release licence initiative. Its aim is to have a portfolio of placements to which staff can match the skills of eligible prisoners. Currently NHS Lothian have offered two placements (located at the Western General Hospital and both involving cleaning duties). The NHS scheme has had widespread (mostly favourable) press coverage: http://www.edinburghnews.scotsman.com/news/health/prisoners-to-be-given-hospital-job-placements-in-edinburgh-1-4073931

We propose that the University of Edinburgh offer 2 placement opportunities (in the first instance) for prisoners from HMP Edinburgh, potentially in manual or clerical roles.

Developing and managing such placements at Edinburgh would involve the following stages/ processes, as summarised at Appendix 1:

Stage 1: Consultation

- Agreement from Senior Management and the People Committee (including consultation with Unions).

Stage 2: Building requisite infrastructure

- Setting up a steering group to oversee the placement project, develop an associated communications strategy (for both internal and external audiences), and the requisite infrastructure to monitor and evaluate the project. This group would include: Assistant Principal Community Relations; Head of HR; representative from Communications and Marketing; Unit Manager from Edinburgh Prison; Chief Security Officer UoE; Director of the Department of Social Responsibility and Sustainability. The group would keep in close contact with the managers of the NHS Lothian prisoner placement scheme, to share best practice derived from placement monitoring and evaluation.

- Nomination of a person from the Department of Social Responsibility and Sustainability to act as the Placement Coordinator. This person will be the key point of contact for SPS and will work closely with Throughcare Support Officers in Edinburgh Prison.

- Developing a portfolio of placements in consultation with managers: likely areas will include cleaning, catering, office work, but prisoners will have a range of skills and varying levels of educational attainment. The placement will come under the supervision of the relevant workplace manager but a mentor will also be appointed (from amongst his or her co-workers) to support the prisoner during the placement.

- Staff training: to give University staff (who will be involved in supervision and mentoring) information about the nature of the placement scheme, the purposes of the day release licence, the ways in which risk will be managed; and to ensure that the requisite supervision and mentoring is provided during the placement. This training will be delivered by the Placement Coordinator with input from SPS (Throughcare Support Officers).

- A two-stage induction programme, will be developed (by the University and SPS) to support the prisoner's integration into the University. Stage 1 will be delivered by the Throughcare Support Officer shortly prior to the commencement of the placement. Stage 2 will be delivered on the first day of the placement by the University Placement Coordinator.

Stage 3: Day-to-day operation

- The Throughcare support Officer will undertake the initial matching of prisoners to suitable placements, using the information provided by the University in the form of the portfolio. A report will be sent to the University Placement Coordinator Report on the background and circumstances of the matched prisoner, including the results of the SPS internal risk assessment. The Throughcare Support Officer will meet the University Placement Coordinator to discuss the background and circumstances of the nominated prisoner, and to discuss and agree the nature of the placement and how it will run.

- On the first day of the placement, the prisoner will be accompanied by the Throughcare Support Officer. He/she will meet the Placement Coordinator, manager and appointed mentor before the Stage 2 induction programme commences. A forward job description will be provided.

- The Placement Coordinator will keep in close contact with the placement supervisor during the period of the placement. At the end of the placement, a review will be held with the manager, mentor and Placement Coordinator. A short report on the placement will be produced and a copy sent to the Throughcare Support Officer and to the Steering Group. A reference will be provided by the University if requested.

- The reporting sequence in case of concern will be as follows: mentor to manager, manager to placement coordinator, placement coordinator to Throughcare Support Officer. In the unlikely event that an event occurs which indicates immediate risk, the police will be called (this is the procedure recommended by SPS).

Stage 4: Evaluation

- As noted above, the placement scheme will be closely monitored by the steering group. A report on the first two placements will be submitted to the People Committee (around 3 months after the commencement of the placements) and a formal evaluation will be undertaken, with an interim report 6 months into the scheme.

5. Review of risks

*Student and staff safety, and the protection of University property***:** given careful selection and preparation for the placement (including the professional risk assessment undertaken within the prison setting, and consultation with the police), the wider package of support (including the expertise of the Throughcare Support Officer), and careful mentoring and monitoring in the University once the placement is underway, the risks are low. If the prisoner's behaviour gives cause for concern (in any way), then they will be immediately returned to custody.

Reputational risks: a concern might be reputational damage should the news media be alerted to the placement scheme and suggest that the University is positively discriminating in favour of people, whom the media perceive as being 'less deserving'. A carefully crafted communications strategy is vital to the success of the scheme: with clear messages for both internal and external audiences about the purposes of the scheme and how it will work in practice. It would be important to highlight other work experience/development opportunities which the University offers (for example, internships, modern apprenticeships), showing that the prisoner placement scheme is one very small addition to a wider range of opportunities. There is potentially much reputational gain to be made by sending a positive message to the wider world about rehabilitation and reintegration: that the most effective modes of reducing crime, protecting victims and enhancing community safety lie in enhancing the employability of ex-prisoners. By demonstrating leadership, the University will be building on its enlightenment ideals.

Risks to the prisoner: failure to complete the placement or facing stigmatisation and prejudice within the University setting would be very damaging to the prisoner. The risks here can be diminished through meticulous planning for each placement, staff training, and wider staff consultation in setting up the scheme.

6. Resource implications

The principal costs for the scheme relate to staff time in developing, running and evaluating the scheme. Whilst most of this can be met within existing resources the role of Placement Coordinator will require additional resource. A wider business case relating to the Community Engagement Strategy has been prepared which includes the resources needed to support the prisoner placement scheme.

Lesley McAra and Liz Cooper
August 2016

Appendix 1

Development and management of the placement scheme: summary

Consultation

- Proposal circulated to the Principal, Senior Management and People Committee.
- Consultation with Unions

Infrastructure

- Steering group (AP Community Relations, Head of HR, representative from CAM, Unit Manager Edinburgh Prison; Chief Security Officer; Director Social Responsibilty and Sustainability): to oversee the implementation of the scheme, develop communications strategy, and lead monitoring and evaluation.
- Placement Coordinator (from University HR): key point of contact with SPS and will liaise with Throughcare support officers
- Portfolio of placements, developed in consultation with relevant university section managers (portfolio to include an overview of key skills and competencies, and a forward job description for the duration of the placement)
- Each placement to have a nominated supervisor (from the section management team) and peer mentor (co-worker)
- Staff training programme for supervisors and mentors (nature and purpose of the placement and the day release licence scheme, risk management)
- Two stage induction programme for prisoners: Stage 1 prior to commencement of placement delivered by Throughcare Support Officer; Stage 2 at the start of the placement, delivered by the Placement Coordinator

Day-to-day operation

- Prisoner matched to placement by Throughcare Support Officer utilising the information in the portfolio of placements
- Report on the background and circumstances of the matched prisoner, including the results of the SPS internal risk assessment, sent to the University Placement Coordinator for review
- Throughcare Support Officer meets University Placement Coordinator to discuss and agree the nature of the placement
- Once placement is deemed suitable, the Throughcare Support Officer will run stage 1 induction
- On the first day of the placement, the Prisoner will be accompanied by the Throughcare Support Officer. An initial meeting will be held with the Placement Coordinator together with the nominated supervisor and mentor. Stage 2 induction will be run by the Placement Coordinator
- Placement supervisor will report on a regular basis to the Placement Coordinator on the progress of the prisoner on placement and any concerns immediately followed up with the Throughcare Support Officer
- At the end of the placement, the Placement Coordinator will hold a short review of the placement, gathering views from the placement supervisor, the mentor and the prisoner. The report will be submitted to the Steering Committee and a copy sent to the Throughcare Support Officer

Evaluation

- The Steering group will undertake routine monitoring (reviewing reports of all placements)
- A report on the first two placements will be submitted to the People Committee (around 3 months after the commencement of the placement scheme)
- A formal evaluation of the scheme will report after 1 year (with an interim report provided 6 months into the scheme)

Appendix 2
Characteristics of eligible prisoners and supporting evidence

Official statistics indicate that a high proportion of people return to custody within two years of release as a result of repeat-offending. The research evidence suggests that one of the most significant factors determining whether or not an ex-prisoner will remain offence-free following release, is employment. Given their histories, men and women often struggle to gain employment on leaving prison, lacking the requisite skills and confidence and facing stigma and prejudice. A placement (appropriately mentored) would support prisoners into structured activity, enhance their employability through skills development, give them a sense of responsibility and a sense of self-worth, and contribute to their successful reintegration into society.

Characteristics of prisoners eligible for placements.

As noted in the above proposal, all prisoners serving short term sentences of between 12 months and 4 years are now eligible for consideration of day release to suitable work opportunities (the so-called 'day-release licence'). The following table sets out the types of crimes/offences committed by those who were sentenced by the courts to a period of custody of between 6 months and 4 years (official statistics do not include a category of 12 months to 4 years).

As shown in the table, two categories of crimes/offences account for the majority of convictions for those given a custodial sentence of between 6 months and up to two years: 'other crimes' (which includes crimes against public justice such as bail offences, and perjury) and 'miscellaneous offences' (which include petty assault and breach of the peace). Longer sentences are associated with more serious crime (for example just over a third of those serving between 2 and 4 years were convicted of a non-sexual crime of violence as contrasted with just 14% of those serving between 6 months and two years).

Table 1: Crimes/offences by length of sentence

Crime/offence category	Sentenced from 6 months up to 4 years n=4203 %	Sentenced from 6 months up to 2 years n=3587 %	Sentenced from 2 years up to 4 years n=616 %
Non-sexual crimes of violence (e.g. robbery, serious assault)	17	14	35
Sexual crimes (e.g. rape, sexual assault)	4	4	9
Crimes of dishonesty (e.g. housebreaking)	22	23	12
Fire-raising/vandalism	3	3	2
Other crimes (e.g. offences against public justice, drugs, handling offensive weapons)	29	27	33
Miscellaneous offences (e.g. common assault, breach of the peace)	22	25	8
Motor vehicle offences	4	4	1

Source: Criminal Proceedings in the Scottish Courts 2014/15 http://www.gov.scot/Publications/2016/02/6001/36
Numbers in some columns do not add up to 100 because of rounding

Likely success rates of placements

As the day-release licence scheme has only recently been implemented, there are no published statistics about the success or otherwise of this particular scheme to-date. However statistics on breaches of discipline, published in the Scottish Prison Service annual reports, suggest that the numbers of prisoners failing to keep to the terms of conditional release arrangements (only some of which involve work placements) are very small. In 2014-15, failure to return from temporary release or comply with a condition of such release, accounted for less than 1% of all breaches of discipline recorded by SPS that year, and those breaches involved less than 1% of all adult prisoners across Scotland (source: Scottish Prison Service: Annual Report and Accounts 2014-15, Appendix 5).

Importantly, prisoners participating in the day-release licence scheme will have characteristics akin to those eligible for release on home detention curfew (indeed many prisoners on day release licence will eventually be released on a home detention curfew). Home detention curfew (HDC) came into use in Scotland in 2006 and allows prisoners, mainly those on shorter sentences, to serve up to a quarter of their sentence (for a maximum of six months and a minimum of two weeks) on licence in the community, whilst wearing an electronic tag.

Official statistics show that HDC has a high success rate. Trends over time indicate that around 80% of cases successfully complete the period of home detention without recall to custody. As shown in table 2, whilst around a fifth of those released on HDC between 2007/08 to 2011/12 were recalled to custody following reported concerns about behaviour, only 2 to 3% of the total number in any one year were readmitted to custody on review of the evidence (suggesting an overall success rate of between 97 and 98%). According to Armstrong et al. (2011) who conducted an evaluation of HDC, the most common reason for being recalled is for failure to comply with the technical conditions of the curfew rather than committing crimes whilst on HDC (only 7% of cases in their census were recalled because of further reported offending).

Table 2: % Home Detention Curfew: Recall and readmission to custody

Home detention curfew (over 21s)	2007/08	2008/09	2009/10	2010/11	2011/12
Number issued	1672	1760	1695	1640	1827
% of number issued recalled to custody	23	22	20	21	19
% of number issued readmitted to custody	3	3	3	2	2

Source: Prison Statistics and Population Projections Scotland: 2011/12
http//:www.gov.scot/Publications/2012/06/6972/14

References

Armstrong, S., Malloch, M., Norris, P., and Nellis, M. (2011) *Evaluation of the Use of Home Detention Curfew and the Open Prison Estate in Scotland*. Project Report. Scottish Government Social Research, Edinburgh, UK.

THE UNIVERSITY of EDINBURGH

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CENTRAL MANAGEMENT GROUP

30 August 2016

Good Food Policy

Description of paper

1. This paper proposes a University Good Food Policy, endorsed by SRS Committee on 2 June 2016. The policy was developed in partnership by the Department for Accommodation, Catering and Events (ACE), the Procurement Office and the Department for Social Responsibility and Sustainability (SRS), with input from others including academic colleagues.

Action requested/Recommendation

2. CMG is asked to consider and approve the policy.

Background and context

3. In June 2014, SRS Committee reviewed a proposed Sustainable Food Systems Policy for the University. The committee acknowledged that a policy would build on existing achievements and enable a strategic approach. However it was agreed that more work was needed before such a policy could be endorsed.

4. Work began again in 2015, after a break to accommodate staffing changes and other priorities. The result is the Good Food Policy presented below. The policy sets out a whole-institution commitment to good food across 5 themes; Sourcing, Provision, Practices, Research Learning & Teaching and Leadership & Culture.

Discussion

5. As a socially responsible institution the University of Edinburgh aims to benefit society as a whole. One way to deliver on this commitment is to ensure our activities support sustainable food systems[1]. Many modern food systems are associated with environmental degradation, high greenhouse gas emissions, wastage, worker exploitation, poor public health and lack of safe, nutritious food for many people. Sustainable food systems conserve natural resources and have a positive socioeconomic impact.

6. The University already supports sustainable food systems through its research, learning & teaching and operations. ACE aims to serve healthy food sourced from responsible supply chains. The department has received numerous awards recognising this achievement. The Procurement Office works to influence the selection criteria for national food and drink contracts to reflect the University's sustainability objectives. The SRS Department raises awareness and facilitates action on food issues through events and practical support. Research conducted at the University is helping to solve food sustainability challenges, and the University also benefits from innovative student-led initiatives. The Food Researchers in Edinburgh (FRIED) network brings together academics, students and others at the University who are interested in food related research.

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[1] The term 'food system' incorporates all aspects of the production, processing, trade, transport, retail, consumption and disposal of food and drink.

7. The proposed policy explains how these activities contribute to a larger ambition and assists the University in publicly expressing its commitment to good food. It also enables the University to respond to a number of internal and external drivers. These include legal obligations[2], evolving best practice across the HE sector[3], new opportunities to link University research with practice and student expectations[4]. Recent surveys indicate that food issues are a priority for many students and staff.

Resource implications

8. The draft policy outlines responsibilities and scope. Resource implications relate to staff time for the implementation of this policy. This will be achieved using existing resource and integration within SRS, ACE and Procurement.

Risk Management

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

Equality & Diversity

10. No Equalities Impact Assessment has been carried out in relation to this policy, as it fits within a wider approach to social responsibility, catering and procurement.

Next steps/implications

11. Following approval by CMG, relevant stakeholders would work together to ensure implementation. The policy would be published on the SRS, ACE and Procurement websites and assist in highlighting our already strong track record.

Consultation

12. The draft policy has been reviewed and endorsed by the Director of Procurement, the Director of SRS, and the Assistant Director of Catering. The policy was approved by SOAG on 24 May 2016 and endorsed by SRS Committee on 2 June.

Further information

13.

Authors	Presenter
Alexis Heeren, Social Responsibility and Sustainability Projects Coordinator, SRS Ian Macaulay, Assistant Director of Catering, ACE August 2016	Senior Vice-Principal Charlie Jeffery

Freedom of Information

14. This is an open paper.

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[2] For example, in the Procurement Reform (Scotland) Act. A planned Good Food Nation Bill which will "draw together all aspects of the Scottish Government's work on food and drink – including food standards, public procurement and food waste" (SNP Manifesto) could introduce new duties.

[3] 17 Russell Group universities have published sustainable food policies.

[4] The SRS Student Survey found that a large majority of students expect University food provision be sustainable across a range of issues.

THE UNIVERSITY *of* EDINBURGH

Good Food Policy

1. Purpose

The University's Strategic Vision 2025[5] states that "as a truly global University, rooted in Scotland, we seek to benefit society as a whole". The Strategic Plan 2012 - 2016[6] describes the University's aim to "make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world."

This policy is a key element of this vision. Accepting that many modern food systems contribute to environmental, social and economic challenges, it sets out a whole-institution approach to Good Food that will support more sustainable food systems.

The policy builds on achievements by the Department for Accommodation, Catering and Events (ACE), the University's Fair Trade Policy[7] and our Procurement Strategy[8].

2. What is Good Food?

Good Food is food and drink that is tasty, healthy, good for the environment and good for the people who make it. It is produced, purchased, transported, consumed and disposed of within food systems that are;

1. *Environmentally sustainable* by conserving or regenerating natural resources; avoiding pollution; mitigating emissions that cause climate change; protecting biodiversity; and upholding the highest standards of animal welfare.

2. *Socially sustainable* by fulfilling every person's right to adequate, healthy, safe, nutritious, good quality and appropriate food; providing people with opportunities to enjoy and learn about Good Food; and encouraging diverse food cultures.

3. *Economically sustainable* by delivering viable livelihoods for the people employed within its supply chains through living wages, workers' rights, fair trade and safe, decent working conditions; supporting thriving local economies; and ensuring Good Food is accessible and affordable to all.

3. Our commitments

The University will adopt a whole-institution approach to Good Food by taking action within five key areas - Sourcing; Provision; Practice; Research, Learning & Teaching; and Leadership & Culture.

1. *Sourcing* - The University sources food and drink that is produced to the highest environmental, social and economic standards. We work together to;
    a. Use traceable ingredients that minimize harm to the environment and uphold the highest standards of animal welfare from farm to plate.
    b. Sourcing a range of sustainable, seasonal fish and seafood.
    c. Uphold our Fair Trade Policy by sourcing products from fair and ethical supply chains.

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[5] http://www.ed.ac.uk/schools-departments/governance-strategic-planning/strategic-planning/strategic-vision-2025
[6] http://www.ed.ac.uk/schools-departments/governance-strategic-planning/strategic-planning/strategic-plan-2012-16
[7] http://www.ed.ac.uk/about/sustainability/themes/fair-trade/governance
[8] http://www.ed.ac.uk/procurement/policies-procedures/strategy

   d. Champion food and drink produced and manufactured in Scotland and in our local community (e.g. from small and medium enterprises, third sector and supported businesses).
   e. Use and highlight seasonal ingredients on our menus.

2. *Provision* - The University provides good value, high quality, healthy and sustainable food that meets dietary needs and enhances the wellbeing of staff and students. We work together to;

   a. Serve nutritionally balanced, freshly prepared food free from harmful additives.
   b. Offer better quality meat and attractive vegetarian and vegan options.
   c. Raise awareness of healthy, sustainable options and help people make informed choices by highlighting the provenance, seasonality and other sustainability and health aspects at the point of sale (including meat free options).
   d. Publish allergen and nutritional information (Guideline Daily Amounts) for all menu items.
   e. Provide free tap water in all catering outlets and buildings and encourage staff and students to use tap water in preference to bottled water.

3. *Practice* - The University acts responsibly when managing catering and engaging with suppliers, staff, students, visitors and commercial/public customers. We work together to;

   a. Save energy and water by efficiently managing our facilities and events.
   b. Take action to minimise food and packaging waste generated from our activities.
   c. Work with suppliers to reduce negative environmental impacts, including emissions from transport and waste from packaging or food.
   d. Encourage our suppliers to consider fair work practices and to sub-contract or source according to best practice.
   e. Train ACE staff in sustainable catering practices and follow all University HR policies. This includes paying the living wage.
   f. Encourage staff and students to conserve resources.

4. *Learning, Teaching & Research* - The University supports initiatives that deepen understanding, collaboration and evidence based action on Good Food. We work together to;

   a. Encourage opportunities for staff and students to learn about sustainable food and gain practical skills.
   b. Support staff and student-led activities that enhance the University’s food culture (e.g. food growing on campus, resource efficiency initiatives and shared actions with the Students Union).
   c. Support research and teaching to improve our understanding of sustainable food systems and use evidence to improve University practice.

5. *Leadership & Culture* - The University seeks to show leadership and adopt transparent and inclusive policies and practices that reflect the values of our staff and students. We work together to;

   a. Ensure opportunities for dialogue between researchers, students and professional services staff.
   b. Publicly advertise the Good Food Policy, set targets / commitments and report on performance annually.
   c. Demonstrate leadership and maintain best practice by securing and retaining external awards.
   d. Partner with others in our community to promote Good Food throughout Edinburgh.
   e. Procure good food and related services in a sustainable and collaborative manner, demonstrate community benefits, gross value add, quality and value for money without risk to our reputation and to people who provide or consume food.

4. Responsibility and scope

This policy has been developed by the Department for Social Responsibility and Sustainability (SRS), the Department for Accommodation, Catering and Events (ACE) and the Procurement Office. It applies to University of Edinburgh sites.

This policy does not apply to the Edinburgh University Students' Association, external catering suppliers or others using University premises under license (e.g. festival tenants).

All staff and students engaged in University activities have a duty to uphold the Policy.

5. Implementation and review

This policy will be prominently displayed for visitors at events venues and on our website. SRS will coordinate a policy review every 3 years to respond to new developments and meet evolving best practice in the sector.

An Implementation Plan will be produced and updated annually. Progress by SRS, ACE and the Procurement Office will be reported to the Social Responsibility and Sustainability Committee, convened by the Senior Vice-Principal.

6. Equality and diversity

This policy fits within our Accommodation, Catering and Events Food Strategy and the Procurement Strategy, both of which include consideration of equalities duties. A separate Equalities Impact Assessment has therefore not been carried out.

7. Support

SRS can provide contacts and advice regarding this policy for staff or students. Press or media enquiries should be directed to the Press Office.

8. Approval and review

Consultations held	The policy was developed in partnership by the Department for Accommodation, Catering and Events (ACE) and the Procurement Office and the Department for Social Responsibility and Sustainability (SRS), with input from others including academic colleagues.
Final approval by	Ian Macaulay (Assistant Director Catering) – 04/04/16 Dave Gorman (Director of Social Responsibility and Sustainability) – 11/04/16 Karen Bowman (Director of Procurement) – 26/04/16
Date policy approved	May 2016
Date of commencement of policy	Immediate
Dates for review of policy	May 2019

9. Contact

For further information, or if this policy is required in an alternative format, please contact Jane Rooney at jane.rooney@ed.ac.uk.

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CENTRAL MANAGEMENT GROUP

30 August 2016

Health and Safety Quarterly Report: Quarter 3: 1 March 2016 – 31 May 2016

Description of paper

1. This paper provides a summary of health and safety related incidents that took place during the period 1 March 2016 to 31 May 2016, as well as relevant health and safety issues and developments, considered by the University Health and Safety Committee at its last meeting, to provide information and assurance to the Central Management Group (CMG) on the management of health and safety matters.

Action requested/Recommendation

2. CMG is asked to note the statistics included in the Appendices as illustrative of the University's accident and incident experience, and note the issues and developments outlined on pages 2 and 3 of the report.

Paragraphs 3 – 26 have been removed as exempt from release due to FOI.

Risk management

27. The University has a low risk appetite for both compliance risks and for people risks. Monitoring of health and safety accidents, diseases and incidents ensures that risks to health are being managed and provides an early warning of more serious issues.

Equality & Diversity

28. This reports raise no major equality and diversity implications.

Consultation

29. This paper, with minor alterations, will also be presented to the next meeting of the Audit and Risk Committee.

Further information

30. *Author*	*Presenter*
Alastair Reid	Hugh Edmiston
Director of Health and Safety	Director of Corporate Services
15 August 2016	

Freedom of Information

31. This paper is closed as its disclosure would substantially prejudice the commercial interests of any person or organisation.

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CENTRAL MANAGEMENT GROUP

30 August 2016

NPRAS Rates for 2017-18

Description of paper

1. This paper provides the NPRAS rates for the forthcoming Planning and Budgeting round 2017-18 and an explanation for the composition of the rates.

Action requested

2. CMG is asked to endorse the revised NPRAS rates for use in the 2017-18 planning round.

Background and context

3. Work on the RA 2018 continues to progress, however, until such time as the model is implemented, NPRAS rates will continue to be calculated to include and exclude utilities. The rates to be applied to 2017/18 budgets, as per previous years, are set for ‘Moderately serviced’ and ‘Highly serviced’ buildings, which make up the majority of the estate.

4. It should be noted that these rates are only applicable for marginal trading/changes in space. These rates represent the average cost per square metre incurred in the operation of buildings of different type. Where a major new development or refurbishment project is planned, Estates will provide a detailed estimate for recurrent operational costs associated with the project.

5. The recommended rates will be applied for 2017/18 Planning and Budgeting purposes are: (previous year’s rates - 2016/17 in italics)

NPRAS rate including utilities	**2017/18**	*2016/17*	**NPRAS rates excluding utilities**	**2017/18**	*2016/17*
Highly Serviced	£ 136.73 per m^2	*£134.66*		£100.88 per m^2	*£98.23*
Moderately Serviced	£ 110.82 per m^2	*£109.08*		£ 83.26 per m^2	*£81.07*
MOTHBALLED [1] rate including utilities	**2017/18**	*2016/17*	**MOTHBALLED rate excluding utilities**	**2017/18**	*2016/17*
Highly Serviced	£ 99.38 per m^2	*£98.29*		£ 63.53 per m^2	*£61.86*
Moderately Serviced	£ 78.02 per m^2	*£77.14*		£ 50.46 per m^2	*£49.13*

[1] Mothballed space will only be traded on WHOLE Buildings

6. Forecast increases for national pay awards of 2.7%, material prices of 3.5% and general rate of inflation of 1.9%, have been taken into account in calculating the rate for 2017/18. These first two forecasts are provided by the Building Cost Information Service of RICS and are recognised as the industry standard. The general inflation figure is provided by the Office for Budget Responsibility. As such the NPRAS rates for 2017/18, detailed in the table above, have been set at an appropriate level to account for these increases.

7. The Utilities market continues to be volatile. Procurement of utilities for the University is through contracts arranged through Procurement Scotland. These contracts do provide a degree of risk avoidance as the University utility requirements are purchased at a fixed price in advance of the year of consumption. The Energy Office within Estates has estimated that electricity prices will rise by 3.6% and gas prices will reduce by 8% for the year 2017/18. This will have a net effect of a reduction in utilities costs of 1.6% due to the gas/electricity cost ratio of 45/55. The estimates are informed by Scottish Procurement in their published budget guidance documentation. These increases have been applied to this element of the NPRAS rate.

Resource implications

8. The revised NPRAS rates will have resource implications for all Colleges and Support Groups who engage in marginal trading of space.

Risk Management

9. No key risks

Equality & Diversity

10. No implications.

Next steps/implications

11. The agreed rates will be included in the Planning and Budgeting Guidance 17/18 published by Governance and Strategic Planning. The rates will be applied to occupancy figures provided through the annual space audit and reflected in recurrent budget allocations.

Further information

12. *Author*	*Presenter*
David Brook	Professor Jonathan Seckl
Head of Support Services	Vice-Principal Planning, Resources
Head of Estates Development & Depute Director	and Research Policy
Estates Department	
19 August 2016	

Freedom of Information

13. Paper is open

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P1

CENTRAL MANAGEMENT GROUP

30 August 2016

Proposal to Establish a Chair of Avian Biology

Description of paper

1. This paper outlines the case for the establishment of a Chair of Avian Biology to be based within Roslin Institute, College of Medicine and Veterinary Medicine

Action requested/Recommendation

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

Background and context

3. This position recognises one of the core strategic activities of the Institute, which has a long history in breeding research, and is central to the Institute Strategic Programme Grants funded by BBSRC.

Discussion

4. The Chair holder will be expected to lead an internationally competitive research programme that is relevant to BBSRC Core Strategic Objectives in the area of Food Security, to contribute to both postgraduate and undergraduate education in the area of livestock production, and to interact with Roslin strategic partners in the animal breeding industry.

5. We submit this request to create a substantive chair for consideration by CMG. Appropriate recruitment processes have been followed to identify the postholder.

Resource implications

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

Risk Management

7. There are no anticipated risks associated with approving the request.

Equality & Diversity

8. The appointment of a Chair of Avian Biology will be made on the basis of transparent recruitment processes, in accordance with University policy and therefore there are no identified implications on equality and diversity.

Next steps/implications

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

Consultation

10. Normal consultation processes within CMVM have been followed ensuring relevant colleagues have been made aware of the intention to establish the requested Chair.

Further information

11. *Author*
Professor David Hume
Director of the Roslin Institute
Dean of Research, Royal (Dick)
School of Veterinary Studies
August 2016

Presenter
Vice-Principal Professor Sir John Savill
Head of the College of Medicine and
Veterinary Medicine

Freedom of Information

12. This paper can be included in Open Business.

CENTRAL MANAGEMENT GROUP

30 August 2016

Proposal to establish new Chairs in the School of Engineering

Description of paper

1. The School of Engineering wishes to establish new Chairs as follows:
   - Chair of Power Electronics
   - Chair of Integrated Sensor Technology

Action requested/Recommendation

2. Central Management Group is asked to approve the establishment of these new Chairs.

Background and context

3. The process to create new substantive Chairs requires CMG approval. In taking this forward Schools must seek the approval of the Head of College outlining in full the reasons for and the financial implications of such a request.

Discussion

New Chair of Power Electronics

4. This Chair will be located in the Institute for Energy Systems which is a very successful cross-disciplinary research institute which was launched in 2002 at the formation of the School of Engineering. Our aim in recruiting this position is to help to grow further the research portfolio in this key research area of RCUK and European funding. We are starting a new MSc in Electrical Power Engineering in 2017/2018 which will require the delivery of at least 80 credits of entirely new teaching material. This appointment, along with the Lecturer/Senior Lecturer in Power Electronics will ensure that the MSc can be launched successfully and its sustained success thereafter.

New Chair of Integrated Sensor Technology

5. The Scottish Microelectronics Centre (SMC) has been a successful research and innovation centre. With the retirement of Prof. Walton, the Centre will need new momentum to build on major existing projects (e.g. EPSRC IMPACT and ISM CDT) attract new funding streams and establish a research strategy for the 2020s. This will enable the SMC to build on existing local industrial links such as with ST Microelectronics, Cirrus Logic and Finmeccanica (formerly Selex). The theme of integrated sensing is also relevant to funders such as the EPSRC, the Centre for Excellence in Sensor and Imaging Systems, the Defence Science and Technology Laboratory (DSTL), EU H2020 and Innovate UK. The new post would also build on existing relationships in major current projects with Chemistry (Mount, Bradley), with Heriot-Watt University (Desmulliez, Buller) and with Glasgow University (Padgett, Harvey).

6. Both of these posts will contribute to teaching in the Electronics and Electrical Engineering (EEE) Discipline which currently has over 350 UG students, and is projected to reach over 380 by 2017/2018. The Discipline has consistently attracted very high quality undergraduate applicants, underpinned by an established Scholarship Scheme funded by local companies, many of which recruit our graduates into highly skilled jobs. In addition, EEE has more than 100 taught Masters students

(overwhelmingly Overseas) on four existing programmes, including a recently launched programme in Integrated Sensing, in conjunction with the University of Glasgow and the School of Chemistry in Edinburgh.

7. This Edinburgh-Glasgow collaboration also hosts an EPSRC-funded Centre for Doctoral Training (CDT) in Integrative Sensing and Measurement (ISM), which contributes to the 52 PGR students whose principal supervisor is among the academic staff members of IMNS. With support from the Integrative Sensing and Measurement CDT, we anticipate that the Chair in Integrated Sensor Technology would sustain and grow our PGR population in the Institute for Integrated Micro and Nano Systems.

Resource implications

8. Funding for the Chairs will be met by the School of Engineering's core budget and the associated costs are included in the 2016-2017 budget.

Risk Management

9. There are no significant risks associated with the establishment of these Chairs.

Equality & Diversity

10. Good practice in respect of equality and diversity will be followed in taking forward appointments to these Chairs.

Next steps/implications

11. If these proposals are approved, Resolutions will be drafted to formally establish the Chairs and recruitment progressed.

Consultation

12. Vice Principal Professor Yellowlees is content with the paper.

Further information

13. Further information can be supplied by Professor Hugh McCann, Head of the School of Engineering.

14.		
	Author	*Presenter*
	June Bell	Vice-Principal Lesley Yellowlees
	College HR	College of Science & Engineering
	August 2016	

Freedom of Information

15. This paper can be included in open business.

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CENTRAL MANAGEMENT GROUP

30 August 2016

Fee Proposals

Description of paper

1. Fee proposals from the College of Arts, Humanities and Social Sciences.

Action requested/ Recommendation

2. CMG is asked to approve the below fee proposal, as endorsed by Fees Strategy Group by Chair's action.

Paragraph 3 has been removed as exempt from release due to FOI.

Risk Management

5. Due consideration has been taken reviewing the financial risk in these proposals.

Equality & Diversity

6. Equality and Diversity was considered as part of the wider review of fees.

Next steps/implications

7. Once approval has been granted the programme the 2016/17 fees will be advertised on the University's website and published via online prospectus.

Consultation

8. The above fees have been proposed by the Schools, reviewed by College and GaSP.

Further information

9.	Author	Presenter
	Peter Phillips	Vice-Principal Seckl
	Governance and Strategic Planning	Vice-Principal Planning, Resources and Research Policy
	17 August 2016	

Freedom of Information

10. This paper will remain closed until the fee rates have been published as prior disclosure could prejudice the commercial interests of the organisation.

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CENTRAL MANAGEMENT GROUP

30 August 2016

Principal's Strategy Group

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

Date of Meeting
2. 8 August 2016

Action Required
3. Provided for information

Key points
4. Among the items discussed were:

a) Brexit
PSG discussed a suite of papers covering different aspects of Brexit noting: recent internal communications activity and the importance of maintaining this; scenario planning; proposed approach to partnerships and the EU Marie Sklodowska-Curie COFUND grant scheme.

b) National Student Survey Results 2016
Senior Vice-Principal Jeffery led discussions around the disappointing NSS results and the University's response to the issues raised.

c) Allocation of Teaching Spaces
PSG discussed the provision of teaching spaces for the next two years noting the pressure points. Discussions will be taken forward via the Estates Committee Rapid Response Group.

d) UCL Strategic Alliance
PSG discussed the approach to the meeting in early October to discuss future alignment with senior representatives from UCL.

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

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

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

Freedom of Information
8. Open Paper.