THE UNIVERSITY of EDINBURGH

Central Management Group Meeting
Raeburn Room, Old College
28 February 2017, 10am

AGENDA

1 Minute **A**
To _approve_ the minute of the meeting held on 17 January 2017.

2 Matters Arising **Verbal**
To _raise_ any matters arising.

3 Principal's Communications **Verbal**
To _receive_ an update by the Senior Vice-Principal.

SUBSTANTIVE ITEMS

4 Course Enhancement Questionnaire & Personal Tutor **B**
Questionnaire
To _consider and approve_ the paper from the Director of Student
Systems.

5 Service Excellence Programme **C**
To _note_ the update from the Director of Student Systems.

6 NSS Promotion and Guidelines Review **D**
To _note_ the paper from the Deputy Secretary, Student Experience.

7 Stakeholder Consultation on Learning, Teaching and Student **E**
Experience
To _consider and endorse_ a paper by the Senior Vice-Principal.

8 Home Office UK Visas and Immigration Audit **F**
To _note_ the update from the University Secretary.

9 Student Mental Health Strategy **G**
To _note_ the paper from the Deputy Secretary, Student Experience.

10 Central Area Building Opening Hours **H**
To _approve_ the paper from the Deputy Secretary, Student
Experience.

11 Finance Director's Report **I**
To _consider and comment_ on updates by the Director of Finance.

12 People Report **J**
To _consider and comment_ on updates by the Director of Human
Resources.

13   Report from Equality & Diversity Monitoring Research   **K**
      Committee
      To *discuss* the paper by the Vice Principal People and Culture

14   Internal Audit
      - **Status Report**   **L1**
      - **Follow Up Report**   **L2**
      To *consider* the reports by the Chief Internal Auditor

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

ITEMS FOR NOTING OR FORMAL APPROVAL

16   Proposal for a New Division in IS   **M**
      To *approve*.

17   Proposal to establish a Centre for Exoplanet Science   **N**
      To *approve*.

18   Fee Proposals
      - Report from Fees Strategy Group   **O1**
      - Routine Fee Proposals   **O2**
      To *approve*.

19   Creation of new Chairs and renaming of existing Chairs
      - College of Arts, Humanities and Social Sciences   **P1**
      - College of Medicine & Veterinary Medicine   **P2**
      - College of Science and Engineering   **P3**
      To *approve*.

20   Principal's Strategy Group   **Q**
      To *note*.

21   Date of meetings for 2017/2018

      - 29 August 2017
      - 26 September 2017
      - 31 October 2017
      - 16 January 2018
      - 20 February 2018
      - 27 March 2018
      - 22 May 2018 * (Cuillin Room, Charles Stewart House)
      - 19 June 2018

      at 10.00 am in Raeburn Room, Old College, except *

22   Date of next meeting
      Tuesday, 11 April 2017 at 10.00am in the Raeburn Room, Old
      College.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

17 January 2017

Draft Minute

Present:	Senior Vice-Principal Professor Charlie Jeffery (Convener)
	Vice-Principal Professor Dorothy Miell
	Vice-Principal Professor Jane Norman
	Vice-Principal Professor James Smith
	Vice-Principal Mr Chris Cox
	Ms Sarah Smith, University Secretary
	Mr Hugh Edmiston, Director of Corporate Services
	Mr Gavin McLachlan, Chief Information Officer
	Mr Phil McNaull, Director of Finance
	Mr Gary Jebb, Director of Estates
	Ms Zoe Lewandowski, Director of Human Resources
	Ms Leigh Chalmers, Director of Legal Services
	Ms Tracey Slaven, Deputy Secretary, Strategic Planning
	Professor David Argyle, Head of School of Veterinary Medicine
	Professor Ewen Cameron, Head of School of History, Classics & Archaeology
	Professor Jeremy Robbins, Head of School of Literatures, Languages & Cultures
	Professor Arthur Trew, on behalf of Vice-Principal Professor Yellowlees
	Dr Catherine Elliott, on behalf of Vice-Principal Professor Sir John Savill
In attendance:	Mr Niall Bradley, on behalf of Dr Ian Conn
	Mr Noel Lawlor, Chief Internal Auditor (for item 7)
	Ms Kirstie Graham, Deputy Head of Court Services
Apologies:	The Principal
	Vice-Principal Professor Sir John Savill
	Vice-Principal Professor Yellowlees
	Vice-Principal Professor Jonathan Seckl
	Professor David Gray, Head of School of Biological Sciences
	Dr Ian Conn, Director of Communications and Marketing
	Mr Gavin Douglas, Deputy Secretary, Student Experience

1	**Minute**	**Paper A**

The Minute of the meeting held on 8 November 2016 was approved.

2   Principal's Communications

Senior Vice-Principal Professor Charlie Jeffery, on behalf of the Principal, reported on the following: the Prime Minister's speech today, which was expected to set out the Government's approach to leaving the European Union and the need for further advice and support for EU staff and students and external communication to emphasise the

University's continued commitment to and engagement with Europe; the latest undergraduate recruitment figures from UCAS which showed RUK and international recruitment had increased significantly, the reduction in EU applicants continued to be less than the sector average, but Scottish domiciled applications were down in comparison with the sector, there would be further work to understand the reasons for this and to mitigate any impact on recruitment of SIMD20 students; Court at its December meeting had decided the University would not participate in the Teaching Excellence Framework at this stage.

SUBSTANTIVE ITEMS

| 3 | **Strategic Performance Measures** | **Paper B** |

Following approval of the new Strategic Plan 2016, a performance measurement framework had been developed to assess the University's performance against the Plan and CMG considered the proposed measures and targets, with a different set of measures proposed for oversight by CMG and by Court.

Members noted areas where further work was required to identify appropriate metrics and there was discussion of these, particularly around social and economic impact and industry engagement. The need to focus on a small number of key measures was also reinforced.

Views emerged that there could be further work on how the University interacts with the private sector and the role of the University as an economic attractor to the area. In relation to social impact, SRS could contribute to indicators in this area. For the Court dashboard, reputation was recognised as important to capture in a measure, if possible.

Noting that CMG's comments and feedback would be taken forward in the development of the final performance measurement framework, the proposed approach was commended and endorsed.

| 4 | **2017- 20 Planning Round Guidance** | **Paper C** |

CMG considered the draft 2017- 20 Planning Guidance and noted the continued pressure on core funding, which with the need to resource external debt funding secured to drive the capital programme, meant a phased move to a reduction in central baseline allocations over the three year period while anticipating continued growth in external; income.

The challenging nature of the next three year period was noted and there was a wide ranging discussion with the following issues emerging: in-year underspend management; undergraduate RUK fee allocation; staff cost projections; the importance of student facing facilities keeping pace with growth in student numbers.

In terms of next steps, there would be further consideration of the assumptions around the current projections of staff costs and further clarity and guidance on the process for in-year underspend. The allocation of RUK income will be revised through the new Resource Allocation Model, which was being run in shadow form this year to enable consideration of the implications of the RAM. It was recognised there was a longer term issue, in relation to the wider strategic coherence of individual plans, to be considered.

Subject to some revisions to address the key points made, CMG approved the Planning Guidance.

5 The Data Steward Role for Core Business Data Sets   Paper D

CMG considered and endorsed the proposed formalisation of the Data Steward role and the establishment of the role across all of the University's core business data sets, as set out in the paper, with further progress updates to be received in due course.

6 Finance Director's Update   Paper E

CMG considered the Quarter 1 forecast outturn, noting that as a result of FRS102, the report was split to show budget and forecast as Unrestricted and Restricted. The planned sale of a major asset in 2016/17 had been rescheduled to next financial year, reducing this year's outturn but increasing the planned surplus in 17/18. As a result of this, for 2016/17, budget holders and their teams may need to consider remedial actions to achieve the Court approved budget for the year.

There was a recognition that the tight financial margins within which the University operated meant that rescheduling a single item could have a significant impact. Members raised the need to ensure there were not competing messages, as budget holders were encouraged to maintain their spend in the first half of the year as there is a historic trend of an unexpected underspend at year end, where the resource may have been better invested in year. In addition, there needed to be a better understanding of the potential overall impact across the University of any in year remedial actions to ensure these did not have unintended consequences. The quarterly forecasts were the opportunity to have this conversation and there would be further consideration of developing processes around discussion of the quarterly figures, which linked into the issue of ensuring coherence of individual plans in managing in year underspends raised in relation to the Planning Guidance paper.

7   Zhejiang University Collaboration   **Paper F**

CMG considered an update on the Zhejiang University - University of Edinburgh (ZJU-UoE) Joint Institute. When Court approved formation of the Joint Institute in December 2014, this had been a new venture for the University and experience over the past two years could provide useful lessons for any future similar ventures.

The paper summarised the activities over the past two years and there was discussion of the issues around governance, finance and tax, IT and student systems, student support and the curriculum. The paper was open about the challenges faced and how these had been addressed and the continuing work that was taking place.

CMG considered how the knowledge developed could be leveraged for other international opportunities and discussed the potential for growth of this model. The paper was welcomed as an opportunity to look more broadly at international opportunities.

8   Development and Alumni 2015-16   **Paper G**

CMG considered a new report, providing an analysis of philanthropic income and fund raising activity within the University, which was intended to be an annual report. Members welcomed the lay out and content of the report.

9   Health and Safety Quarterly Report   **Paper H**

CMG noted a summary of health and safety related incidents that took place during the period 1 September 2016 to 30 November 2016 as well as relevant health and safety issues and developments and noted the report from the meeting of the Health and Safety Committee on Thursday 10 November 2016.

10   Any Other Business

The University Secretary reported that recruitment of the new Principal was progressing as planned and the Principal designate should be announced by early next month.

ITEMS FOR NOTING OR FORMAL APPROVAL

11   Fees Strategy Group   **Paper I**

CMG noted and endorsed the fee proposals approved by the Principal by Chair's action on behalf of CMG, as set out in the paper.

12   Creation of new Chairs and renaming of existing Chairs   **Paper J1**
                                                                                Paper J2
CMG approved the establishment of Chairs in the College of Arts,   **Paper J3**
Humanities and Social Sciences, College of Medicine and Veterinary
Medicine and College of Science and Engineering and the renaming of
a Chair in College of Arts, Humanities and Social Sciences as set out
in the papers.

13   Principal's Strategy Group   **Paper K**

The report was noted.

14   Date of next meeting

Tuesday, 28 February 2017 at 10.00am in the Raeburn Room, Old
College.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Course Enhancement Questionnaire & Personal Tutor Questionnaire

Description of paper
1.   This paper provides Central Management Group with an update on and recommendations relating to the roll-out of Course Enhancement Questionnaires and a recommendation regarding the introduction of a concise, focussed Personal Tutor Questionnaire.

Action requested
2.   Central Management Group is asked to approve the recommendations in the paper.

Paragraphs 3 - 14 have been removed as exempt from release due to FOI.

Risk Management
15. Key risks have been identified in this paper.

Paragraphs 16 has been removed as exempt from release due to FOI.

Consultation
17. The Course Enhancement Questionnaire is on the agenda at CJCNC on 20 March 2017.

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

19. <u>Author & Presenter</u>
     Barry Neilson
     Director of Student Systems & Service Excellence Programme Lead
     28 February 2017

Freedom of Information
20. This paper is closed.

CENTRAL MANAGEMENT GROUP

28 February 2017

Service Excellence Programme

Description of paper
1.   This paper provides Central Management Group with an update on the Service Excellence Programme, following the update provided in October 2016.

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

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

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

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

19. *Author and Presenter*
      Barry Neilson
      Director of Student Systems & Service Excellence Lead
      28 February 2017

Freedom of Information
20. Closed – Commercial and in confidence.

CENTRAL MANAGEMENT GROUP

28 February 2017

**Final Report of the University of Edinburgh Panel to Review
NSS Promotion and Guidelines**

Description of paper
1.   This report updates CMG on the work of the panel set up to review how the National Student Survey (NSS) is promoted at the University.

Action requested
2.   CMG is asked to note that the panel has completed its review and made a number of recommendations, which have been implemented in time for the 2017 NSS campaign.

Background and context
3.   It is important that the University promotes the NSS in a way that helps students see the value in taking part, achieves a high response rate and is consistent with the guidelines issued by HEFCE.

4.   The Panel:
- was set up to review the University's approach to promoting the National Student Survey (NSS) and to ensuring staff engagement with the guidance on NSS promotions;
- was convened by Assistant Principal Tina Harrison and had a range of student and staff members;
- met twice in autumn 2016.

5.   The Panel found no evidence that promotional material and activities in use – whether created centrally or developed by Schools – were breaching NSS guidelines However the Panel noted that:
- The guidelines (on what is acceptable / not acceptable) included in the main NSS promotional pack were attached as an Appendix and may therefore be overlooked by staff.
- The core focus of the promotional messages to Schools was on achieving target completion rates. The Panel noted that 2015/16 had achieved the highest ever completion rate but this was not correlated with any improvement in overall results.
- The strapline "Have Your Say" could be construed as inviting negative comment.
- For the small sample of students the Panel spoke to, the NSS seemed not well understood – not clear who was running it (students were surprised to receive phone calls from 3rd party organisation reminding them to complete it); what the focus was (some assumed it was just about their final year experience); what the purpose or use of the data was (eg that it could be used in the construction of league tables); what the benefits were (eg that the feedback given would be used to improve the experience of future students).

- There was mixed feedback from student representatives as to the effectiveness of promotional activities such as free pizza or coffee promotions. There was a general sense that universal benefits (eg free print credit for all respondents) would be more positive than prize draws for Ipads or similar.
- There was a very heavy volume of e-mail traffic to students promoting the NSS, coming from the University and from Schools. There was a general sense from students and School colleagues that local promotion and messaging (and in particular face to face messaging, eg lecture "shout outs", messaging via class reps) were more effective than messages to all students from the University.

6. The Panel made a number of recommendations:
- All staff and students involved in promoting the survey must be given revised and clearer guidelines as to what can be said and what can't be said about NSS. These guidelines (including templates for communication) should be foregrounded in any promotional pack, widely distributed and regularly repeated in other communications.
- University communications should be re-focussed on the importance of the survey and explaining how it works eg:
  - clarifying the purpose of the survey
  - explaining any terminology used (eg "course" vs "programme")
  - explaining how the data is used and the benefits to future students of providing feedback to the University
  - why students may receive chaser emails or calls from IPSOS MORI and how to opt out of these.
- The core task of promoting completion should be handled at School level. Each School should identify an NSS lead for this purpose. The University should significantly reduce the volume of emails sent to students about completing the NSS and make greater use of school-based staff and students (eg class reps) to disseminate the messages.
- The University should ensure clear briefings are delivered as a minimum to:
  - NSS leads
  - Teaching offices
  - School and College UG teaching committees
- A different strapline to "Have Your Say" should be developed for the 2016/17 campaign
- There should be no push to increase response rates in 2016/17

7. The above findings have been incorporated into the NSS 2017 campaign plan and accompanying material, which has been distributed to all Schools. A follow-up reminder about the approach to be taken was recently sent by SVP Charlie Jeffery to all Heads of Schools.

Resource implications
8. There are no resource implications other than staff time involved in implementing the process changes outlined.

Risk Management
9. Key risks are Reputation and Compliance. The University has low appetite for risk in the conduct of any of its activities that puts its reputation in jeopardy, and failure to

promote the NSS in line with guidelines may lead to reputational harm and/or suppression of data by HEFCE with regard to the NSS.

Equality & Diversity
10. There are no Equality & Diversity issues raised by this work.

Next steps/implications
11. Implementation of the revised guidelines has already taken place and progress against NSS completion rates will be closely monitored over the duration of the campaign.

Consultation
12. The Panel comprised EUSA and student / class representatives. The Panel also took evidence from a small number of students who had completed the NSS in 2016 and returned to the University as PG students in 2017.

Further information
13. *Author*   *Presenter*
    Gavin Douglas   Gavin Douglas
    Deputy Secretary, Student Experience   Deputy Secretary, Student Experience
    3 June 2016

Freedom of Information
14. Open.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Arrangements for consulting with stakeholders on learning, teaching and student experience matters

Description of paper
1.   The Learning and Teaching Policy Group has developed some key principles and standard practices that Senate and the Senate Committees could adopt when consulting with Schools, Colleges and stakeholders regarding changes to strategy, policy or procedure on learning, teaching and student experience matters. This paper seeks the Group's support for these principles and practices, and highlights some other issues that Senate and the Senate Committees will take account of when operating these consultation processes

2.   In general, Senate and the Senate Committees are already following the arrangements set out in this paper. Formal articulation of principles and standard practices will however lead to more consistent approaches, and will ensure that all stakeholders are clear regarding their roles and responsibilities.

Action requested/Recommendation
3.   Central Management Group is invited to discuss the paper and endorse the proposed approach to consultation set out in it.

Background and context
4.   Recent experiences, for example regarding the development of the Evasys Course Enhancement Questionnaire and the consultation on the University's new Learning and Teaching Strategy, have highlighted that mechanisms in the University for consulting with and seeking buy-in from key stakeholders on learning, teaching and student experience matters do not always work as effectively as they could. There are therefore benefits in reflecting systematically on the approaches to take to consultation in different circumstances.

Discussion
5.   The Group is invited to discuss the following proposed principles and standard practices for approaching consultation:

Proposed key principles
- Senate and the Senate Committees should make their decisions on the basis of a proper understanding of the views of relevant stakeholders, while recognising that, given the diversity of the University's academic community, effective consultation processes will not always lead to consensus.

- The nature of consultation activities should be proportionate to the scale of change that is being proposed and the likelihood of it proving contentious.

- Given the scale and diversity of the University, consultation arrangements will always rely predominantly on individuals with leadership or representational roles in Colleges and Schools representing the views of their constituencies and having authority to make decisions on their behalf on task groups and committees.

- All task groups on issues with direct implications for the student experience should include Student Association representatives.

- When consulting on issues which have an impact on staff, Senate Committees and task groups should recognise the University's commitment to working in partnership with its trade unions and its obligations to consult and negotiate as appropriate.

- Once a consultation process has concluded and a decision made, it is important to provide feedback to those stakeholders who have engaged with the consultation processes.

Proposed approaches to consultation

6.   The attached Annex sets out a table with a range of possible approaches that Senate or a Senate Committee could take to consultation on a particular issue. In general, the more significant or contentious the proposal development, the more of the elements further down the table the consultation processes would need to involve. The Annex is indicative, and a degree of judgement will be required regarding the approaches to consultation required for each development. It is unlikely that any consultation process, however significant and contentious the development, would require all the approaches set out in the Annex.

Practical issues regarding the operation of consultation processes

7.   Consultation processes – and particularly those lower down the table in the Annex – can be very onerous, both for the staff leading and supporting them, and for the stakeholders engaging with them. For some issues, it is not clear how contentious the proposals may be (and therefore how deep the consultation is required to be) until after the event. This uncertainty could lead colleagues to over-engineer consultation processes in order to avoid the risk of being accused of inadequate consultation. Were this to happen, the number of different developments that the Senate Committees could take forward would be unnecessarily constrained. As such, it is important to make a balanced judgement regarding the level of consultation.

8.   The Senior College Academic Administrators, in consultation with their Deans, will take responsibility for selecting their Colleges' representatives on task groups.

Issues with a staffing dimension

9.   Given the University's increased interest in issues such as developing robust evidence on the quality of teaching, and recognising student education as a key element in our staff recruitment, promotion and annual review processes, it is likely that some of the issues that Senate and its Committees address in the coming years will involve close interaction between academic and employment policy. When determining appropriate approaches to consultation on these issues, it will be important to establish at the outset whether advice and guidance is required from People Committee and what input and sign-off is required from Central Management Group and/or other relevant Court Committees with responsibility for employment policy matters.

10. When consulting on issues with a staffing dimension, in addition to general stakeholder consultation it is also important to recognise the University's commitment

to working in partnership with its trade unions and its obligations to consult and negotiate as appropriate before decisions are taken by the University which have an impact on staff.

11. When developing stakeholder consultation plans, University HR Services should be consulted on the appropriate way to ensure early sharing of information and meaningful consultation, and where appropriate, negotiation take place with the recognised trade unions.

Resource Implications
12. The operation of consultation processes has resource implications for project teams and for stakeholders engaging with the processes. It is important, when planning projects, to allocate an appropriate level of resources to consultation activities. The paper (paragraph 7) highlights the importance of making a balanced judgement regarding the appropriate approach to the appropriate level of resources to commit to consultation activities.

Risk Management
13. The proposals for effective consultation set out in the paper will assist the University to manage a range of risks associated with stakeholder buy-in and change management.

Equality & Diversity
14. Effective consultation will assist the University to understand the equality and diversity implications of particular projects.

Next steps/implications
15. If the Group supports the proposed arrangements, Academic Services will communicate them to the Senate Committees and other key stakeholders, for example in Colleges and Schools, and the Senate Committees will operate them for future projects.

Consultation
16. The paper has been discussed with the Learning and Teaching Policy Group and also takes account of feedback from Human Resources.

Further information
17. Further information is available from Tom Ward, Director of Academic Services.

18. *Author*   *Presenter*
     Tom Ward   Senior Vice-Principal Professor Charlie
     Director of Academic Services   Jeffery
     16 February 2017

Freedom of Information
19. This paper is open.

Annex – proposed approaches for consultation on learning, teaching and student experience matters

Nature of proposed change	Example	Typical approaches to consultation	Comments
Modest change / unlikely to be contentious	Modest change to existing academic policy or regulation	Discussion and decision at relevant Senate Committee	Relies on representatives of stakeholders having sufficient knowledge of the views of their constituencies to be able to represent them effectively.
		Establish task group with representatives of relevant stakeholders	Allows for a broader range of relevant perspectives, including those of stakeholders who are not represented on the relevant Senate Committee.
More significant but unlikely to be particularly contentious	Development of a new policy that appears unlikely to require significant changes to Schools' practices, or development of policy required to address external regulatory requirements	Consult relevant networks of staff (eg Senior Tutors network, Directors of Learning and Teaching network)	Will provide broad impression of Schools' views on the issue, but will not highlight the extent of variation of views between different and may not take account of the views of some Schools (eg since not all colleagues attend network meetings).
		Invite Colleges, Student Association and other stakeholders (eg support services) to consult with their constituencies and provide written submissions	Provides the relevant Senate Committee or task group more robust evidence regarding stakeholders' views. However, College-level submissions may not always allow them to understand fully the variation of views between different Schools.
		Invite relevant office-holders in Schools to consult with their constituencies and to provide their own written School submissions	Provides the relevant Senate Committee or task group with an understanding of the views of individual Schools, and provides assurance that all Schools are aware of and have discussed the proposed change. The relevant office-holders in the Schools would typically be academic leaders such as Director of Quality

			or Director of Learning and Teaching, but may in some circumstances be Directors of Professional Services.
Relatively significant with the potential to be contentious	Development of a new policy that is likely to require extensive changes to many Schools' practices, or which may raise significant issues of principle.	Project leader (eg relevant Convener of Senate Committee or Task Group) to offer to attend all Colleges' relevant Committees, and relevant Student Association meetings, to present and seek views on the issue	Provides valuable opportunity to raise awareness, gauge views, and dispel any myths about the proposed development.
		Invite Heads of Colleges and Heads of Schools to consult with their constituencies and to provide their own written submissions	Heads of Colleges and Schools will provide particularly valuable perspectives on proposed developments that are particularly contentious or that raise significant issues regarding management and resources.
		Project leader (eg relevant Convener of Senate Committee or Task Group) to offer to attend all Schools' relevant Committees to present and seek views on the issue	Provides valuable opportunity to reach large number of staff to raise awareness of and dispel any myths about the proposed development, and to gauge views.
		Focus groups of staff and / or students	Allows the Committee / task group to hear directly from staff and students who are not in management or representational roles, eg particular categories of staff or students with a particularly relevant perspective on the issue (eg disabled students when developing policy regarding accessibility).
		Sample-based surveys of samples of relevant categories of staff and / or students	Similar benefits to focus groups, but with the potential to produce more robust evidence.

Very major institutional change	Proposals for significant changes to the University's academic year, or curriculum structures	Create project webpages with information about the proposals and how stakeholders can express their views on them	Makes the consultation process more transparent. Likely to be more relevant where the proposals are of potential interest to a large number of stakeholders and involve complex documentation.
		Open meetings for staff and / or students	Provides a high profile opportunity for all staff and / or students to express their views on the issue, giving a high degree of transparency to the consultation process. Typical approaches would be to hold one meeting per College.
		Surveys of all staff and students	Very transparent approach that will allow all staff and students to express their views.

CENTRAL MANAGEMENT GROUP

28 February 2017

Home Office UK Visas and Immigration Audit

Description of paper
1. This paper provides an update on University UKVI Audit in November 2016.

Action requested/Recommendation
2.   CMG is asked to note the report, that the University's sponsor licence status is being maintained and licence was renewed for a further four year cycle until 2021; and that we are waiting for the outcome of the audit on Tier 2 and Tier 5.

Background and context
3.   The University was subject to an announced Home Office UK Visas and Immigration (UKVI) audit relating to our sponsorship of international students (Tier 4) and international staff (Tier 2 and Tier 5) within the UK points based immigration system from 8-11 November 2016. We currently sponsor 5,931 Tier 4 students and 356 Tier 2 and Tier 5 sponsored staff. The audit is a requirement of holding our Home Office licence as a sponsor within the UK immigration system. There was significant advance preparation involved for the audit, noting that we have to evidence compliance with over 1,500 pages of Home Office immigration sponsor regulations, which are subject to constant change.

Discussion
4.   The audit focused on our sponsorship of international staff and students and those subject to other forms of immigration control to assess the University's overall compliance. The visit involved meetings with staff from the following areas noted below alongside file reviews of students and staff subject to immigration control.

  – Student attendance and engagement
  – Staff recruitment and record keeping
  – Maintaining immigration status
  – International student recruitment and admissions
  – English language
  – Migrant tracking and monitoring
  – Partnerships and collaborations

5.   Over 2,000 student files were selected for review from our Tier 4 student population and those students enrolled who are subject to another form of immigration control, this includes those on dependent, visitor and humanitarian visas. Not all of these files were reviewed and sampling was undertaken. Further files were reviewed for the Graduate Entrepreneur Scheme and Doctoral Extension Scheme. For the Tier 2 and Tier 5 staff audit this involved the review of 160 files, 43 files for those within Tier 2 and 5 sponsorship and 117 for those subject to other forms of immigration restriction, for instance staff on dependent visas, Tier 1 graduates and employment of Tier 4 students within the University.

6.   The University received notification from the Home Office in January 2017 following the audit that our sponsor licence status was being maintained and that our licence was renewed for a further four year cycle until 2021. We are currently awaiting the outcome of the audit relating to Tier 2 and Tier 5 and this is expected in February 2017. It should be noted that we are subject to annual basic compliance assessment across key Home Office metrics relating to our licence and the Home Office can visit, announced or unannounced, at any stage.

Resource implications
7.   There are serious financial and reputational implications for the University in losing its Home Office licence.

Risk Management
8.   The inadequate implementation of UK immigration policies and practice is a red risk on the University Risk Register.

Equality & Diversity
9.   There are no direct equality and diversity implications.

Next steps
10. Following the recommendations made by UKVI and linking to our audit work with Penningtons last year we are now taking forward an action plan with colleagues from central services and Colleges. This work is underway and will lead to further improvements relating to our sponsorship and operation of our Home Office licences. An update relating to the Tier 2 and Tier 5 audit outcome will be noted with CMG in due course.

Consultation
11. This paper hasn't been to any other Committee.

Further information
12. *Author*   *Presenter*
     Alan Mackay   Ms Sarah Smith
     Director, Edinburgh Global   University Secretary
     February 2017

Freedom of Information
13. This paper is open.

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Development of a Student Mental Health Strategy

Description of paper

1. This report updates CMG on the development of a Student Mental Health Strategy and presents the strategy.

Action requested / Recommendation

2. CMG is asked to note both the Strategy and the plans to implement a range of initiatives through a working group led by the Deputy Secretary (Student Experience).

Background and context

3. Good mental health is essential to students' academic success and to their participation in a high quality and rewarding student experience. Empowering students to participate in maintaining or improving their mental health sets the foundation not only for academic success, but also in terms of self-esteem, personal resilience and self-confidence, with increased ability to sustain good mental health throughout their lives.

4. There has been a significant rise in recent years in the number of young people experiencing mental health issues. This appears to be a broader societal issue although some commentators have highlighted new pressures on students (fees, graduate employment etc) as a contributing factor in Universities.

5. While the increase in young people with mental health issue is a challenge for all organisations working with young people, Universities face particular challenges in the absence of a co-ordinated approach by the NHS to support for students with poor mental health (RCP, 2011).

6. The increase in the numbers of students experiencing mental health issues is manifesting itself in various ways at the University, eg in the number of students referred to Counselling; the number of special circumstances applications where mental health is a factor; the challenges faced by front line staff in supporting students with mental health issues.

7. The Student Mental Health Strategy sets out a vision of the University as a place which enables and supports its students to flourish. It proposes that to do so, work is needed to ensure that The University is recognised as a community that promotes the good mental health of its students and that Students who experience mental health difficulties at the University of Edinburgh are well supported

Resource implications

8. While some aspects of the strategy will require resourcing, these issues will be dealt with in the normal round of budgeting and planning round considerations.

Risk Management

9.   Failure to respond proactively to the current issues around student mental health will lead to further pressure on staff and services and is likely to have implications for student and staff experience.

Equality & Diversity

10. An EIA has been carried out and published. The Strategy is expected to contribute positively to the University's equality duty.

Next steps/implications

11. A working group is being established by the Deputy Secretary (Student Experience) to take forward implementation of the strategy over an initial three year period.

Consultation

12. Details of consultees are included in the strategy. The Strategy itself has been endorsed by Learning and Teaching Committee and presented at Senate.

Further information

13. *Author and Presenter*
     Gavin Douglas
     Deputy Secretary, Student Experience
     3 June 2016

Freedom of Information

14. Open.

# STUDENT MENTAL HEALTH STRATEGY 2016-2019

VISION:

Good mental health is "*a state of [mental] well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".* [1]

Good mental health is essential to students' academic success and to their participation in a high quality and rewarding student experience. Empowering students to participate in maintaining or improving their mental health sets the foundation not only for academic success, but also in terms of self-esteem, personal resilience and self-confidence, with increased ability to sustain good mental health throughout their lives. Our vision is therefore that the University of Edinburgh should be an environment which enables and supports our students to flourish. Psychologists define "flourishing" as a state in which individuals have "high levels of emotional well-being, psychological well-being, and social well-being." [2]

In the flourishing University, therefore, our students will be academically and socially engaged, committed to learning, and oriented towards personal growth.

SCALE AND SCOPE:

Good mental health is developed and supported at many different levels, rooted in the individual mind but influenced by and dependent on many other factors:
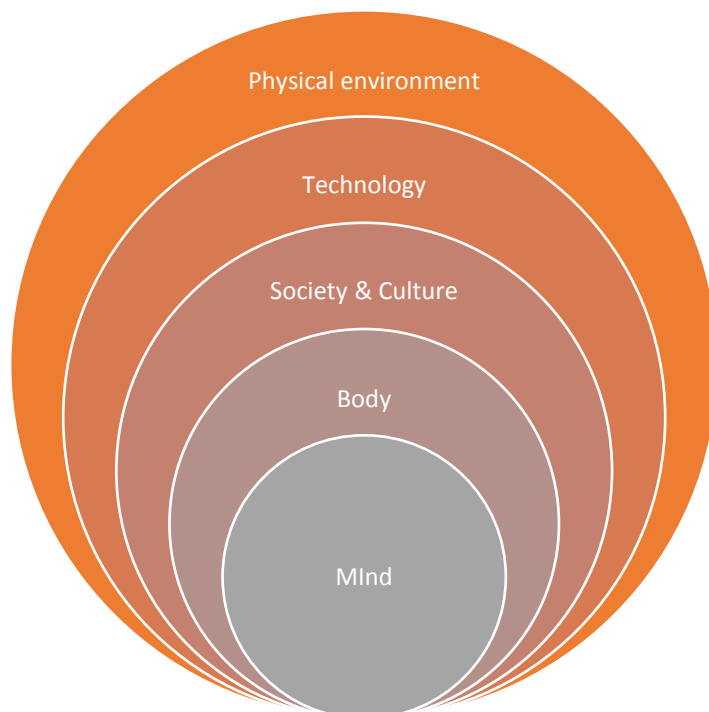
Wellbeing "map", based on the work of Dr Neil Thin (University of Edinburgh)

This strategy must therefore be broad in identifying:

- the range and type of interventions and developments that are necessary to sustain good mental health, and
- the areas of the University that have a role to play in supporting the good mental health of all our students.

AIMS:

Through implementing the actions, policies and processes outlined in this strategy we aim to ensure that:

The University is recognised as a community that promotes the good mental health of its students and treats all students with respect and empathy

- The University delivers effective communications to students from first point of contact and throughout the student journey that:
  - highlight the importance of good mental health and how to develop / maintain it
  - tackle the stigma that is often associated with discussing or disclosing poor mental health
- The University trains key staff to understand the enablers of good mental health and sources of further support and guidance
- The University always considers the impact of its policies and procedures, including academic regulations, on student mental health in addition to other impact factors
- The University always considers the impact of its estate on student mental health
- The University helps students take responsibility for their own wellbeing and develop practices that support good mental health
- The University supports and offers access to activities which aid good mental health
- The University gathers and uses data effectively to monitor and manage the impact of its strategy on student mental health

Students who experience mental health difficulties at the University of Edinburgh are well supported

- All students at the University of Edinburgh know how to access support if they experience mental health difficulties
- Students transitioning to the University with pre-existing conditions are supported to navigate local NHS support and receive joined up care
- Students who experience mental health difficulties:
  - Receive timely, appropriate support from the University, including access to specialist support if needed
  - Are referred to other forms of support (eg from the NHS) where necessary
- All key staff who work with students know both how to support and to effectively refer on students who experience mental health difficulties
- Students supporting other students can access advice and guidance
- The University supports student-led initiatives

- The University works effectively with NHS Lothian to support students who experience mental health difficulties
- The University gathers and uses data effectively to monitor, evaluate and inform the impact and development of its services in this area
- The University is mindful of its legal obligations towards students with mental health issues under the Equality Act 2010 and the Public Sector Duty.

SWOT:

- Strengths:
  - Scale, scope and quality of services offered by eg SCS, SDS, Chaplaincy, Res Life
  - High levels of satisfaction with specialist services
  - Professional accreditation of services
  - Links between services and with key stakeholders eg University Health Centre
- Weaknesses:
  - Ability to manage exceptional demand for specialist services
  - Communication of offering is fragmented
  - Levels of non-specialist support; ability to support staff who are supporting students
  - Focus on reactive demand management vs proactive wellbeing strategies
  - Ability to meet / shape student expectations
- Opportunities:
  - Institutional and national interest in mental health issues – now is a good time to be talking about this and seeking support
  - Service excellence and simplification projects – a renewed focus on streamlining service provision and processes
- Threats:
  - Very high growth in demand continues and undermines attempted strategic developments
  - Continued under-capacity in NHS -> UoE attempting to "backfill" NHS services (services that often don't exist)
  - Increasing numbers of international students and students new to the University arriving with mental health disorders, perhaps making transition more difficult

STAKEHOLDERS:

In drawing up this strategy the University has identified and consulted the following key stakeholders:

- Students (EUSA generally and the Disability and Mental Wellbeing Liberation Group specifically)
- University staff, especially
  - Those who deliver or support learning and teaching
  - Those in front line support services
- The University Counselling Service and the Student Disability Service,
- Chaplaincy
- The Healthy University team

- Associated professionals eg GPs in local surgeries; NHS mental health services staff; other support agencies / organisations

The University has also considered best practice recommendations from The Royal College of Psychiatrists, (2011) and sector guidance from Universities UK (2015) and the Higher Education Policy Institute (2016), as well as the recommendations from the thematic review of Mental Health Services commissioned by the University's Quality Assurance Committee (2016).

ISSUES AND PRIORITIES

a) **Promoting good mental health**

- Develop and implement a formal study of student wellbeing at Edinburgh, eg using the Warwick-Edinburgh Wellbeing scale
- Student recruitment and pre-arrival
  - Develop material on "looking after your mental health when you start at University" for use in recruitment, outreach (incl LEAPS) and pre-arrival activities including material for use in overseas markets (in other languages as needed) including Open Days, including addressing issues such as cost of living, accommodation, alcohol etc.
  - Provide training in mental health awareness for outreach and recruitment staff
- Welcome week / orientation:
  - Build on existing Counselling, Student Disability Service and IAD-delivered initiatives and develop a strand of Welcome Week activity that focuses on maintaining good mental health while at University
  - Embed messages on good mental health in key activities eg Parents' Talks, School welcome talks, International Day
- Policy, regulations & services:
  - Review Special Circumstances / IoS / other Concessions regulations / forms / committees - against considerations of mental as well as physical health
  - Evaluate and if needed improve support for students while on interruptions of studies
  - Review the use of Equality Impact Assessments and seek to introduce consideration of impact of policies and procedures on good mental health alongside evaluation of impact on those with formal protected characteristics
  - Review and enhance University communications around sensitive processes, eg financial difficulty, course or exam failure, progress difficulties etc
- Mental Health Awareness Week:
  - Support an annual campaign that brings together EUSA, EUSU and University to raise awareness in the University community of the prevalence of mental health issues, including specific activities designed to reduce the stigma associated with talking about or disclosing mental health difficulties
- Alcohol and drugs:
  - Develop and deliver an appropriate alcohol and drug awareness campaign to raise student awareness of the risks associated with excessive alcohol consumption and drug abuse (including on mental health)

- Physical environment
    - Gather evidence on how our estate supports mental health and social quality and develop guidelines on facilitating good mental health and social quality through the University estates strategy
    - Offer training for key Estates staff
- Existing and new small scale initiatives:
    - Map / identify existing initiatives promoting positive student mental health and bring into the scope of this strategy for evaluation
    - Resource and support the further development of pilot work both centrally and in Schools on :
        - Early warning and intervention
        - Student resilience / self-care training
        - Mindfulness training
        - Sports & Exercise / physical activities
        - Empathy / compassion initiatives for the general student population
- Student and staff training:
    - Raise awareness amongst academic and professional services support staff, and students , of the enablers of good mental health and of sources of further support and guidance on these enablers:
        - Sleep
        - Diet / alcohol (Alongside the University's Good Food policy)
        - Accommodation
        - Finance
        - Sport and physical activity
        - Study skills
    - Provide information on student wellbeing as part of new staff induction
- Develop a communications plan to deliver a range of information and messages for students and for staff supporting students on good mental health including:
    - Advice and guidance on wellbeing and good mental health, (including eg "wellbeing maps") with links to further resources and support opportunities

b) Supporting students with mental health difficulties

- Student recruitment and pre-arrival
    - Strengthen referral pathways and processes for students with pre-existing mental health issues to make the University aware of these
- Specialist support:
    - Develop a formal model to forecast demand for specialist services such as Counselling, the Student Disability Service/ Mental Health Mentoring over a 3-5 year period; routinely benchmark demand for these services against a number of equivalent HEI's in the UK. Report on these analyses to LTC/CMG as appropriate
    - Develop a range of scenarios and proposed responses to further increases in demand including
        - No further increase in demand
        - Modest annual growth in demand
        - Sustained high level growth in demand

- o Discuss these scenarios and options widely with key stakeholders across the University community.
  - o Secure recurrent funding for the continued provision of Big White Wall or an alternative online solution for 2017/18 and beyond
  - o Group sessions: increase the number, range and take-up of courses offered on a group basis, including an expanded programme of Mindfulness courses.
- Support for underserved groups:
  - o Carry out further analysis of student mental health by different characteristics incl: Level of study / Gender / Place of term time / Residence / Sexual orientation / Age / Disability / Socio-economic status (SIMD) / Nationality
  - o Build on the data gathered above to identify groups that may require further support on the basis of greater need (eg disabled students), lower than expected participation in services, (eg male students, some international students)
- Links to NHS
  - o Review and strengthen the systemic and operational links that exist between the University and specialist NHS services including referral mechanisms/protocols, potential for stepped care agreements
  - o Raise NHS Lothian and Scottish government awareness of and generate increased support for student mental health issues through focussed communications with key stakeholders (stakeholder analysis needed) and periodic strategic fora (working with other Edinburgh / Scottish HEI's as required)
- Schools / services
  - o roll out targeted training during 2016-19 in supporting students with mental health issues, including data disclosure issues, to:
    - all personal tutors
    - all student support teams
    - supervisors
    - security staff
    - other professional services staff as needed
  - o Enhance the quality and accessibility of information available to staff who need to support students with mental health issues
  - o Develop a network of trained, specialist support staff (eg one senior SSO in each school) to act as a first point of contact for students wishing to discuss mental health issues or for other staff who have concerns about a student
  - o Create a network for key staff to share practice / stay up to date / debrief / connect with professionals in other services
- Peers
  - o Develop training for peer mentors including both UG and (as it develops) PGT schemes
  - o Investigate the potential for a system of PGT peer mentors
  - o Enhance the quality and accessibility of information available to students so that they can support fellow students or intervene if needed as bystanders
  - o Support the activities of student-led societies and initiatives which have formed to focus on mental health and well-being promotion
  - o Provide enhanced support for PALS mentors and officers / members of student mental health societies
- Policy
  - o Review the University's Support for Study policy in 2016/17 and evaluate its usefulness in helping students with mental health issues and staff in supporting such students

- o Identify ways to evaluate student fitness to study prior to return, for example resourcing of access to occupational health services for students
- Develop a communications plan to deliver a range of information and messages for students and for staff supporting students on good mental health including:
  - o Easy to access and navigate information on what to do if things are not going well, with links to relevant policies, further resources and support opportunities
  - o Improve accessibility and usability of online and print information for students seeking to access services

GOVERNANCE:

- Establish a task group under the Deputy Secretary (Student Experience) to have oversight of this strategy and to update LTC on its implementation

TARGETS AND KPI'S:

- Outputs: Implementation of the strategy commitments (against time, budget) will be monitored and reported on to the Strategy Task Group and annually to Senate Learning & Teaching Committee
- Outcomes: Use of the Warwick-Edinburgh Mental Well-being scale to evaluate the wellbeing of a representative sample of UoE students starting in 2016/17, repeating the evaluation annually thereafter to track any changes to reported levels of wellbeing.
- Impact: design and develop a periodic appreciative inquiry summit to consider institutional progress towards becoming a flourishing University and to envisage / recommend future developments.

  Note: we see potential longer-term benefits to student satisfaction measures such as the National Student Survey from an increased focus on good mental health and an increase in the numbers of students who are supported to flourish at the University of Edinburgh.

REFERENCES:

1. World Health Organization, (2014), "Mental Health: A State of Wellbeing" (online) Available at http://www.who.int/features/factfiles/mental_health/en/ Accessed 23/09/16
2. Keyes C. L. M. Toward a science of mental health. In S. J. Lopez & C. R. Snyder (Eds.). Oxford handbook of positive psychology (pp. 89-95). New York: Oxford University Press

NOTE:

This strategy was endorsed by Senate Learning & Teaching Committee January 2017

FURTHER INFORMATION:

Professor Helen Cameron helen.cameron@ed.ac.uk

Mr Gavin Douglas gavin.douglas@ed.ac.uk

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Central Area Building Opening Hours Group

Description of paper
1. This paper reports on a proposal from the Central Area Building Opening Hours Group to extend opening hours of a number of University buildings in the central area, recommended by Estates Committee for approval.

Action requested/Recommendation
2. CMG is asked to endorse extending opening hours from 08.00 to 22.00 of the University buildings listed in Point 8.

Background and context
3. The Deputy Secretary (Student Experience) was asked to convene a group to review and consider greater standardisation of the opening hours of the buildings in the central University estate. There were various drivers for this work, most notably:

- health and safety considerations around:
  - emergency egress from building after hours for disabled students; and
  - lone working in unsupervised buildings; and

- the proposed 24/7 access for students to safe, supervised study space 24/7 in the Main Library;

4. Membership of the Group is appended in the Appendix.

Discussion
6. Initial proposals for changes to opening hours in the central area were passed to all three Colleges and the Students' Association over the summer 2016. Detailed feedback was received from two Colleges and the Students' Association, as a result of which a number of changes and clarifications were made to address those concerns raised. At their final meeting in November 2016, the group endorsed the changes and the resulting final proposals, and agreed that they should now be brought to Estates Committee at an early stage for consideration and approval.

Main Library
7. There are separate proposals for providing the Main Library with 24/7 access providing a safe and staffed study resource for students at all times of day or night with the additional recurrent resources to implement this recommendation to be sought via the next planning round. *(NB at its meeting on 14 June, CMG endorsed a one year pilot scheme with the expectation that recurrent costs for maintaining 24/7 study space in the Main Library following the pilot would be addressed through the Planning round).*

Central Area Opening Hours
8. The following buildings would have extended opening hours until 22.00 and be the first choice of venue for events after 18.00. These buildings would be fully open until 22.00, (but bookable until 21.30 i.e. to allow for buildings to be closed up in a safe and

orderly manner). It would not be necessary for staff or students to swipe in during the above times.

Medical School, Teviot	08.00 - 22.00
David Hume Tower	08.00 - 22.00
50 George Square	08.00 - 22.00
Appleton Tower	08.00 - 22.00
Potterrow/Chaplaincy	08.00 - 22.00
Reid School	08.00 - 22.00
St Leonards	08.00 - 22.00
Charteris	08.00 - 21.00
Dalhousie	08.00 - 22.00
Paterson's Land	08.00 - 22.00
Thomson's Land	08.00 - 22.00

9.   Based on information on centrally booked event spaces in previous years, it is believed that these buildings will be sufficient to accommodate the required number of out-of-hours events and meetings. Schools that wish to hold events in other buildings out-of-hours will be able to do so but may be required to pay additional servitor costs.

10. The assumption is that Law will continue to have buildings open until 22.00 when they return to the Old College site.

11. Arrangements were previously negotiated to have ECA facilities open until 23.00. There are no plans to change the opening hours for ECA:

Minto House	08.00 -23.00
Adam House	08.00 -23.00
Evolution House	07.00 -23.00
Main Building	07.00 -23.00
Hunter Building	07.00 -23.00
Studio Building	07.00 -23.00
Alison House	08.00 -23.00

12. The following buildings would maintain their current closing time (i.e. no change). Servitor cover would cease after the building closes. Schools may decide to use these buildings for activities after closing time but may be subject to a charge for additional servitor cover.

15 Buccleuch Place	08.00 - 1700
17 Buccleuch Place	08.00 -17.00
24 Buccleuch Place	08.00 -17.00
30 Buccleuch Place	08.00 -17.00
31 Buccleuch Place	08.00 -17.00
16 - 20 George Square	08.00 -18.00
21 George Square	08.00 -18.00

Charles Stuart House	08.00 -17.00
Geography	08.00 -17.00
Old Surgeons Hall	08.00 -17.00
St John's Land	08.00 -17.00
Old Moray House	08.00 -17.00
Moray House Nursery School	08.00 -17.30
Outreach centre	08.00 -21.00
7 George Square	08.00 -18.00
Hugh Robson Building*	08.00 -18.00
Chrystal MacMillan Building	08.00 -18.00
George Square Lecture Theatre	08.00 -18.00
Business School	08.00 -17.00
Informatics	08.00 -18.00
Dugald Stuart Building	08.00 -18.00
7 Bristo Square	08.00- 18.00
ECCI**	08.00 -17.00

*The Hugh Robson LGF computer suite will however be open until 22.00 and can be reopened 24/7 at key times, e.g. pre exams/dissertation hand-in if needed.

**Usage of the ECCI 24/7 computer facilities is currently being reviewed.

Weekends
13. The above hours would apply Monday to Friday. There is no assumption that buildings would be opened routinely over the weekend.

Accessibility
14. The buildings open until 22.00 will have appropriate servitorial cover but would not have full emergency evacuation teams in place in each building. Options for a central evacuation team are being considered and should, in the group's view, be decided as soon as possible. The group noted that these buildings will also be prioritised for further accessibility work by Estates.

Signage
15. Assuming approval by Estates Committee, the changes should be accompanied by increased signage on and in buildings, and better communication generally (e.g. online) of building opening hours.

PG Students and Staff
16. PhD student and staff wishing to access any buildings outwith the agreed opening hours would be able to do so subject to normal lone working policy arrangements. Access would need to be granted by the School in such cases. Similarly, schools (such as PPLS who need to use 7 George Square at weekends for participant study work) would be able to make local arrangements for weekend access, where needed, via their local facilities manager.

17. Similarly, in buildings where dedicated provision has been made available for PGT students (e.g. LLC PGT students in 50 George Square; PGT students in the Business School) these arrangements would continue.

Resource implications

18. It is estimated that these proposals would be cost neutral from both Estates and School perspective. There may be some CO2 savings from reduced use of the computing facilities. Additional resources will be required to provide 24/7 Library access and enhance emergency egress arrangements for buildings open after hours, however these will be addressed in these (separate) proposals.

Risk Management

19. Risk of significant student dissatisfaction increasing if these changes are not agreed alongside 24/7 Main Library access. Risk of student dissatisfaction if changes are not well communicated. Continued risk of restricted access for disabled students if late opening buildings are not prioritised for further accessibility work / emergency egress arrangements are not strengthened.

Equality & Diversity

20. No specific Equality and Diversity issues are identified.

Next steps/implications

21. Any action required on the items noted will be taken forward by the appropriate member(s) of University staff.

Consultation

22. Discussed and approved by the three Colleges and the Students' Association over the summer 2016 and considered and approved by Estates Committee at its meeting on 7 December 2016.

Further information

23. *Author and Presenter*
    Gavin Douglas
    Deputy Secretary, Student Experience
    23 November 2016

Freedom of Information

25. Paper is open.

5

MEMBERSHIP OF THE CENTRAL AREA BUILDING OPENING HOURS GROUP

Gavin Douglas (Chair)	Deputy Secretary, Student Experience
Stuart Bennett	Deputy Principal ECA
David Brook	Acting Head of Estates Operations
Barry Croucher	IS, Head of Help Services
Gary Jebb	Director of Estates and Buildings
Jenna Kelly	EUSA VPS
Angi Lamb	Senior Computing Officer, ITC
Bryan MacGregor	Director of User Services Division, Information Services
Andy Mackay	University Fire Safety Adviser
Catherine Martin	College Registrar, CHSS
Ben Poots	Timetabling Support Manager
Sarah Purves	EUSA, Director of Membership Support and Development
Alastair Reid	Director of Health and Safety
Leah Sinclair	Building and Facilities Manager, LLC
Tom Speirs	Area Security Manager
Jemma Wallace	Resource and Project Officer, Office of Lifelong Learning

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Finance Director's Report

Description of paper
1. The paper summarises the finance aspects of recent activities on significant projects and initiatives and reports the period 6 University Management Accounts.

Action requested/Recommendation
2. CMG Colleagues can use this report to brief their teams on Finance matters.

Paragraphs 3 - 19 have been removed as exempt from release due to FOI.

Risk Management
20. The University continues to proactively manage its financial risk by not breaching the following minimum criterion - unrestricted surplus of 2% gross income. The 6 month position demonstrates that we need to manage funds carefully to avoid breaching that position.

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 & Communication
22. Requested feedback is outlined in the discussion above.

Consultation
23. The paper has been reviewed by Phil McNaull, Director of Finance.

Further information
24. *Author*   *Presenter*
    Lorna McLoughlin   Phil McNaull
    Senior Management Accountant   Finance Director
    16 February 2017

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

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

People Report

Description of Paper
1. This paper provides the quarterly update on work being taken forward by University HR Services, including in consultation with the devolved teams and other University departments.

Action Required/Recommendation
2. CMG is asked to note the content of this paper and comment or raise questions.

Background and Context
3. This paper provides a summary report on progress on People related matters being taken forward by University HR Services since the last report on 4 October 2016.

Attract
Ambitious Futures
4. The University had confirmed its participation in a pilot of the Ambitious Futures graduate trainee programme for 2017/18. The programme is a 15-month rotational graduate scheme (divided into three project-based placements of 5-months) targeted at graduates seeking a career within the HE sector. The first and last placements will be based with us, with the middle placement at a regional partner institution (e.g. Glasgow, Stirling or Dundee University). An assessment centre to select our trainee will take place in March/April 2017.

Relocation Support
5. UHRS Resourcing Team have been holding workshops with stakeholders from across the University to review the current relocation support service with a view to making the current service more efficient and effective for incoming staff, improving data quality and reducing the duplication of effort by those involved in the process. Workshops have identified a number of issues and opportunities for improvement, which are currently being written up with recommendations.

Reward
2016/2017 Pay Dispute
6. Following member consultation, UCU, UNISON and Unite formally concluded and settled the 2016/17 round of pay negotiations at the end of November 2016. EIS remains in dispute with HEIs/UCEA over the pay claim and with effect from 1 January 2017 has escalated its action short of a strike by advising its members "not to promote, publicise, co-ordinate or administer the National Student Survey in 2017". The University employs c80 EIS members, the majority of whom are based in Edinburgh College of Art and Moray House.

7. HR continues to update the Contingency Group regarding EIS's action and will schedule further meetings of the group as and when required.

Staff Benefits Scheme Consultation
8. Following the consultation on the Staff Benefits Pension Scheme which took place during the Autumn last year the updated Trust Deed and rules were signed by the SBS Trustees and the University by the deadline date of 31 December, formalising the agreed changes to the scheme. New member booklets and factsheets are being drafted which will give more detail of the new benefit structure and what the changes mean for staff. The main changes can be summarised as; change in accrual rate from 60ths to 75ths, increase in member contributions form 7.5% to 8%, normal retirement age to be aligned with State Pension Age, introduction of lump sum payment at retirement of 3 X pension in addition to annual pension.

Employee Financial Wellbeing
9. Following consideration at the last meeting of People Committee the Reward team have engaged with three suppliers of affordable borrowing for staff and are currently evaluating their offerings.

Maximising Performance
Managing Capability
10. A revised policy, titled 'Performance Improvement Policy' has been developed which reduces the number of formal steps and simplifies the process and accompanying documentation. Following local union consultation, we currently await feedback from UCU's Regional Office. We hope to be in a position to seek CJCNC ratification of the revised policy at its March meeting and to commence roll-out from April, which will be preceded by a dedicated HR Advisor workshop, facilitated by the legal firm Pinsent Masons who have helped the development of a 'bolder' policy/procedural approach to managing performance.

Development of University-wide sabbatical principles
11. University HR Services are developing a set of governing principles and operational guidance for the administration of academic sabbatical leave. It is proposed that these will be 'signed-off' by Heads of College (and College Heads of HR) before they are shared with and consulted on with the trade unions, with a view to publication ahead of semester one of academic year 2017/18.

Learning & Development
Leadership Talent Development
12. Following approval of a paper at People Committee, a pilot Leadership Development programme for staff at Grades 8 / 9 has been designed and was launched in February. There are 30 participants in the cohort; 18 from CSG and 12 from USG. Following evaluation of the pilot, the programme will be made more widely available to senior managers across the university.

13. A working group will be set up early in 2017 to explore and develop the university's approach to talent management. This will include creating a tiered framework for leadership and talent development based on core common characteristics which will underpin our programmes and define our leadership

development approach.

Support for development & recognition of technical staff
14. Following approval of a paper at People Committee, a working group has been set up to advocate for technical staff and explore actions to support CPD, shared learning and a sense of community within the University of Edinburgh for this population. The working group aims to address concerns raised by technical staff around the lack of support for their continued professional development (CPD) and perceived lack of recognition of the importance of their role in supporting the achievement of the University's goals of excellence in teaching and learning and excellence in research. The group comprises representatives from that population, along with staff from HR, the unions and the department for Sustainability.

Organisation Capability
HR Transformation
15. The outcomes of the Options Identification phase of the Programme were shared with the HR Transformation Programme Board at their December meeting who endorsed these to the Service Excellence Board for continuation to detailed design. The Service Excellence Board supported this continuation of activity.

16. The HR Transformation Team continue to work on planning of activity for 2017 and are contributing to the development of the core systems strategy lead by the Chief Information Officer

Academic Work Allocation Principles and Operational Guidance
17. Following external benchmarking with other Russell Group universities and consultation with UCU, a revised set of academic work allocation principles, supported by operational guidance has been developed to ensure the fair, equitable and transparent allocation of work to academic colleagues in parts of the University. The principles and operational guidance were reviewed as part of the work undertaken by the Enhancing Teaching Performance Group. Link here: : http://www.ed.ac.uk/human-resources/policies-guidance/a-to-z-policies/Academic_Work_Allocation_Models_Development_Principles_and_Operational_Guidance.pdf

Recruitment of new Principal
18. The process to recruit a new Principal for the University has concluded the appointment of Professor Peter Mathieson as the University's new Principal & Vice-Chancellor was announced on 2 February 2017. Professor Mathieson is currently President & Vice-Chancellor at the University of Hong Kong.

Recruitment of Head of College of Science and Engineering
19. Perrett Laver have been appointed to support the University in the recruitment process for the new Head of College of Science and Engineering. A longlisting meeting took place on 19 January. Shortlisting is scheduled for mid-February with interviews anticipated toward the end of February.

Review of Guaranteed Hours (GH) Model of Resourcing for Teaching Delivery
20. A discussion paper on the GH Model of resources is being presented to People Committee on 15 February 2017.

Development of HR Strategy and associated HR work plan
21. A paper describing the approach being taken to the development of an HR Strategy and associated HR work plan to support the delivery of the University's new Strategic Plan 2016 is being presented to the People Committee on 15 February.

22. The proposal is to focus the strategy around the 4 HR work themes detailed below and to use these to help plan and prioritise pan-University HR work and work requests.
- **Developing and implementing simple and consistent processes and systems** –making better use of technology and digital solutions and developing and implementing common standardised processes.
- **Helping to create a flexible organisation** – developing flexible contractual arrangements that support matrix working, overseas working, joint appointments, remote working, flexible work patterns, secondments etc.
- **Supporting the evolution of the workforce** – differentiated attraction and recruitment strategies, succession planning and talent management, soft and hard skills development (e.g. leadership skills, digital skills), employee engagement and change management.
- **Making staff engagement and wellbeing a reality** – promoting and supporting equality, diversity and inclusion and physical, mental, emotional and financial wellbeing.

23. The intention is for the HR Strategy to be a published document which will run concurrently with the University Strategic Plan 2016 and for the underpinning work plan to be a flexible and living document which will change as priorities change and as new priorities arise (e.g. as a result of regulation or social/political context).

Equality, Diversity & Wellbeing
Race Charter
24. While we were very disappointed not to be successful in our recent re-submission for the Race Charter the University remains committed to delivering on our action plan and to creating a positive an inclusive working environment for staff and students from all nationalities, cultures and ethnic backgrounds.

Equality Outcomes
25. A discussion paper setting out proposed Equality Outcomes as required under the Equality Act 2010 Public Sector Equality duty will be presented to the meeting of People Committee on 15 February 2017.

Student Disability Review
26. A discussion paper summarising the preliminary findings and recommendations of the Review of Support for Disabled Students is being presented to the meeting of People Committee on 15 February 2017.

Employee Experience & Communication
Review of Support for EU and Non EEA staff
27. As a result of recent developments and announcements in relation to BREXIT, University HR services have surveyed other institutions about the support they are providing to their EU staff and have contributed to a paper presented to Principal's Strategy Group by James Smith, Vice Principal International. We have recommended that we continue to monitor the situation and in the meantime enhance support to EU staff by working with our employment lawyers to provide further open legal briefing sessions, opportunities for short individuals legal consultations (paid for by the University) and that we negotiate preferential rates for staff with our employment lawyers for staff who require more detailed individual support an advice. In addition, we propose to extend the interest-free loan facility (developed to support non-EEA staff with their visa fees) to EU-staff seeking to secure documentation evidencing their right to be permanently resident in the UK and/or British citizenship.

Developing approach to HR Communications
28. Work has begun in the Learning and Development team to explore ways in which communications from the team can be made more effective. The work includes developing a digital strategy to encourage more staff to engage with the L&D function via the website and reviewing how information is communicated out from the team via different media and formats. Learning and insights from this work will be used to inform our approach to all HR communications.

Systems and MI
On-Line payslips
29. The University introduced online payslips in September 2016 and ran these in parallel with paper payslips until December 2016. From January 2017 the University stopped producing paper payslips all together apart from those for a small number of staff including those staff on maternity leave and long term sickness. Further information is available here.

Legislative Compliance
UKVI Audit
30. During October 2016 the University hosted a mock compliance audit for both Tier 4 (students) and Tiers 2 and 5 (staff).   While the mock audit was in progress we received notification that we would be visited during November by the UKVI Higher Education Assurance Team (HEAT) to carry out a formal audit, also of both staff and students. Compliance Officers visited the University between 8 and 11 November to audit the University's compliance with its obligations as a sponsor of non-EEU students and workers.   The Tiers 2 and 5 auditor interviewed the Authorising Officer (Zoe Lewandowski, Director of HR), the Key Contact (Linda Criggie, Deputy Director of HR) and a College HR representative (Katarina Morrison, HR Co-ordinator, MVM) and reviewed the files of 48 sponsored staff and 117 staff of other immigration status. Whilst the formal UKVI report has yet to be received, we are optimistic (from indications provided by the auditor whilst on site) that any issues identified will be relatively minor and will be administrative housekeeping in nature rather than any failure to comply.   Work is underway to apply the internal lessons learned during the collation of the 165 staff

files to ensure consistency of practice and record-keeping.

Expanded definition of Academic freedom
31. University HR Services have informed the Joint Unions of the expanded definition of Academic Freedom set out in the Higher Education Governance (Scotland) Act 2016
(* see emboldened text below) and revised grades 6-10 (and clinical equivalents) conditions of service to incorporate this change. These will be ratified and approved by CJCNC for publication by the end of February 2017.

* freedom within the law to hold and express opinions, to question and test established ideas, or received wisdom, develop and advance new ideas or innovative proposals and to present controversial or unpopular points of view without placing in jeopardy the appointments they hold or any entitlements or privileges they enjoy.

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

Next Steps/Implications
33. Future reports will be presented quarterly to CMG.

Consultation
34. A similar People Report will also be presented to each meeting of People Committee and Policy & Resources Committee.

Further Information
35. *Author*
Ms Zoe Lewandowski
Director of Human Resources
13 February 2017

Freedom of Information
36. This paper is open.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Report from Equality & Diversity Monitoring Research Committee

Description of paper
1.   The paper presents the eighth Equality, Diversity Monitoring and Research Group (EDMARC) reports on staff and students data for the University of Edinburgh.

Action requested/Recommendation
2.   CMG is asked to note the reports, raise any issues or concerns it has on the content of the reports, and to endorse the proposed approach from the Vice Principal People and Culture to Heads of School (HoS) to respond to the School data and to set out their equality and diversity priorities in the context of the Strategic Plan 2016 performance measures and their own priorities.

Background and context
3.   The reports focus on staff and student data for 2015/16 and looks at the equality dimensions of gender, age, disability and ethnicity for undergraduate, taught postgraduate and research postgraduate students and for academic and professional services staff.

Discussion
4. The Executive Summary identifies the main points from the staff and student reports. The full reports can be obtained from the following link:
http://www.ed.ac.uk/equality-diversity/monitoring-statistics/edmarc

5. All data from both the student and staff reports has been presented by School and has been circulated to Heads of School. The Vice Principal People and Culture intends to ask each HoS to review their own School data and:

- Identify the equality and diversity priorities for their own School that they consider requires action to address;
- State what the School can do itself to address these priorities; and
- State what support they require from College and/or Support Groups to assist in addressing their priorities.

6. The new Strategic Plan 2016 performance measures will provide the corporate priorities for equality and diversity that HoSs can use alongside their own specific priorities to inform the above process.

7. HoSs should aim to complete their reviews by the end of April 2017.

Resource implications
8.   There are no resource implications.

Risk Management
9.   None

Equality & Diversity
10.   The HoS reviews will be evaluated for their impact on Equality and Diversity.

Next steps & Communication
11. The EDMARC reports will be presented to Court for formal approval. The contents of the EDMARC reports and the HoS reviews will inform the work of the Advancing Gender Equality Steering Group, the Race Charter Group as well as the wider Equality and Diversity agenda.

Consultation
12. The EDMARC reports were noted and the proposal for HoS reviews of their own data was endorsed by People Committee on 15 February 2017.

Further information
13. _Author & Presenter_
     Professor Jane Norman, Chair of EDMARC,
     Vice Principal People & Culture
     20 February 2017

Freedom of Information
14. This paper is open.

THE UNIVERSITY *of* EDINBURGH

EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

2016
Eight report
EXECUTIVE SUMMARY

1. Introduction

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

This summary identifies the main points from the staff and student reports. The full reports can be obtained from the following weblink,
https://www.wiki.ed.ac.uk/display/UCC/Central+Management+Group
or by contacting Kevin Harkin in Governance and Strategic Planning, telephone: 0131 651 4578 or email: Kevin.Harkin@ed.ac.uk.

The University successfully achieved an institutional Athena Swan Silver Award in 2015, an award held by only ten other HE institutions and two research institutes. The University also submitted an application for the Equalities Challenge Unit (ECU) Race Charter Award. These activities concentrate on gender and race issues respectively in more detail than the EDMARC report does, and the findings and action plans are published on the Equality and Diversity website.

2. Students

2.1 Gender

Intakes of undergraduate (UG) female students remain consistent across the period with 63.1% of undergraduate (UG) entrants being female in 2015/16. There remains gender differences between Colleges (linked to subject differences) with both the College of Humanities and Social Sciences and the College of Medicine and Veterinary Medicine consistently having between 63% and 68% proportion of female UG entrants and the College of Science and Engineering having between 39% and 46% female entrants. The overall proportion of female postgraduate taught (PGT) entrants in 2015/16 was 62.5%. Subject differences remain at postgraduate taught level, with the College of Humanities and Social Science attracting the highest proportion of female entrants. For Postgraduate Research (PGR) entrants the proportion of female entrants is 48.7% although there remain subject gender differences between the colleges with CHSS and CMVM having a majority intake of female students. The proportion of female entrants for first degree, postgraduate taught and postgraduate research are all above the Russell Group average.

For the analysis of undergraduate outcomes, we use the proportion of entrants who exit with an award as the measure. Overall, and consistently over the last ten years females are more likely to exit with a qualification and to achieve a first class or upper second class degree than males, although this pattern is not seen in all schools, with some showing a broadly even level of attainment between genders and in some schools in some years this is reversed, with males doing better than females.

Outcomes of PGT entrants show that female students are slightly more likely to have a successful outcome from their programme of study than male students. There is no difference between the successful outcomes of women and men on Postgraduate Research programmes

2.2 Disability
The proportion of UG students with a registered disability continues to rise and is 10.4% in 2015/16. Since 2006/07 the proportion of PGT entrants with a declared disability has increased from a low of 3.5% in 2006/07 to 5.8% in 2015/16. The proportion of PGR entrants declaring a disability is slightly higher than last year at 6.3%. The University of Edinburgh has one of the highest proportion of students declaring a disability in the Russell Group at UG level, but at PGR level it is one of the lowest.

For the current year the outcomes of entrants who register a disability the proportion that achieved a 1st or 2.1 honours degree was lower (3.5%-points) than the group with no declared disability. Students with no declared disability at both PGT and PGR level are slightly more likely to have a successful outcome from their programme of study than students declaring a disability.

2.3 Ethnicity
At 9.7%, the overall proportion of UK-domiciled black and ethnic minority (BME) UG entrants is the highest level recorded by EDMARC. The most recent four years has seen a step increase in the proportion of BME entrants (range 7.8% - 9.7%) compared to the six years previously (range of 5.9% - 6.4%). Over the last ten years there has been a year-on-year increase in the overall proportion of non-UK BME UG entrants (apart from 2010/11) rising from 20.1% to 46.5% in 2015/16. The proportion of UK-domiciled PGT entrants from an ethnic minority background has increased from 5.5% in 2002/03 to 13.4% in 2015/16 and the proportion of non-UK PGT BME entrants has increased from 48.1% to 59.3% over the same period. The proportion of UK-domiciled BME entrants is much higher in MVM than the other two Colleges, whereas all three Colleges have a similar proportion of non UK-domiciled entrants. The proportion of PGR entrants from an ethnic minority background is 10.9% for UK entrants and 42.8% for non-UK entrants, and the 10 year trend for both groups shows no increase over the period. Analysis of ethnicity data from peer groups shows that the University of Edinburgh has a slightly higher proportion of BME entrants at all levels of study in comparison to other institutions in Scotland although is some way off the proportion of BME entrants to Russell Group institutions. Edinburgh's participation in the Race Charter Mark aims to identify how participation of BME students and staff can be improved.

There is a slight divergence of achievement for UK-domiciled BME students where the proportion of students achieving a 1st or 2.1 honours degree has been lower than white students for the last four years (range 5.0%-points to 7.7%-points). For non-UK BME students the diversion of achievement is more pronounced, with the proportion achieving a 1st or 2.1 honours degree being lower than white students in every one of the last ten years (range 6.9%-points to 18.9%-points). The difference in proportions of white and BME students attainment in achieving a 1st or 2.1 Honours degree is reported across the sector (Russell Group difference in range 10%-points to 14%-points over the last five years, sector wide a 15%-points overall difference after modelling other factors, and seen by a variable degree across all entry qualifications from between 5%-points and 18%-points and in each country in the UK). EDMARC will publish a more detailed report on the UG BME journey from application to outcome in the spring of 2017.

Over the 10 year period for PGT a higher proportion of white UK-domiciled entrants exit with a qualification than do BME entrants (range 2.5%-points to 12.1%-points difference) whereas for non UK-domiciled entrants the proportion of BME students exiting with a qualification was similar to that of white students (range 1.9%-points to -0.1%-point).

In every year over the ten year period UK-domiciled PGR BME students were less likely to successfully complete their programme than white students (range 2.1%-points to 7.30%-points) whereas there is little difference in completion rates between non-UK domiciled BME and white students. EDMARC will monitor this going forward.

2.4 Age
The large majority (80%) of our UG entrants continue to be 21 or under on entry, with the relative decrease seen from a peak of 89% in 2008/09 maintained in 2015/16.

2.5 Comparison data
Peer group comparison with Russell Group and institutions in Scotland is provided for the dimensions of gender, disability and ethnicity.

3. Staff

3.1 Gender
Staff data is a snapshot of the staff database, as at 31 July 2016. For 2015/16 overall 42.6% of academic staff are women and 60.0% of professional services staff are women. There remains an under-representation of women in senior posts. For academic staff women make up 34% of staff at grade UE9 and 24% of staff at UE grade 10 and for professional services staff women make up 51% of grade UE9 staff and 35% of UE grade 10 staff. Women are more likely to be employed on a fixed-term contract (more pronounced for academic staff than professional services staff) and this pattern has not changed significantly over the last six years.

3.2 Disability
Staff declaring a disability are presented here separately and at an aggregated University level as the figures are too small to by split by staff type and college and support group. The overall headcount of staff declaring a disability has risen from 202 (1.9%) in 2010/11 to 394 (2.9%) in 2015/16. The proportion of staff disclosing a disability since 2013/14 is broadly in line with the benchmarking data for higher education in Scotland (3.3%, ECU statistical report 2016).

3.3 Ethnicity
The proportion of UK-nationality academic BME staff is 6.3% and for those staff from outside the UK it is 27.6%, both of which show a general upward trend since 2008/09. The proportion of UK nationality BME professional support staff is 2.7% and for non-UK nationality staff is 23.6% with the trend showing no appreciable increase for the last four years for either category of staff. The University of Edinburgh has a higher proportion of both UK-nationality BME academic staff and BME professional services staff than the average for other institutions in Scotland but a lower proportion than that for Russell Group institutions.

There is a tendency for UK staff overall to be on higher grades than non-UK staff, and that within each of the non-UK and UK nationality groups, there tends to be a greater proportion of white ethnicity staff than BME staff on higher grades for both academic and professional services staff.

Both UK-nationality and non-UK nationality BME academic staff are more likely to be employed on a fixed-term contract than a white academic member of staff, a pattern has not changed significantly over the last six years. UK and non-UK BME professional services staff are each more likely to be on a fixed term contract than their white counterparts over the last six years, except for non UK-nationality staff in 2015/16 when the gap has been closed.

3.4 Age
Since the removal of the default retirement age the proportion of all staff age 66 & over has increased slightly year-on-year but there remains a consistent spread of staff across all age groups.

3.5 Specific Duties from the Equality Act
To meet the Specific Duties for public bodies in Scotland, figures on sexual orientation and religion are included in the EDMARC report. In 2015/16 the number of staff declaring their religion or belief was 5,515 and 7,891 were unknown. 58% of those declared were of no religion. The number of staff declaring their sexual orientation was 5,506 and 7,900 were unknown. Of those that declared, 87% were heterosexual. Full breakdowns of the figures are available in the EDMARC report.

4. **EDMARC actions**
Following the publication of this EDMARC report, student data will be made available to all Colleges and Schools within the University and will also be made public on the Equality and

Diversity website to create greater transparency. By providing a greater granularity of data on entry profiles, the information will be used to inform any further analysis Schools may wish to take forward.

Professor Jane Norman, Chair of EDMARC and Vice Principal People & Culture
Kevin Harkin, Governance and Strategic Planning
6 February 2017

CENTRAL MANAGEMENT GROUP

28 February 2017

Internal Audit: Status report

Description of paper

1.   The report provides an update of progress against the Internal Audit Annual Plan. It provides executive summaries of audits completed. It also includes proposals for some revisions to the Internal Audit Annual Plan.

2.   The format of this report to CMG has been revised.
   a) Appendix 1 contains the summaries of the Internal Audit reports completed and finalised during the year.
   b) Appendix 2 is an overview summary of progress against the Audit Plan as at 31 January 2017.
   c) Appendix 3 provides details of an investigation into an alleged irregularity. The investigation took place at the John McIntyre kitchens at Pollock Halls.

Action requested / Recommendation

3.   CMG is asked to :
   a) Note the contents of the report.
   b) Note the proposed changes to Internal Audit Plan coverage, based on recent discussions with management outlined at section 8.

Paragraphs 4 - 13 have been removed as exempt from release due to FOI.

Risk Management

14. Internal Audit plays a central role in assessing controls over risks identified through the risk management process.

Equality & Diversity

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

Next steps/implications

17. The next Internal Audit Status Report will be presented in due course.

Consultation

18. Audit and Risk Committee has reviewed this report.

Further information

19. *Author and Presenter*
   Noel Lawlor
   Chief Internal Auditor
   8 February 2017

Freedom of Information

20.   This paper is closed.

CENTRAL MANAGEMENT GROUP

28 February 2017

Internal Audit: Follow up activity

Description of paper
1. This report provides detail about follow up activity. It concentrates on recommendations outstanding for 2013/4 and 2014/5. A future report will provide information about the 2015/16 recommendations.

Action requested / Recommendation
2. CMG is asked to:

   a. Note the work being undertaken to clarify how recommendations will be implemented.

   b. Note the extensions of time for implementing the recommendations from the 2014/15 report on capital equipment expenditure.

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

Risk Management
8.   Internal Audit plays a central role in assessing controls over risks identified through the risk management process. Therefore the follow up process includes assignments about risk management processes themselves.

Equality & Diversity
9.   The internal audits referred to in this report did not raise any major equality and diversity impacts.

Next steps/implications
10. Future Internal Audit Status report and Follow Up report will also be reviewed by Central Management Group.

Consultation
11. Audit and Risk Committee has reviewed this report.

Further information
12. *Author & Presenter*
      Mr Noel Lawlor
      Chief Internal Auditor
      February 2017

Freedom of Information
13. This paper is closed.

28 February 2017

Proposal for a new Division within Information Services Group

Description of paper

1. This paper sets out the rationale for the reconfiguration of the Applications Division within the Information Services Group; and the creation of a separate new Division focused on Project Management delivery.

Action requested

2. CMG is asked to approve the creation of 'Project Services' as a Division within Information Services Group; to approve the name change from 'Applications Division' to 'Applications Development and Operations Division'; and, following approval thereof, to note the creation of a Director role at Grade 10 to lead the Project Services Division.

Paragraphs 3 - 15 have been removed as exempt from release due to FOI.

Risk Management

16. There are no significant risks envisioned with this change.

Equality & Diversity

17. There are no direct equality or diversity implications from this paper.

Paragraphs 18 - 19 have been removed as exempt from release due to FOI.

Consultation

20. ISG Applications Division management team, ISG Senior Management Team, Denise Nesbit (HR structure and Organisational Design).

Further information

21. *Authors*   *Presented by*
    Gavin McLachlan   Gavin McLachlan
    CIO and Librarian to the University

    Jo Craiglee
    Director, Knowledge Strategy &
    IS Corporate
    January 2017

Freedom of Information

22. This paper is closed for 3 months until the consultation with ISG staff is complete.

CENTRAL MANAGEMENT GROUP

28 February 2017

Proposal to establish a Centre for Exoplanet Science

Description of paper
1.   The School of Physics and Astronomy and the School of Geosciences wish to create a virtual Centre for Exoplanet Science (CES).

Action requested/Recommendation
2.   The Central Management Group is asked to approve the establishment of a Centre for Exoplanet Science.

Background and context
3.   The process for creating a Centre in the University requires approval from the Heads of the partner Schools. For CES both the Heads of Physics and Astronomy and Geosciences have approved the creation of the Centre, as have the relevant School management groups which have approved the modest investment required to establish a programme of workshops and visitors. Approval from the College of Science and Engineering, has also been given.

Discussion
4.   To date more than three thousand planets outside our Solar System (commonly known as extrasolar planets, or exoplanets) have been confirmed, with a longer list of candidates that await confirmation. Out of these confirmed cases, only a small number are considered potentially habitable from the Earth-centric perspective. A primary goal behind the formation of a Centre for Exoplanet Science is, therefore, to bring together researchers from the Schools of GeoSciences and Physics and Astronomy to study complementary aspects of exoplanet science. The purpose of this Centre is to establish a critical mass of researchers who can collectively attract the best students, postdoctoral researchers, and additional staff to enable fundamental scientific discoveries in exoplanet science.

Why is it necessary to form a Centre for Exoplanet Science?
5.   To achieve the very best exoplanetary science demands a collaborative interdisciplinary environment, requiring knowledge from astrophysics, geophysics, physics, chemistry, and biology. Given this wide disciplinary spread, a collective group is necessary to attract the best students and staff, and to pursue the largest strategic research funding opportunities. To grow the centre, within a 5-year strategy, we will initially target MPhys and PhD projects via the University and the Schools of GeoSciences and Physics and Astronomy. Concurrently, we will also target funding opportunities for funding staff and other costs from, for example, STFC (e.g., Consolidated and Consortium Grants), Leverhulme Trust, Simons Foundation, and the Templeton Foundation.

6.   Finally, establishing a Centre is a natural progression of ongoing activities between the core staff members and will help us realize our collective scientific potential. A Centre will allow us to establish an identity within the University that will help attract students, and will also provide a strong outward facing identify.

Resource implications

7. The School of Physics and Astronomy and the School of Geosciences have both committed a small amount of core funding for the centre, but there are no other resource implications.

Risk Management

8. There are no significant risks associated with the creation of this Centre.

Equality & Diversity

9. We will, at all times, follow best practice with respect to equality and diversity.

Next steps & Communication

10. If approved, we'd aim to finalise a website for the centre, with information about our research, who we are, and possible opportunities, in particular for PhD students. We'd also aim to start looking at various funding opportunities, initially aiming to attract funding for exoplanet specific PhDs.

Consultation

11. As Head of Physics and Astronomy, Professor Arthur Trew is content with this paper.

Further information

12. Further information about the centre can be supplied by Professor Paul Palmer, School of Geosciences and Centre Director, and Professor Ken Rice, School of Physics and Astronomy.

13. *Author*   *Presenter*
    Professor Ken Rice   Professor Arthur Trew
    Institute for Astronomy   School of Physics and Astronomy
    27 January 2017

Freedom of information

14. This paper can be included in Open Business.

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Report from Fees Strategy Group

Description of paper
1.   This paper sets out the recommendations for tuition fees from the Fees Strategy Group (FSG) meeting of 15 February 2017 which CMG is asked to approve.

Action requested/Recommendation
2.   CMG is asked to consider and approve the tuition fee proposals.

Paragraphs 3 - 18 have been removed as exempt from release due to FOI.

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

Equality & Diversity
20. Equality and diversity issues are considered as part of the on-going monitoring of fee levels by the Fee Strategy Group and its Secretary. We do not consider that an EIA is required.

Next steps & Communication
21. Once endorsed, the fees will be published by Scholarships and Student Funding Services and on School and other websites as well as in promotional literature.

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

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

24. *Author*   *Presenter*
     Peter Phillips   Tracey Slaven
     Governance and Strategic Planning   Governance and Strategic Planning
     21 February 2017

Freedom of Information
25. This paper should be closed and disclosure would substantially prejudice the commercial interests of the University until the fee rates are published.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Routine Fee proposals

Description of paper

1. Fee proposals for 2017/18 from the College of Arts, Humanities and Social Sciences and the College of Medicine and Veterinary Medicine.

Action requested / Recommendation

2. CMG is requested to approve the 2017/18 fee proposals, as previously endorsed by FSG by Chair's action.

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

Risk Management

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

Equality & Diversity

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

Next steps/implications

12. 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

13. The above fees have been proposed by the Schools, reviewed by College and GaSP and approved by Fees Strategy Group Chair's Action by Professor Jonathan Seckl.

Further information

14. *Author*
    Peter Phillips
    Governance and Strategic Planning
    22 February 2017

Presenter
Vice-Principal Seckl
Vice-Principal Planning, Resources and Research Policy

Freedom of Information

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

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Proposal to establish The Chair of Material and Design Innovation

Description of paper
1.   The paper outlines the case for the establishment of the Chair of Material and Design Innovation in Edinburgh College of Art in the College of Arts, Humanities and Social Sciences.

Action requested/Recommendation
2.   Central Management Group is asked to approve the creation of the Chair so that the recruitment and selection process can commence with a view to interviewing in May 2017 and commencement of the role 2017/18.

3.   Central Management Group is invited to recommend to Court and Senate the adoption of the appropriate Resolutions.

Background and context
4.   The Edinburgh College of Art wish to establish a new Chair, the Chair of Material and Design Innovation at the University of Edinburgh.

5.   The new, established Chair of Material and Design Innovation will support ECA's ambitions to expand on its current strengths in research-led teaching, reinforcing the School's public research and innovation profile and increasing research income, strengthening both industry links and reputation for studio-based experimentation. The Chair will further enable collaboration and engagement beyond the School and the University providing outward-facing strategic leadership in making and innovation by maintaining and creating partnerships with local, national and international creative industries; bridging digital technologies and traditional ways of making in order to develop new thinking and practice from an inter-disciplinary perspective.

6.   The appointee will contribute to and develop the ECA's teaching at undergraduate and postgraduate level; contribute to the growing provision of Master's level teaching which encourages new thinking and practice within the applied arts; supervise PhD students; undertake research of the highest quality and engage fully with the intellectual life of the School.

7.   As the School is expanding both in numbers and in the range of activities that it undertakes, it is expected that the successful candidate will contribute to the management and leadership of the School, for example by supporting the School's efforts in the expansion and development of interdisciplinary teaching and research, and in particular by increasing grant raising activity.

Discussion
8.   We submit this request to create a substantive Chair for consideration by CMG.

9.   It is suggested that the position be available in academic year 2017/18.

Resource implications

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

Risk Management

11. There are no significant risks involved in approving this request.

Equality & Diversity

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

Next steps & Communication

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

Consultation

14. This paper has been reviewed and approved by the Head of Edinburgh College of Art, Professor Chris Breward.

Further information

15. *Author*

Lorraine Stewart
Secretary, Chair Committee
Secretary, CAHSS
15 February 2017

Presenter

Vice-Principal Dorothy Miell
Head of the College of Arts, Humanities & Social Sciences
15 February 2017

Freedom of Information

16. This paper can be included in open business.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Proposal to establish a Sir Timothy O'Shea Chair of Veterinary Informatics and Data Science

Description of paper
1. This paper outlines the case for the establishment of a Sir Timothy O'Shea Chair of Veterinary Informatics and Data Science to be based within the School of Veterinary Studies, College of Medicine and Veterinary Medicine.

Action requested/Recommendation
2. Central Management Group is asked to approve the establishment of this new Chair.

Background and context
3. The process to create a new substantive Chair 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
4. The Royal (Dick) School of Veterinary Studies and Roslin Institute make significant contributions to tackling global issues around One Health and Food and Environmental Security. In the most recent Research Excellence Framework, the school was ranked number one in the UK based upon research power in these disciplines and now plans to make a strategic leadership appointment in veterinary epidemiology. Focused on creating a centre of excellence for diseases informatics related to endemic and zoonotic infectious disease, this post will build on the school's current research profile in epidemiology and informatics and will seek to develop links with strategic partners nationally and internationally.

5. A leader in Veterinary Epidemiology and Informatics will support the establishment of world-class epidemiology research and teaching, aimed at creating the greatest impact on human and animal health. The post will be based within the Royal (Dick) School of Veterinary Studies and Roslin Institute, but research and teaching would exploit the close synergies and expertise across the University and seek to build strong links with strategic partners.

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 the establishment of this Chair.

Equality & Diversity
8. The appointment to this Chair will be made in accordance with University policy and therefore good practice in respect of equality and diversity will be followed in taking forward the appointment.

Next steps/implications

9. If this proposal is approved, a Resolution will be drafted to formally establish the Chair.

Consultation

10. This paper has been reviewed by Professor Sir John Savill, Head of the College of Medicine and Veterinary Medicine.

Further information

11. *Author & Presenter*
   Professor David Argyle
   Dean of Veterinary Medicine
   Head of School of Veterinary Studies

Freedom of Information

12. This paper can be included in open business.

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

28 February 2017

Proposal to establish a new Chair in the School of GeoSciences

Description of paper
1.   The School of GeoSciences wishes to establish a new Chair in Isotope Geochemistry.

Action requested / Recommendation
2.   The Central Management Group is asked to approve the establishment of this new Chair.

Background and context
3.   The process to create new substantive Chairs requires CMG approval. In taking this forward, Schools must seek the approval of their Head of College outlining in full the reasons for the investment and the financial implications of such a request.   This has been completed, noting the alignment of this Chair with School, College and University strategy.

Discussion
4.   The School of GeoSciences wishes to establish a Chair for the externally appointed Head of School of GeoSciences, Professor Simon Kelley. Professor Kelley has an international research profile in Earth Sciences and Isotope Geochemistry and will lead the School in its next phase of growth and expansion; Earth Sciences' scholarship, and online education.

Resource implications
5.   Funding for the Chair will be met by the School of GeoSciences' core budget.

Risk Management
6.   There are no significant risks associated with the establishment of this Chair.

Equality & Diversity
7.   Good practice in respect of equality and diversity has been followed in the external recruitment of Professor Kelley to the Head of School and Professorial positions.

Next steps/implications
8.   If these proposals are approved, Resolutions will be drafted to formally establish the Chair.

Consultation
9.   As Head of College, Vice Principal Professor Yellowlees is content with the paper.

Further information
10. Further information about this Chair can be supplied by Professor Sandy Tudhope, Head of the School of GeoSciences.

11. *Author*   *Presenter*
    Diane Langley   Vice-Principal Lesley Yellowlees
    College HR: CSE   College of Science & Engineering
    6 February 2017

Freedom of Information
12. This paper can be included in Open Business.

CENTRAL MANAGEMENT GROUP

28 February 2017

Principal's Strategy Group

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

Date of Meeting
2. 30 January 2017.

Action Required
3. Provided for information.

Key points
4. Among the items discussed were:

a) Brexit: Support for EEA Nationals
PSG discussed the options noting the desire that the University be sector leading in its approach. Detailed proposals will be worked up further following the PSG discussion before being taken forward via CMG.

b) Service Excellence Programme (SEP)
PSG were updated on the progress of the Service Excellence Programme and discussed the programme priorities.

There was agreement on the desire to modernise to ensure our processes are more agile, efficient and effective and a number of different points were made to guide the further development and implementation of the programme.

The comments from PSG will be taken back to the SEP Board for further consideration

c) Strategic Issues Regarding Learning and Teaching
PSG reflected on the main points emerging from a series of meetings undertaken by the Senior Vice-Principal, and colleagues, with all Schools to discuss Learning and Teaching matters. The Group considered the largely constructive points raised and noted the following:
- Concern over the growth in student numbers and the impact that this has on staff and the estate is a recurring theme. The Group acknowledged the delay that exists between the increased income from rising student numbers and the reinvestment of that income into staffing levels and estate improvements. Although there is often a lag, overall our staff:student ratios remain steady.
- Although some estate improvements rely on a complex series of interdependences others do not and it would be beneficial to bring those forward quickly.
- Greater transparency in the allocation model is essential to help schools understand what resources will come through and therefore enable them to plan more effectively.

d) PGR Scholarships: Funding Support
PSG discussed the recent changes to the PGR funding situation in England and the possible impact on the University's approach to PGR support.

PSG remain strong advocates of the need to standardise and simplify our offer and to increase our PhD numbers. A revised proposal will be brought to PSG and then CMG in due course.

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
      20 February 2017

Freedom of Information
8. Open Paper