



CENTRAL MANAGEMENT GROUP
Raeburn Room, Old College
11 April 2017, 10.30 am

AGENDA

- 1 Minute** **A**
To approve the minutes of the previous meeting held on 28 February 2017.
- 2 Matters Arising** **Verbal**
To raise any matters arising.
- 2.1 Fire evacuation update** **Verbal**
- 3 Principal's Communications** **Verbal**
To receive an update by the Principal.

SUBSTANTIVE ITEMS

- 4 Planning Round Update** **B**
To consider and discuss the paper by Deputy Secretary, Strategic Planning.
- 5 Finance Director's Update** **C**
To consider and comment on updates by the Director of Finance.
- 6 Review of Support for Disabled Students** **D**
To consider and discuss the paper by Vice Principal People and Culture
- 7 External Engagement** **E**
To consider and discuss the paper by the Vice-Principal International.
- 8 HeforShe** **F**
To consider and endorse a paper by Vice-Principal People & Culture
- 9 Service Excellence Programme Update** **G**
To note the update from the Director of Student Systems.
- 10 Course Enhancement Questionnaire - Semester 1 Data** **H**
To comment and note the paper from the Director of Student Systems.
- 11 Social Finance Investment Proposals** **I**
To consider and endorse a paper by Director of Social Responsibility and Sustainability
- 12 Accessibility Policy** **J**

To consider and approve the paper by the Head of Estates Development & Depute Director.

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|-----------|---|---------------|
| 13 | University Risk Register 2016-17
To <u>consider and comment</u> on the draft University Risk Register by the Director of Corporate Services | K |
| 14 | Rent Guarantor Scheme
To <u>consider and endorse</u> a paper by Deputy Secretary (Student Experience) | L |
| 15 | Health and Safety Quarter 2 Report
To <u>consider and note</u> a report by the Director of Corporate Services. | M |
| 16 | Any Other Business
To <u>consider</u> any other matters by CMG members. | Verbal |

ITEMS FOR FORMAL APPROVAL/NOTING (Please note these items are not normally discussed.)

- | | | |
|-----------|---|----------|
| 17 | Restructure of Research Centre and Institutes in the College of Medicine and Veterinary Medicine
To <u>approve</u> . | N |
| 18 | UK Scholarly Communications Licence
To <u>approve</u> . | O |
| 19 | Creation of new Chairs and renaming of existing Chairs <ul style="list-style-type: none">• College of Medicine & Veterinary Medicine To <u>approve</u> . | P |
| 20 | Digital Preservation Policy
To <u>note</u> . | Q |
| 21 | Principal's Strategy Group
To <u>note</u> . | R |
| 22 | Date of next meeting
Tuesday, 30 May 2017 at 10.00am in the Project Room, 50 George Square. | |



CENTRAL MANAGEMENT GROUP

28 February 2017

[Draft] Minute

- Present:** Senior Vice-Principal Professor Charlie Jeffery (Convener)
Vice-Principal Professor Jonathan Seckl
Vice-Principal Professor Dorothy Miell
Vice-Principal Professor Jane Norman
Vice-Principal Mr Chris Cox
Ms Sarah Smith, University Secretary
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
Dr Ian Conn, Director of Communications and Marketing
Ms Tracey Slaven, Deputy Secretary, Strategic Planning
Mr Gavin Douglas, Deputy Secretary, Student Experience
Professor David Argyle, Head of School of Veterinary Medicine
Professor Ewen Cameron, Head of School of History, Classics & Archaeology
Professor David Gray, Head of School of Biological Sciences
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 Barry Neilson, Director of Student Systems (for items 3 & 4)
Mr Noel Lawlor, Chief Internal Auditor (for item 5)
Ms Kirstie Graham, Deputy Head of Court Services
- Apologies:** The Principal
Vice-Principal Professor Sir John Savill
Vice-Principal Professor Yellowlees
Vice-Principal Professor James Smith
Mr Hugh Edmiston, Director of Corporate Services
Ms Leigh Chalmers, Director of Legal Services

1 Minute

Paper A

The Minute of the meeting held on 17 January 2017 was approved.

2 Principal's Communications

Senior Vice-Principal Professor Charlie Jeffery, on behalf of the Principal, reported on the following: Professor Peter Mathieson, currently President and Vice-Chancellor of the University of Hong Kong, had been appointed as the next Principal and Vice-Chancellor, start date to be confirmed; work on the City Deal was progressing; the Higher Education Research

Bill was progressing through the UK parliament with a number of amendments; the outcome of the review of the sector agencies, with further clarification awaited on the role of the Scottish Funding Council; the donation of £20m for research into autism received from the Simons Foundation, with Professors Peter Kind and Adrian Bird leading this cross disciplinary research.

SUBSTANTIVE ITEMS

3 Course Enhancement and Personal Tutor Questionnaire

Paper B

CMG considered an update on the roll-out of Course Enhancement Questionnaires, which reported on a number of interim changes that had been made to the semester 1 questionnaire based on feedback.

The experience over semester 1 had highlighted difficulties in communication and engagement and CMG was asked to approve a number of recommendations for semester 2, which included, among others, establishment of a short life working group to enhance communication and guidance; development of a communication plan to include engagement with Heads of School and UCU; and expert review of semester 1 data for evidence of bias to help in the review of the policy scheduled for August 2017.

During discussion, members noted that course enhancement questionnaires were long standing practice, which provided a useful self reflection tool. It was necessary and appropriate that the Course Enhancement Questionnaire be issued for Semester 2, but this had to be done with effective tailored guidance for staff and students. The Director of Communications would work with the Convener of the Short Life Working Group to develop a communication plan.

On that basis, CMG approved the recommendations in relation to the Course Enhancement Questionnaire as set out in the paper.

CMG considered the proposal for a short, focussed questionnaire for all students on their Personal Tutor experience, using the EvaSys platform but delivered separately from the Course Enhancement Questionnaire. Members were in agreement that better data on the Personal Tutor system would be helpful, but the view was that the timing was not right as there was a risk of students feeling over burdened with questionnaires. It was agreed that it may be useful to return to this proposal at a future date.

4 Service Excellence Programme

Paper C

Central Management Group considered an update on the Service Excellence Programme and discussed the other change management processes taking place in the University and the need for co-ordination, the scale of cultural change, resource issues and ensuring benefit

realisation. It was noted that the Service Excellence Programme Board was meeting that afternoon to agree next steps.

5 Internal Audit Status Report

Paper L1

CMG considered an update of progress against the Internal Audit Annual Plan, noting this had also been reviewed by Audit and Risk Committee.

Internal Audit Follow Up Report

Paper L2

CMG considered a report on internal audit recommendations outstanding for 2013/4 and 2014/5 and noted that work was ongoing to clarify how recommendations will be implemented and the format for reporting on these.

6 NSS Promotion and Guidelines Review

Paper D

CMG noted the recommendations of the panel set up to review how the National Student Survey (NSS) is promoted at the University. The revised and clearer guidelines and focus on promoting completion at School level were commended.

7 Stakeholder Consultation on Learning, Teaching and Student Experience

Paper E

CMG considered and endorsed the proposed approach for Senate and the Senate Committee consultation with Schools, Colleges and stakeholders on changes to strategy, policy or procedure on learning, teaching and student experience to provide more consistency and clarity regarding roles and responsibilities.

8 Home Office UK Visas and Immigration Audit

Paper F

CMG noted the report on the Home Office audit of the University's compliance with visa regulations, which took place in November 2016. The University's sponsor licence status was being maintained and licence renewed for a further four year cycle until 2021. The report on international students (Tier 4) had been received and subsequently the outcome of the audit on international staff (Tier 2 and Tier 5).

Following the recommendations made by UKVI and as a result of reflection on lessons learned during the process, there was work underway to further strengthen compliance arrangements, with a clear message that further work was needed to develop assurance processes, including a culture change in relation to the necessity of formal recording. An action plan was being developed and would come to a future meeting. The work of all staff involved in the audit was noted and commended.

9 Student Mental Health Strategy

Paper G

CMG considered the new Mental Health Strategy and the planned initiatives to promote the good mental health of students and support students who experience mental health difficulties.

Members noted the focus on promoting wellbeing, increasing resilience and effective stress management rather than replicating NHS services for students with mental illness, whilst recognising there were grey areas. There was discussion of being clear that the actions were beneficial and the challenges of assuring this. Members also raised the issue of supporting staff mental wellbeing and it was noted that outcomes from the working group could be shared to help inform this area.

10 Central Area Building Opening Hours

Paper H

CMG considered a proposal from the Central Area Building Opening Hours Group to extend opening hours of a number of University buildings in the central area, noting the planned 24/7 access for students to safe, supervised study space in the Main Library.

CMG endorsed the proposal but noted the importance of communicating this correctly given the further work needed outwith the central area and to enhance emergency egress arrangements.

11 Finance Director's Report

Paper I

The Finance Director reported on a positive position indicating potential improvement on the full year figure in the Q1 Full Year Forecast. Members had received the first TRAC return (a statutory government return that analyses the University's financial results by core activities of Teaching, Research and Other) following implementation of the new reporting standard FRS102, which suggested a healthy and sustainable financial position.

It was noted that the USS pension triennial review was due next year and it was expected that a consultation would be required on how to address the continuing deficit position.

12 People Report

Paper J

CMG noted the quarterly update, including the current pay negotiations, the Performance Improvement Policy and the review of the Guaranteed Hours model of resourcing teaching delivery.

There was discussion of recent developments and announcements in relation to Brexit. It was recommended that the University continue to monitor the situation and in the meantime enhance support to EU staff by providing further open legal briefing sessions, opportunities for short individual legal consultations (paid for by the University) and negotiated

preferential rates for staff with our employment lawyers. It was further proposed 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.

CMG agreed these proposals should be developed by the Director of Human Resources and Deputy Secretary (Strategic Planning), the resource implications reviewed by the triumvirate and approved by the Senior Vice-Principal acting on behalf of the Principal, with the Director of Communications supporting communication in time to reassure staff before the Article 50 trigger decision

13 Report from Equality & Diversity Monitoring Research Committee Paper K

CMG noted the annual report from the Equality & Diversity Monitoring Research Committee and that data from both the student and staff reports had been presented by School and been circulated to Heads of School. The Vice Principal People and Culture would ask each Head of School to review their own School data to identify their equality and diversity priorities, the planned actions to address these and the support required.

ITEMS FOR NOTING OR FORMAL APPROVAL

14 Proposal for a New Division in Information Services Paper M

The proposal to reconfigure of the Applications Division within the Information Services Group and create a new Project Services Division was approved.

15 Proposal to Establish a Centre for Exoplanet Science Paper N

The proposal to establish a Centre for Exoplanet Science was approved.

16 Report from Fees Strategy Group Paper O1

The fee proposals set out in the paper were approved.

Routine Fee Proposals

Paper O2

The fee proposals for 2017/18 from the College of Arts, Humanities and Social Sciences and the College of Medicine and Veterinary Medicine were approved.

17 Creation of new Chairs and renaming of existing Chairs Paper P1

CMG approved the establishment of Chairs in the College of Arts, Humanities and Social Sciences, College of Medicine and Veterinary

**Paper P2
Paper P3**

Medicine and College of Science and Engineering as set out in the papers.

18 Principal's Strategy Group

Paper K

The report was noted.

19 Date of meetings for 2017/2018

The meeting dates for session 2017-18 were confirmed as follows:

- 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)
- 20 June 2018

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

20 Date of next meeting

Tuesday, 30 May 2017 at 10.00am, venue to be confirmed.

21 CMG Communications

The Director of Communications reported on the key messages arising from the meeting that would be communicated more broadly.



CENTRAL MANAGEMENT GROUP

11 April 2017

Business Planning and EUSA/EUSU Plans

Description of paper

1. This paper outlines current progress through the business planning cycle and provides detail on the business plans submitted by EUSA and EUSU for approval.

Action requested/Recommendation

2. CMG is asked to agree that the proposed budget allocations for EUSA and EUSU, outlined in paragraphs 7 and 9, should progress to Court for approval. CMG is also asked to note current progress through the planning round and to comment on the priorities identified at this stage.

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

Risk Management

11. The budget proposals for EUSA and EUSU take into account the university's risk appetite and, in the case of EUSA, are specifically intended to support continued improvement in financial health of the organisation.

Equality & Diversity

12. Equality and diversity objectives are specifically prioritised within the business plans from both EUSA and EUSU. The additional post requested by EUSU is focused primarily on further development of inclusivity within the growing membership.

Next steps & Communication

Paragraphs 13 has been removed as exempt from release due to FOI.

Consultation

14. The proposals for the EUSA and EUSU budget proposals follow discussion and challenge through the EUSA forum as well as the business planning triumvirate meetings.

Further Information

15. Author/Presenter
Tracey Slaven
Deputy Secretary Strategic
Planning
29 March 2017

Freedom of Information

16. This paper should be closed until completion of the business planning cycle.



CENTRAL MANAGEMENT GROUP

11 April 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 Quarter 2 Full year Forecast for the University Group.

Action requested/Recommendation

2. Central Management Group is asked to note the Q2 forecast surplus which is £18m favourable to the budget, although there has been an adverse movement of £2m on Q1 forecast. Budget holders and their teams are recommended to consider the remedial actions identified to ensure that the Q2 forecast brings us back to at least the approved budget for the year. CMG Colleagues can use this report to brief their teams on Finance matters.

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

Risk Management

13. The University continues to proactively manage its financial risk by not breaching the following minimum criterion - unrestricted surplus of 2% gross income. The Q2 full year forecast demonstrates that we are on track to achieve this position but we need to manage funds carefully to ensure that.

Equality & Diversity

14. 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

15. Requested feedback is outlined in the discussion above.

Consultation

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

Further information

17. Author

Lorna McLoughlin
Senior Management Accountant
30 March 2017

Presenter

Phil McNaull
Finance Director

Freedom of Information

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



CENTRAL MANAGEMENT GROUP

11 April 2017

**Review of Support for Disabled Students
Final Report**

Description of paper

1. The final report of the Review of Support for Disabled Students for approval.

Action requested/Recommendation

2. Central Management Group is asked to approve the recommendations and consider how they might be implemented.

Background and context

3. Students raised concerns about the University's current arrangements for supporting disabled students. In response, the Principal instigated a review in April 2016 and tasked a review panel to scrutinise priority areas (accessibility and the implementation of adjustments) and recommend options for enhancement. The focus of the review was on support for disabled students, however it was determined that any issues identified which (also) relate to support for disabled staff be remitted to People Committee (or another relevant staff committee) for further action.
4. The review panel membership was: Professor Jane Norman, Vice Principal (People and Culture) (Convenor); Chris Brill and Stephanie Millar, Senior Policy Advisers, Equality Challenge Unit; Gavin Douglas, Deputy Secretary (Student Experience) (Secretary & Deputy Convenor); Jessica Husbands, Vice President (Societies and Activities), EUSA; Leah Morgan, Convenor of the Disability and Mental Wellbeing (DMW) Liberation Group, EUSA; Professor Sandy Tudhope, Head of the School of Geosciences and Court representative.
5. The panel met on five occasions. Two formal review days were held with student and staff stakeholder groups from across the University (in September 2016 to consider issues relating to the accessibility of the estate and in October 2016 to consider issues relating to the implementation of adjustments).
6. The panel noted that deficiencies in support for disabled students had been highlighted in previous reports (e.g. QA Periodic Review) and that the recommendations had not all been acted on.

Discussion

7. The University has a legal obligation to make reasonable adjustments to accommodate the needs of students with disabilities. This obligation is anticipatory and there is a risk that we are not currently fully meeting this obligation.
8. The key findings and recommendations of the review are set out in the Executive Summary of the final report, Appendix 1. The recommendations are broadly in line with the January 2017 publication from the Department of Education entitled "Inclusive Teaching and Learning in Higher Education as a route to Excellence". Please see web link below:

<https://www.gov.uk/government/publications/inclusive-teaching-and-learning-in-higher-education>

Resource implications

9. There are resource implications arising from the recommendations which will impact on schools, Estates and the Student Disability Service.

Risk Management

10. Under the Equality Act (2010) the University has a legal obligation to make reasonable adjustments to accommodate the needs of disabled students. This obligation is anticipatory and there is a risk that we are not currently fully meeting this obligation.

Equality & Diversity

11. Equality and diversity implications are integral to the review.

Next steps & Communication

12. If approved, the recommendations will be submitted to the Principal for implementation.

Consultation

13. The key findings and recommendations have been discussed at Senate (1 February 2017), People Committee (15 February 2017), and the Principal's Strategy Group (20 February 2017) and consultations events with students (22 February 2017) and staff (College of Medicine and Veterinary Medicine, 23 March 2017; College of Science and Engineering, 27 March 2017; College of Arts, Humanities and Social Science, 28 March 2017). Comments from all of these meetings have been incorporated into the final report.

Further information

14. Presenter
Professor Jane Norman
Vice-Principal People and Culture
March 2017.

Freedom of Information

15. This paper is open.



THE UNIVERSITY *of* EDINBURGH

Review of Support for Disabled Students

Final Report

Executive Summary

The following represents the key findings and recommendations of the review.

Implementation of Adjustments

Key Findings:

- **Complexity** – multifaceted system of support which students experience as opaque, fragmented, and inconsistent.
- **Implementation** – adjustments recommended by the Student Disability Service (SDS) are not always implemented.
- **Communication** - there is a lack of communication between SDS and schools* about deciding adjustments and a lack of clarity regarding responsibilities. Communication of recommended adjustments is hampered by poor systems and over-reliance on email.
- **Governance** - schools and SDS both have specific roles in supporting disabled students but there is no one individual or organization with overall authority or responsibility to ensure a student's adjustments (or any other needs) are implemented.
- **Accessible and Inclusive Learning Policy** – awareness of and engagement with the Policy across the University remains limited and inconsistent.
- **IT infrastructure** - the IT infrastructure in current use is inadequate for effective recording and communication of agreed adjustments.

Recommendations:

- **Status of Adjustments** - The panel **recommends** that the University change the status of agreed adjustments from a recommendation to a *mandatory* requirement to implement.
- **Roles and Responsibility:**

- The panel **recommends** that SDS, as the professional service with specific expertise in relation to disability, must be the ultimate authority in regard to *identifying* what is a ‘reasonable’ adjustment.
 - The panel **recommends** that responsibility for the *implementation* of agreed adjustments must rest with the schools, and therefore ultimately with each Head of School.
- **Communication:**
 - The panel **recommends** that SDS build closer relationships with schools so that SDS Disability Advisers understand the discipline-specific issues that may impact on certain adjustments.
 - The panel also **recommends** that SDS and schools engage in a programme of two way communication to ensure that schools are aware of and kept up to date with changes to the full list of adjustments and that SDS are appraised of significant changes in courses or programmes. As a minimum, the panel **recommends** that a formal meeting between SDS and each School occurs once each semester.
 - The panel **recommends** that schools involve SDS and disabled students and staff during the course and assessment design process.
- **Governance:**
 - The panel **recommends** that schools undertake an annual review of adjustments and submit a report to the Disability Committee/Central Management Group in regard to the number of adjustments proposed, and the number implemented and not implemented.
 - The panel **recommends** that schools introduce a senior designated single point of contact for each disabled student, with whom students can raise issues or concerns about implementation of adjustments, and other disability related issues such as accessibility, and who is empowered to act with the authority of the Head of School to resolve problems with adjustments. This does not need to be a new role but might be given to an existing senior lead (e.g. Director of Learning and Teaching). The details of this role should be widely publicised within the school and the role should include oversight of the Co-ordinator of Adjustment system to ensure that it is working efficiently and effectively.
- **Accessible and Inclusive Learning Policy:**
 - The panel **recommends** that the Policy receives a high profile relaunch with the specific support and endorsement of senior leaders in the institution.
 - The panel **recommends** that after the initial launch and communication phase, SDS conduct a focused, small-scale audit of the AILP to investigate how successful implementation of the policy has been, as well as to identify any obstacles to full implementation.

- **IT infrastructure** - the panel **recommends** that the project to enhance the SDS data systems is delivered (as planned) by the end of the current academic year, 2016-17. This should include a single portal which lists all the adjustments for any individual student and/or all the adjustments for any individual class is required. The portal should be able to assemble relevant information throughout the student lifecycle starting at confirmation of admission.

Accessibility of the Estate

Key Findings:

- **Inaccessibility** - students and staff face difficulties in accessing some of the estate due to layout and design of both old and new buildings.
- **Baseline Data** - there is no current, accurate baseline figure in regard to the exact number of buildings which are accessible, either teaching or residential.
- **Accountability** - there is a lack of clarity on who is responsible for ensuring access once a building is in use.
- **Personal Emergency Evacuation Plans (PEEPs)** – there is no effective system or infrastructure to generate and execute PEEPs, many of the estate buildings do not have an up to date fire action plan, and existing fire plans do not include strategies for those with sensory or mobility impairments. Although Heads of School are responsible for PEEPs for individual students, SDS could do more to provide expertise and advice for Heads of School (or individual students) around all matters related to disability, including PEEPs.
- **Maintenance** - access is often limited because of breakdown of equipment which is essential for access (such as lifts, accessible doors) and there is no systematic method for reporting accessibility or related maintenance issues directly to Estates. Repairs can take a long time to be made.
- **Lack of Engagement with Students** – the University does not systematically consult or involve disabled students during the design stages of new build or refurbishment projects. This has led to instances of poor design across the estate, not simply confined to access/egress issues. For example:
 - teaching space with inappropriate size, acoustics or lighting for students with disability;
 - a lack of clear, simple, eye level signage across the University;
 - toilets designed with insufficient space for guide dogs, wheelchair or hoist users and a lack of gender neutral toilets;
 - relatively small size parking spaces (i.e. meeting statutory requirements but practically inaccessible to many users), and inappropriate surfaces of some of the allocated bays (e.g. on cobbled areas).

- **Parking** - disabled parking spaces and building access are often blocked by external contractors and or staff.
- **Scale of ambition** – students and staff encounter additional challenges when building works are undertaken and accessibility is not considered properly (for example, the ramp into Allison House being removed for repair for 12 weeks but no alternative arrangements being made in the meantime). In new developments, the standard is compliance with building standards however these represent a minimum rather than a "best practice" standard of accessibility.

Recommendations:

- **Review of Accessibility of the Estate** - the panel welcomes the current review of the accessibility of the estate. The panel **recommends** that the University devise, and allocate appropriate funding for, an action plan to address areas of inaccessibility which emerge from the review.
- **New Policy and Guidance** - the panel welcomes the current development of a new Accessibility Policy, and accompanying guidance. The panel **recommends** that Estates ensures that the documents set out a set of appropriately aspirational standards for accessibility (given the scale and standing of the institution) and that disabled students are involved in the development of the documents in order to draw on their expertise and ensure effective communication with student body.
- **Governance:**
 - The panel **recommends** that Estates and the Estates Committee give (greater) priority to accessibility in future plans for new buildings or refurbishment of buildings.
 - The panel **recommends** that Estates and the Estates committee perform a regular (perhaps annual) review of activities and performance around inclusive access as part of the Equality Duty.
 - The panel **recommends** that consideration be given to performance indicators (for the new strategic plan) which monitor and report on accessibility of the estate.
- **Personal Emergency Evacuation Plans (PEEPs)**
 - The panel **recommends** that the group convened by the Vice-Principal People and Culture develops an effective system to generate and execute PEEPs, and that this is developed as a matter of urgency.
 - The panel **recommends** that the Fire Safety Unit (within Health and Safety) address as a matter of urgency, the development and publication of a fire action plan for each building in the estate, collate a list of fire coordinators for each building, liaise with estates to identify where additional refuge areas and evacuation lifts need to be commissioned (June 2017).

- **Maintenance** - The panel **recommends** that Estates develop an effective strategy to identify and address urgent repair and maintenance issues (such as those which facilitate access of disabled individuals). Estates should also develop an online feedback mechanism for users to highlight accessibility and related maintenance issues to estates, and for Estates to respond with estimated timelines. This mechanism should be proactively marketed to students.
- **Engagement with Students** - The panel **recommends** that Estates involves disabled students in the review of accessibility, policy and guidance implementation, and during the design stages of refurbishment or new build projects in order to draw on their expertise to ensure due consideration of accessibility from a user perspective and ensure effective communication with student body.
- **Training and awareness** - The panel **recommends** that Estates staff participate in enhanced disability awareness training, ideally involving disabled users themselves, in order raise awareness and understanding of the impact of accessibility issues.
- **Parking** - The panel **recommends** that the Director of Estates implement clearer and more regular communication to its own staff and to contractors regarding the requirement that disabled parking space is kept accessible at all times.
- **Expertise and advice on all matters related to student disability** - the panel **recommends** that SDS take a lead role in championing the cause of disabled students and acts as a source of expert advice for students and staff (including Heads of School) seeking to address disability-related problems.

*Please note: the term 'school' is employed throughout this document to refer to the local organisational body to which students matriculate. This is usually a School but in some instances this may be a Deanery or a College.

Report

1 Context

1.1 Students raised concerns about the University's current arrangements for supporting disabled students at a meeting of the Edinburgh University Student Association (EUSA) Student Council held in March 2016. In response, the Principal instigated this review in April 2016 and tasked a review panel to scrutinise priority areas (accessibility and the implementation of adjustments) and recommend options for enhancement. The focus of the review was on support for disabled students, however it was determined that any issues identified which (also) related to support for disabled staff would be remitted to People Committee (or another relevant staff committee) for further action.

1.2 The Equality Act (2010) states that it is illegal to discriminate against someone on the grounds of their disability. The duty to make reasonable adjustments requires education providers to take positive and proactive steps to ensure that disabled students can fully participate in the education and enjoy the other benefits, facilities and services provided for students.

The duty of the University, as a public sector body, is also “anticipatory”: *“In relation to higher education the duty is anticipatory in the sense that it requires consideration of, and action in relation to, barriers that impede all disabled people prior to an individual disabled student seeking to access education or the benefits, facilities and services offered to students by the education provider.”* (Equality Act 2010 Technical Guidance on Further and Higher Education, section 7.19).

Therefore the University has a legal obligation to make reasonable adjustments to accommodate the needs of disabled students. This obligation is anticipatory and there is a risk that we are not currently fully meeting this obligation.

1.3 The review was overseen by a panel convened **Professor Jane Norman** (Vice-Principal, People and Culture), with membership as follows: **Mr Gavin Douglas** (Deputy Secretary, Student Experience); **Professor Sandy Tudhope** (Head of the School of Geosciences and Court representative); **Ms Jess Husbands** (EUSA Vice-President, Societies and Activities); **Ms Leah Morgan** (Convenor elect of the Disability and Mental Wellbeing Liberation Group); **Mr Chris Brill** and Ms **Stephanie Millar** (Senior Policy Advisers Equality Challenge Unit - external members).

1.4 Methodology

1.4.1 The panel met for the first time in May 2016 to agree the scope and terms of reference for the review (appendix A). It was agreed that the University's traditional review methodology would be utilised, whereby reviewed areas would be invited to produce a "reflective analysis" setting

out their approach to support for disabled students. These documents (appendix B) would then inform preparations for two formal review days addressing issues relating to the accessibility of the estate (to be held in September 2016) and the implementation of adjustments (to be held in October 2016). It was agreed that the Student Disability Service, in relation to the implementation of adjustments, and Estates, in relation to the accessibility of the estate, were the key service providers and therefore would be the foci of the review.

- 1.4.2** The panel met in August 2016 to consider the reflective analysis documents (and other statistical data, reports and policy documentation relevant to the review remit), identify initial findings and where further information may be required. The panel agreed the schedules for the formal review days (appendix C) and discussed how to approach the meetings.

Also in August 2016, Professor Jane Norman and Mr Gavin Douglas held a consultation session with a group of Co-ordinators of Adjustments to discuss issues relating to the implementation of adjustments.

- 1.4.3** The panel held a full day of meetings on 28 September 2016 with key stakeholders from across the institution to consider issues regarding the accessibility of the estate.

In the course of the day the Review Team had discussions with: Mr Gary Jebb, Director of Estates; Professor Jonathan Seckl, Convenor of the Estates Committee and Vice Principal, Planning, Resources and Research Policy; Mr Hugh Edmiston, Director of Corporate Services; a selection of Estates staff; a selection of Health and Safety staff (including Mr Alastair Reid, Director of Health and Safety); a selection of staff with responsibility for timetabling and space management (including Mr Scott Rosie, Head of Timetabling Services); and a selection of staff with responsibility for Personal Emergency Evacuation Plans (including Dr Lisa Kendall, Director of Professional Services, School of Law); and a selection of student and staff users.

- 1.4.4** The panel held a full day of meetings 30 October 2016 with key stakeholders from across the institution to consider issues regarding the implementation of adjustments.

In the course of the day the Review Team had discussions with: students with disabilities; Ms Sheila Williams, Director, Student Disability Service; Ms Tracey Slaven, Deputy Secretary, Strategic Planning; University and College Recruitment staff; school academic and administrative staff, including Coordinators of Adjustments; Student Systems staff; and Student Disability Service staff including Disability Advisors.

- 1.4.5** The panel met for the final time in January 2017 to discuss the legal obligations of the University with the Director of Legal Services and to agree on the key findings and recommendations of the review.

1.4.6 The key findings and recommendations were discussed at Senate (1 February 2017), People Committee (15 February 2017), and the Principal's Strategy Group (20 February 2017). A consultation event for students was held on 22 February 2017 and consultation events for School staff were held in each College as follows: College of Medicine and Veterinary Medicine (23 March 2017); College of Science and Engineering (27 March 2017); College of Arts, Humanities and Social Science (28 March 2017). Comments from all of these meetings have been incorporated into this report.

1.5 The findings and the recommendations of the review panel are broadly in line with the January 2017 publication from the Department of Education entitled "Inclusive Teaching and Learning in Higher Education as a route to Excellence". Please see web link below:

<https://www.gov.uk/government/publications/inclusive-teaching-and-learning-in-higher-education>

2. Implementation of Adjustments

2.1 Student Perspective

2.1.1 From discussions with students it was clear to the panel that there is a general perception within the student body that the University's approach to disability support is too often opaque, fragmented, and inconsistent. Support is multifaceted and spread over numerous areas and services across the University. At any one of these points contact may dissipate or be lost entirely, leaving students frustrated and angry with the process and in need of further help. In many cases students reported that they often simply revert to managing their situation by themselves. During the review students regularly mentioned that their University made them feel like a 'burden' due to the impersonal and uncaring culture all too often faced by disabled students.

2.1.2 In the light of these concerns the panel recognises that it is vital that the University make explicit the roles and responsibilities for disability support across the institution. It is also essential that the University engenders stronger working partnerships between Schools and support services for this complex system of support to function smoothly to the benefit of students. Finally, and of paramount importance, there must be a definitive statement on the status of adjustments if the University is to meet its legal obligations to disabled students.

2.2 Status of Adjustments

- 2.2.1 The Student Disability Service (SDS) recommends adjustments for disabled students in the expectation that these will be put in place. Some Schools have raised questions as to what is deemed to be a “reasonable” adjustment, challenging the recommendations of SDS Disability Advisors, which in turn has led to the non-implementation of the adjustment(s). The SDS has an expectation that Schools will instigate a dialogue with the service to seek resolution, or a workable alternative solution, if there are valid pedagogical reasons why recommended support cannot be implemented. However, once this point has been reached, expectations are such that the non-implementation of the adjustment(s) causes great stress and consternation to the students concerned. This state of affairs is unsustainable.
- 2.2.2 As noted, the University has a duty under the Equality Act (2010) to make reasonable adjustments by taking positive and proactive steps to ensure that disabled students can fully participate in the education and enjoy the other benefits, facilities and services provided for students.
- 2.2.3 The panel **recommends** that the Student Disability Service (SDS), as the professional service with specific expertise in relation to disability, must be the ultimate authority in regard to *identifying* what is a ‘reasonable’ adjustment.
- 2.2.4 The panel **recommends** that responsibility for the *implementation* of agreed adjustments rests with the schools, and therefore ultimately with each Head of School.
- 2.2.5 In order to ensure that this distinction works to the benefit of students, the panel is in agreement that it is necessary to move away from the concept of ‘recommended’ to ‘*mandatory*’ adjustment. This change will help to provide sufficient authority and weight to SDS adjustments in order to ensure that there is no option to ignore or amend them once they have been agreed and communicated to the student.
- 2.2.6 The panel **recommends** that the University change the status of agreed adjustments from a recommendation to a *mandatory* requirement to implement.
- 2.2.7 The panel **recommends** that Senate Curriculum and Student Progression Committee (CSPC) ensure that the University academic regulatory framework is amended to reflect this change in time for the start of the 2017-18 academic session.
- 2.2.8 Some schools have raised questions as to what is deemed to be a “reasonable” adjustment, often in the context of discipline-specific matters. The panel recognises that it is vital for schools to have

confidence that adjustments take into account any discipline or course-specific issues that may be relevant.

2.2.9 The panel **recommends** that SDS build closer relationships with schools so that SDS Disability Advisers understand the discipline-specific issues that may impact on certain adjustments. The panel also **recommends** that SDS and schools engage in a programme of two way communication to ensure that schools are aware of and kept up to date with changes to the full list of adjustments and that SDS are apprised of significant changes in courses or programmes. As a minimum, the panel **recommends** that a formal meeting between SDS and each school occurs once each semester.

2.2.10 The panel acknowledges that there will be a period of transition and that student expectations will be raised at the same time as the process of adjustment decision making and agreement between SDS and schools undergoes a significant change. However, the panel was in agreement that student expectations should be high at an institution of the stature of the University of Edinburgh and that this risk was outweighed by the reputational risk for the institution of not complying with its legal duty. To assist with mitigating this risk, the panel **recommends** that SDS undertake a historic analysis of problematic adjustments. This analysis could then be used by SDS Disability Advisors as guidance in regard to the type of issues that may require a conversation with the school concerned before an adjustment decision is agreed.

2.2.11 The panel **recommends** that schools involve SDS and disabled students and staff during the programme, course and assessment design process.

2.3 Governance

2.3.1 The panel was in agreement that schools must monitor their own compliance with implementation.

2.3.2 The panel **recommends** that schools undertake an annual review of adjustments and submit a report to Disability Committee/Central Management Group (CMG) in regard to the number of adjustments made and the number implemented and not implemented.

2.3.3 The panel **recommends** that SDS take a lead role in championing the cause of disabled students and acts as a source of expert advice for students and staff (including Heads of School) seeking to address disability-related problems.

2.4 Accessible and Inclusive Learning Policy

- 2.4.1** Awareness of and engagement with the Accessible and Inclusive Learning Policy (AILP) across the University remains limited and inconsistent.
- 2.4.2** The AILP was introduced in 2013 to increase the accessibility and inclusivity of learning and teaching for all students by mainstreaming a small number of adjustments as follows:
1. Course outlines and reading lists shall be made available at least 4 weeks before the start of the course.
 2. Reading lists shall indicate priority and/or relevance.
 3. Lecture outlines or PowerPoint presentation slides for lectures/seminars shall be made available to students at least 24 hours in advance of the class.
 4. Key technical words and/or formulae shall be provided to students at least 24 hours in advance of the class.
 5. Students shall be notified by email of changes to arrangements/announcements such as changes to courses/room changes/cancellations.
 6. Students shall be permitted to audio record lectures, tutorials and supervision sessions using their own equipment for their own personal learning.
 7. All teaching staff shall ensure that microphones are worn and used in all lectures regardless of the perceived need to wear them.
- 2.4.3** The panel noted that disabled students regard the policy as a positive development promoting an inclusive environment while also making them feel less conspicuous. However the policy has been met with a degree of resistance from some academic staff, with some regarding it as overly officious. This may have contributed to the non-implementation of the mainstreamed adjustments covered by the policy, with students reporting the main issues as follows: lecturers not using microphones in lectures; lecture outlines not available at least 24 hours in advance; recording not being permitted in class. The panel was in agreement that the AILP must be more consistently implemented, and that schools must periodically audit compliance with implementation.
- 2.4.4** The panel **recommends** that the AILP receives a high profile relaunch with the specific support and endorsement of senior leaders in the institution.
- 2.4.5** The panel was in agreement that the policy relaunch must be accompanied by further SDS training and communication sessions with Schools, focusing on the reasons why the policy is valued by disabled students and the legal implications of non-engagement. These sessions should be led/co-led by an academic member of staff, and involve

disabled students explaining directly why implementation of the policy is crucial to their studies and experience at the University.

- 2.4.6 The panel **recommends** that SDS conduct a focused, small-scale audit of the AILP, after the initial launch and communication phase, to investigate how successful implementation of the policy has been, as well as to identify any obstacles to full implementation.

2.5 The Role of the Student Disability Service

- 2.5.1 The role of SDS within the adjustment process seems at times to be a source of confusion and frustration for students.
- 2.5.2 Essentially, SDS perceives its role within the process as that of identifying reasonable adjustments and communicating its recommendations to schools via the student Learning Profile (LP). However, as SDS is responsible for the initial assessment and recommendation of adjustment, the expectation of students seems to be that SDS will take a proactive role co-ordinating and monitoring the process to successful implementation. The panel noted that, as responsibility for implementation of adjustments sits with schools, it is not realistic for SDS to have this role. The panel noted that, as SDS cannot fulfil this role, students may become frustrated with the service, perceiving it as simply reactive, or worse as an additional layer of bureaucracy forming a barrier between the students' needs and their fulfilment by frontline academic staff.
- 2.5.3 The panel **recommends** that SDS consider ways of clarifying the role of the service within the adjustment process, particularly as a way of managing student expectations of the service.
- 2.5.4 The panel noted that disabled students want the adjustment process to be more transparent particularly in regard to the roles and responsibilities within system. The current process involves a number of different areas and points of contact across the University before an adjustment can be made. At any one of these points the adjustment may fail to be implemented correctly, leaving students frustrated with the process as a whole and in need of further help.
- 2.5.5 The panel **recommends** that SDS, with input from schools as needed, produce a concise 1-2 page student user guide to the adjustments process, encompassing the main roles and responsibilities of SDS and of the School that the student is affiliated to. This guide must be proactively promoted to students.

2.6 The Role of Coordinator of Adjustments

- 2.6.1** The role of Coordinator of Adjustments (CoA) is key to the adjustment process in each school but appears at times to lack the clarity and authority needed to ensure the implementation of adjustments.
- 2.6.2** The CoA has responsibility for distributing LPs to relevant academic and other staff members involved in each particular student's course of study. The panel noted that academic and support staff were generally in agreement that the role of CoA benefitted from an academic lead in order to provide it with sufficient authority when requesting adjustments be implemented by academic peers. However, much of the work of the CoA is administrative, and so the CoA role has morphed from its origins as an academic post, to the current arrangements whereby each School has several CoAs with (usually) one academic and several Student Support Officers (SSOs). The panel noted that in such cases, the lack of a single identified point of contact for disabled students could add to student difficulties and frustration. Conversely, the panel heard that where students had had access to a single point of contact with regard to adjustments in their school, they had found this to be very positive.
- 2.6.3** The panel **recommends** that schools should also ensure that there is clarity in the way the CoA role / system is communicated and promoted to students to facilitate their navigation of the adjustment process within their school.
- 2.6.4** Overall the panel did not think it was helpful to recommend that CoA's must be academic staff, nor was it helpful or practical to make any recommendations on the number or grade of CoA's in any one area. It was more important that each school should have a designated and sufficiently senior, single point of contact that students could approach if they experienced problems with adjustments. This member of staff should be able to act with the delegated authority of the Head of School to ensure that adjustments are implemented as required. The panel noted that a network of empowered staff members with an interest and expertise in supporting disabled students would be a potentially powerful source of expertise across the institution. The panel noted that ultimately students could raise a complaint with the University if their adjustments were not implemented, but that it was preferable to ensure that issues were resolved speedily and at frontline if at all possible.
- 2.6.5** The panel **recommends** that schools introduce a senior designated single point of contact for each disabled student, with whom students can raise issues or concerns about implementation of adjustments, and other

disability related issues such as accessibility, and who is empowered to act with the authority of the Head of School to resolve problems with adjustments. This does not need to be a new role but might be given to an existing senior lead (e.g. Director of Learning and Teaching). The details of this role should be widely publicised within the school and the role should include oversight of the CoA system to ensure that it is working efficiently and effectively.

2.6.6 The panel **recommends** that **Professional Service Departments** with significant student-facing responsibilities (e.g. Library; Estates; Accommodation; Catering and Events; Centre for Sport and Exercise) should also identify and publicise a named point of contact for disabled students facing challenges in their respective areas.

2.6.7 The panel **recommends** that SDS put in place training and support for the aforementioned role of designated single point of contact for disabled students, including but not limited to creating a network of these staff to share best practice.

2.7 Communication and Engagement between Staff

2.7.1 There is a need for greater engagement between the SDS and schools in order to promote a more proactive approach to the management of the adjustment process across the University.

2.7.2 The panel recognises that strong working partnerships between the SDS and schools are essential for this multifaceted system to function smoothly to the benefit of students. SDS staff meet with CoAs three times a year, to provide information on procedural and process changes, deliver training and updates on system development and to discuss areas of concern, challenges and improvements to the system.

2.7.3 The panel **recommends** that SDS establish a formal network of CoAs (akin to the Senior Tutor Network for PT system) with regular meetings and events for staff to share and disseminate good practice and support peers across the University.

2.7.4 The panel **recommends** that SDS hold an Open Day to raise awareness of and promote the Service to school staff (possibly held in conjunction with other services).

2.8 Learning Profiles

2.8.1 A fundamental challenge to the effective implementation of adjustments is the sheer volume of LPs sent to the schools, especially at the start of the

first semester, and the lack of clarity in some aspects of the current system used for the dissemination of LPs. School staff reported that they were often unclear as to who had responsibility for which action in the process which could lead to the adjustment 'falling through the cracks' in the system.

- 2.8.2** The panel **recommends** that SDS produce clearer guidance for schools on who has responsibility for disseminating LPs and how they should be used.
- 2.8.3** The panel noted that current systems developments to bring the adjustments process onto the EUCLID system should reduce if not eliminate the over-reliance on emails as the primary means of communication.
- 2.8.4** In the interim, the Panel **recommends** that SDS review the LP email template sent to schools to ensure that specific information is directed to specific points of contact in the adjustment process, highlighting specific updates and actions required.
- 2.8.5** School staff also reported that a lack of detailed information to set the context for any given adjustment tended to inhibit staff engagement. The panel was in agreement that whilst there may be confidentiality considerations, it was important that staff with responsibility for implementation had as much information regarding the context of the adjustment as was permissible.
- 2.8.6** The panel **recommends** that Student Systems ensure that the new EUCLID reports provide more information about the nature of individual student disability in order to help frontline staff understand and assist students when they make contact with schools.

2.9 IT Infrastructure

- 2.9.1** The IT infrastructure in current use is inadequate for effective communication of agreed adjustments.
- 2.9.2** SDS has initiated a project, with Information Services and Student Systems, to improve data systems and processes based on students' needs and of the needs of the various related roles (CoAs, Disability Advisors etc.). In addition to this project, further enhancement work is being undertaken to make more effective use of the MyEd portal (with more personalised communications) and to the applicant portal.

2.9.3 The panel **commends** the services involved for setting up the project which would appear to address a number of the systemic and process issues identified by staff and students. The panel was in agreement that a single portal which lists all the adjustments for any individual student and/or all the adjustments for any individual class is required.

2.9.4 The panel **recommends** that the project to enhance SDS data systems is delivered (as planned) by the end of the current academic year, 2016-17. This should include a single portal which lists all the adjustments for any individual student and/or all the adjustments for any individual class is required. The portal should be able to assemble relevant information throughout the student lifecycle starting at confirmation of admission.

2.10 Staff Training

2.10.1 There is no mandatory training for staff involved with the adjustment process and encouraging staff to attend training sessions is a problem common to many areas across the University.

2.10.2 The panel **recommends** that Vice-Principal People and Culture bring a proposal to Central Management Group (CMG) that all staff are required to take part in a programme of equality and diversity training. This training may be best delivered electronically to meet staff needs and to ensure that staff completion of training was easily logged. Oversight of school compliance should be provided by central Human Resources in order to provide sufficient monitoring authority to the process.

2.10.3 Staff identified a particular need for more training and support for frontline academic staff in recognising and supporting unseen disability (such as mental health issues). The panel noted that earlier support for unseen disability may alleviate the pressure points which develop during examination periods, particularly in regard to late Special Circumstances applications.

2.10.4 The panel **recommends** that SDS collaborate with the Institute for Academic Development (IAD) to produce an online resource for staff encompassing training requirements, good practice case studies, and guidance on competence standards for academics and staff involved in teaching and assessment administration. There should also be greater visibility of CoAs on the SDS website with contact details/links for all school CoAs.

2.11 Waiting Times

- 2.11.1 Disabled students are frustrated by delays to their assessment by SDS.
- 2.11.2 A key driver of the recent SDS restructuring was the need to reduce waiting lists. The enhancements are aimed at providing a more integrated and therefore effective support to disabled students. To alleviate pressure at peak times SDS recruited a sessional Needs Assessor during 2015-16 to assess students for financial support under the UK Disabled Students Allowance (DSA) support provision (additional sessional needs assessors will now be appointed). An additional cohort of sessional Mental Health Mentors (MHM) were also appointed for academic year 2015-16 and worked at four sites throughout the University estate.
- 2.11.3 The panel **recommends** that SDS encourage 2/3/4 year students to seek adjustment assessments during the summer period and investigates options (including additional space on other areas of the campus if needed) to make greater use of sessional staff at peak times.
- 2.11.4 The panel **recommends** that school/college admissions teams collaborate with SDS to encourage new students to seek adjustment assessments outwith start of the academic year/busy semester times.

2.12 **Communication and Engagement with Students**

- 2.12.1 Disabled students are confused and frustrated by the volume of communications from across the University related to the adjustment process.
- 2.12.2 The panel noted that the University was addressing the issue of student communications via a working group and the development of a thematic based website for student experience services which would enhance the wider promotion and visibility of student services as a whole. SDS hopes that the restructuring of the service would also improve communications by facilitating consistency of approach to disabled student support. This more proactive approach would involve the provision of drop-in sessions for students, highlighting of services to students at key points in the academic year (such as the approach to examination periods) and possibly the use of VLE and social media. SDS also takes a proactive approach to gathering and responding to student opinion through a variety of surveys, in line with University practice. However, there is a general feeling that students are being over-surveyed.
- 2.12.3 The panel **recommends** that SDS make wider use of student focus groups to enhance student engagement with the service.

2.12.4 The panel **recommends** that SDS consider the viability of coordinating and supporting a disabled students' network as a forum for student with disabilities to air their views.

2.13 Positive Image of Disability

2.13.1 The panel recognises that disabled students want the University to work harder to foster and promote an inclusive and positive image of disability across the institution.

2.13.2 The panel **recommends** that University marketing materials (e.g. the prospectus) include positive images of disabled students to reflect the student cohort and encourage inclusivity.

2.13.3 The panel **recommends** that SDS and the Student Association collaborate to recognise and award schools for good practice in support for disabled students.

3. Interruptions of Studies

3.1 The panel noted student concerns that Authorised Interruption of Studies (AIS) was being inappropriately applied instead of putting appropriate adjustments in place.

3.2 The panel found no evidence that AIS was being inappropriately applied instead of putting appropriate adjustments in place. However, at present the University only has a policy in place regarding AIS at postgraduate research level. The Support for Study Policy applies where a student's behaviour gives staff cause for concern and reason to suggest an interruption of studies. However there is no formal mechanism for taught students to instigate or request an interruption of studies. In order to ensure clarity and transparency it was suggested that a formal University policy may be needed encompassing both taught and research students.

3.3 The panel **recommends** that the University develops a policy for Authorised Interruption of Studies (AIS) encompassing both taught and research students.

4. Accessibility of the Estate

4.1 Student Perspective

- 4.1.1** In the course of the review the panel heard from a diverse range of disabled students from across the University. Students reported numerous difficulties accessing teaching space across the University.
- 4.1.2** The panel noted a general perception amongst the student body that the University was not listening to disabled students. Of particular concern was the lack of consultation or involvement of disabled students during the design stages of new build or refurbishment projects. This in turn seems to have led to instances of poor design across the estate, not simply confined to access/egress issues. For example, students reported teaching space with inappropriate size, acoustics or lighting for students with disability; toilets designed with insufficient space for guide dogs, wheelchair or hoist users and a lack of gender neutral toilets; Students were also frustrated by a lack of clear, simple, eye level signage across the University. Engaging with disabled students to gain an understanding of accessibility needs from a user's perspective would avoid many of these issues and problems arising in the first place.
- 4.1.3** Personal Emergency Evacuation Plans (PEEPs) were also cited as a major cause for concern for students. The panel heard from a student who had had a particularly unsatisfactory experience arranging a PEEP, due to the inaccessibility of the school building, which in turn had led to a formal complaint.
- 4.1.4** During the review disabled students shared their experiences of being timetabled to teaching and examination venues which were inappropriate and therefore inaccessible. In several instances students reported that their school had not been alerted to the problem until the student had had to deal with the consequences of misallocation. This was particularly distressing when it occurred immediately before an examination. Furthermore, students noted that even when the allocated venue was ostensibly accessible consideration was not given to the accessibility of the surrounding area or their needs when traveling between sequentially timetabled venues. For example, students noted that persistent problems with lifts can render otherwise accessible teaching spaces inaccessible.
- 4.1.5** Students reported that accessibility was often restricted by maintenance failures, particularly in relation to equipment essential for access such as lifts and doors. For example, lift maintenance and reliability was cited as a major area of concern, with the Crystal MacMillan building cited as particularly poor. Students reported that lifts were often out of action for many weeks and the panel noted distressing incidents of users being trapped as the lift malfunctioned. Toilet maintenance was also regarded as problematic as was the lack of gender neutral toilets.
- 4.1.6** The provision of and access to disabled parking across the University has become a particularly troubling issue for many students. Students reported numerous examples of inconsiderate obstruction of disabled

parking spaces by either University staff or external contractors, particularly during the Festivals. The panel also noted more general concerns in regard to the number of disabled parking spaces across the estate and the relatively small size (i.e. meeting statutory requirements but practically inaccessible to many users) and inappropriate surfaces of some of the allocated bays (e.g. on cobbled areas).

- 4.1.7** At a more fundamental/cultural level, students reported feeling that the issues mentioned above were indicative of a general lack of awareness amongst staff as to the personal impact and significance of seemingly minor accessibility problems. Numerous individual examples of this were cited in relation to both poor design practice (such as toilets designed with insufficient space for guide dogs, wheelchair or hoist users) and poor maintenance practice (such as the ramp into Allison House being removed for repair for 12 weeks but no alternative arrangements being made in the meantime).
- 4.1.8** The panel **recommends** that Estates involves disabled students in the reviews of accessibility, policy and guidance implementation, and during the design stages of refurbishment or new build projects in order to ensure due consideration of accessibility from a user perspective.

4.2 Institutional Context

- 4.2.1** The panel heard that University has made significant investments in the estate in recent years and the ongoing scale of the Capital Plan would have a positive impact on the accessibility of a large portion of the estate. All new-build projects comply with statutory building standards and regulations which enshrine the principle of universal accessibility. Refurbishment projects are addressed on a project by project basis, based on the principle that (if at all possible) full access through the front door would be guaranteed. Furthermore, approximately £90,000 per annum has been available to address specific accessibility needs.
- 4.2.2** The Director of Estates advised the panel that the unique topography and historic nature of much of the University estate meant that providing universal access was complex and expensive to deliver. He indicated that the historic nature of the estate may preclude full access to all upper floors (for example, parts of George Square and Buccleuch Place) although in certain areas partial access may be achievable. Safe and appropriate alternatives may be available although some buildings may not prove accessible. Due to these factors comparisons to other institutions were difficult but the University appeared to be significantly behind other institutions in relation to the assessment of physical compliance, estate adaptations, and the development of managed plans for the delivery of services. For example, a large number of institutions have employed external consultants to evaluate access and disability provision and there are examples of universities making adaptations to historic buildings (e.g. Oxford University).

4.2.3 The panel noted that historically the accessibility of the University estate had been managed on an ad-hoc basis with the focus largely on delivery of specific access tasks (for example, a specific request regarding the provision of access to a particular building or location for a particular individual). Records of accessibility issues had been inconsistent and incomplete. The Director of Estates acknowledged that there was an urgent need to develop a more strategic and systematic approach to accessibility across the University. There was no current, accurate baseline figure but approximately 24% of the total number of teaching buildings were inaccessible, amounting to approximately a third of the estate area/space. This amounted to a significant reputational and possibly legal risk factor.

4.3 Accessibility Review and Plan

4.3.1 The Director of Estates reported that 'Disabled Go' had been appointed to undertake a comprehensive review of accessibility across the University estate. The survey would provide a current and accurate baseline figure which would enable Estates to seek the required level of resource to address accessibility issues and develop a prioritised matrix for future investment.

The panel noted concerns from some students who reported poor experiences with Disabled Go and noted that the company was not NRAC accredited. However, the Director noted that Disabled Go, while not a perfect solution, is a 'not for profit' organisation specifically set up to support students and is widely respected and employed by comparator institutions across the sector. The panel noted that the survey was due for completion in September 2017.

4.3.2 The Director of Estates reported that in order to accelerate work on priority areas in the interim, Faithful & Gould (accredited by the National Register of Access Consultants, NRAC), had been appointed to provide cost estimates and a high level action plan for 20 key buildings.

4.3.3 The Director of Estates reported that access reviews had also been commissioned for a selection of the major development projects either under construction or about to go on site. The results of these independent reviews would be shared with each of the design teams and, where practicable, all reasonable steps would be taken to overcome any potential accessibility issues. It was noted that review would be undertaken by NRAC registered, independent consultants for the following building projects:

- Law, Old College (onsite);
- McEwan Hall (onsite);
- Institute of Regeneration & Repair (at detailed design stage);
- Building a New Biology (at detailed design stage);

- Charles Stewart House (at early design stage);
- Hill Square Learning and Teaching Centre (Lister/Pfizer), (at early design stage).

4.3.4 The Director of Estates reported that an Equality Support Officer would be appointed to project manage the implementation of recommendations from the surveys and to advise on the accessibility of new buildings and refurbishments.

4.3.5 The Director of Estates reported that a provisional budget of £1 million had been made available for works to address the immediate recommendations from the surveys. Further budget provision would be a priority for future Planning Rounds. The Director of Estates and the Head of Corporate Services suggested that approximately £12 million in total (£3-4 million to be invested each year over a period of 3 years) may be required to bring the estate up to the required accessibility standard. This would amount to 5-6% of the current Capital Plan and would need to be top sliced in order to ensure priority. The panel noted the importance of including the University owned residential estate in the accessibility survey as well as the space and pathways in between buildings.

4.3.6 The panel welcomed the review of the accessibility of the estate. The panel **recommends** that the University devise, and allocate appropriate funding for, an action plan to address areas of inaccessibility which emerge from the review.

4.4 Access Guides

4.4.1 The Director of Estates reported that on completion of the access review Disabled Go would produce access guides for approximately 300 buildings and 600 teaching spaces. These access guides would be available by September 2017 and would be launched during Welcome Week at the start of the 2017-18 academic session. An online guide and mobile app would be available for each building which could be personalised to the needs of each individual user. These would significantly assist the development of Individual Access Plans.

4.4.2 The panel **recommends** that Estates ensures that the Access Guides are developed in collaboration with disabled students and local estates and facilities officers.

4.5 Accessibility Policy and Guidance

4.5.1 The panel noted that Estates was currently developing a new Accessibility Policy, and accompanying guidance, with the assistance of an independent NRAC registered consultant. The documents were due for consideration at the March 2017 meeting of the Estates Committee. The new policy would establish a set of overarching principles on accessibility

which would be reflected in the Estate Strategy. The new guidance could be used to ensure quality standards above the statutory minimum, should the University determine this appropriate. The panel was in agreement that the new policy must set out a set of appropriately aspirational standards for accessibility (given the scale and standing of the institution).

4.5.2 The panel **recommends** that Estates ensures that the documents set out a set of appropriately aspirational standards for accessibility (given the scale and standing of the institution) and that disabled students are involved in the development of the documents in order to draw on their expertise and ensure effective communication with student body.

4.6 Personal Emergency Evacuation Plans

4.6.1 The panel noted that there was no effective system or infrastructure to generate and execute Personal Emergency Evacuation Plans (PEEPs).

4.6.2 PEEPs are designed to plan in advance for those who may need assistance or special arrangements during an emergency evacuation of the building they are occupying. Any student or staff member who may need assistance in an emergency evacuation must complete a PEEP. The PEEP would then be retained by their School or Support Group and copies would be distributed to the Disability Office (students only), University Fire Safety Adviser (UFSA), University Security and the disabled person.

The Fire Safety Unit (FSU) reported that the vast majority of student PEEPs which they helped to formulate were entirely successful and acceptable to the individual students. However, with an increasing number of students and staff using facilities across the institution, in addition to visitors to the University, it has become increasingly difficult to coordinate the PEEP system. Because of the general inaccessibility of the Estate, students requiring a PEEP outside normal office hours may find they are restricted to attending events in ground floor rooms only. Disabled students may therefore not be able to enjoy the same range of facilities and events as able-bodied students.

4.6.3 The panel heard from a student who had had a particularly unsatisfactory experience arranging a PEEP, due to the inaccessibility of the school building, which had in turn led to a formal complaint. It was noted that this had eventually been resolved with the implementation of a mobile trained Recovery Team providing coverage between certain hours. However, staff raised concerns regarding the suitability of this approach as a model of accepted practice for wider dissemination across the University. In particular it was noted that it went against family friendly policies and

would therefore be unsustainable for many teaching office and school facilities staff.

- 4.6.4** Staff reported that the PEEP system continued to function due to the goodwill and reliability of trained individual staff members. The roles were voluntary and attract no incentive (in contrast with those of first aiders) which can make recruitment and retention difficult, as can the need to provide coverage outside regular office hours. Due to this the PEEP system was geared towards daytime office-hours coverage and therefore a particular concern was the need to ensure cover for postgraduate students given 24/7 access to buildings. Oversight of this has been a cause for concern for Directors of Professional Services (DoPS) with several having to make ad hoc arrangements for staff to be present in buildings after-hours for research seminars attended by disabled postgraduate students. Furthermore, even when there were teams in place in larger areas, the teams may be small, and it can be difficult for staff to combine their PEEP role with other duties.
- 4.6.5** The panel noted a lack of clarity in regard to the PEEP process and the roles and responsibilities of those involved. If a student required a PEEP it was highlighted on their LP (as long as the student had engaged with the SDS) and then this would act as a trigger for the School to initiate the preparation of the PEEP following receipt of the LP. However, it was acknowledged that schools did not always initiate the PEEP process at this point.
- 4.6.6** The panel **recommends** that the group convened by the Vice-Principal People and Culture develops an effective system to generate and execute PEEPs, and that this is developed as a matter of urgency.
- 4.6.7** Staff suggested that PEEP coordination may be facilitated by the development of Generic Emergency Evacuation Plans (GEEPs) for each building, stored on the central timetabling system, with a clearly identified staff member acting as point of contact. It was also suggested that the involvement of University Security staff would provide another possible option for the system. Staff also noted that evacuation lifts, refuge spaces and emergency communications systems should be integral to the designs of all new University buildings.
- 4.6.8** It was noted that development of GEEPs for each building is limited by the inadequacies of fire action planning generally. Many buildings in the estate have neither a current fire action plan nor identified refuge places. There is no readily available list of fire co-ordinators.

4.6.9 The panel **recommends** that the Fire Safety Unit (within Health and Safety) address as a matter of urgency, the development and publication of a fire action plan for each building in the estate, collate a list of fire coordinators for each building, liaise with estates to identify where additional refuge areas and evacuation lifts need to be commissioned (June 2017).

4.7 Timetabling

4.7.1 During the review disabled students shared their experiences of being timetabled to teaching and examination venues which were inappropriate and therefore inaccessible.

4.7.2 In several instances students reported that their school had not been alerted to the problem until the student had had to deal with the consequences of misallocation. This was particularly distressing when it occurred immediately before an examination. The panel also noted teaching and support staff frustration with the lack of communication from SDS and the central Timetabling Unit in relation to the requirements of disabled students and the accessibility of teaching space. Of particular concern was the lack of sufficient and accurate accessibility data on the central timetabling system. Staff suggested that SDS could provide basic information (such as a check list) to ensure all adjustment needs were covered. This could also include contacting the Timetabling Unit to alert them to the needs of any students with agreed adjustments.

4.7.3 The panel **recommends** that the Timetabling Unit ensure that the central online timetabling system include more information on categories of accessibility, setting out the exact definition of who would be able to access each room. It was noted that this information should be available from the accessibility audits and guides to be commissioned by Estates.

4.7.4 The 2015 Periodic Review of SDS recommended deeper engagement between schools and the Timetabling Unit. The panel noted that the Director of the SDS and Head of the Timetabling Unit were currently exploring options for improving engagement with schools. These include SDS representation at the Timetabling Operations meetings and the feasibility of surveying all teaching spaces for inclusion on the central system. The panel encourages SDS and Timetabling Unit to continue to explore options.

4.8 Maintenance

- 4.8.1** The panel noted that accessibility is often restricted due to long standing breakdown of equipment essential for access such as lifts and doors.
- 4.8.2** The Director of Estates acknowledged that currently there were no systematic arrangements for capturing and reporting maintenance issues. However, revised operational structures and management practices were being introduced (including an integrated Helpdesk) which would enable the establishment of performance measures, response times and fault tracking. In particular, revised structures were currently being developed for lift maintenance and reliability (historically a particular problem). These enhancements would allow for a more strategic approach to maintenance issues.
- 4.8.3** The panel **recommends** that Estates develop an effective strategy to identify and address urgent repair and maintenance issues (such as those which facilitate access of disabled individuals).
- 4.8.4** The panel noted that students and staff were frustrated that there was no way to report accessibility or related maintenance issues directly to Estates. An easy to use, online feedback system would be greatly valued particularly if its existence was proactively marketed to students so that they could feel confident reporting issues. It was suggested that a transparent online 'issue log' (similar to the one currently used by Information Services) available to all students and staff would be useful. This log could also flag up where routine maintenance was planned that may impact on accessibility.
- 4.8.5** The panel **recommends** that Estates develop an online feedback mechanism for users to highlight accessibility and related maintenance issues to estates, and for Estates to respond with estimated timelines. This mechanism should be proactively marketed to students.

4.9 Signage

- 4.9.1** The panel noted that another major area of concern was poor signage, with numerous examples of bad practice (particularly in regard to inappropriate font styles and sizes) from across the estate cited by students. However, the Main Library was held up as an example of good practice with clear, simple signage positioned at eye level throughout the building.
- 4.9.2** The Director of Estates confirmed that a new protocol had been developed which was compliant with legislation and would be applied to new builds going forward. However, there was no resource to retrofit.

4.9.3 The panel **recommends** that Estates ensure that all signage is clear, legible at distance in an accessible font, and at eye level where possible.

4.10 Parking

4.10.1 The panel noted that the provision of and access to disabled parking across the University had become a particularly troubling issue for many students and staff. Of specific concern was the safeguarding of disabled user access during building maintenance/construction and the Festivals (especially in the George Square area). More general concerns were also raised in regard to the number of disabled parking spaces across the estate and the relatively small size (i.e. meeting statutory requirements but practically inaccessible to many users) and inappropriate surfaces of some of the allocated bays (e.g. on cobbled areas).

4.10.2 The Director of Estates noted that the University had no specific policies to ensure continued accessibility of the estate during buildings work (which seemed to be in line with other institutions across the sector). However access was robustly monitored and controlled via Edinburgh Council's building control mechanism, with all significant building works requiring a building warrant addressing issues of access.

4.10.3 The panel noted that the Parking Office and the Festivals Office were aware of the issues and worked together when problems arose to ensure disabled parking areas were kept accessible, particularly around the Main Library and George Square area during the Festivals. The main problem appeared to be the abuse of the disabled parking system due to inappropriate parking by building contractors, deliver drivers and some members of Estates staff. Estates endeavour to ensure that staff and visiting contractors are made aware of the issue and the need to keep disabled space accessible at all times, with individual members of staff personally responsible for any fines accrued due to inappropriate parking. More generally, the provision of disabled parking space across the estate is allocated on the basis of specific demand.

4.10.4 The panel **recommends** that the Director of Estates implement clearer and more regular communication to Estates staff and to contractors regarding the requirement that disabled parking space is kept accessible at all times.

4.10.5 The panel noted that the approach to disabled parking seemed to be reactive to particular issues or individual demand. The panel was in agreement that the University needed to be more proactive and establish an effective long term solution for these types of problem, whether during

Festival period or otherwise. Clear accessible directional signage to alternative locations may be one aspect of necessary alternative arrangements (e.g. to other existing disabled parking spaces) or to temporarily allocated spaces which were not a significant distance away from the buildings which need to be accessed. Input from disabled staff and students in regard to the design, location and allocation of disabled parking spaces was advisable. In regard to the specific issues around the Main Library, it was acknowledged that this was complicated by the fact that the area was a public highway maintained by Edinburgh Council, however a long term solution may involve the installation of bollards with intercom access via the Library front desk.

4.10.6 The panel **recommends** that the Director of Estates ensures that strategies are developed to improve access to disabled parking spaces.

4.11 Disability Awareness Training

4.11.1 There was a general sense that many individual Estates staff were “doing a good job”, with students reporting individual instances of good practice (such as the Servitors in the David Hume Tower striving to keep the lift available for priority use by disabled students). However that support tended to be reactive, after problems had emerged, instead of anticipative and therefore avoiding the problem in the first place. The issues mentioned above were indicative of a possible lack of awareness amongst Estates staff as to the personal impact and significance of seemingly minor accessibility problems. Numerous individual examples of this were cited in relation to both poor design practice (such as toilets designed with insufficient space for guide dogs, wheelchair or hoist users) and poor maintenance practice (such as the ramp into Allison House being removed for repair for 12 weeks but no alternative arrangements being made in the meantime).

The panel noted that Estates had instigated Disability Awareness Training for Estates Staff, which was primarily focussed on professional staff responsible for development and operation of the estate. The panel was in agreement that there seemed a need for a more comprehensive cultural shift with Estates, including staff responsible for maintenance as well as those working at a more strategic level.

4.11.2 The panel **recommends** that Estates staff participate in enhanced disability awareness training, ideally involving disabled users themselves, in order raise awareness and understanding of the impact of accessibility issues.

4.12 Performance Indicators

- 4.12.1** The panel noted the importance of targets in focusing attention on issues and ensuring that work was completed. To this end, the University's new Strategic Plan would be accompanied by an indicator in relation to the accessibility of the estate. The panel asked the Director of Estates to elaborate on Estates' accessibility targets and how progress towards an accessible estate would be measured.
- 4.12.2** The Director of Estates acknowledged the value of targets but confirmed that no targets had been developed or agreed in relation to the accessibility of the estate. The Director of Estates was also not aware of other institutions across the sector with performance indicators of this nature. Furthermore, he noted a concern that any target set may be arbitrary and meaningless until the exact scale of the issue had been ascertained. This would become clear after the baseline accessibility survey had been conducted and the level of adjustment and funding required had been established.
- 4.12.3** The panel acknowledged the difficulties due to the historic legacy of the issue but noted that it was important for Estates to use the opportunity to input on to the development of meaningful targets rather than being assigned targets by an external consultant or agency.

The Director of Estates suggested that it would be more helpful to establish a set of overarching principles, via the proposed accessibility policy and guidance developments, and then to have these reflected in the Estate Strategy. Furthermore, the Director of Estates suggested that the critical issue was not necessarily access to buildings or physical space but rather services relating to the student experience. It was suggested that this was reflected in the legislation and building regulations which required *services* to be accessible, and if a service cannot be accessed in a specific location then the service should be relocated, either on a temporary or permanent basis dependant on student need.

- 4.12.4** The panel acknowledged the difficulties ensuring access to buildings due to the complex fabric of the existing estate but noted that the University required accessible buildings in which to deliver the services related to the student experience. Furthermore, there was a need for performance data in order to ensure institutional oversight of the accessibility of the estate.
- 4.12.5** The panel **recommends** that the University give consideration to performance indicators (for the new strategic plan) which monitor and report on accessibility of the estate.

4.13 Governance and Accountability

- 4.13.1** The panel noted the importance of a clear line of responsibility in order to ensure that the institution has strategic focus on accessibility issues and to ensure that work is undertaken and completed. To this end, the panel explored the process for securing resources for work on the accessibility of the estate. It was noted that it was possible for Estates to make requests to the Estates Committee for additional capital funding to make ongoing accessibility adaptations to estate. It was also noted that it was within the remit of the Estates Committee to prioritize work to make the estate more accessible. However, the panel noted that, to date, it appeared that insufficient funding had been allocated specifically for accessibility improvements given the scale and complexity of the estate, but equally, the funding that had been made available had neither been prioritised nor expended.
- 4.13.2** The panel **recommends** that Estates and the Estates Committee give greater priority to high levels of accessibility in future plans for new buildings or refurbishment of buildings.
- 4.13.3** The panel **recommends** that Estates and the Estates Committee perform a regular (perhaps annual) review of activities and performance around inclusive access as part of the Equality Duty.
- 4.13.4** The panel **recommends** that the Director of Estates ensure clarity about the responsibilities of each of Estates and the operational unit (School/Deanery/College or support group) occupying a building in ensuring access.
- 4.13.4** The panel **recommends** that SDS take a lead role in championing the cause of disabled students and acts as a source of expert advice for students and staff (including Heads of School) seeking to address disability-related problems.
- 4.13.5** The panel noted that there was no specific plan to invoke a rolling programme to enhance access, however the Director of Estates suggested that this would be an inevitable requirement out of the current accessibility review. The Convenor of the Estates Committee confirmed that all new buildings comply with statutory building standards and regulations. Accessibility was integral to the design process and the architectural brief for each new building and therefore committing additional resources had not been prioritized. The Convenor of the Estates Committee also noted that the University has student representation on the project board of each new development, ensuring student input from the design stage through to project sign-off.

The Panel noted that an institution of the size and significance of the University of Edinburgh may wish to be more aspirational in supporting access to its estate than simply complying with the minima set by building standards. The Director of Estates noted that the new accessibility policy and guidance could be used to ensure quality standards above the statutory minimum should the University determine this appropriate.

- 4.13.6** The panel noted that students and staff were in agreement that the accessibility of the newer buildings was generally good. For example, 50 George Square was singled out as having good lift access for wheelchairs and smooth floors.

However, students reported that there were still accessibility problems with some of the University's newest builds and refurbishments due to design issues which overlooked the needs of disabled users. For example, Levels café in the new Outreach building in Holyrood was cited for its poor accessibility due to the heavy doors. Wheelchair users reported that the disabled toilets in the David Hume Tower were too small. It was noted that the University had yet to signed-up to the "Changing Places" campaign (<http://www.changing-places.org/>) for fully accessible toilets/changing spaces. Concerns were raised regarding whether there had been meaningful consideration of disabled access and parking needs at the new Quatermile development. Disabled students also noted the importance of ensuring that more subtle barriers to accessibility, such as the size, acoustics and lighting of teaching space, were not overlooked by the University when planning enhancements to the estate.

It was noted that disabled students and staff were not necessarily involved or consulted during the design phase of new build or refurbishment projects. Students and staff were in agreement that the involvement of disabled users during the development of estates projects could help the University avoid many of the problems and issues highlighted throughout the course of the day.

- 4.13.7** The panel **recommends** that Estates involve disabled students and staff during the design stages of refurbishment or new build projects in order to ensure due consideration of accessibility from a user perspective.

- 4.13.8** Students and staff noted concerns that there were a number of areas where the historic and inaccessible nature of the buildings made them unfit for purpose (i.e. being accessible to all students) and particularly unsuitable for a modern University. New College (School of Divinity) and Buccleuch Place (School of Economics) were specifically singled out in this respect. Students and staff also raised concerns that the University seemed to give insufficient consideration as to how it ensures that the accessibility requirements of students and staff are met in teaching areas

not owned by the University (i.e. those owned by the National Health Service or other collaborative partners).

Both students and staff posed the following strategic question: how does the University strike a balance between the attraction of the richness and diversity of the historic estate and the accessibility needs of students within a modern University?

5. Conclusion: Scale of Ambition

In the course of the review the panel noted a lack of clear, strategic vision in regard to the needs of disabled students. There appeared to be fundamental disagreements as to where ultimate responsibility lay either for providing accessible buildings or for ensuring adjustments were made. In this context, a shared responsibility has meant that no one has taken responsibility.

The panel was in agreement that an institutional conversation was required to determine the University's strategic approach to disabled students: either choosing to comply with minima requirements or choosing to set the sector standard for support for disabled students. Students and staff noted that the University prides itself in being a creative beacon with cutting-edge research and sector leading innovations. They would like their University to show the same creativity and innovation in regard to disability.

List of Recommendations

Paragraph Reference	Recommendation	Responsibility
2.2.3	The panel recommends that the Student Disability Service (SDS), as the professional service with specific expertise in relation to disability, must be the ultimate authority in regard to <i>identifying</i> what is a 'reasonable' adjustment.	Student Disability Service
2.2.4	The panel recommends that responsibility for the <i>implementation</i> of agreed adjustments rests with the schools, and therefore ultimately with each Head of School.	Heads of School
2.2.6	The panel recommends that the University change the status of agreed adjustments from a recommendation to a <i>mandatory</i> requirement to implement.	University Senior Management
2.2.7	The panel recommends that Senate Curriculum and Student Progression Committee (CSPC) ensure that the University academic regulatory framework is amended to reflect this change in time for the start of the 2017-18 academic session.	Curriculum and Student Progression Committee
2.2.9	The panel recommends that SDS build closer relationships with schools so that SDS Disability Advisers understand the discipline-specific issues that may impact on certain adjustments. The panel also recommends that SDS and schools engage in a programme of two way communication to ensure that schools are aware of and kept up to date with changes to the full list of adjustments and that SDS are appraised of significant changes in courses or programmes. As a minimum, the panel recommends that a formal meeting between SDS and each school occurs once each semester.	Student Disability Service
2.2.10	The panel recommends that SDS undertake a historic analysis of problematic adjustments.	Student Disability Service
2.2.11	The panel recommends that schools involve SDS and disabled students and staff during the programme, course and assessment design process.	Heads of School

2.3.2	The panel recommends that schools undertake an annual review of adjustments and submit a report to Disability Committee/Central Management Group (CMG) in regard to the number of adjustments made and the number implemented and not implemented.	Heads of School
2.3.3 4.13.4	The panel recommends that SDS take a lead role in championing the cause of disabled students and acts as a source of expert advice for students and staff (including Heads of School) seeking to address disability-related problems.	Student Disability Service
2.4.4	The panel recommends that the AILP receives a high profile relaunch with the specific support and endorsement of senior leaders in the institution.	University Senior Management
2.4.6	The panel recommends that SDS conduct a focused, small-scale audit of the AILP, after the initial launch and communication phase, to investigate how successful implementation of the policy has been, as well as to identify any obstacles to full implementation.	Student Disability Service
2.5.3	The panel recommends that SDS consider ways of clarifying the role of the service within the adjustment process, particularly as a way of managing student expectations of the service.	Student Disability Service
2.5.5	The panel recommends that SDS, with input from schools as needed, produce a concise 1-2 page student user guide to the adjustments process, encompassing the main roles and responsibilities of SDS and of the School that the student is affiliated to. This guide must be proactively promoted to students.	Student Disability Service
2.6.3	The panel recommends that schools should also ensure that there is clarity in the way the CoA role / system is communicated and promoted to students to facilitate their navigation of the adjustment process within their school.	Heads of School
2.6.5	The panel recommends that schools introduce a senior designated single point of contact for each disabled student, with whom students can raise	Heads of School

	issues or concerns about implementation of adjustments, and other disability related issues such as accessibility, and who is empowered to act with the authority of the Head of School to resolve problems with adjustments. This does not need to be a new role but might be given to an existing senior lead (e.g. Director of Learning and Teaching). The details of this role should be widely publicised within the school and the role should include oversight of the CoA system to ensure that it is working efficiently and effectively.	
2.6.6	The panel recommends that Professional Service Departments with significant student-facing responsibilities (e.g. Library; Estates; Accommodation; Catering and Events; Centre for Sport and Exercise) should also identify and publicise a named point of contact for disabled students facing challenges in their respective areas.	Professional Service Departments
2.6.7	The panel recommends that SDS put in place training and support for the aforementioned role of designated single point of contact for disabled students, including but not limited to creating a network of these staff to share best practice.	Student Disability Service
2.7.3	The panel recommends that SDS establish a formal network of CoAs (akin to the Senior Tutor Network for PT system) with regular meetings and events for staff to share and disseminate good practice and support peers across the University.	Student Disability Service
2.7.4	The panel recommends that SDS hold an Open Day to raise awareness of and promote the Service to school staff (possibly held in conjunction with other services).	Student Disability Service
2.8.2	The panel recommends that SDS produce clearer guidance for schools on who has responsibility for disseminating LPs and how they should be used.	Student Disability Service

2.8.4	The Panel recommends that SDS review the LP email template sent to schools to ensure that specific information is directed to specific points of contact in the adjustment process, highlighting specific updates and actions required.	Student Disability Service
2.8.6	The panel recommends that Student Systems ensure that the new EUCLID reports provide more information about the nature of individual student disability in order to help frontline staff understand and assist students when they make contact with schools.	Student Systems
2.9.4	The panel recommends that the project to enhance SDS data systems is delivered (as planned) by the end of the current academic year, 2016-17. This should include a single portal which lists all the adjustments for any individual student and/or all the adjustments for any individual class is required. The portal should be able to assemble relevant information throughout the student lifecycle starting at confirmation of admission.	Student Systems
2.10.2	The panel recommends that Vice-Principal People and Culture bring a proposal to Central Management Group (CMG) that all staff are required to take part in a programme of equality and diversity training. This training may be best delivered electronically to meet staff needs and to ensure that staff completion of training was easily logged. Oversight of school compliance should be provided by central Human Resources in order to provide sufficient monitoring authority to the process.	Vice-Principal People and Culture
2.10.3	The panel recommends that SDS collaborate with the Institute for Academic Development (IAD) to produce an online resource for staff encompassing training requirements, good practice case studies, and guidance on competence standards for academics and staff involved in teaching and assessment administration. There should also be greater visibility of CoAs on the SDS website with contact details/links for all school CoAs.	Student Disability Service and Institute for Academic Development

2.11.3	The panel recommends that SDS encourage 2/3/4 year students to seek adjustment assessments during the summer period and investigates options (including additional space on other areas of the campus if needed) to make greater use of sessional staff at peak times.	Student Disability Service
2.11.4	The panel recommends that school/college admissions teams collaborate with SDS to encourage new students to seek adjustment assessments outwith start of the academic year/busy semester times.	Student Disability Service and school/college admissions teams
2.12.3	The panel recommends that SDS make wider use of student focus groups to enhance student engagement with the service.	Student Disability Service
2.12.4	The panel recommends that SDS consider the viability of coordinating and supporting a disabled students' network as a forum for student with disabilities to air their views.	Student Disability Service
2.13.2	The panel recommends that University marketing materials (e.g. the prospectus) include positive images of disabled students to reflect the student cohort and encourage inclusivity.	University Communicating and Marketing
2.13.3	The panel recommends that SDS and the Student Association collaborate to recognise and award schools for good practice in support for disabled students.	Student Disability Service and the Students' Association
3.3	The panel recommends that the University develops a policy for Authorised Interruption of Studies (AIS) encompassing both taught and research students.	Academic Services
4.1.8	The panel recommends that Estates involves disabled students in the reviews of accessibility, policy and guidance implementation, and during the design stages of refurbishment or new build	Estates

	projects in order to ensure due consideration of accessibility from a user perspective.	
4.3.6	The panel recommends that the University devise, and allocate appropriate funding for, an action plan to address areas of inaccessibility which emerge from the review of support for disabled students.	University Senior Management
4.4.2	The panel recommends that Estates ensures that the Access Guides are developed in collaboration with disabled students and local estates and facilities officers.	Estates
4.5.2	The panel recommends that Estates ensures that the Accessibility Policy and accompanying guidance documents set out a set of appropriately aspirational standards for accessibility (given the scale and standing of the institution) and that disabled students are involved in the development of the documents in order to draw on their expertise and ensure effective communication with student body.	Estates
4.6.6	The panel recommends that the group convened by the Vice-Principal People and Culture develops an effective system to generate and execute PEEPs, and that this is developed as a matter of urgency.	Vice-Principal People and Culture
4.6.9	The panel recommends that the Fire Safety Unit (within Health and Safety) address as a matter of urgency, the development and publication of a fire action plan for each building in the estate, collate a list of fire coordinators for each building, liaise with estates to identify where additional refuge areas and evacuation lifts need to be commissioned (June 2017).	Fire Safety Unit
4.7.3	The panel recommends that the Timetabling Unit ensure that the central online timetabling system include more information on categories of accessibility, setting out the exact definition of who would be able to access each room. It was noted	Timetabling Unit

	that this information should be available from the accessibility audits and guides to be commissioned by Estates.	
4.8.3	The panel recommends that Estates develop an effective strategy to identify and address urgent repair and maintenance issues (such as those which facilitate access of disabled individuals).	Estates
4.8.5	The panel recommends that Estates develop an online feedback mechanism for users to highlight accessibility and related maintenance issues to estates, and for Estates to respond with estimated timelines. This mechanism should be proactively marketed to students.	Estates
4.9.3	The panel recommends that Estates ensure that all signage is clear, legible at distance in an accessible font, and at eye level where possible.	Estates
4.10.4	The panel recommends that the Director of Estates implement clearer and more regular communication to Estates staff and to contractors regarding the requirement that disabled parking space is kept accessible at all times.	Director of Estates
4.10.6	The panel recommends that the Director of Estates ensures that strategies are developed to improve access to disabled parking spaces.	Director of Estates
4.11.2	The panel recommends that Estates staff participate in enhanced disability awareness training, ideally involving disabled users themselves, in order raise awareness and understanding of the impact of accessibility issues.	Estates
4.12.5	The panel recommends that the University give consideration to performance indicators (for the new strategic plan) which monitor and report on accessibility of the estate.	University Senior Management
4.13.2	The panel recommends that Estates and the Estates Committee give greater priority to high	Estates and the Estates Committee

	levels of accessibility in future plans for new buildings or refurbishment of buildings.	
4.13.3	The panel recommends that Estates and the Estates Committee perform a regular (perhaps annual) review of activities and performance around inclusive access as part of the Equality Duty.	Estates and the Estates Committee
4.13.4	The panel recommends that the Director of Estates ensure clarity about the responsibilities of each of Estates and the operational unit (School/Deanery/College or support group) occupying a building in ensuring access.	Director of Estates
4.13.7	The panel recommends that Estates involve disabled students and staff during the design stages of refurbishment or new build projects in order to ensure due consideration of accessibility from a user perspective.	Estates



CENTRAL MANAGEMENT GROUP

11 April 2017

External Engagement

Description of paper

1. As an integral part of the University's global strategy we are delivering an increasing range of external engagement activity outside of the United Kingdom at the institutional level to support the University's positioning, profile and partnership in, and with, key strategic city-regions of the world. These activities have an important role in supporting delivery of key strategic priorities across recruitment, partnerships, development and alumni, industry engagement and research excellence.

Action requested

2. Central Management Group is asked to support the approach outlined and to provide feedback.

Paragraphs 3 - 22 have been removed as exempt from release due to FOI.

Risk Management

23. Key risks associated with the proposal relate to forward reputational risk for the University and misalignment of resource and activities to strongly support partnerships, engagement and profile for the University in key strategic city-regions.

Equality & Diversity

24. No equality and diversity impacts and EIA not required.

Paragraphs 25 has been removed as exempt from release due to FOI.

Consultation

26. The paper has been reviewed by the University Secretary and Vice Principal International. Support and contributions have been made from Communications and Marketing and Development and Alumni.

Further information

27. Further information can be provided by Vice Principal International and Director, Edinburgh Global.

Author

28. Alan Mackay, Edinburgh Global
Dr Ian Conn, Director of
Communications and Marketing
Chris Cox, Vice Principal
Philanthropy and Advancement
27 March 2017

Presenter

Vice Principal International

Freedom of Information

29. Paper is closed as disclosure would substantially prejudice the effective conduct of public affairs.



CENTRAL MANAGEMENT GROUP

11 April 2017

UN HeForShe campaign IMPACT 10x10x10 Initiative

Description of paper

1. This paper sets out a proposal to participate in the UN HeForShe campaign IMPACT 10x10x10 initiative.

Action requested/Recommendation

2. CMG is invited to discuss and comment on the proposal to participate in the IMPACT 10x10x10 Initiative, and the suggested areas for commitments and activities.

3. CMG is asked to endorse the proposal to engage with the initiative and remit authority to the Vice-Principal People & Culture to further develop the University's commitments/activities in consultation with UN Women and the incoming Principal.

Background and context

4. HeForShe is the UN Women's solidarity movement for gender equality, with the aim of "bring[ing] together one half of humanity in support of the other half of humanity, for the benefit of all".

5. In 2015 the movement launched its IMPACT 10x10x10 initiative, a 5-year pilot programme of 10 corporations, 10 universities and 10 governments committed to addressing gender inequality through top-down change.

6. The universities currently taking part in the IMPACT programme are Georgetown University, University of Hong Kong, University of Leicester, Nagoya University, University of São Paulo, Sciences Po, Stony Brook University, University of Waterloo, and University of the Witwatersrand. The University of Edinburgh has the opportunity to replace the University of Oxford on the programme - as the University of Oxford now has a female VC it is no longer eligible to participate.

7. The '[HeForShe IMPACT University Report 2016](#)' on the first year of the IMPACT 10x10x10 University programme highlights three critical imbalances for universities to address: 1) the ratio of men to women represented in university faculty and senior administrative positions; 2) the fields of study selected by young women versus young men; and 3) the number of female students at universities compared to their equal access to academic and professional career tracks.

8. Each IMPACT group makes common commitments to address the core challenges of their sector. IMPACT Universities Champions commit to:

- Implement gender equality training for all students and staff;
- Develop programs to address gender-based violence on campus;
- Champion IMPACT 10x10x10 by personally leading and launching HeForShe at their university, speaking and acting as a champion for change;

- Measure and report on progress annually, including providing data on female representation in the staff and student bodies (specifically amongst UG students, PG students, academic staff, Professors, and senior leadership roles);
- Develop three institution-specific commitments and targets.

Discussion

9. The University of Edinburgh is well-placed to meet the commitments required by IMPACT Universities Champions. We have already made advances in gender equality as evidenced by the University Silver Athena SWAN award (the only HEI in Scotland to hold this award), and the majority of schools holding at least a Bronze award or equivalent. Additionally, we already have activities around many of the core challenges that IMPACT champions are required commit to (as outlined in 8 above), specifically:

- Equality, diversity & inclusion training is available to all staff and some equality-related training is offered to students. Unconscious bias training is mandatory for all staff involved in recruitment and promotion processes.
- The University is working closely with the Students' Association on the #NoOneAsksForIt campaign to address sexual harassment and sexual assault on campus. Guidance and training is available to staff and students.
- Both the current Principal and the incoming Principal are already visible champions of gender equality, and Prof Mathieson is already engaged and familiar with the IMPACT 10x10x10 Initiative.
- We already report on our staff and student equality data annually.

10. Participation in the IMPACT programme also requires the development of three institution-specific commitments and targets. This could involve either building on our existing commitments and related activities or developing new areas. Three of the following areas could be considered for formal commitments:

- a) Set a 30% target for female representation at Grade 10 by 2020. (Our current figure is 26%). The majority of participants in the programme have set similar targets for 2020.
- b) Build on existing work to tackle sexual harassment and sexual violence on campus. There is much more to be done in this area, our current work is focussed on students and it may also be appropriate to extend to staff.
- c) Set a target for the reduction in the gender pay gap.
- d) Commit to closing the gap in gendered subject choices through activities arising from the 'Attracting Diversity in Student Recruitment' project (in which we are already participating). Examples include using the pupil voice and peer-to-peer learning to attract girls into computer science. The SFC Gender Action Plan is an existing external driver for this work.
- e) Increase gender diversity and inclusion in undergraduate and postgraduate curricula with assessment of diversity and inclusion to be a key part of curriculum review.
- f) Encourage increased participation of men in gender equality initiatives.
- g) Act as a national leader to accelerate progress towards gender equality beyond Edinburgh.

Resource implications

11. Participation in the IMPACT 10x10x10 Initiative will incur financial costs and have implications for staff resources. However, the initiative fits firmly with our institutional values and so costs should be met through aligning actions and initiatives with existing priorities and activities.

Risk Management

12. There are no significant risks associated with participation in this initiative.

Equality & Diversity

13. In seeking to support the advancement of gender equality, participation in this initiative has positive implications for equality, diversity and inclusion matters.

Next steps/implications

14. If CMG endorses the proposal to participate in the IMPACT 10x10x10 initiative the Vice-Principal People & Culture will further develop the University's commitments/activities in consultation with UN Women and the incoming Principal.

Consultation

15. The proposal to engage with this initiative originated from discussions between the incoming Principal and the University Secretary. Additional discussions have taken place with the Director of HR and the Deputy Secretary – Student Experience.

Further information

16. Author

Dr Caroline Wallace
Senior Partner – Equality Diversity &
Inclusion, UHRS
Professor Jane Norman
Vice-Principal People & Culture

Presenter

Professor Jane Norman
Vice-Principal People & Culture

Freedom of Information

17. This paper is open.



CENTRAL MANAGEMENT GROUP

11 April 2017

Service Excellence Programme

Description of paper

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

Action requested

2. Central Management Group is asked to note the Board recommendation from the February 2017 meeting.

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

Risk Management

15. 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

16. Please contact Barry Neilson, Director of Student Systems and Administration & 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>

17. *Author and Presenter*

Barry Neilson

Director of Student Systems and Administration & Service Excellence Lead
28 February 2017

Freedom of Information

18. Closed – Commercial and in confidence.



CENTRAL MANAGEMENT GROUP

11 April 2017

Course Enhancement Questionnaire & Personal Tutor Questionnaire

Description of paper

1. This paper provides Central Management Group with an update on the implementation of recommendations to support the roll-out of Course Enhancement Questionnaires and a high level overview of the semester 1 data at an aggregate level.

Action requested

2. Central Management Group is asked to comment on and note the paper.

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

Further Information

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

21. Author & Presenter

Barry Neilson

Director of Student Systems & Service Excellence Programme Lead

28 February 2017

Freedom of Information

22 This paper is closed.



CENTRAL MANAGEMENT GROUP

11 April 2017

Investing in Social Finance Opportunities

Description of paper

1. This paper sets out a proposal for the University to support its overall vision by investing in a range of social finance opportunities that deliver impact for society¹.

Action requested

2. CMG is asked to endorse in principle the proposed approach to develop a model for social finance investment and to recommend adoption of this approach to PRC and Court for approval.

Paragraphs 3 - 8 have been removed as exempt from release due to FOI.

Risk Management

9. The proposals have been designed to develop a self-sustaining model over time and, in its initial phase, to ring-fence social investments from the main endowment fund management. As this is a new model, we would wish to clearly identify the costs and benefits from the activity to assess its performance. The interest in social finance and the scale of funds being invested in this space in the UK has been growing steadily in recent years and it may become a more mainstream asset class at some point in the future²: At that point we may wish to consider part or all of it being managed as part of the investment committee's portfolio. Until then we will maintain discreet governance and performance management arrangements.

Equality & Diversity

10. Due consideration has been given to equality and diversity as a key element of the SRS agenda. An Equality Impact Assessment is not required.

Paragraphs 11 has been removed as exempt from release due to FOI.

Further information

12. Authors & Presenter

Phil McNaull, Director of Finance

Dave Gorman, Director of Social Responsibility & Sustainability

31 March 2017

Freedom of Information

13. This is a closed paper.

¹ 'Delivering impact for society' : The University of Edinburgh Strategic Plan 2016

² <http://www.telegraph.co.uk/business/2016/11/22/now-investors-want-social-financial-returns/>



CENTRAL MANAGEMENT GROUP

11 April 2017

Accessibility Policy

Description of paper

1. This paper presents the proposed University Accessibility Policy and supporting Guidance.

Action requested/Recommendation

2. CMG is asked to consider and approve the Accessibility Policy (Appendix 1) and supporting Guidance (Appendix 2).

Background and context

3. The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination legislation (including the Disability Discrimination Act 1995) with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it is unlawful to treat someone.

4. As a listed public organisation in this context, the University has duties under The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. The specific duties require public bodies to publish relevant, proportionate information showing compliance with the Equality Duty, and to set equality objectives.

5. The University has a single equality strategy to ensure that equality and diversity are guiding principles in our pursuit of academic excellence. Its introduction coincided with the implementation of the Equality Act 2010 and builds on its principle of integrating equality and diversity in policy and practice.

6. The University has also set Equality Outcomes and Actions for the period from 30 April 2013 until 29 April 2017. These are in the process of being updated and the draft Equality Outcomes and Actions are part of the overall Strategy, which specifically aims to address equality of opportunity in relation to the Protected Characteristics under the Act and sets out the priorities for action for the University.

7. The University has developed a number of key policies and strategies in relation to its duties under the Equality Act 2010. These have subsequently been embedded into the University Strategic Plan. The Strategic Plan 2016 states that “we will ensure that we have a well-equipped, accessible estate large enough to meet the needs of our staff and students”.

8. It is considered that there is a need for a more focused policy that specifically addresses with how the University would deliver access improvements, putting accessibility as a primary consideration in major projects and maintenance, as well as providing improved information on accessibility to students, staff and members of the public.

9. A draft Accessibility Policy and supporting Guidance was presented to the Estates Committee meeting in December, 2016. The Committee noted the draft Accessibility Policy and supporting Guidance would require further consultations with key stakeholders. Following this, the Accessibility Policy was to be re-presented to the Estates Committee for endorsement.

Discussion

10. Following the December Estates Committee, with the help of EUSA, the draft Accessibility Policy and supporting guidance was circulated to groups of disabled students (including representatives from the Students Disability and Mental Wellbeing Liberation Group) for input and consultation and generally the draft was well received. Some minor revisions were made and the final Accessibility Policy and supporting Guidance was endorsed by the Estates Committee on 22 March 2017.

Resource Implications

11. There are no immediate resource implications however following completion of the DisabledGo access surveys, it is proposed that funding will be sought at the December 2017 Estates Committee to proceed with a programme of accessibility improvements across the University Estate.

Risk Management

12. The key risk is that the University may not discharge its duties in respect of the Equality Act 2010. Risk Registers will be developed for the delivery of accessibility improvement projects.

Equality & Diversity

13. Equality and Diversity issues will be considered throughout in the design development process of any accessibility improvements, and will be carried out in consultation with the relevant departments and statutory bodies.

14. Due consideration has been given to equality and diversity as part of the drafting of the Accessibility Policy and supporting Guidance.

Next steps/implications

15. Following approval by CMG, the Accessibility Policy and supporting Guidance will be published and implemented by the Estates Department.

Consultation

16. The draft Accessibility Policy and supporting Guidance has been drafted with input from the Director of the Student Disability Service and the Disability Information Officer, Information Services, EUSA and representatives of disabled students. The Accessibility Policy and guidance has also been circulated to the Vice Principal, People and Culture and Director of Human Resources.

Further information

17. Author and Presenter

Graham Bell

Head of Estates Development & Depute Director

13 March 2017

Freedom of Information

18. This paper should remain closed until after the Accessibility Policy and Guidance has been approved by CMG.

Accessibility Policy

Purpose	<p>The purpose of this policy is:</p> <ul style="list-style-type: none"> • To set out a framework of how accessibility will be monitored, maintained and improved across the University estate through development, refurbishment and maintenance activities, • To provide greater awareness amongst building users and visitors about the accessibility of the estate and facilities available in our buildings
Overview	<p>The University Estate comprises a large and diverse portfolio where the building stock varies in age, construction, quality and use. Physical access can be restricted due to the surrounding city topography and the character of our historic estate which can limit the potential to adapt our listed premises due to the requirement to obtain Listed Building Consent, however this policy aims to detail how the University and will ensure that maximum accessibility is a primary consideration within all its work.</p> <p>To meet the objectives of this policy, the University will ensure that effective systems and procedures are in place to deal with the overall aim of improving the accessibility of the estate. This will also enable effective reporting on the improvements made, prioritisation of investment and resources, appropriate consultation and engagement is carried out, and improved communication with students, staff and the general public for accessing our estate.</p>
Scope	<p>This policy is applicable to Staff, Students, Contractors, Additional Persons/Visitors and members of the general public. This policy applies to all buildings on the University estate where a service is provided.</p>
The Policy	<p>Policy statements follow:</p> <ul style="list-style-type: none"> • As a minimum, any new building developments will be conducted in accordance with BS8300. • All new builds will have one main entrance accessible to all. • All new builds will (where appropriate) provide accessible toilet provision and, induction loops at receptions and in meeting rooms for 15 or more people, and a fire evacuation lift. • Where planning legislation requires, all new and existing buildings will include a proportionate allocation of disabled parking spaces.

	<ul style="list-style-type: none"> • Where technically feasible and where planning legislation allows, all refurbishments will have one main entrance accessible to all. • All building developments will have access and egress requirements considered from the start through consultation with stakeholders, including disability representatives and through accessibility audits. Each building development will have a brief written summary of how the needs of disabled users of the building will be addressed. • Estates will work closely with other stakeholders within the University to ensure accessibility is addressed in a holistic fashion, specifically collaboration with the Fire Safety Department on the creation of a policy and procedure for disabled fire evacuation across the estate. A disabled fire evacuation procedure will be agreed between schools and departments residing in individual buildings and the Fire Safety Department. • Consideration will be given on how the effects of any project and maintenance work will impact on accessibility provision and what interim provisions will need to be put in place to minimise disruption and impacts on accessibility.
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Date approved	
Approving authority	Central Management Group
Consultation undertaken	
Impact assessment	
Date of commencement	
Amendment dates	
Date for next review	March 2019.
Section responsible for policy maintenance & review	Estates Department
Related Policies, Procedures Guidelines & Regulations	Equality and Diversity Strategy and Action Plan, Equality Act 2010, The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
Policies superseded by this Policy	NA

Accessibility Policy Guidance

1. Introduction

This Accessibility Policy Guidance has been produced in order to provide guidance on **how** to implement the Accessibility Policy and sources of supporting information regarding best practice. This Guidance supplements the Accessibility Policy adopted by the University of Edinburgh in [insert date]. Both the Accessibility Policy and Guidance document are available on the University of Edinburgh website [insert link].

2. Background

The University of Edinburgh has stated its commitment to ensure that equality and diversity are guiding principles in the pursuit of academic excellence through the adoption of its Equality and Diversity Strategy, and subsequently the introduction of the University Equality Outcomes.

The Accessibility Policy has been developed in order to:

- To set out a framework of how accessibility will be monitored, maintained and enhanced across the University estate through, development, refurbishment and maintenance activities;
- To provide a greater awareness amongst building users and visitors about the accessibility of the estate, and facilities and services available in our buildings.

The introduction and adoption of this policy will assist in achieving an environment that is accessible, inclusive and safe.

3. Legislative Framework

The key pieces of legislation related to this policy area are listed below:

- Equality Act 2010
- Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
- Building (Scotland) Act 2003
- Health and Safety at Work Act 1974

In addition, various technical documents and guidance/advisory notes produced by the UK and/or Scottish Government, other advisory bodies and charities are also available. A selection of these guidance and advisory documents are listed in Appendix A – Reference Documents and Information Resources. Further information in respect of Design Guidelines for the University, specifically relating to Disability Access Standards, is also available there.

4. Targets

In implementing this Policy, the following targets for proposed:

- All new building developments should be fully accessible.

- All core buildings (teaching, service and public access) at least partially accessible¹ to University services by 2020.
- Year on year improvements in numbers of fully accessible buildings
- Year on year improvements in numbers of accessible teaching spaces
- Planned capital spend of £3m p/a on access improvement projects over the period 2016/17 to 2020/2021.

5. Policy Objectives

The objectives of the Policy have been collated into a number of categories outlined below. In order to implement the policy aims, the University will meet the following objectives across each of these categories:

5.1 Staff

To ensure that staff are aware of their duties in respect of maintaining and improving accessibility to the estate and the services provided on it:

- (a) Provide Disability Awareness Training to Estates Department staff and ensure all staff within Estates Development have undertaken this training by the end of 2017.

5.2 Communication

The University will ensure that up to date information on access to buildings and the services within them is provided on the University website, and that information on the University's overall approach and progress in improving accessibility to the estate is also published. Specifically, this will mean that:

- (a) We will communicate information on facilities, services and access to buildings for staff, students and the public by way of Access Guides.
- (b) Ensure an appropriately qualified representative will be present at Welcome Week in order to promote the use of the Access Guides to new student intake
- (c) Ensure the Accessibility Policy, Guidance, Action Plan and other relevant documents are available for public view on the University website and available in a range of formats on request.
- (d) In buildings where access is managed, appropriate procedures will be developed and implemented by the Department or School that is responsible for access to ensure that access is effectively managed and maintained.
- (e) Estates Department will produce an Annual Report detailing the work undertaken within the last year to improve accessibility of the estate.
- (f) We will communicate how information on accessibility issues and building faults can be reported.

5.3 Consultation and Collaboration (both Internal and External)

A commitment to work closely with other stakeholders within and out with the University to ensure accessibility is addressed in a holistic fashion specifically:

¹ Level access to a minimum of the ground floor with basic provision of accessible WC and ability to access the service

- (a) Collaboration between Estates Department, the Fire Safety Department, and other relevant consultees/stakeholders on the creation of a policy and procedure for disabled fire evacuation across the estate
- (b) To consult the Student Disability Service in all strategic and major projects.
- (c) To consult with the Staff Disability Officer in all strategic and major projects.
- (d) Where necessary and appropriate, source external consultation in all strategic and major projects.

5.4 New Builds

As part of any new build project, the following will be carried out:

- (a) All new building developments will have accessibility requirements considered from the start through consultation with stakeholders including the Student Disability Service and Staff Disability Officer and through accessibility audits. Each new building development will have provide a brief written summary of how the needs of disabled users of the building will be addressed.
- (b) All new builds will have one main entrance accessible to all, accessible toilet provision, induction loops at help desks and in meeting rooms for 15 or more and a fire evacuation lift (if appropriate). As a minimum work will be conducted to BS8300 level.
- (c) An Equality Impact Assessment will be completed in conjunction with the School or department residing in the premises to ensure all aspects of Equality and Diversity are considered as is our legal duty under the Equality Act Scottish Specific Duty Regulations 2012
- (d) A disabled fire evacuation procedure will be agreed with the school and department residing in the premises and the Fire Safety Department.
- (e) Where Planning legislation allows, appropriate disabled parking will be provided, along with accessible routes to/from these allocated spaces

5.5 Leases

The University estate has to be flexible to meet strategic requirements, and at times this can involve leasehold acquisitions of buildings. As part of this process, the following items will be taken into account:

- (a) Accessibility audits will be undertaken and their results considered before entering into any lease.
- (b) If necessary accessibility requirements will be specified as part of any leasing agreements wherever practical i.e. upgrading of disabled fire evacuation provision (this may be especially relevant in multi-occupancy buildings where common areas are under landlord control.
- (c) An Equality Impact Assessment will be completed in conjunction with the School or department residing in the premises to ensure all aspects of Equality and Diversity are considered as is our legal duty under the Equality Act Scottish Specific Duty Regulations 2012.
- (d) A disabled fire evacuation procedure will be agreed with the school and department residing in the premises and the Fire Safety Department.

5.6 Redevelopments/Changes in Purpose

As part of any redevelopment/change of purpose on a building, the following will be carried out:

- (a) Before commencement of any redevelopments Estates Department will consult with relevant disability stakeholders
- (b) An Equality Impact Assessment will be completed in conjunction with the School or department residing in the premises to ensure all aspects of Equality and Diversity are considered as is our legal duty under the Equality Act Scottish Specific Duty Regulations 2012
- (c) A disabled fire evacuation procedure will be agreed with the school and department residing in the premises and the Fire Safety Department.
- (d) Where practicable, improvements to buildings will be carried out in accordance with BS8300.
- (e) Where technically feasible and where Planning legislation allows, appropriate disabled parking will be provided, along with accessible routes to/from these allocated spaces.

5.7 Maintenance

Maintenance of the University estate is carried out by a number of internal and external parties, all under the management and control of the Estates Department. This incorporates planned maintenance and servicing of buildings, systems and equipment, to reactive call-out maintenance for unexpected failures. In delivering this service, there will be:

- (a) The opportunity to make accessibility improvements as part of any maintenance work will be considered e.g. improving colour contrasts whilst carrying out redecoration work.
- (b) All relevant parties will be made aware of any required alterations to the information provided regarding accessibility or regarding required changes in the disabled fire evacuation procedures.

5.8 Exemplar of Good Practice

The University will aim for Best Practice on large scale projects and developments. In addition, we will:

- (a) On a rolling basis Estates Department will look to create “desired accessibility design criteria” for staff to work from that go above and beyond the British Standards for instance for accessible toilet provision, meeting room design, helpdesk design etc. with the aim that wherever possible these enhanced standards would be adhered to when any work was undertaken.

Appendix A - Reference Documents & Information Resources

Legislation

- The Equality Act 2010 ISBN: 0105415103 The Stationery Office Ltd
- The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
- BS 8300:2009+A1:2010 Design of buildings and their approaches to meet the needs of disabled people, Code of practice, British Standards Institution
- BS 9999:2008 Code of practice for fire safety in the design, management and use of buildings
- Building (Scotland) Act 2003
- Scottish Technical Standards - Non-Domestic Handbook 2016
- Planning and Access for Disabled People, A Good Practice Guide, Office of the Deputy Prime Minister -www.planning.odpm.gov.uk/index.htm
- Health and Safety at Work Act 1974, HMSO.
- Occupiers' Liability Act 1984, HMSO.
- The Construction (Design and Management) Regulations 2007 HMSO.
- The Highways Act 1980, HMSO.

Related University of Edinburgh Policies and Strategies

- Equality and Diversity Strategy
<http://www.docs.csg.ed.ac.uk/EqualityDiversity/Strategy.pdf>
- Quality Infrastructure: Estate Strategy 2010-2020
<http://www.docs.csg.ed.ac.uk/EstatesBuildings/Strategies/EstateStrategy.pdf>
- University Equality Outcomes and Actions
http://www.docs.csg.ed.ac.uk/EqualityDiversity/Equality_Outcomes.pdf

Websites

- www.equalityhumanrights.com – Equality & Human Rights Commission
- www.legislation.gov.uk/ukpga/2010/15/contents
- www.sensorytrust.org.uk/
- www.rnib.org.uk/jmu/ Joint Mobility Unit (RNIB/GDBA)
- www.disability.gov.uk Government web page
- www.duluxtrade.co.uk - colour advice by Colin Wilkie, Dulux, 2003, Trade UK

Journals

- Access by Design, Centre for Accessible Environments
- The Guild of Architectural Ironmongers Technical Update March 2005 (Nr. 2).

University of Edinburgh Design Guides

- University of Edinburgh Disability Access Standards -
<http://www.ed.ac.uk/estates/about/design-guidelines/planning>

Design Guides

- The Access Manual; Auditing and managing inclusive Built Environments Second Edition 2007, Blackwell Publishing Ltd
- Designing for Accessibility, Alison Grant, Centre for Accessible Environments, 2012 Edition

- Access Audits Handbook, Centre for Accessible Environments & RIBA, 2013 edition
- Sign Design Guide – A Guide to inclusive signage Barker, Peter and Fraser, JMU and the Sign Design Society, June 1999, ISBN 185878 412 3
- A Design Guide for the Use of Colour and Contrast to improve the Built Environment for Visually Impaired People, Dulux Technical Group, ICI Paints 1997, ISBN 0 70491 202 3
- Code for Lighting, CIBSE, Butterworth Heinemann 2002
- Good Loo Design Guide, CAE/ RIBA Enterprises 2004
- Platform Lifts – Specifier’s Handbooks for Inclusive Design CAE/ RIBA Enterprises 2005
- Automatic Door Systems – Specifier’s Handbooks for Inclusive Design CAE/ RIBA Enterprises 2005
- Door Ironmongery – Specifier’s Handbooks for Inclusive Design CAE/ RIBA Enterprises 2005
- The See it Right Pack – Royal National Institute for the Blind 2002.
- The Access Audit Handbook – CAE & RIBA Publishing 2013 ISBN 978 1 85946 492 2
- The Accessible Office – JMU Access Partnership 2005 ISBN 1 858786584
- The Colour, Light & Contrast Manual – Wiley Blackwell 2010
- Inclusive Mobility – A Guide to Best Practice on Access to Pedestrian & Transport Infrastructure – Department for Transport 2005 Edition.
- Managing Change in the Historic Environment: Accessibility – Historic Environment Scotland
- Easy Access to Historic Landscapes – English Heritage & The Sensory Trust 2005
- Museums & Art Galleries – Making Existing Buildings Accessible – CAE 2007
- Design & Access Statements – How to write, read and Use them – CABE 2007
- The SSL Code for Lighting – The Society of Light & Lighting 2012 ISBN 978-1-906846-21-3
- Accessible sports Facilities – Design Guidance Note – Sport England 2010
- Stairs, Ramps and Escalators – Inclusive Design Guidance – CAE & RIBA 2010

Means of Escape

- BS 9999:2008 Code of practice for fire safety in the design, management and use of buildings
- Emergency Lighting and Wayfinding Systems for visually impaired people, BRE Information Paper, Webber, G M B, and Cook, G K, August 1997, IP9/97 CI/Sfb (63.8) (U35)

Appendix B - List of Abbreviations of Common Access Related Terms

App Doc M	Building Regulations Approved Document M, Access to and use of buildings, Volume 2 – Buildings other than Dwellings, Office of the Deputy Prime Minister 2015 Edition
BRE	Building Research Establishment
BS	British Standard
CAE	Centre for Accessible Environments
CAE DfA 2012	Centre for Accessible Environments, Designing for Accessibility 2012 Edition.
CIBSE	Chartered Institution of Building Services Engineers
DDA 1995	Disability Discrimination Act 1995 no longer a current piece of legislation – superseded by the Equality Act 2010.
DDA 2005	Disability Discrimination Act 2005 no longer a current piece of legislation – superseded by the Equality Act 2010.
DRC	Disability Rights Commission (no longer in existence replaced by Equality and Human Rights Commission)
EA 2010	Equality Act 2010
EA 2010 Scot	The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012
ECW	Effective clear width
EHRC	Equality & Human Rights Commission
FFL	Finished floor Level
GUAI	The Guild of Architectural Ironmongers
HES	Historic Environment Scotland (formerly Historic Scotland)
NRAC	National Register of Access Consultants
ODPM	Office of the Deputy Prime Minister
RIBA	Royal Institute of British Architects
RNIB	Royal National Institute of the Blind
RNID	Royal National Institute for Deaf People – this is now called Action for Hearing Loss
WHB(S)	wash hand basin(s)



CENTRAL MANAGEMENT GROUP

11 April 2017

Draft University Risk Register 2017/18

Description of paper

1. This paper presents an initial update of the University Risk Register (URR) for 2017/18 (summary version attached as Appendix) for CMG's consideration and comments.

Action requested/Recommendation

2. CMG is asked to consider this draft of the URR for next session and provide suggestions, comments and recommendations.

Paragraphs 3 - 6 have been removed as exempt from release due to FOI.

Consultation

7. This is part of the consultation process for URR 2017/18.

Further information

8. Author

Kirstie Graham, Court Services
March 2017

Presenter

Hugh Edmiston
Director of Corporate Services

Freedom of Information

9. This paper is closed.



CENTRAL MANAGEMENT GROUP

11 April 2017

Rent Guarantor Scheme

Description of paper

1. Following a two year pilot of the Rent Guarantor Scheme which CMG approved in April 2015, this paper updates CMG on the successful implementation of this pilot phase and seeks to expand the scheme to include eligible first and final year students.

Action requested

2. CMG is asked to consider the extension of those covered by this scheme and to approve the continuation of this scheme indefinitely.

Recommendation

3. CMG is asked to approve the widening of this scheme to allow the University to sponsor eligible students from all years of study; to increase the maximum rent covered; and to approve the continuance of the scheme.

Background and context

4. In 2015 it became clear that some of our students were finding themselves disadvantaged when looking for private accommodation when they were unable to provide a UK based guarantor. In some cases this inability is due to the fact that the student is from outside the UK as landlords/agents normally accept only UK-based rent guarantors. In other cases this may be because the student is a care leaver, or is estranged from their family, or has another reason for receiving no family support.

5. Students who find themselves in this position, and who are unable to provide a UK guarantor, are often asked to pay up to six months' rent in advance in addition to a refundable deposit when they sign their lease. Clearly this not only puts an overwhelming financial strain on those students who find themselves in this position, but also leaves such students who have to transfer large amounts of money to landlords at once, susceptible to fraud. Through the introduction of the Rent Guarantor Scheme, the University has been able to help such students reduce the initial financial outlay which they are being required to meet by landlords.

6. When the University launched the scheme, we identified four other institutions who offered a rent guarantor scheme at that time: Goldsmiths, LSE, UCL, and York. Over the past two years, we have been approached by several universities across the UK enquiring about how our scheme operates, and a number of other universities have adopted similar schemes including Brighton, Cardiff, Imperial, Kings College, Queen Mary, Sheffield, Surrey, and Sussex, with Bristol, Salford, and Plymouth currently considering setting up a pilot project.

Discussion

Summary of Pilot Scheme

7. During the two year pilot period, we received 34 applications to the Rent Guarantor Scheme, with 23 of those resulting in the University agreeing to act as

guarantor.

8. Of the eleven applications which did not progress to completion:

- 3 cancelled their application
- 2 failed to complete the application process
- 3 did not meet the eligibility criteria (no accommodation reference; outstanding debts; and level of rent to be covered considerably higher than approved level)
- 2 were signing up to tenancies which were subject to joint and several liability contracts which we are unable to consider unless all students named on the contract are applying to be covered under the scheme; and
- 1 where the contract with the letting agent fell through due to other personal reasons.

9. Students who have used the University-backed guarantor scheme have used a number of letting agents within the city:

- Braemore
- D J Alexander Lettings Ltd
- Dunedin Property Management
- Homes for Students
- Littlejohns Ltd
- Splendid Property Management
- Umega Lettings

10. As guarantor, the University agrees to cover the payment of rent only for the duration of the agreed tenancy period, with unpaid bills, damages, and other fees arising from the tenancy not being included.

11. The maximum level covered under any guarantor agreement ranges from £2,475 to £5,700 per student, with the University's total commitment being £9,394.96 in the 2015-2016 session, and £98,451.50 in 2016-2017.

12. During the two year pilot phase, no student has defaulted on their rent, and the University has not been required to cover any rent arrears.

Proposal

13. It is proposed that the University continues this scheme indefinitely, maintaining the number of students who can use the rent guarantor scheme in any one year to a maximum of 100 students. We will continue to charge an annual fee of £30 to students who are accepted on to the scheme.

Eligibility

14. The scheme will continue to be open to overseas and EU students and in exceptional circumstances to UK students where no alternative UK guarantors are available e.g. care-leavers and students who are estranged from their family.

15. During the pilot period, the scheme was not offered to first year or final year students. **We recommend that from the 2017-2018 session this restriction is removed, to allow eligible first year and final year students to participate in the scheme.**

16. Students will continue to be required to satisfy the following conditions, which requires them to:

- have no debts to the University
- have satisfactory academic standing
- remain fully enrolled for the duration of the agreement
- be able to demonstrate that they have the finances in place to maintain their rent payments during the tenancy
- be able to provide a satisfactory accommodation reference either from the University's Accommodation Services or the landlord with whom they rented from during the previous year (if applicable).

Terms and Conditions

17. The guarantee covers rent only and the University will continue to limit the amount that it will agree to guarantee. During the pilot period, the limit was set at £500 per calendar month.

We recommend that this is increased to £550 per calendar month from 2017-2018, and that this is reviewed from time to time to ensure that the level guaranteed reflects the level of rent charged within the private rental sector.

18. The scheme does not involve the University signing the tenancy agreement which will continue to be between the student and the landlord.

19. In the event of a student defaulting on the payment of rent, he or she will be subject to the University's disciplinary procedures exactly as if he or she was a resident in a room in one of our University Halls of Residence. If the University has to pay a student's rent arrears, the University will invoice the student and the debt will be added to their University account.

Administration

20. Students are required to complete an application form and submit it along with supporting documents in order to be considered under this scheme.

21. Staff within Student Administrative Services assess all applications, with the Director of Student Administrative Services making the final decision on whether or not to support each application.

22. When it has been agreed to support a student's application, a rent guarantee agreement is drawn up which the University requires the student to sign confirming their responsibility for rent owed and paid by the University on their behalf.

23. Should a student default, the debt recovery process for the scheme will follow the existing processes carried out by Finance for tuition fee purposes, with Finance managing any debt recovery. As mentioned previously, as no student has defaulted during the pilot phase, we do not anticipate the number of defaulters to be high. We will continue to monitor this, and revisit the terms and conditions of the scheme should this be required.

Resource implications

24. We expect only a minimal financial outlay to cover administration costs of Student Administrative Services staff who process and assess the applications. These costs will continue to be met from within Student Administrative Services existing budget. The costs associated with any chasing of debt will depend on the number of defaulters. Any administration costs associated with this will be met from existing budgets.

Risk Management

25. There is a risk that some students on the scheme will default on payments to their landlord and the University will have to shoulder the debt incurred. With no defaulters recorded during the two year pilot period of the scheme, this provides some reassurance that any debt levels will be minimal.

26. The risk and size of default are however mitigated against by:

- A limit on the total number of participants
- Careful screening of all applications as outlined above

27. Where debt is incurred, the University Finance Department's normal debt recovery procedures will apply.

Equality & Diversity

28. No issues were identified that require highlighting in an equality and diversity context.

Next steps/implications

29. Student Administrative Services will continue to administer this scheme and will work with colleagues from EUSA in promoting and celebrating the development of this scheme.

Consultation

30. Student Administrative Services consulted with the EUSA Vice-President (Services) and this paper has been reviewed and endorsed by the EUSA Vice-President (Services) and the Deputy Secretary (Student Experience).

Further information

31. <u>Author</u> Robert Lawrie Director of Student Administrative Services 19 March 2017	<u>Presenter</u> Gavin Douglas Deputy Secretary (Student Experience)
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Freedom of Information

32. This paper can be included in open business.



CENTRAL MANAGEMENT GROUP

11 April 2017

**Health and Safety Quarterly Report: Quarter 2: 1 December 2016 –
28 February 2017**

Description of paper

1. This paper provides a summary of health and safety related incidents that took place during the period 1 December 2016 to 28 February 2017, as well as relevant health and safety issues and developments, to provide information and assurance to the Central Management Group (CMG) on the management of health and safety matters.

Action requested

2. CMG is asked to note the contents of the report.

Recommendation

3. That CMG notes the statistics included in the Appendices as illustrative of the University's accident and incident experience, and notes the issues and developments which are also described.

Paragraphs 4 - 17 have been removed as exempt from release due to FOI.

Risk management

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

Equality & Diversity

19. This report raises no major equality and diversity implications, other than those associated with disabled evacuation.

Consultation

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

Further information

21. Author

Alastair Reid

Director of Health and Safety

24 March 2017

Presenter

Hugh Edmiston

Director of Corporate Services

Freedom of Information

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



CENTRAL MANAGEMENT GROUP

11 April 2017

Restructure of Research Centre and Institutes in the College of Medicine and Veterinary Medicine

Description of paper

1. This paper describes the proposal to bring together three existing research centres into a single Centre for Discovery Brain Sciences (CDBS) and the creation of the Institute for Regeneration and Repair as an overarching Institute for two existing Centres.

Action requested/Recommendation

2. Central Management Group is asked to note the proposal as above. Central Management Group is asked to approve the amendment of the organisational hierarchy to create the CDBS from three existing centres.

Background and context

3. Edinburgh Medical School currently contains fifteen research centres arranged in five thematic research Institutes (Appendix 1: Edinburgh Medical School Structure). Currently the majority of CMVM neuroscience research sits in four centres:

- Centre for Clinical Brain Sciences (CCBS);
- Centre for Integrative Physiology (49 Principal Investigators (PIs));
- Centre for Neuroregeneration (10 PIs) and
- Centre for Cognitive and Neural Systems (7 PIs).

4. These centres all form part of Edinburgh Neuroscience, a cross-College Research Institute that brings together research relevant to this area across the University. Edinburgh Neuroscience as an entity is not a component of the organisational hierarchy that sets out units for finance and HR activity. (Appendix 2: Current hierarchy for CMVM).

5. Disorders of the brain and nervous system represent one of the major public health threats of our time. Brain disorders will affect up to 1 in 5 people and account for approximately 25% of global burden of non-communicable disease. The majority of the major neurological and mental disorders lack effective therapies. In order to develop treatments for these devastating, disabling and often fatal conditions the unmet need is for improved understanding of the fundamental workings of the brain and nervous system in health and disease. This area of study is therefore of the highest international priority and there are substantial funding opportunities. The recent gift of £20M from the Simon's Foundation to support research in the developing brain and of c£10M (likely to increase two or three-fold) for an MRC Dementia Research Institute Centre highlight these opportunities. It is therefore timely to coalesce our centres focused on discovery neuroscience and related activity in order to increase our cross team working and to have a strong external identity.

6. One of the other major research strengths and themes for CMVM is regenerative medicine. The successful RPIF bid in 2015 has enabled a new build to house an expansion of the Centre for Regenerative Medicine at Edinburgh BioQuarter and to collocate this with the MRC Centre for Inflammation Research. The medium term aim is to present a compelling case for increased external funding of these programmes. To

support this integration of inflammation and regenerative medicine research, the Institute of Regeneration and Repair (IRR) will be developed, under the leadership of Professor Stuart Forbes, bringing the two research centres together.

Discussion

The amalgamation of three research centres to create a single Centre for Discovery Brain Sciences

7. The creation of the **Centre for Discovery Brain Sciences** (CDBS) will create a more balanced portfolio within the CMVM centres of Edinburgh Neuroscience, complementing the **Centre for Clinical Brain Sciences** (CCBS). The mission of the Centre for Discovery Brain Sciences will be to “*to promote excellence in research and training of an internationally competitive standing in the fundamental mechanisms underlying brain and nervous system function in health and disease*”. Members and associates of CDBS will benefit from the improvement and development of: training opportunities; a research career structure; communications and networking; infrastructure and sharing of resources; internationally recognised research programmes and themes; raised profile for fundamental neuroscience research within and outwith Edinburgh.

Membership

8. Membership of the new Centre will be, in the first instance, the existing PIs of CCNS, CIP and CNR. CDBS will be hosted within the Deanery of Biomedical Sciences and will be the primary organisational and administrative home of the PIs. (Appendix 1)

Governance

9. The Director of CDBS, for a term of 3 years in the first instance, will be appointed by the Head of College.

Physical space

10. The new Centre will be a “Centre without walls” and will comprise, in the first instance, the current estate of the founding Centres (CCNS, CIP and CNR). The strong expectation is that over the next 5 years and in line with the wider estates strategy of both the University and CMVM that CDBS members presently based in George Square will relocate to Chancellors – QMRI buildings at Edinburgh BioQuarter.

Teaching and Training

Undergraduate teaching.

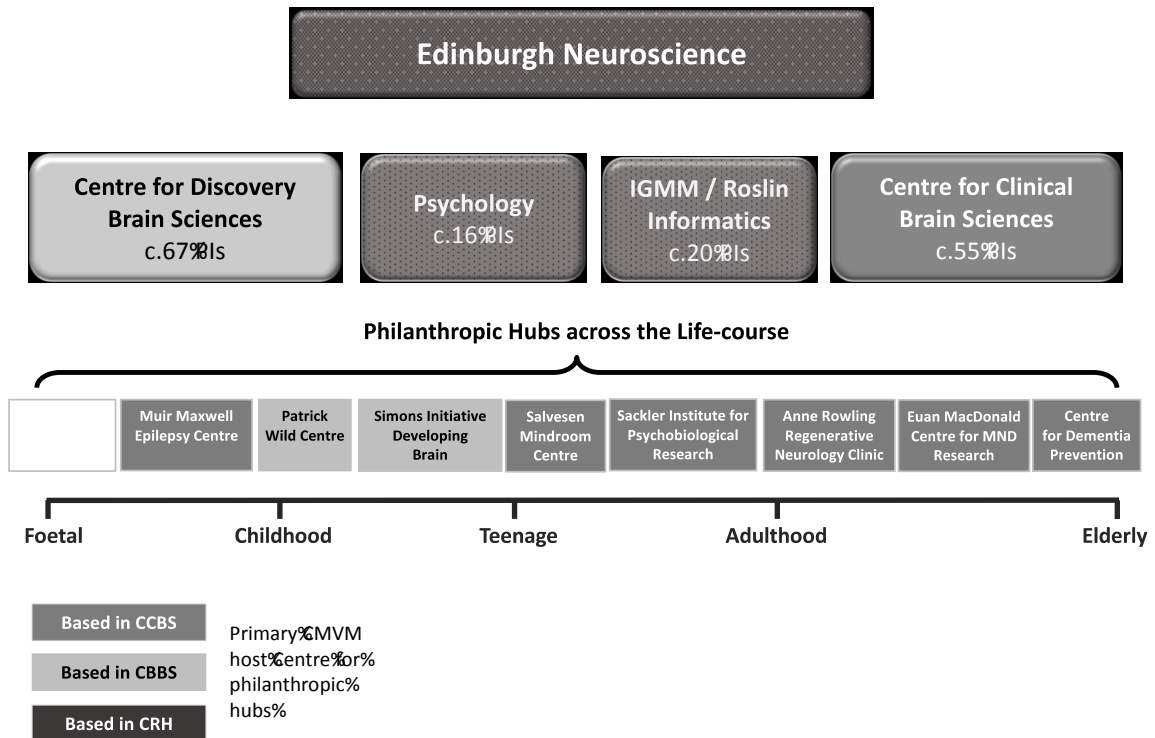
11. In addition to commitments to MBChB teaching, PIs in each of the current centres have major teaching commitments to undergraduate Honours and intercalated medicine programmes organized under the auspices of the Deanery of Biomedical Sciences/BMTO: Neuroscience*, Physiology*, Pharmacology*, Biomedical Sciences*, Reproductive Biology, Infectious Diseases as well as Medical Sciences. Programme Organisers for four (*) of these degree programmes will be based in the new Centre.

Postgraduate Teaching.

12. Together the new Centre supports a large portfolio of PG teaching with presently 60 Masters and 90 PhD students.

Enhancing training

13. At least as important as promoting science of international quality, the new Research Centre will provide a critical mass and focus for high quality training in laboratory neuroscience for non-clinical and clinical scientists of the future.



The Institute of Regeneration and Repair

14. The funding for the new building adjacent to the Scottish Centre for Regenerative Medicine (SCRM) has realised the potential to collocate the MRC Centre for Inflammation Research (currently part of the Queen’s Medical Research Institute) with an expanded Centre for Regenerative Medicine team. The new groups will be focused on the progression of stem cell level research through to model systems and tissues, providing the academic bridge to translation into clinical applications for patient benefit. Understanding the interface with inflammatory processes is integral to predicting and mediating patient responses to such clinical applications. The success of these two MRC Centres will be catalysed by their integration initially into a virtual Institute, paving the way for substantive funding applications and, once the new building is completed, their physical collocation

15. The Institute is an academic structure which is not part of the organisational hierarchy. The two component centres will continue to sit within the Deanery of Clinical Sciences (Appendix 1 and 2).

Resource implications

16. There are no costs associated with these proposals. The organisational hierarchy (Appendix 2) will need to be updated to remove three Centres and add the new CDBS. It is

anticipated that the new structures will facilitate successful external funding applications and enable efficient provision of professional support.

Risk Management

Identified risks

17. Concern from staff as to the amended structure: This has been mitigated by extensive discussions with the Centre Directors and the staff involved. The change has also been supported by the CMVM Research Committee and College Strategy Group

18. Impact on external funding: There is no likely risk that the change will reduce funding; the creation of an increased coherence to the Edinburgh Neuroscience approach is likely to facilitate external communication to philanthropists and other funders.

Equality & Diversity

19. There are no anticipated impacts.

Next steps/implications

20. Following review by CMG if the change is approved:

- a. The organisational hierarchy will be updated to reflect the new CDBS and remove CIP, CNR and CCNS;
- b. The organisational chart for Edinburgh Medical School will be updated and circulated to CMG and other senior University staff members as well as being made available on the website

Consultation

21. The proposals have been approved by Head of College, College Strategy Group and CMVM Research Committee. There has been extensive discussion with the centres involved in creation of the new CDBS and the IRR.

Further information

21. Author

Dr Catherine Elliott
(CMVM Registrar)
3 April 2015

Presenter

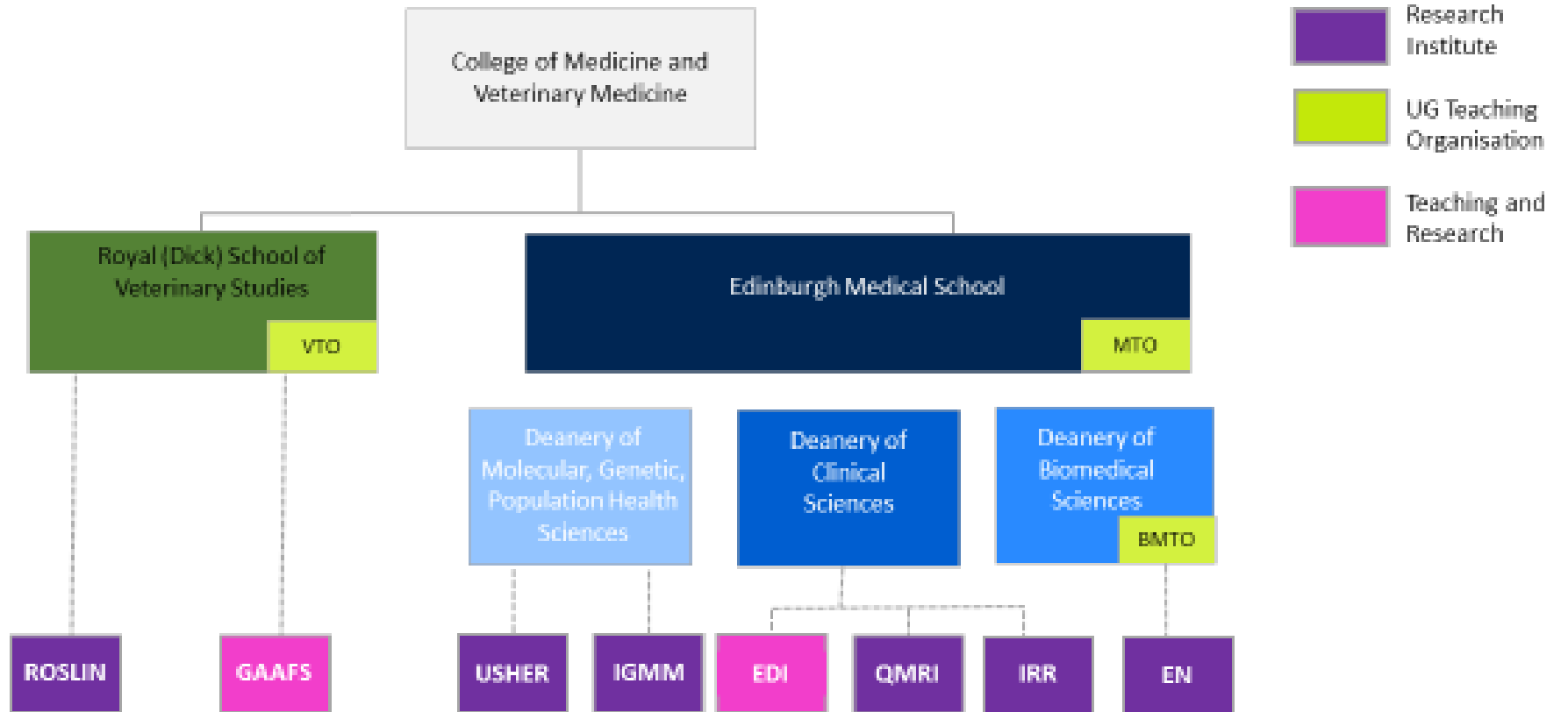
Catherine Elliott

Freedom of Information

22. This paper is open.



Schools, Deaneries and Institutes



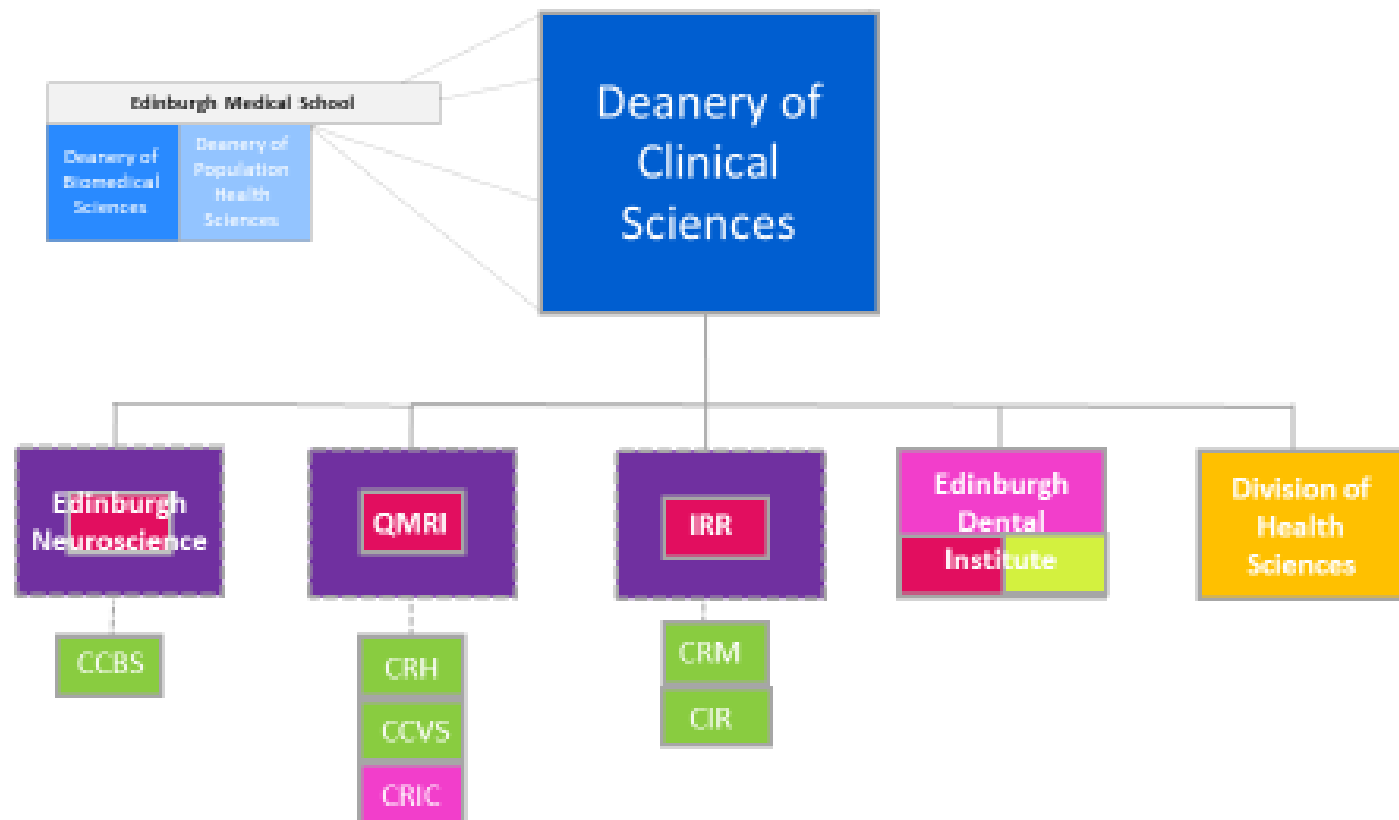
- Research Institute
- UG Teaching Organisation
- Teaching and Research

03/04/17

version 8: see final slide for glossary of abbreviations



Deanery of Clinical Sciences

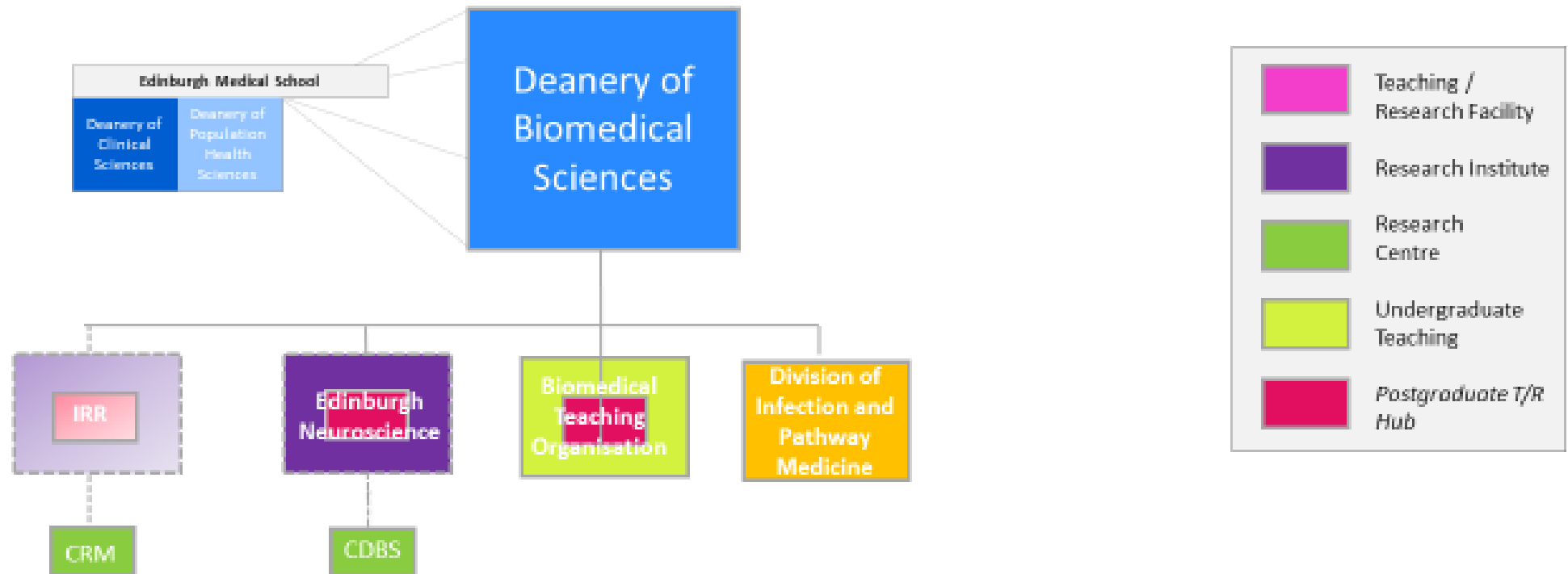


- Research Institute
- Research Centre
- Undergraduate Teaching
- Postgraduate T/R Hub

Deanery of Biomedical Sciences



THE UNIVERSITY of EDINBURGH
Edinburgh Medical School

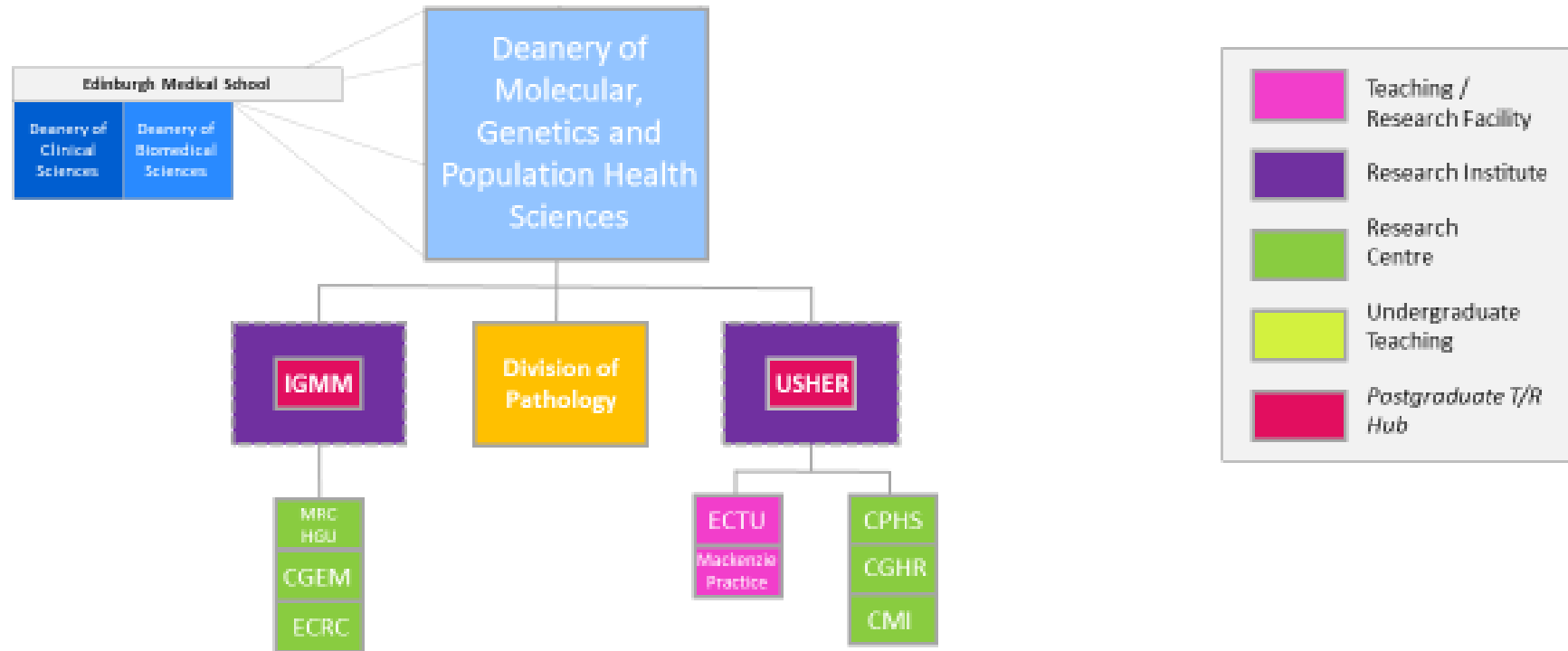


21/03/17

version 8: see final slide for glossary of abbreviations



Deanery of Molecular, Genetics and Population Health Sciences



Explanation of Abbreviations

BMTO	Biomedical Teaching Organisation	Dr Phil Larkman	CRM	Centre for Regenerative Medicine	Prof Stuart Forbes
CCBS	Centre for Clinical Brain Sciences	Prof Siddharthan Chandran	ECRC	Edinburgh Cancer Research Centre	Prof Margaret Frame /David Cameron
CCNS	Centre for Discovery Brain Sciences	tbc	ECTU	Edinburgh Clinical Trials Unit	Prof John Norrie
CCVS	Centre for Cardiovascular Sciences	Prof Brian Walker	EDI	Edinburgh Dental Institute	Prof Angus Walls
CGEM	Centre for Genomic and Experimental Medicine	Prof Tim Aitman	EN	Edinburgh Neuroscience	Prof Siddharthan Chandran
CGHR	Centre for Global Health Research	Prof Harry Campbell/ Igor Rudan	GAAFS	Global Academy of Agriculture and Food Security	Prof Geoff Simm
CME	Centre for Medical Education	tbc	IRR	Institute of Regeneration and Repair	Prof Stuart Forbes
CMI	Centre for Medical Informatics	Prof Aziz Sheikh / Dava Robertson	MRC HGU	MRC Human Genetics Unit	Prof Wendy Bickmore
CPHS	Centre for Population Health Sciences	Prof David Weller	RI	Roslin Institute	Prof Bruce Whitelaw (to Sept 2017)
CRF	Clinical Research Facility	Prof David Newby	UIPHSI	Usher Institute of Population Health Sciences and Informatics	Prof Andrew Morris
CRH	Centre for Reproductive Health	Prof Jeff Pollard	VTO	Veterinary Teaching Organisation	Prof Susan Rhind
CRIC	Clinical Research Imaging Centre	D Newby/ J Wardlaw / E vd BEEK			

14/05/15

version 7: see final slide for glossary of abbreviations

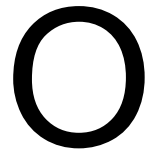


MVM College of Medicine and Veterinary Medicine

Level 4	Level 5	Level 6
S33 Deanery of Clinical Sciences	D613 Centre for Inflammation Research	SU195 Nephrology
		SU613 Centre for Inflammation Research
		SU215 Respiratory Medicine
	D630 Centre for Regenerative Medicine	SU630 Centre for Regenerative Medicine
	D619 Centre for Clinical Brain Sciences	SU619 Centre for Clinical Brain Sciences
		SU214 Psychiatry
		SU217 Clinical Neurosciences
		SU218 Neuroimaging Sciences
Level 4	Level 5	Level 6
S32 Deanery of Biomedical Sciences	D722 Deanery of Biomedical Sciences	SU722 Deanery of Biomedical Sciences
	D610 Centre for Integrative Physiology	SU610 Centre for Integrative Physiology
	D633 Centre for Neuroregeneration	SU633 Centre for Neuroregeneration
	D627 Division of Infection and Pathway Medicine	SU627 Division of Infection and Pathway Medicine
	D628 Biomedical Sciences Teaching Organisation	SU628 Biomedical Sciences Teaching Organisation
	D629 Centre for Cognitive and Neural Systems	SU629 Centre for Cognitive and Neural Systems
	D176 Infectious Diseases	SU176 Infectious Diseases
	D634 Centre for Cardiovascular Science (BMS)	SU634 Centre for Cardiovascular Science (BMS)

Notes:

1. No change proposed to S33 at any level
2. Within S32 at level 5 D610;633 and 629 become Centre for Discovery Brain Sciences; at Level 4 SU610, 633 and 629 also become Centre for Discovery Brain Sciences



CENTRAL MANAGEMENT GROUP

11 APRIL 2017

UK Scholarly Communications Licence (UK-SCL)

Description of paper

1. This paper sets out the benefits to the University of adopting the UK Scholarly Communications Licence, which provides a new licencing model between the University and publishers for research papers. This model was originally pioneered by Harvard in the USA and Imperial in the UK and allows the University to retain more rights over its research outputs.

Action Requested/Recommendations

2. CMG is asked to approve the University's adoption of the UK Scholarly Communications Licence.

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

Risk Management

16. Adoption of the licence will simplify the process of dealing with REF, RCUK and European open access funder requirements. It is intended that our adoption would be in line with adoption in other universities, providing an element of safety in numbers. However, it is not clear at this stage how the publishers will react. Therefore, the UK Scholarly Communications Steering Group will be consulting with a number of publishers on behalf of the sector.

17. The Steering Group has taken extensive legal advice in the preparation of this licence.

Paragraphs 18 - 20 have been removed as exempt from release due to FOI.

Consultation

21. The proposal has been discussed by the Open Access Advisory Group and approved by Research Policy Group.

22. The University's legal team has considered the licence and is fully supportive of the University's adoption thereof.

Further information

23. Author

Dominic Tate
Head of Library and Research Support
2nd April 2017

Presenter

Gavin McLachlan
CIO and Librarian to the University

Freedom of Information

24. Due to commercial sensitivities, this is a closed paper.



CENTRAL MANAGEMENT GROUP

11 April 2017

Proposal to establish a Chair of Food and Environmental Security

Description of paper

1. This paper outlines the case for the establishment of a Chair of Food and Environmental Security to be based within the Global Academy of Agriculture and Food Security.

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 seek approval to establish a Chair of Food and Environmental Security. This position recognises the School's (including the Roslin Institute) significant contributions to tackling global issues around One Health and Food and Environment Security. The School was ranked number 1 in terms of research power in these disciplines in the most recent REF exercise and is developing a global academy for agriculture and food security. This Chair position sits within the global academy, providing world-leading education, training, research, innovation and consulting, in support of global food and environmental security, sustainable rural development and animal and human wellbeing.

5. The Chair holder is expected to be a leader in Environmental and Food Security to support the establishment of the academy to deliver global impact on the greatest challenges facing humanity. They will act as Deputy Director of the academy and support the development of its infrastructure and appointment of new academic and research staff. They will strategically contribute to and lead educational and research programmes within the academy and act as an ambassador, raising its profile on an international level. The Chair will also develop independent research programmes within the broad area of Food Security and Agricultural Sciences.

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 the Royal (Dick) School of Veterinary Studies.

Further information

11. Author and Presenter

Professor David Argyle

Head of School

Royal (Dick) School of Veterinary Studies

Freedom of Information

12. This paper can be included in open business.



CENTRAL MANAGEMENT GROUP

11 April 2017

Digital Preservation Policy

Description of paper

1. This paper sets out the policy and direction of the University's approach to managing and preserving digital records that it aims to retain on a long term basis as a corporate memory and archive.

Action requested/Recommendation

2. CMG is asked to note that the Knowledge Strategy Committee approved the Digital Preservation Policy as part of the University's suite of policies on compliance, risk and asset management.

3. This would recognise the importance of preserving the University's digital records in parallel with its previous paper based records to support ongoing business and decision making as well as providing unique resources for research, learning and teaching.

Background and context

4. Digital Preservation work that is being driven and undertaken by Library and University Collections is fulfilling an identified core University business need within Court and Senate for ongoing easy access to born digital records. This need extends further to records within Schools and Departments as well as research output so that the original content is preserved and made available for ongoing use, whether this is for university business or research, learning and teaching. These digital records fit the requirement for the University to have dynamic, unique resources that provide students and staff with a rich Edinburgh experience that can only be gained at and from this University.

5. This policy provides the framework for the University to meet the strategic change programme through reacting to need and working towards a service based culture in terms of providing access to unique digital materials. The work being done on the development of an accessible digital archive is leading the field internationally through practical, real management of digital resources aligned to current international standards and best practice.

6. Work is currently in progress on linking sustainable, open source technical solutions for preservation, storage and access to digital records. This is something that as yet hasn't widely been achieved in Europe. This will provide an end to end preservation solution from point of acquisition to point of access.

7. The work and progress the University of Edinburgh has achieved to date has given it a strong international profile in the academic, cultural and heritage sectors as well as amongst major developers and organisations in this area.

Discussion

The University's assets

8. The University produces predominately born digital records on a daily basis which are used in current business. Some of these records will need to be retained on a long term basis and will also be resources for ground-breaking research.

Issue: The loss of records

9. It is known that many records created digitally from previous decades have become inaccessible due to corruption, loss or the obsolescence of technology on which to access and interpret them.

Requirement and legal issues

10. The need for these records to be kept can vary from compliance with legislation, to a matter of the university's record of impact on the world, to enable provision of rich research resources for our students. Digital Preservation is more than a matter of saving records on a shared drive or taking a backup. Digital records require continual management and maintenance to ensure their enduring authenticity, integrity, authority, accessibility and usability.

Sustainability and Continuity

11. While there are proprietary systems with varying preservation capabilities, issues arise around their scalability, interoperability, suitability and dependence on particular technical platforms. To overcome this issue, which often incurs high cost, Library and University collections has been collaborating internationally to adopt open source (license independent and accessible) technology and standards to achieve a firmer basis for transferability, sustainability and continuity.

What the Policy achieves

12. This policy aims to be a foundation and framework for an ongoing embedded digital preservation programme as part of the support services that Library and University Collections offers the wider university. It is embedded in this part of the university because the focus is the long term asset management of an archive. As the paper based collections of the university have previously and continue to be managed by the Archives team digital records need to be managed in the same manner adhering to preservation principles and best practice. Being within Information Services provides the right technical support and service to enable this to become standard process and practice.

13. The policy is a statement of approach to Digital Preservation within the University.

Resource implications

14. A business case has been made for continued resourcing for joint developmental work between the Digital Preservation Curator and a Developer in the Library and Digital Development team. This work is being supported through further consultation with EDINA, Research Data Management, and engagement with external institutions such as the University of Michigan, Massachusetts Institute of Technology, Texas A&M University, University of York, and the Digital Preservation Coalition.

15. The digital preservation work has also received an Innovation Fund Grant of £11,000 to progress work through the acquisition of virtual machines, storage and key

software development of the chosen open source solution (Archivematica). This provides hardware provision for approximately 2 years. The software is free.

Risk Management

Compliance

16. Without continued management of digital records beyond their active life the University risks non-compliance with legislation such as Freedom of Information, Data Protection and regulations for retention of research data from grant giving bodies.

Reputation

17. Without retention of its digital records the university will have no evidence of its decision making and the work it carries out. This can lead to loss of confidence by potential students, researchers, government and funders of its activities.

Research

18. Digital Preservation would support and enable research activities rather than pose a risk for the university.

Education and Student Experience

19. Little risk again, but major support of a unique experience that can't be provided by any other institution.

Knowledge Exchange

20. Little risk again, as Digital Preservation allows for better management and sharing of data, allowing for greater knowledge exchange and collaboration.

International Development

21. Little risk again, as current international collaboration is growing the University's reputation abroad as a UK leader in this field.

Equality & Diversity

22. An Equality Impact Assessment has been conducted and approved by the Disability Information Officer (IS) and the Student Disability Service. The EqIA has been published and is available online

(http://www.docs.csg.ed.ac.uk/EqualityDiversity/EIA/Digital_Preservation_Policy%28Information_Services%29.pdf).

Next steps/implications

23. The policy has been approved by Library Committee and Knowledge Strategy Committee and is forwarded to CMG for noting.

Consultation

24. Library and University Collections Senior Management team, the Library Committee and Knowledge Strategy Committee reviewed and commented on this policy.

Further information25. Authors

Jeremy Upton
Director, Library and University Collections

Rachel Hosker, Archives Manager
Library and University Collections

Kirsty Lee, Digital Preservation Curator
Library and University Collections
24 February 2017

Freedom of Information

26. This paper is open.



Digital Preservation Policy

1. Introduction

The University's core mission, as stated in the University Strategic Plan 2012-2016, is the "creation, dissemination and curation of knowledge". Digital preservation ensures the long term curation of electronic knowledge and it is the University's legislative and cultural responsibility to address this in relation to its own archive. To help deliver this responsibility, Library and University Collections (L&UC) has been given a remit to preserve, promote and provide access to the University's corporate memory, historic and cultural collections in digital format (alongside its responsibility to preserve the printed and written record). By doing so L&UC can provide resources suitable for a diverse community of disciplines to support teaching, learning, research and engagement activities of the University.

Such resources are increasingly being created in digital form and have a high risk of becoming obsolete, lost, corrupt and unreadable if not properly managed and preserved. In order to counter these risks it is necessary for the University to be proactive in the management of its digital assets. This policy should be read in conjunction with the Collections Management Policy, which was approved in June 2015 by University Court.

2. Purpose

This policy outlines how the University intends to manage, preserve and make accessible digital records selected for long-term preservation because of their enduring cultural, historical, informational or evidential value in a manner that retains the records' authenticity, integrity, usability and reliability. The aim is to do this within a Digital Strong Room (DSR).

3. Scope

3.1. Digital records are typically either:

- 'Born digital', where the record was created using software and hardware, and saved in digital format.
- 'Made digital', where the record was created in a physical, tangible form and has subsequently been recreated, through scanning or photographic techniques, as a digital object.

3.2. The preservation process spans the full lifecycle of a digital record, from the point of creation through ongoing custodianship within the DSR. This policy specifically covers digital records, which are within the scope of section 2, appendix G of the Collections Management Policy, and which will be preserved within the DSR:

- Born-digital records created in the course of the University conducting its business, which hold corporate memory and have been selected for long term preservation.
- Born-digital and made-digital records, created outside the University and accessioned into L&UC via external acquisition, such as donation or purchase.



- Made-digital surrogates, of physical objects, created by the University for the purposes of:
 - Preservation, where the physical original is subject to decay or technological obsolescence.
 - Access, to broaden its audience and widen research potential.
 - Outreach/Advocacy, to promote the University and its heritage collections.

3.3. Digital formats and media

- The University will accept digital records in most file formats (such as text, graphic, image, video, audio, database, website and email) and will apply standard archival appraisal criteria, codes of practice and best practice to determine suitability for preservation.
- The policy does not apply to the content or subject matter of a record or collection of records. The Library Collection Management Policy, Retention Schedules (as determined by Records Management), Appraisal Criteria and standard codes of practice will be referred to when determining if the collection complements the University's existing holdings.
- The University will accept digital records held on physical media (such as CD Rom, floppy disc, external Hard Disc Drive, USB flash drives), but, depending on condition and age, cannot guarantee that their contents can be fully extracted. (*See Selection and Appraisal, section 6.1*)

3.4. Out of scope

- Records produced in the course of university that are ephemeral in nature and content, and which have not been assigned an 'archive' retention status by either Records Management or the person within the school/unit responsible for the management of their university records.
- Non-archival research records, which are not required to be retained longer than the prescribed preservation term by a funding body, or that which do not satisfy requirements for long term preservation as covered within the scope of section 2, appendix G of the Collections Management Policy.

3.5. Ascertainment of the archival nature of digital records can be sought through advice and guidance from the Archive team within the Centre for Research Collections.

4. Context

This policy links with other related policies and strategies within the University of Edinburgh.

- Research Data Management policy (<http://edin.ac/10jtRmV>)
- Research Publications policy (<http://edin.ac/1BqDzqB>)
- Records Management policy framework (<http://edin.ac/1xKPdub>)
- Information Security policy (<http://edin.ac/1xKPgpO>)
- Data Protection policy (<http://edin.ac/1hh5POo>)
- University Library Collections policy (<http://edin.ac/1BqDN19>)



- University Collection Management policy (<http://edin.ac/1PK7MZ6>)
- Preservation policy (DataShare) (<http://edin.ac/1bSBELo>)

Related policies and strategies:

- Library and University Collections – Visions, Values, Strategic Goals and Key Performance Areas, 2013-2017
- University Collections Strategic Plan 2009 – 2015
- Equality and Diversity strategy

5. Principles

- The University Archive and Records Management will maintain a close relationship and work together on providing consistent and relevant guidance to record creators on short term and long term preservation of digital records created in the course of university business.
- Record creators, both internal to the University and external, are encouraged to be mindful of the preservation of digital content at the point of its creation. This is to ensure that records, deemed sufficient in value to be preserved for the long term, are created in a manner that will facilitate their preservation.
 - For staff, advice and guidance on best practice for the creation, management and disposition of current and semi current records is provided by from the Records Management team.
 - For external donors, advice and guidance on best practice for submission of digital archives can be sought from the Archive team, within the Centre for Research Collections.
- The University will take all reasonable measures to ensure digital objects managed and preserved within the DSR are, and remain, trustworthy and accessible.
 - **Authenticity**
The University will carry out regular audits to ensure that digital records within the DSR have not been subjected to unauthorised or accidental alteration, corruption or loss.
 - **Integrity**
The University will maintain a thorough audit trail of actions and activities that have been carried out through the lifecycle of a digital record.
 - **Provenance**
The University will ensure that ‘chain of custody’ for the records held within the DSR is maintained through the capture and preservation of appropriate descriptive metadata.
 - **Reliability**
All archival processes and procedures undertaken to preserve digital records will be fully documented and subject to external audit, in line with current international standards and best practice, to ensure the University can establish and communicate to its users the trustworthiness of the DSR.
 - **Usability**
The University will preserve digital records held within the DSR in line with best



practice and provide sufficient metadata to allow the records to be located, retrieved and interpreted.

- The University will provide public access to its digital collections, unless subject to restrictions imposed by legislation, contractual obligations imposed by a donor/depositor or technological issues that limit accessibility. (*See Rights Management, section 6.5*)
- The University will follow international standards and established best practice in all its Digital Preservation actions and activities. (*See Standards, section 7*)
- All preservation processes will be transparent and auditable.
- The University recognises that the preservation of digital content is an active process that requires sustainable management and resources.

6. Policy requirements

6.1. Selection and appraisal

Selection of digital records to be managed and preserved within the DSR will be carried out in line with section 2, *Themes and priorities for future collecting*, appendix G of the Collections Management policy. Appraisal of digital records, in line with section 3, *Themes and priorities for appraisal and disposal*, appendix G of the Collections Management policy, will be carried out through adopting best practice procedures and the use of industry standard applications.

6.2. Accessioning

At the point of accession it is important that digital records are properly screened and documented to ensure the 'chain of custody' is maintained, the records retain their authenticity and the preservation process begins with good quality data and metadata. To achieve this objective the University will:

- quarantine records prior to accession into the DSR and conduct thorough anti-virus checks to ensure they pose no threat to the integrity of other records within the DSR or the university network.
- identify, characterise and validate file formats.
- gather appropriate descriptive, administrative and preservation metadata.
- conduct fixity checks to ensure the authenticity of accessioned records.
- generate a 'preservation' and 'access' copy of the original.

6.3. Preservation strategy

With reference to the Collections Care and Conservation Policy, policy 2 of the Collections Management Policy, the University will adopt the most appropriate strategy deemed suitable for the preservation of its digital records. In all cases the University will preserve the original bitstream as well as any other manifestations created as a bi-product of the preservation process. In order to adopt such strategies L&UC will develop appropriate workflows for preservation planning and a technological infrastructure to manage the ingest, preservation process, storage, back up and accessibility of its digital collections.

6.3.1. Preservation planning

Preservation planning is at the core of content preservation. Its role is to monitor the technological, financial, legislative and institutional environment and mitigate the risks of



change to the accessibility of digital records. The University will carry out preservation planning under the following areas:

- **Risk assessment**
The L&UC will perform regular risk analysis on the digital records it holds to determine the type and level of preservation action required.
- **Technology watch**
The University will continually monitor the technological landscape both internally and externally to identify where changes or developments may impact upon its digital records, the type and level of impact and recommend appropriate actions.
- **Impact assessment**
In response to outcomes from the risk assessment and technology watch the University will prioritise actions it needs to take and implement changes accordingly.

6.4. Access and use

With reference to the Collections Access and Loans Policy, policy 3 of the Collections Management Policy, the online archive catalogue will be the entry point for access to digital records held within the DSR. The catalogue will be open to the public, without requirements for user authentication.

- 6.4.1. **Open access** – Where access can be granted fully to digital records the user will be able to view them online, through a browser, via the archive catalogue provided the user either has access to an internet connection or access to the university network.
- 6.4.2. **University staff only** – There may be a requirement, in some cases, to restrict access to some digital records to internal users only. In this instance only users with the appropriate level of access will be able to view those digital records.
- 6.4.3. **Partially closed access** - Some digital records described within the catalogue may be subject to rights management restrictions (*see Rights Management section 6.5*) and may therefore have limited access. Access to such records will be purely onsite, within the Centre for Research Collections.
- 6.4.4. **Closed** – Where digital records have to remain closed for reasons described within the Rights Management section 6.5 there will be no access (either online or onsite) to both the catalogue record and the accompanying digital record.

6.5. Rights management

With reference to the Collections Access and Loans Policy, policy 3 of the Collections Management Policy, it is likely that certain rights and access conditions will apply to digital records held in the DSR. The university will adopt open metadata standards, such as PREMIS, METS and Dublin Core, to express the rights status of a record or collection within the catalogue record. This may result in restrictions to the accessibility of some records. Such restrictions typically relate to:

- The presence of sensitive or personal data, which restricts access under Data Protection legislation.
- Where the records are subject to Copyright legislation.



- Contractual obligations made by the donor/depositor of digital collections at the point of acquisition.
- Where an access copy cannot be made due to current technological limitations.

Where possible the University will adopt the Creative Commons licensing scheme and encourage its donors of digital collections to do likewise to make records more openly accessible to users.

6.6.Storage, duplication and backup

- The University will hold multiple copies of digital records through its routine backup procedures, with one copy located in remote storage geographically dispersed from other backup copies.
- Digital records acquired by the University, which are stored on removable or other physical media, will be transferred from their physical carrier onto secure, server-based storage by archive staff based within the CRC using industry standard applications at the point of accession.

6.7.Security management

- The Digital Strong Room will be managed in accordance with the University's Security Policy in order to protect its assets from unauthorised access and protect the confidentiality and integrity of its digital records.

7. Legal constraints, and professional standards

The University will ensure compliance with all relevant legislation as outlined within the Collections Information Policy, policy 1 of the Collections Management Policy, and will adopt key professional industry standards in its approach to Digital Preservation. Standards enable the University to define its Digital Preservation requirements, processes and workflows and to thereafter benchmark its success against established best practice. The most relevant industry standards applicable are (but not limited to):

- Space data and information transfer systems - Open Archival Information System reference model (ISO 14721:2012)
- Space data and information transfer systems – Producer-Archive Interface Methodology Abstract standard (ISO 20652:2006)
- Information and documentation – Records management – Part 1: General (ISO 15489-1:2001)
- Space data and information transfer systems – Audit and certification of trustworthy digital repositories (ISO 16363:2012)
- International Standard for Archival Description (General) (ISAD(G))
- Preservation Metadata Implementation Strategies (PREMIS)
- Metadata Encoding and Transmission Standard (METS)

8. Roles and responsibilities

The implementation and management of Digital Preservation activities will require expertise from within the university as well as potentially from external sources. The University will endeavour to



ensure that sufficient resources are available to enable the L&UC to carry out its Digital Preservation mandate to the highest industry standard.

Detailed roles and responsibilities will be developed as part of the DSR project.

9. Skills and training

L&UC will ensure its Digital Preservation activities are carried out by trained staff and will provide training opportunities for staff to develop and enhance their Digital Preservation skills.

L&UC will actively raise awareness of Digital Preservation issues and approaches across the University and will provide training, where appropriate.

10. Communication

The policy is intended to inform a wide audience including but not limited to:

- Record creators within the University
- Donors and potential donors of digital records to the university
- Users of the Centre for Research Collections
- The wider archival, library and Digital Preservation community

The policy will be communicated to stakeholders publically via the university website, www.ed.ac.uk, and through other available communication channels, such as internal and external newsletters and publications, and social media platforms.

11. Audit and certification

The University will pursue appropriate accreditation and certification relevant to its Digital Preservation activities in line with other university collections based accreditation, either worked on or achieved. The European Framework for Trusted Digital Repositories, which has a three-tiered, peer reviewed approach to accreditation, will be adopted and followed by the University. By undertaking externally reviewed audits and achieving internationally recognised status as a 'trusted digital repository', users can be assured that the University has fully adopted industry standards to manage its digital collections within a trustworthy environment.

12. Policy review

This policy will be reviewed on a periodic basis as circumstances within the University and the Centre for Research Collections changes. This review period will be at least every two years, depending on the rate of technological change and how this impacts on the policy, and will be conducted in conjunction with senior management within the Library and other stakeholders.

13. Glossary

Accessioning	The process of taking custodianship of a digital record or collection of records for the purposes of long term preservation and access.
Bitstream preservation	A preservation strategy that involves management of the original manifestation of a digital record. It ensures that the original retains its



	authenticity and is maintained in a secure environment with appropriate security and back up.
Chain of custody	A system of controls that extends over the lifecycle of the digital record to ensure trustworthiness of its provenance.
Content preservation	A preservation strategy that ensures the continued accessibility of digital objects over their lifetime to mitigate the effect of technological obsolescence. It involves active intervention, and format migration, to ensure accessibility and readability of digital records.
Digital object	An individual digital component that either singly, or collectively with other digital objects, forms a digital record.
Digital record	Information in an electronic format that demonstrates evidence of an action or activity.
File characterisation	The process whereby information about the digital record, such as format and version, is identified and extracted in the form of metadata.
File validation	The process whereby digital records can be checked to establish if their format conforms to standard specifications.
Ingest	The process of moving digital records from the record creator and into a Digital Preservation repository system.
Manifestation	A digital derivative or copy of an original bitstream object.
Metadata	The literal definition is 'data about data', and is classified as either descriptive, administrative or structural and which in some way will enable the continued management, preservation and access to digital records.
Technology watch	The process whereby the technological landscape is monitored to assess the likely impact any changes may have on the preservation and accessibility of digital records.



CENTRAL MANAGEMENT GROUP

11 April 2017

Principal's Strategy Group

Committee Name

1. Principal's Strategy Group (PSG).

Date of Meeting

2. 20 February 2017.

Action Required

3. Provided for information.

Key points

4. Among the items discussed were:

a) Student Disability Review

Vice-Principal Norman summarised the progress of the Review of Student Disability Services for PSG as the Review approaches its final report and recommendations stage.

b) Graduate Level Apprenticeships Scheme

The Group discussed the opportunities for the University that may come from taking part in the Graduate Level Apprenticeships scheme and agreed that Vice-Principal Norman should continue to investigate the options with support from within the University Secretary's Group.

c) Financial Benchmarking

The Director of Finance, Mr Phil McNaull, updated PSG on the latest Russell Group financial benchmarking material.

d) Research Led Learning and Teaching

Assistant Principal Cunningham-Burley led a discussion on defining Research Led Learning and Teaching at Edinburgh.

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
22 March 2017

Freedom of Information

8. Open Paper