THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP
Raeburn Room, Old College
31 October 2017, 10 am

AGENDA

1   Minute   **A**
To *approve* the minute of the previous meeting held on 26 September
2017.

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

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

SUBSTANTIVE ITEMS

4   Public Engagement Strategy
To *consider and approve* the strategy by Assistant Principal Community   **B**
Relations

5   Widening Participation Strategy   **C**
To *consider and approve* the strategy by the Head of Widening
Participation

6   Modern Slavery Statement   **D**
To *consider and endorse* a paper by the Head of SRS Programmes.

7   Sustainable Development Goals Accord   **E**
To *consider and approve* a paper by the Head of SRS Programmes.

8   Strategic Plan 2016 Performance Measurement Framework   **F**
To receive an *update* from the Deputy Secretary Strategic Planning.

9   Strategic Plan 2012:16: Final KPI update   **G**
To receive an *update* from the Deputy Secretary Strategic Planning.

10   Finance Director's Report   **H**
To *consider and comment* on updates by the Director of Finance

11   People Report   **I**
To *consider and comment* on updates by the Director of Human
Resources.

12   Living Wage Employer Accreditation   **J**
To *consider and endorse* the paper by the Director of Human
Resources.

13 Youth and Student Employment Strategy   **K**
To *consider and endorse* the paper by the Director of Human
Resources.

14 University Support for the Council for At-Risk Academics (CARA)   **L**
To *consider and note* the paper by the Vice Principal International.

15 Lecture Capture   **M**
To *consider and note* the report by the Chief Information Office

16 Information Security Framework   **N**
To *consider and endorse* the report by the Chief Information Office

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

ITEMS FOR NOTING OR FORMAL APPROVAL

18   Creation of new Chairs and renaming of existing Chairs   **O**
To *approve*.

19   Fee Strategy Group   **P**
To *approve*.

20   Date of next meeting
16 January 2018 at 10 am in the Raeburn Room, Old College

21   CMG Communications   **Verbal**
To note the key messages to be communicated.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

26 September 2017

[Draft] Minute

Present:
Senior Vice-Principal Professor Charlie Jeffery (Convener)
Vice-Principal Professor Jane Norman
Vice-Principal Professor Dorothy Miell
Vice-Principal Professor David Robertson
Vice-Principal Mr Chris Cox
Vice-Principal Professor Jonathan Seckl
Ms Sarah Smith, University Secretary
Mr Hugh Edmiston, Director of Corporate Services
Mr Gavin McLachlan, Chief Information Officer
Mr Phil McNaull, Director of Finance
Ms Zoe Lewandowski, Director of Human Resources
Mr Gary Jebb, Director of Estates
Ms Leigh Chalmers, Director of Legal Services
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 Jeremy Robbins, Head of School of Literatures, Languages & Cultures
Dr Catherine Elliott, on behalf of Vice-Principal Professor Sir John Savill
Mr Rob Tomlinson, Acting Director of Communications and Marketing

In attendance:
Mr Dave Gorman, Director of Social Responsibility & Sustainability (for item 3)
Professor Alan Murray, Assistant Principal Academic Support (for items 4&5)
Dr Rena Gertz, Data Protection Officer (for item 6)
Ms Elisa Chirico (observer)
Ms Kirstie Graham, Deputy Head of Court Services

Apologies:
The Principal
Vice-Principal Professor James Smith
Professor David Gray, Head of School of Biological Sciences

1   Minute   Paper A

The Minute of the meeting held on 29 August 2017 was approved.

2   Principal's Communications

Senior Vice-Principal Professor Charlie Jeffery, on behalf of the Principal, reported on the following: continued strong demand from RUK and International UG admissions, Scottish domiciled demand less strong but balanced by increased applications and conversion from MD20; EU applications remain strong against the sector, particularly EU PGT,

showing the benefit of significant Brexit mitigation activity; the announced Brexit transition period should provide more welcome stability, however there remained external uncertainty including the ongoing fees debate.

SUBSTANTIVE ITEMS

3	**Social Responsibility and Sustainability Strategy 2010-20 Review**	**Paper B**

Mr Dave Gorman, Director of Social Responsibility and Sustainability spoke to his paper which summarised progress on the review of the University's Social Responsibility and Sustainability (SRS) strategy 2010-20 with the aim of publishing a revised strategy in 2018.

The focus was on linking the SRS strategy to the University's strategic objectives, with clear indicators of success, drawing together a range of strands into an overarching narrative, integrating existing activity where possible, building awareness and support across the University and building links to our wider community.

Members welcomed the breadth and links to University priorities and felt the links to existing policies such as modern slavery and sustainable procurement could be made more explicit. The links to the community engagement strategy and the City Deal could also be further developed. It was agreed that this would be discussed further at SRS Committee before progressing to Policy and Resources Committee and Court.

4	**Optimising Personal Tutor Support – A New Approach**	**Paper C**

Dr Alan Murray, Assistant Principal Academic Support spoke to his paper. Responses to the National Student Survey had highlighted the variability of students' perception of Personal Tutor (PT) support and as this is a key driver for 'academic support' metrics, it was appropriate to focus on the PT role, function and performance in parallel with examination of the functioning of Student Support Teams. The PT system has shown that it can work well so the focus is on building on existing successful practice. In order to do this, it was proposed to use the University's Making Transitions Personal framework, which aims to help students to move smoothly from high school, into and through their years at University, as the platform for a set of questions to encourage reflection on the support provided by individual PTs. This would provide qualitative data as formative feedback, initially to PTs and in due course to Heads of Schools.

Whilst there was broad support, it was agreed there needed to be greater reflection on the PT role as a whole, the relationship to other student support services and also the practicality of the operational requirements of the proposal. A small group would reflect on these concerns to further refine the proposal to include: Assistant Principal Academic Support,

Deputy Secretary Student Experience, Director of Student Systems and a Head of School.

5	**Course Enhancement Questionnaire –Question Set**	**Paper D**

CMG considered and approved the recommendations in the paper: to not re-instate the staff free text question; and to not include a student engagement question in the core question set, but to make this available in the bank of additional questions and pilot with a number of Schools.

6	**General Data Protection Regulation *(GDPR)* Update**	**Paper I**

In January 2016, CMG had received an early paper on the implications of the then draft General Data Protection Regulation (GDPR). The GDPR will come into force on 25 May 2018 and one of its requirements is a named Data Protection Officer reporting to senior management. The University had appointed Dr Rena Gertz, who spoke to her paper giving an overview of the planned implementation approach.

Members noted the breadth of the legislation, the challenges of implementation across a large devolved organisation and the potentially substantial financial penalties for a breach. It was agreed that the paper set out a helpful and pragmatic way forward and that communication and buy-in across the University were essential. There would be further work on developing a programme plan with clear milestones and this would return to CMG for further consideration and support in due course.

7	**Undergraduate Intake Strategy – 2018-19**	**Paper E**

CMG considered and endorsed the planning assumptions and targets as set out in the paper for SEU and RUK non-controlled UG intake and the expectation of SIMD20 entrants as part of our progress towards delivering the Commission on Widening Access (CoWA) SIMD20 widening participation target. CMG also approved engagement with clearing during the 2018-19 undergraduate UCAS cycle. Members noted the challenges in meeting the widening participation target and in ensuring appropriate support was provided for students recruited through clearing as part of widening participation.

8	**Planning Round Context and Timetable**	**Paper F**

The Deputy Secretary Strategic Planning noted the proposed timetable was in line with the previous two cycles. It was necessary to be able to identify all income and expenditure (revenue and capital) associated with City Deal from both pre-existing provision and activities as well as new provision and activities and work was ongoing on this.

In discussion, the importance of greater clarity and transparency in the model was agreed and there was consideration of the development of the Transparent Model Template and Service Expectation Statements. It

was noted that the proposed approach for this year was a continuous refinement to the previous processes rather than a radical change and CMG agreed to endorse the approach, subject to the final guidance being agreed by the Deputy Secretary Strategic Planning and budget holders prior to circulation.

9	**Finance Director's Report**	**Paper G**

CMG considered and discussed the report from the Director of Finance which included a headline summary and brief analytical review of the draft University Group financial results for the year ending 31 July 2017. This showed a very positive result which should support reinvestment in University priority areas.

As part of this report, CMG approved a new University Expenses Policy, including travel, accommodation, subsistence and other expenses, whilst noting further work was required before the elements relating to the travel provider Key Travel could be fully implemented, and this would be communicated with the new Policy. CMG also approved a finance template to be used for committee papers where there would be a significant financial impact on University resource (revenue and capital).

10	**Holiday Pay and Non-Contractual Overtime**	**Paper H**

CMG considered and approved the approach to ensuring employees receive holiday pay which takes into account voluntarily worked overtime, as set out in the paper.

11	**Internal Audit Status Report**	**Paper J**

CMG noted that the Audit & Risk Committee had reviewed an in depth update of progress against the Internal Audit Annual Plan and considered this summary progress report, noting Internal Audit will be undertaking compliance reviews for UKVI compliance across the University in 2017/18.

12	**Health and Safety Quarter 4 Report**	**Paper K**

CMG noted a summary of health and safety related incidents that took place during the period 1 June 2017 to 31 August 2017, as well as relevant health and safety issues and developments.

ITEMS FOR NOTING OR FORMAL APPROVAL

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

The report was noted.

14   Date of next meeting

Tuesday, 31 October 2017 at 10 am in the Raeburn Room, Old College

15   CMG Communications

The key messages arising from the meeting to be communicated more broadly were noted.

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

31 October 2017

Strategy for Engaging the Public with Research

Description of paper

1.   This paper sets out a strategy for engaging the wider public with research. It is based on a draft strategy developed by former Vice-Principal Mary Bownes in collaboration with key stakeholders across the University and beyond (namely: the Beltane Public Engagement Network; senior public engagement staff within each of the Colleges; IS; the Assistant Principal Community Relations; a Chancellor's Fellow with expertise in public engagement from CSE; and a representative from National Museums Scotland). This draft has now been updated to ensure that it better articulates with, and adds value to, other engagement strategies and activities (including the Community Engagement Strategy, approved in May 2016 and now in the process of implementation). The draft strategy was discussed at the meeting of the Social Responsibility and Sustainability Committee (31 August 2017) and at a subsequent meeting between the Assistant Principal Community Relations and the Vice-Principal Planning, Resources and Research Policy. The updated Public Engagement Strategy is attached at Appendix 1.

Action requested/Recommendation

2.   The Committee is invited to discuss the paper and approve the strategy.

Background and context

3.   The re-shaping of the funding landscape for higher education in the UK is creating new drivers for Universities to engage with their wider publics and seek more actively to contribute to economic, social and environmental prosperity in their locality and beyond.

4.   The Research Excellence Framework, in particular, has laid emphasis on the impact of research, with the Stern Review (2016) recommending that, in the next REF cycle, institutions be enabled to showcase interdisciplinary and collaborative impacts via institutional level impact case studies, and that the scope of impact is broadened to include public engagement and understanding, impacts on cultural life, as well as impacts on teaching. The significance of public engagement with research is now recognised by RCUK, and funding applications require a clear pathways to impact strategy. Indeed, compliance with instruments such as the RCUK Concordat for Engaging the Public with Research[1] is likely to be an important indicator of the quality of the research environment for REF purposes. New bespoke funding opportunities for public engagement are also emerging, such as the recent RCUK SEE-PER Call with a total funding pot of £700K [2], and the Natural Environment Research Council's call for projects to support stronger engagement between members of the public, environmental science and researchers[3].   Furthermore, in recognition of the importance of public engagement to research and education, the National

---

[1] http://www.rcuk.ac.uk/pe/Concordat/
[2] http://www.rcuk.ac.uk/media/news/170420/?mc_cid=3e14784c91&mc_eid=1e769a2c3c

[3] http://www.nerc.ac.uk/about/whatwedo/engage/public/

Coordinating Centre for Public Engagement has recently launched the 'Engage Watermark'[4] which recognises excellence in institutional support for public engagement.

5.   Over the past decade, the University of Edinburgh has been a leader in public engagement, with the strong partnerships built up with the other HEIs in Edinburgh through the auspices of the Beltane Beacon for Public Engagement (one of 6 funded by RCUK and the Wellcome Trust). The Beacons were established in 2008 to bridge the gap between researchers working at the cutting edge of science and the people that their research will affect.   The success of the Edinburgh Beltane Beacon is exemplified by the deployment of public engagement professionals in a number of Schools across the University, the large number of REF impact case studies which referenced public engagement as one their pathways to impact (circa 50 out of 227 case studies and worth around £4m per annum to the University over the current REF cycle); and a strong income stream of research monies and sponsorship (of some £1.5m) since the inception of Beltane. Importantly, public engagement with research is one way in which the University's strategic objectives in research leadership can be achieved by: helping our research discoveries to be used, [and] realising the social, cultural, health and wealth benefits of our research, beyond its direct value to global knowledge and other academic researchers[5]

Discussion
6.   *What added value will a Public Engagement Strategy bring?*
   i. Short-comings in current models of delivery
- Compliance with the RCUK Concordat for Engaging the Public with Research requires HEIs to develop a central University public engagement strategy, one which is seamlessly integrated into strategic planning and research support structures, and one which is predicated on strong and visible leadership within senior management. Recent reviews of support structures for researcher public engagement within the University of Edinburgh [6], indicate that our leadership position amongst HEIs is somewhat fragile, and is not likely to be sustainable over the longer term. Particular risks identified are as follows:
- Quality control is a key issue in a context where there is limited systematic evaluation of engagement. Further work is need to determine 'what works' in supporting high-quality and high-impact public engagement, including critical reflection on the purposes of public engagement, how different disciplines define and measure success and the implications of this for evaluating interdisciplinary interventions. Furthermore, feedback from public engagement professionals in the University has consistently raised the question of how public engagement activities can be evaluated robustly enough to be able to contribute to pathways to impact statements in research grant applications and REF Impact case studies.

---

[4] https://www.publicengagement.ac.uk/work-with-us/engage-watermark/engage-watermark-award-levels

[5] http://www.ed.ac.uk/governance-strategic-planning/strategic-planning/strategic-plan/strategic-objectives/leadership-in-research

[6] Three reviews have been undertaken: most recently by the AP Community Relations in assessing the future of the Beltane Network in the University of Edinburgh and in support of a bid to the SEE-PER call, completed July 2017; in 2015 as part of the entry requirements for the Biotechnology and Biological Sciences Research Council's Excellence with Impact Challenge, in which the University was 'runner-up'; and in 2012 for the purposes of the final report of the Edinburgh Beltane Beacon.

- There is limited coordination of effort across the University. Each College has a different approach to public engagement and has evolved a different strategy; there is a need for greater clarity regarding the level of central institutional support that is required to deliver key priorities (and to ensure that this support is delivered effectively and efficiently) and for better articulation to enable more agile responses to funding calls and engagement opportunities involving cross-College and inter-disciplinary research teams.
- Poor communication and lack of information (for both internal and external audiences) about engagement risks multiple requests from different parts of the University going to same 'publics', and confusion amongst potential publics as to where to locate relevant researchers and to find out about forthcoming events. Relatedly there are major overlaps in terms of the 'publics' and 'communities' with which the University engages, with a great deal of researcher-public engagement focused on the community and community groups and a need for clear articulation between the community engagement strategy and support for researcher public engagement.
- There are myriad Memoranda of Understanding (MOUs) with external institutions, some of which are not registered centrally nor monitored by the University and some of which overlap. There is a risk that MOUs become personal fiefdoms, narrowing inappropriately the nature of engagement and opportunities for other staff members to become involved.
- Whilst the Beltane Network hosts a community of practice for public engagement professionals, this does not cover all researchers involved in outreach work.
- Much engagement that is underway is dependent on the motivation and creativity of individual staff members, and this raises issues of sustainability, particularly where researcher engagement involves vulnerable groups or those with protected characteristics.

ii. How a public engagement strategy can address these shortcomings

The public engagement strategy is intended to bring greater articulation to extant activity (including the range of engagement strategies/activities which have now evolved across the university such as knowledge exchange; community and industry engagement), to ensure that PE is of highest, sustainable, quality. It will also drive a more tactical approach to interconnections with our wider publics and audiences for research, such that the reciprocal benefits from these interconnections can be maximised in terms of transformative impact for the public good, income generation, and institutional reputation.

Delivery of the strategy involves:
- A community of practice for researchers, to support deep learning around public engagement, highlight best practice and provide a context in which new inter-disciplinary synergies can emerge and flourish
- A communications strategy which maps extant activity, communicates it effectively internally and externally, and provides a portal for the various publics to 'in-reach' to the University;
- An operational team to: provide expert advice on pathways to impact and REF impact case studies predicated on PE; build and monitor strategic partnerships and curate opportunities for PE; evaluate the wider impact of PE activities and cascade the learning from this to Schools and Colleges.

- A portfolio of bespoke training for public engagement professionals and researchers at all levels
- Promoting, celebrating and incentivising PE with research by recognising such activity in workload allocation models, ensuring that it achieves its appropriate weighting in promotion criteria, and instigating prizes for PE.

iii. Links to other strategic imperatives

Whilst the public engagement strategy links overtly to research, it also has the potential to support other key strategic initiatives. These include: Widening Participation (researcher-schools engagement can support the raising of attainment and aspiration amongst young people from the most impoverished communities, with the implementation of the public engagement strategy enabling better understanding of where and how to deploy our rich research resources to maximum effect); the outreach and engagement activities of the Edinburgh Futures Institute (the AP Community Relations is a member of the new 'Studio' group tasked with implementing the EFI vision); catalysing deeper researcher engagement (through skills development) between the University, industry, public sector partners and localities in support of the delivery of the City Deal.

7. *Governance of public engagement*

The implementation of the public engagement strategy will be led by the AP Community Relations who reports directly to the Senior Vice Principal. A Strategic Coordinating Group will be formed comprising the directors of public engagement in each of the Colleges, together with an operational team to oversee the day to day delivery of the strategy. Progress in implementing the strategy will be reported to the SRS committee and the AP Community Relations will ensure alignment with the University's Research and KE and other strategic priorities.

8. *Critical success factors*

For the University's publics
- The University works with its wider publics to co-design, produce and communicate research which solves real life problems and is transformative
- External stakeholders know how to access research based information from the University, and find relevant researchers
- The wider public have access to information about events, public lectures and other engagement activities

For the University
- The University evolves stronger and clearer pathways to research impact, with increased success rates in funding applications
- Public engagement activities contribute to a range of institution-wide research impact case studies
- The public engagement operational team is a strategic resource to kick-start new inter-disciplinary research initiatives that have a public engagement component and to provide the training in support of a new cadre of researchers who can drive the deeper forms of engagement needed to deliver major projects

Resource implications

9.   The delivery of the strategy will require two posts: Public Engagement Coordinator (1 FTE); Public Engagement Manager (0.5 FTE). It is planned that the staff who currently lead the Beltane Network (both on fixed term contracts) will be transferred onto open-ended contracts to take forward the Public Engagement Strategy. A business case has been developed and is being shared with the Colleges. In September 2016, CSE committed to supporting the funding of the two Beltane posts on an open-ended basis; in January 2017, the Head of College MVM also committed to an open-ended contribution to the posts. Discussions are currently underway with the Head of College CAHSS.

Equality & Diversity

10. By maximising the impact of research and ensuring its accessibility, the public engagement strategy will enhance equality of opportunity and make a positive contribution to wider society.

Further information

11. _Author & Presenter_
   Professor Lesley McAra
   Assistant Principal Community Relations

Freedom of Information

12. Open.

STRATEGY FOR SUPPORTING PUBLIC ENGAGEMENT WITH RESEARCH

SCOPE

This document sets out a strategy for supporting public engagement with research across the University of Edinburgh. It contributes to the University's aim of 'Delivering Impact for Society' by putting in place the mechanisms to enable the widest possible range of audiences to understand and make use of our research, and to ensure that our research is placed *in the service of* communities locally and internationally (an attribute of a civic University that sets the cultural tone for engagement)[7].

Whilst PE can be considered as a form of knowledge exchange (KE), the target audience is more diverse than typical KE activities and the core-objectives of the engagement are more wide-ranging. This diversity requires the researcher to understand and assess the best means of engagement and to seek the most appropriate University support.

AIM

The overall aim is to embed a culture of public engagement with research at the University of Edinburgh and, in so-doing, to enable the University to have a reputation for engagement and impact that matches its reputation for world-class research.

WHO ARE THE PUBLIC(S)?

The public is diverse and plural, and includes but is not limited to: individuals, political groups and leaders; business and business leaders; civil servants and policy makers; charities; community-based and voluntary groups (see Annex 1). Whilst the appropriate public(s) will differ for each research programme, we will actively seek to engage with people, institutions and communities who can directly benefit from the research, those most affected by the research outcomes, those who can act as translators or facilitators, and those who are generally curious about the research area.

HOW WILL WE ENGAGE?

Public engagement encapsulates diverse approaches including communication, consultation, participation and co-creation: approaches which need to be tailored to the needs of particular audiences and research programmes and delivered to a high standard to be effective. A key feature of public engagement activities is that they should be accessible and mutually beneficial for the researcher(s) and the public groups involved, enabling people to make informed decisions in their private, professional and public lives and providing researchers with new perspectives on, and stakeholders in, their work. As such, PE activity will lead directly to the development of the long-term and deeper relationships and partnerships that are needed to create meaningful positive impact. Engagement, therefore, is intended to be a transformative process.

Methods of engagement will include:
- Science shops[8] and citizens' science
- Deliberative, interactive and participatory methods, including citizens' juries
- Festivals, shows, exhibitions and performance
- Bespoke and co-curated community events and public group sessions
- Broadcast, film and print media
- Popular publications

---

[7] http://www.ed.ac.uk/files/atoms/files/strategic_plan_2016.pdf
[8] http://www.livingknowledge.org/science-shops/about-science-shops/

- Social media, blogs, and websites
- Massive Open Online Courses (MOOCs)
- Policy Delphi[9]

In essence, our excellent researchers will be found not only on campus, but also online, at festivals, in museums and galleries, on TV and radio, at shopping and community centres, in schools and colleges, in cafés and pubs, and in Scottish and other parliamentary think tanks.

OUR VISION FOR 2021: KEY OBJECTIVES

PUBLICS	RESEARCHERS	MANAGEMENT
- Are aware of the value to them of the relevant world class research being carried out by the University - Can find and access this research and researchers from across the University - Are engaged in dialogue, (where possible and appropriate) about research that affects them directly - Have their views respected and sought out by our researchers - Individuals, communities, and institutions, both at home and internationally, can benefit from being involved in research relevant to them	- Are confident, able and keen to engage stakeholders and publics with their work in some form - Understand the reasons for and value of engagement activities for their research area and society and be able to track its impact - Feel supported to undertake public engagement activities and that quality engagement is recognised, rewarded and incentivised by their colleagues, school and college - Are able to develop sustainable and meaningful relationships and partnerships with public group(s)	- Provides senior leadership and role models - Recognises, celebrates, rewards, incentivises and promotes high quality public engagement - Coordinates the recording and development of engagement activities, outputs and outcomes by ensuring that our research activities, outputs and (where appropriate) our researchers are accessible to the public both online and in person - Supports the professional development of researchers and professional PE staff to enable quality engagement activities

HOW? ACHIEVING THE VISION

OBJECTIVE	ACTIONS
Providing senior leadership and role models	- The appointment of a new "champion" at VP/AP level who will also work closely with the Community Engagement and Edinburgh Global agendas - Institute a Strategic Coordination Group chaired by the new champion which will include the directors of public engagement in each of the three Colleges. This group will work with the College public engagement and knowledge exchange and impact committees, and the Social Responsibility and Sustainability Committee to ensure the embedding of the PE strategy and that it articulates with other engagement strategies (including KE and community engagement) - Create a central operational team (comprising a Public Engagement Coordinator and a Public Engagement Officer, located in IAD in the first instance) to provide expert advice, training and support for public engagement professionals and researchers, and form strategic networks and alliances with the aim of curating opportunities for engagement.

---

[9] https://www.projectsmart.co.uk/delphi-technique-a-step-by-step-guide.php

	• Ensure public engagement is a standing item on the agenda of University research and knowledge exchange committees (at all levels including Schools)
Collaborate across Schools, Colleges, institutes and services to share resources and good practice and deliver a positive experience for members of the public	• Maintaining extant support networks (including the Edinburgh Public Engagement Forum (for public engagement professional staff) and the Beltane Public Engagement Network and extending them to develop a community of practice for all research active staff and doctoral students
Celebrating and incentivising good practice	• Ensure public engagement activities are appropriately weighted in promotion cases • Provide prizes University-wide, such as the Tam Dalyell Prize for Science Communication • Provide prizes at school level for public engagement activities, as already practised by the School of Biological Sciences and the Roslin Institute • Recognise staff and students who win external prizes and awards in both internal and external newsletters
Recognising the time commitment	• Ensure job descriptions include public engagement activities • Ensure public engagement activities and development is clearly accounted for in academic workload models
Support funding applications and REF impact case studies	• Provide a central university service to support pathways to impact components of funding applications and REF impact case studies which involve PE
Map, monitor and record activities and evidence of impact	• Enable each researcher to record all relevant public engagement activity and outcomes on PURE • Develop and monitor impact of memoranda of understanding with key local and Scottish institutions and beyond • In collaboration with the Community Engagement Programme create a "public" portal for the University web pages; this will highlight public facing information about research, public-focused events and related activities
Map and show what support is available in staff resources, personal development and opportunities	• In collaboration with the Community Engagement Programme, create school and university wide intranet pages showing PE staff contacts and where to find support • Include and clearly identify public engagement training and personal development opportunities on the IAD web pages, create a regular cycle of training opportunities to support researcher career development and planning

WHEN? ACTIVITY PLAN

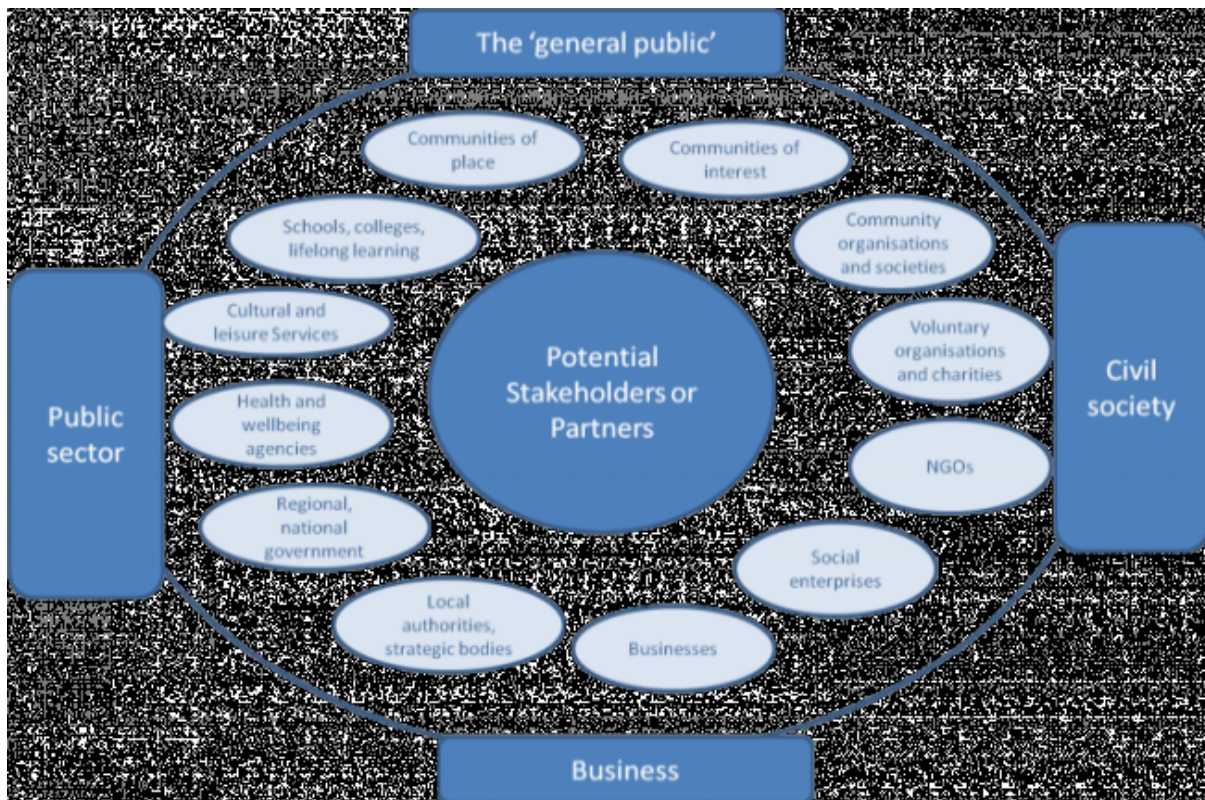| ACTIVITY	START DATE	REVIEW DATE	COMPLETION DATE
University Strategic Coordination Group	October 2017 – membership to be established	Nov 2017 – Group to have had first meeting	n/a
Operational Team	Business case for appointments to be agreed by Colleges (who are to provide the resource) and contracts issued by September 2017	Oct 2017 – Group to have had first meeting	n/a
Public engagement activities recorded on PURE	Spring 2018 – Schools to establish routine methods for recording public engagement activity	Oct 2018 – HEBCI return date to provide a check of the information recorded in PURE	Oct 2019 – All public engagement activities to be recorded on PURE

Create a "public" portal for the University's web pages	January 2017 – Strategic Coordination Group to develop requirements in collaboration with the Community Engagement Programme	June 2018 –version of PE components of the portal ready for test	Dec 2018 – Web portal to be launched
Ensure public engagement is integrated into the academic workload model	March 2018 Strategic Coordination Group to develop requirements	June 2018 – draft recommendations available	Dec 2019 – public engagement integrated into all Schools' workload models

KEY PERFORMANCE INDICATORS (KPIS)

Suggested KPIs include:
- Time allocation reported
- Number of staff undergoing/requesting training or personal development to support PE activities
- Number of academic job descriptions with public engagement responsibilities
- Public engagement activities captured on PURE
- Income generation targets linked to funding applications with 'pathways to impact' components
- Number of REF impact case studies which feature PE

ANNEX 1
Who are the publics?

The 'general public'

Communities of place

Communities of interest

Schools, colleges, lifelong learning

Community organisations and societies

Cultural and leisure Services

Voluntary organisations and charities

Public sector

Health and wellbeing agencies

Potential Stakeholders or Partners

Civil society

NGOs

Regional, national government

Social enterprises

Local authorities, strategic bodies

Businesses

Business

Source: https://www.publicengagement.ac.uk/explore-it/who-are-public

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

31 October 2017

Widening Participation Strategy

Description of paper
1.   This is a draft document that provides an opportunity to discuss the principal direction of the forthcoming Widening Participation Strategy for the University of Edinburgh.

Action requested/Recommendation
2.   Central Management Group is invited to discuss the principal direction of the Widening Participation Strategy and provide feedback and approval to proceed with the final drafting of the document.

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

Risk Management
7.   The strategy and consultation has been designed to minimise risks associated with the under-recruitment of students from disadvantaged and under-represented groups. This has a potential consequence for the University's reputation and compliance issues with the Scottish Funding Council regarding targets within the University's Outcome Agreement relating to the recruitment of students from disadvantaged and under-represented groups.

Equality & Diversity
8. The intention of the strategy is to support increased diversity within the student body. Key measures of success will include equality and diversity indicators in consultation with the Equality Outcomes Plan.

Next steps & Communication
9.   An earlier draft was circulated to University and College committees in September and October for initial feedback. Following feedback and approval to proceed a final draft including an accompanying data and evidence paper, an implementation plan and communications plan will be provided to committees electronically in November.

Consultation
10. Four university-wide consultation sessions took place from April – July and further student and external consultation sessions (regarding implementation) are planned for October and November 2017. The following committees have reviewed and provided feedback on an earlier draft of this strategy document:

- Student Recruitment Strategy Group
- Social Responsibility & Sustainability Committee
- Senate Learning & Teaching Committee
- College of Science & Engineering Professional Services Management Group
- College of Science & Engineering Learning & Teaching Committee
- College of Arts, Humanities & Social Sciences Recruitment and Admissions Committee

- College Undergraduate Learning and Teaching Committee (CAHSS)

Further information

2

11. *Author*
   Laura Cattell
   Head of Widening Participation
   Student Recruitment and
   Admissions
   24 October 2017

Presenter
Tracey Slaven, Deputy Secretary Strategic
Planning

Freedom of Information
12. Paper is closed – strategy development.

CENTRAL MANAGEMENT GROUP

31 October 2017

Modern Slavery Act 2015 and University of Edinburgh 2016/17 Statement

Description of paper
1. This paper presents a final draft of the University of Edinburgh's statement for the 2016/17 University year in relation to the Modern Slavery Act 2015[1].

Action requested/Recommendation
2. CMG is requested to review the statement and provide comments.

3. It is recommended that the CMG endorse the statement and that members consider further actions that they can take in their areas of influence.

Paragraphs 4 - 11 have been removed as exempt from release due to FOI.

Risk Management
10. The attached statement outlines the potential risks for the University of Edinburgh and the writers' understanding of the current mitigation taking place. It is deemed unlikely that we are at risk of modern slavery in our direct operations but there are risks in our supply chains and in relationships with contractors and potentially with our international activities.

Equality & Diversity
11. Due consideration has been given to equality and diversity as part of this review.

Next steps/implications
12. Next steps for Modern Slavery due diligence are in the statement. After CMG, the statement will be reviewed by Audit & Risk Committee and approved by the University Court.

Consultation
13. The statement has been reviewed by members of the Modern Slavery Working Group as mentioned above, and by the SRS Committee.

Further information
14. *Author*   *Presenter*
    Liz Cooper   Michelle Brown
    SRS Research and Policy Manager   Head of SRS Programmes
    October 2017

Freedom of Information
15. This is a closed paper until after the statement has been finalised and approval by Court.

---

[1] 1 ILO (2014) 'Profits and poverty: the economics of forced labour'.
http://www.ilo.org/global/topics/forcedlabour/publications/WCMS_243027/lang--en/index.htm

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

31 October 2017

Sustainable Development Goals Accord

Description of paper

1.   The purpose of this paper is to introduce the *Sustainable Development Goals Accord* (a commitment for further and higher education) for consideration.

Action requested

2.   The Committee is asked to note the paper and recommend/decide if the University should join as a signatory.

Background and context

3.   In 2015, world leaders committed to the Sustainable Development Goals (SDGs).   United Nations member states are expected to use the Goals to frame their agendas and political policies over the next 15 years. The Goals reflect a broad sustainable development agenda around ending poverty and hunger, combatting climate change, reducing inequality and protecting and restoring our ecosystems.

4.   The aspirations for 'people, planet, prosperity and peace' encompass 17 topics and 169 indicators. The Goals communicate challenges facing the world and recognise shared responsibilities in addressing them. The goals have not been without their critics[1], but there is significant and widespread support amongst governments and business leaders as well as other non-state actors[2]. In July 2015 Scotland became one of the first countries in the world to adopt the Goals.

---

[1] For example, concerns have included: comments on the number of goals and prioritisation; concerns that they are not getting to the structural issues of poverty and inequality; concerns that the goals do not go far enough in addressing climate change as well as other issues… See, for example: https://www.ft.com/content/1ac2384c-57bf-11e5-9846-de406ccb37f2

[2] 60 percent of large companies in a recent survey by the Ethical Corporation are integrating the SDGs into their business strategy http://www.ethicalcorp.com/60-companies-are-integrating-sdgs-business-strategy

5.   Countries have the primary responsibility for follow-up and review of progress made in implementing the Goals, but <u>all</u> types of organisations are expected to contribute. While some indicators may be more relevant for different actors, any type of organisation can use the Goals as a compass for action on different issues and to help to communicate its impact for society and in relation to sustainable development.

6.   Universities and colleges have launched the 'SDG Accord' in to "inspire, celebrate and advance the critical role that education has in delivering the SDGs". The Universities and Colleges sustainability network, the EAUC, is championing the Accord. Other partners include the National Union of Students, the Globally Responsible Leadership Initiative, and the International Sustainable Campus Network. The EAUC has asked the University of Edinburgh to sign up. Various Universities and Colleges have already signed up and others are looking at this currently through their own committees and governance channels.

Discussion
7.   The Accord seeks to further promote Universities and Colleges as agents of change for sustainable development - at the heart of local communities, and as part of national, regional, and global networks. In addition to organisational commitments, individual staff and students can also sign up. See below.

http://www.sdgaccord.org/

The SDG Accord

Recognising that we are at different stages in our journey towards a sustainable future, with differing strategic priorities dependant on our strategic ambitions, areas of expertise and organisational culture

This Accord calls upon we, the world's universities and colleges

to embed the Sustainable Development Goals into our education, research, leadership, operations, administration and engagement activities.

We Accord Signatories recognise:

- The indivisible and interconnected nature of the universal set of Goals – People, Prosperity, Planet, Partnership, Peace
- That, as educators, we have a responsibility to play a central and transformational role in attaining the Sustainable Development Goals by 2030

And we thereby assert:

That as leaders or individual practitioners, academics, students or researchers, we will:

- Align all major efforts with the Sustainable Development Goals, targets and indicators, including through our education, research, leadership, operational and engagement activities;
- Aim to involve members from all key stakeholder groups in this endeavour, including students, academics, professional staff, local communities and other external stakeholders;
- Collaborate across cities, regions, countries and continents with other signatory institutions as part of a collective international response;
- Using our own unique ways, inform, share our learning and account to both local and global communities our progress toward the Sustainable Development Goals;
- Annually report on 'how does my institution contribute to the Goals and what more can we do'.

8. The Accord aligns with the University's Strategic Plan (2016) in relation to 'Impact for Society' and other strategies and policies of the University.

9. The wording of the Accord can be broadly interpreted and is aspirational in nature and should not conflict with principles of academic freedom.

10. While research and courses at the University may not be 'tagged' in relation to specific SDGs, it could be argued that most areas of work would touch on or connect with at least one of the Goals. Yale University undertook a long and comprehensive mapping exercise and found all their faculty linked in some way to at least one of the SDGs. Other areas of research and practice, in relation to climate change, equality and diversity, health and well-being, employment, community engagement, partnerships and industry engagement all align easily with the goals.

Resource implications
11. There would be no required additional resources to sign the Accord. The implementation of it is already in alignment with work already taking place. There are potential resource benefits through better communicating the positive impact of the University in relation to the SDGs to potential funders, industry partners and others.

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

Next steps/implications
13. Central Management Group to recommend next steps.

Consultation
14. This paper was reviewed in the Social Responsibility & Sustainability (SRS) Committee on 12 October. SRS Committee supported the proposal to sign up to the Accord, ideally in partnership with the Students' Association. It was recommended that the proposal be brought forward to the Central Management Group for an operational decision, and, if required, on to Court in December for strategic sign off.

Further information
15. _Author and Presenter_
     Michelle Brown, Head of SRS Programmes
     October 2017

Freedom of Information
16. This is an open paper.

CENTRAL MANAGEMENT GROUP

31 October 2017

Strategic Plan 2016 Performance Measurement Framework

Description of paper

1.   A performance measurement framework has been developed to assess the University's performance against the Strategic Plan 2016. This is an overview of the performance measures progress for 2016-17 as well as an update on the live dashboard.

Action requested

2.   CMG is asked to:
   a. Discuss and provide comments on progress against the measures for 2016-17 which can inform the presentation to Court in December 2017

   b. Provide comments on the live demonstration of the dashboard.

Paragraphs 3 - 11 have been removed as exempt from release due to FOI.

Risk Management

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

Equality & Diversity

13. The strategic performance framework dashboards and other online or printed material comply with accessibility requirements.

14. The measures relating to 'Diversity of Staff Population' and 'Diversity of Student Population' are partially intended to monitor the impact that delivering the strategic plan has on different groups.

Paragraphs 15 - 24 have been removed as exempt from release due to FOI.

Consultation

25. Colleagues from across the University have been regularly consulted during the data repository and dashboard development process.

Further information

26. *Author*   *Presenter*
      Lynda Hutchison/Pauline Jones   Tracey Slaven
      Governance and Strategic Planning   Deputy Secretary, Strategic Planning

      17 October 2017

Freedom of Information

27. This paper is closed as the final version of the performance measures will be published after review by Court in December.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

31 October 2017

Strategic Plan 2012-16 KPIs and targets – final progress report on 2015-16 data

Description of paper
1.   This paper presents progress made against the targets and Key Performance Indicators within the University's 2012-16 Strategic Plan for 2015/16 where data is for 2015/16 was not available when the final report was presented to CMG, PRC and Court in 2016. This report presents the final data and analysis for the final year of the 2012-16 Strategic Plan, and notes where targets have been achieved and where they have been missed.

Action requested
2.   Members are asked to review and comment on the paper.

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

Risk Management
13. Inadequate monitoring of progress against the University's Strategic Plan targets and KPIs could result in the failure to meet these milestones and, ultimately, non-delivery of the University's objectives and strategies.

Equality & Diversity
14. The plan includes a Strategic Theme 'Equality and Widening Participation', with relevant targets and Key Performance Indicators.

Paragraph 15 has been removed as exempt from release due to FOI.

Consultation
17. Colleagues from across the University have provided content for this paper.

Further information
Author
Jennifer McGregor
Governance and Strategic Planning
10 October 2017

Presenter
Tracey Slaven, Deputy Secretary
Governance and Strategic Planning

Freedom of Information
18. This paper is closed as the final version is intended for future publication after the December Court meeting.

CENTRAL MANAGEMENT GROUP

31 October 2017

Finance Director's Report

Description of paper
1. The paper summarises the finance aspects of recent activities on significant projects and initiatives updating on progress as appropriate.

Action requested/Recommendation
2. Central Management Group are asked to comment on the latest update and can use this report to brief their teams on Finance matters.

3. Central Management Group are also asked to approve the Criminal Finances Act statement presented in Appendix 3. This will be presented for information to Policy and Resources Committee and Audit and Risk Committee in November 2017.

Paragraphs 4 - 20 have been removed as exempt from release due to FOI.

Risk Management
21. The University continues to proactively manage its financial risk by not breaching the following minimum criterion - unrestricted surplus of 2% of gross income. The draft financial results demonstrate we do not expect this indicator to be breached. The continuing health and sustainability of the University depends upon strong direction supported by robust forecasting and we will continue to refine and challenge the assumptions underpinning the Ten Year Forecast.

Equality & Diversity
22. 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
23. We would welcome feedback as outlined in the discussion above.

Paragraph 24 has been removed as exempt from release due to FOI.

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

Further information
26. *Author*   *Presenter*
    Lorna McLoughlin   Phil McNaull
    Head of FIRST   Finance Director
    Julia Miflin
    Strategic Projects
    20 October 2017

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

CENRAL MANGEMENT GROUP

31 October 2017

People Report

Description of paper
1**.**   This paper provides an update on work instigated by People Committee and on other People related matters being taken forward by University HR Services (UHRS), including in consultation with the devolved teams and other University departments.

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

Background and context
3**.**   This paper provides a summary of progress on people related issues being taken forward by University HR Services since the report on 20 June 2017.

Discussion
Attract
Youth Employment
4.   A separate paper is being presented to this meeting of CMG (31 October 2017).

Reward
Workplace Nurseries
5.   Following an initial request from HoC CSE, a working group comprising colleagues from Finance, Accommodation Catering & Events and HR was set up to explore the option of implementing a Workplace Nursery Scheme initially for the Kings's Buildings Arcadia nursery but to be rolled out at other sites as nurseries are established.

6.   Such a scheme would allow employees to benefit from tax and NI savings in excess of those available through other salary sacrifice childcare schemes.

7.   A paper setting out a proposal will be considered by People Committee at its meeting on 18 October. If supported, the proposal will come forward to CMG for approval later this year.

Living Wage Accreditation
8.   A separate paper is being presented to this meeting of People Committee (18 October 2017).

2017/18 National Pay Negotiations
9.   During August, the University and Colleges Employers' Association (UCEA) reached agreement with four of the five Higher Education trade unions on the 2017/18 national pay uplift and advised participating universities to implement the agreed award. All 51 spine points on the national pay scale have been uplifted by 1.7%. In response to the trade unions' request to address increases towards the lower paid, the lowest point has been increased by 2.4% to match the voluntary Living Wage, with tapered increases (between 2.3% and 1.72%) up to and including

point 16 (covering UoE grades 1 to 4). The University processed the award with September salaries, with back-pay to August 2017. As the University has been committed to paying the UK voluntary living wage since 2014, it will further review the lowest scale points in November 2017 to ensure these reflect the 2017/18 rate.

Maximising Performance
Managing Capability
10. A revised policy, titled 'Managing Capability Policy' was agreed with the trade unions at the June meeting of the CJCNC. Training in the management of underperformance will be offered to all Heads of School, Deans, Centre Heads and Support Group Functional Heads in late autumn, led by the training arm of the legal firm Pinsent Masons with whom UHRS has worked to develop a 'bolder' approach. This training has already taken place for HR advisory staff ahead of the policy 'go live' from 1 September 2017. To help embed the approach, and further support managers in tackling performance issues, a selected number of senior staff will be asked to take on the role of 'buddying' managers who are less experienced/lacking in confidence in tackling underperformance. Devolved HR teams will take responsibility for the roll-out of the policy to other managers and for embedding the key principles of the Pinsent Mason training in their locally run training on HR policies and procedures.

Organisation Capability
HR Transformation update
11. The HR Transformation Programme Board met on 9 October and received an update on progress and plans for the next phase of activity.

12. Process workshops, in which we review and test the proposed 'to be' processes for HR in the University with HR colleagues and customers of HR, began in late August. Over 200 Colleagues have contributed to these workshops. Processes developed in the workshops and notes of the feedback from attendees have been shared to the HR Transformation wiki (here).

13. People Workshops to develop the proposed structure of HR in the University and associated roles and responsibilities are scheduled for November and December.

Recruitment of Head of College of Medicine and Veterinary Medicine
14. The process to recruit a new Head of College for the College of Medicine and Veterinary Medicine has started and the Search Agency Perrett Laver have been appointed to support the University in the process.   The post will be advertised from the end of November and interviews are currently scheduled for February 2018.

Learning & Development
Mentoring
15. The Mentoring Connections programme was showcased recently as a great example of an internal mentoring programme at the European Mentoring & Coaching Council Conference. Preparations are now underway for the next round of matching. Currently there are 513 mentees and 330 mentors participating. 97 mentees and 42 mentors are unmatched at present.

Aurora

16. Nominations have been approved for the next cohort of the Aurora programme. This is a very popular women-only talent development programme delivered by the Leadership Foundation for Higher Education. This year's cohort of 34 (up from 21 last year) makes Edinburgh the University with the highest number of participants in the UK. 77 female UoE employees have completed the programme in previous years and several now act as mentors to new participants.

Senior Leadership Development

17. Having successfully piloted a new Leadership and Management development programme for the University in we plan to start a new cohort of 30 on 5 February 2018 including both Professional Services and Academic managers from across the University. To address the current waiting list for senior leadership development we plan to offer 7 places to each of the Colleges and 3 places to each of the Support Groups. We will follow this with a second programme starting in November 2018 and a third one starting in January 2019. We will continue to offer the First Steps into Leadership programme, with two cohorts in plan for 2018.   We are also reviewing the curriculum of core Management Essentials workshops, with a view to streamlining and rationalising the offer in line with demand and alignment to the content and philosophy of the two core leadership programmes.

Technician Development – University signs up to the Technician Commitment

18. Since October 2016 the University has been working towards further professionalising the Technician population and providing greater support for continuing CPD and professional registration for technicians. A Technicians Support Steering group has been established to ensure:

- Attraction of skilled staff into these roles, reducing the risk of skills loss
- Continuing motivation of this group to ensure they are fully engaged with the University's agenda
- High quality CPD to support skills and knowledge development to help workforce and succession planning

19. All of this is very much aligned to the Technicians' Commitment – a sector-wide, collaborative initiative led by the Science Council and supported by the Gatsby Charitable Foundation's Technicians Make It Happen campaign, aiming to ensure visibility, recognition, career development and sustainability for technicians working in higher education and research. Universities and research institutes are invited to become signatories of the Technician Commitment and pledge action against five key challenges affecting their technical staff. The Technician Commitment is guided by a Steering Group which has representation from RCUK, Higher Education Funding Councils, UCEA, HEA and the Wellcome Trust amongst other sector stakeholders. It formally launched on 31 May 2017 and the five themes of the Commitment are: Visibility, Recognition, Career Development, Sustainability and Evaluating Impact. The University has demonstrated its commitment to this agenda by signing up to the Technician Commitment.

20. All staff will have a part to play in achieving these aims, whether in a technical, academic or a leadership and management role. In the first year the action plan will be led by the University's Technicians Support Steering Group, which comprises representatives from Technical staff, University Technical Services Management,

Unions, Human Resources, IAD, and Social Responsibility & Sustainability and is currently looking to recruit additional membership from the Academic Community. This group has played an integral role in getting Edinburgh University to the stage where we have been able to sign up to the commitment and they will be responsible for creating our first Technicians Commitment action plan for communication in early 2018.

Equality, Diversity & Wellbeing
Staff Disability Officer
21. A Staff Disability Officer was appointed in July 2017 and is developing a staff disability policy and service, providing support and advisory services to disabled staff and managers. As part of this work they will develop a web-based information hub and provide disability-related training initially focusing on mental health.

Athena Swan
22. In the latest round of Athena SWAN submissions the Schools of Law, PPLS, and SPS were successful in achieving Bronze awards. We are delighted to report that the School of Health in Social Science achieved Silver and the Roslin Institute achieved a Gold level award. All but one of our Schools now hold Athena SWAN awards. The School of Education will submit for an award in November.

23. Work is underway on the Institutional Silver renewal due in April 2018.

Employee Experience & Communication
Career transition support for staff at risk of redundancy
24. Having been advised at the end of July that the University's provider of career transition/outplacement support had gone into liquidation, UHRS has appointed newfuture.me as interim supplier pending full procurement in the summer of 2018. Newfuture.me currently provides career advice and coaching to the partners of newly appointed staff to the University and have provided outplacement support to University staff in the past, hence have been able to step in and continue supporting staff mid-way through their programme with very little disruption.

Migration Advisory Committee (MAC) call for evidence on the impact of EEA workers in the UK
25. We have been working with colleagues in Edinburgh Global and Communications and Marketing to provide input to Universities UK and the Russell Group in relation to their respective submissions to MAC including a number of case studies highlighting contributions of EEA nationals employed at the University. We will be making our own submission to MAC by the 27 October deadline.

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

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

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

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

Consultation
30. A similar People report will also be presented to each meeting of Policy and Resources Committee.

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

32. *Author & Presenter*
  Ms Zoe Lewandowski
  Director of Human Resources
  9 October 2017

Freedom of Information
33. This paper is open.

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

31 October 2017

UK Living Wage Employer Accreditation

Description of paper
1.   This paper details the proposal for the University to apply for UK Living Wage Employer Accreditation by the end of October 2017 with the potential to be publicised as the 1000th employer in Scotland to formally become accredited.

Action requested/Recommendation
2.   CMG are asked to consider the content of this paper and provide their support to this proposal.

3.   CMG are recommended to support this proposal for obtaining UK Living Wage Employer Accreditation by the end of October 2017.

Background and context
4.   The UK Living Wage is an hourly rate set independently and updated annually. Employers choose to pay the UK Living Wage on a voluntary basis, while the National Minimum Wage and National Living Wage (for employees over 25) is statutory and enforced by HM Revenue and Customs.

5.   The UK Living Wage is currently £8.45 per hour (outside of London).

6.   UK Living Wage Accreditation enables employers to be recognised for paying their staff a fair, decent wage. On becoming accredited, employers are awarded the Living Wage Employer Mark, which is a fairtrade mark for responsible pay.

7.   The University already applies the UK Living Wage to directly employed staff and has done so since November 2012.   Additionally, payment of the UK Living Wage is a core component of the Scottish Business Pledge, which the University signed up to in 2016.

8.   In order to become an accredited UK Living Wage Employer the University must ensure that not only directly employed staff receive the UK Living Wage but also contracted staff and subcontracted staff who work regularly (defined as two or more hours in any given day for eight or more consecutive weeks of the year) on University premises.

9.   Apprentices, Interns and those under 18 years of age are not within scope for Living Wage Accreditation.

Discussion
10. Work has been undertaken with Estates and Procurement to identify the contractors that possibly could meet the definition of 'regularly on site'.   In total 91 contractors have been identified as possibly meeting this definition. These contractors were initially contacted to establish if they were paying their employees

the UK Living Wage. Out of the 41 (56%) who responded 100% already paid their employees at least the UK Living Wage of £8.45 per hour.

11. These results were discussed with Poverty Alliance who work in partnership with the Living Wage Foundation. As we have already identified our in-scope contracts they felt there is a real possibility that the University could achieve accreditation before the end of October 2017. This would also create an opportunity for Edinburgh University to be celebrated as the 1000th Living Wage employer in Scotland. Poverty Alliance are aiming to celebrate this milestone during Living Wage week (6-11 November 2017) and will generative positive media around this.

12. In order to achieve accreditation within this timescale, in-scope contractors must be contacted to establish the following:

- The number of their staff working doing work for the University on University's premises who current receive less than the UK Living Wage of £8.45 per hour
- The hourly rate members of staff doing work for the University on University's premises currently receive, where it is less than the UK Living Wage of £8.45
- Where the hourly rate is below the UK Living Wage, whether the contractor would be willing to negotiate to implement the UK Living Wage.

13. If a contactor does not pay the UK Living Wage or does not respond a "milestone" should be created. The milestone should detail the date that we expect the UK Living Wage to be introduced for the workers who are in-scope.   This will often be the contract end date so Procurement will have to establish the contract end date for those that have confirmed that they pay less than the UK Living Wage.

Milestone	Target Date Using Reasonable Endeavors	Final Delivery Date
Example Milestone *There are x10 cleaning staff currently paid below the Living Wage. These workers will receive the Living Wage when we renew our cleaning contract with [insert name of supplier] in May 2018.*	*May 2018*	*July 2019*

14 Poverty Alliance has recommended that the University submit a draft set of milestones relating to contractors who are not currently paying the UK Living Wage or who do not respond and that we continue our efforts to collect responses from contractors post accreditation. As long as Poverty Alliance are satisfied that best endeavours are being used to phase in UK Living Wage to each of these contracts, then they would be willing to approve the University's license subject to those continued efforts.

15. It should be noted that EUSA, the University's Student's association, who occupy premises at a number of University sites from which they provide catering and retail services do not currently pay the UK Living Wage.   Through discussion with colleagues at other Universities who already hold accreditation we understand that Students' Associations providing services from University premises do not fall within

the scope of the relevant University's accreditation as they are providing services directly to students and staff on their own account rather than providing services to the University.

16. Notwithstanding that EUSA is out of scope in respect of the University's application for accreditation discussion at People Committee indicated that there is a clear desire for the University to discuss further with EUSA how they might, in due course, move toward paying the staff they employ in line with the UK Living Wage.

Resource implications
17. The annual fee for becoming a Living Wage Employer and receiving the Trade Mark is £400 + VAT. If accreditation is obtained procurement documented will have to be updated to reflect that we are a UK Living Wage accredited employer and contractors in scope will be asked to support this concept by ensuring employees on Universities premises are paid a minimum of the UK Living Wage.

18. Accreditation may potentially increase the cost of projects which use third party suppliers working on site. However the initial indication is that the greater proportion of our suppliers already pay at or above the UK Living Wage so the impact is unlikely to be material.

Risk Management
19. Appropriate consideration of risk has been taken in the preparation of this paper.

Equality & Diversity
20. Obtaining UK Living Wage Accreditation would be a signal of the University's commitment to fair employment practices and social responsibility in relation to pay and consequently it would contribute to furthering our equality, diversity and inclusion agenda.

Next steps & Communication
21. Should this proposal be agreed the UHRS Reward Team will work with Procurement to be in a position to submit a draft application to the Poverty Alliance before the end of October 2017.

Consultation
22. This proposal has also been put to People Committee for consideration and approval. The paper has been reviewed by the Director of Human Resources.

Further information
23. Further information is available from Louise Kidd, HR Partner Reward - UHRS

24. *Author*   *Presenter*
    Louise Kidd   Zoe Lewandowski
    HR Partner Reward - UHRS   Director of Human Resources
    1 October 2017

Freedom of Information
25. This paper can be included in open business.

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

31 October 2017

Youth and Student Employment Strategy

Description of paper
1.   This paper outlines the Youth and Student Employment Strategy developed following endorsement by the People Committee and Social Responsibility and Sustainability Committee.   The Strategy aligns with the new HR Strategy and wider University Strategic Plan, in particular the development theme of Contributing Locally.

Action requested/Recommendation
2.   CMG are asked to endorse and discuss the new Youth and Student Employment Strategy (appendix 1) and are invited to provide any comments to help embed the strategy across the University.

Background and context
3.   The Strategy demonstrates the University's support of the Scottish Government's plan for Developing the Young Workforce (DYW); our commitment to work within the Edinburgh Guarantee and the Scottish Business Pledge; and institutionally provides clear direction for increasing youth and student employment opportunities across the University.

4.   There are a number of initiatives and organisations involved in this area, in part due to the high importance the Scottish Government has put on youth employment for economic and social reasons. Despite record levels of investment in education and training, youth unemployment rates in Scotland remain high. To address this issue Scotland has pledged to reduce youth unemployment by 40% by 2021.

5.   As one of the largest employers in Edinburgh, we are well placed to support young people into employment and continue our aim to be an inclusive and diverse employer.

6.   Taking into consideration the University's commitment to diversity and the current workforce profile, we have identified some interesting and relevant initiatives we would encourage the University to support. Each initiative involves different time and cost commitments and allows staff to engage with multiple target audiences to fit their circumstances and strategic objectives – namely school children in their final years of study, young people (16-24), those furthest removed from employment and students from the University.

7.   One of the HR Work Themes, within the HR Strategy, focuses on supporting the evolution of the workforce – differentiated attraction and recruitment strategies, succession planning and talent management. This Strategy will help deliver on a number of strands within this theme and has already achieved a number of successes.

8.   *Modern Apprenticeships:* A main component of the strategy is the introduction of cohort approach to Modern Apprenticeships. The UHRS Resourcing team have this

year delivered a pilot of the programme, which has seen sixteen apprentices start with the University in various departments, with a further three planned in the next few months.

9. This single cohort doubles the number of apprentices the University has recruited in the past 5 years. The cohort approach to the programme allows central support to help managers navigate the complex landscape of modern apprenticeships, identify training providers, support and synchronise recruitment activity to gain maximum efficiency. This assistance aims to encourage more staff to recruit modern apprentices and reduce the perceived and actual administrative time involved in the process. It also provides apprentices with bespoke training provision and a visible peer community.

10. *Graduate Trainee:* Our first Graduate Trainee (Elisa Chirico) started in September 2017 via the Ambitious Futures programme. The selected trainee is a recent graduate who studied a MA in Chinese at the University. Centralised funding has been provided for this pilot programme will see the trainee undertake three work placements (five months each), two with the University and one with Glasgow University. Early feedback from the manager of the first placement. Elisa was privileged to attend the previous CMG meeting, so will be familiar to the group.

11. *Student employment:* In addition to the Modern Apprenticeship Programme, the Resourcing team have researched and scoped various other youth initiatives and worked closely with the Careers Service on the student element. The Careers Service are delivering a project to introduce a recruitment service 'Student Talent Bank' to enable ease and equity of access to on campus student jobs for students, with the aim to improve student experience.

12. *School engagement:* We are in our second year of the Career Ready mentoring programme. A career-mentoring scheme aimed at S5 and S6 school pupils. The initial intake has seen 15 staff volunteering to be mentors for a two-year period including a four-week paid work placement in the first year. The programme has been a success, particularly for staff's personal development. The second intake has just started and we have 16 staff beginning the programme in October.

13. *Additional barriers to employment:* We have worked with 'Inclusion Scotland', who provide funding to employers who can offer a 3-6 month work placement to individuals with disabilities. We have two intern placements within the Business School and the School of Health in Social Science. Discussions are also currently taking place with Change100, a scheme that brings together employers and talented disabled students and graduates to offer approximately 100 days of paid summer work experience.

Discussion
14. The strategy aims to establish an annual Modern Apprentice Programme. For 2018, it is recommended that the programme should run earlier in the year to capture school leavers in June. This was an important lesson learnt from the pilot. We are planning to launch the next programme in November/December 2017 with an aim of identifying 25 new apprenticeship opportunities across the University. There has already been a commitment from Corporate Services to recruit six apprentices and

CAHSS are also keen to recruit a similar number. The support of CMG to encourage further uptake of the apprenticeship scheme and other aspects of the strategy would be particularly welcomed.

Resource implications

15. A fundamental dependency for the success of this strategy sits with management at the University incorporating youth and student employment into their workforce planning, budgeting and personal development plans for staff. This should be seen as a recognised opportunity for:

- Managing succession planning and creating a sustainable talent pipeline by recruiting Modern Apprentices
- Filling part-time/short-term opportunities with students instead of traditional methods such as agency workers
- Completing project work with student interns (undergraduates or PhD from the UoE)
- Offering staff personal development opportunities with mentoring and/or hosting work experience placements

Risk Management

16. We are keen that Modern Apprentices and student employees becomes integral to resource planning and funding is available to support this. As centralised funding is limited, we are reliant on staff engaging with the Strategy and recognising the longer-term benefit of the investment needed in salary funding and management time. The reliance on local budgets supporting the costs associated with the different initiatives may have an impact on the success of the Strategy and the Universities ability to create a sustainable talent pipeline.

Equality & Diversity

17. An Equality Impact Assessment has been undertaken. Given the breadth of the Youth and Student Employment Strategy, we do not think it will raise any equality and diversity issues. Rather, it will increase and advance our equality and diversity practices by encouraging participation from different groups and promote a more inclusive recruitment strategy for staff.

Next steps & Communication

18. To ensure successful delivery of the goals outlined in the Strategy, a number of targets and key deliverables have been identified (details on page 14 of the Strategy document, Appendix 1). These will enable clear evaluation of staff involvement/feedback, review quality outcomes for the University and monitor growth over the next four years.

19. The Strategy document has been developed to deliver a user-friendly booklet to share with colleagues and key stakeholders. This will be promoted in November 2017 and involve the following communication channels:

- Making the Strategy available to the internal University community using the channels available (e.g. email, staff news)
- Updating all relevant information to the HR website
- Utilising social media

- Informing devolved HR teams
- Engaging with external audiences to demonstrate our commitment to 'Developing the Young Workforce'
- Potential poster campaign on staff notice boards

Consultation

20. The Youth & Student Employment Strategy has been discussed with Shelagh Green and Ruth Donnelly (Careers Service), Zoe Lewandowski, Director of HR, the People Committee and the SRS Committee.

Further information

21. Further information is available for the authors and presenter of this paper.

Authors   *Presenter*
22. Jenni Dixon & Craig Hennessy   Zoe Lewandowski
     Resourcing   HR Director
     UHRS
     October 2017

Freedom of Information

23. This paper is open.

THE UNIVERSITY *of* EDINBURGH

Youth and Student Employment Strategy 2017 – 2021

> *"I am pleased to launch the Youth and Student Employment Strategy 2017–2021, which presents our whole-institution approach to this important agenda. In this strategy, we commit to long-term goals that will ensure we are taking a forward-thinking role in creating, promoting and delivering opportunities that enhance the employability of young people and our students. Generating a sustainable pipeline of talent, providing access to the right tools and support for staff and giving individuals the platform they need to excel is critical to our long-term success and also helps us make a vital contribution to our local community. I would strongly encourage any member of staff to get involved and see what difference you can make."*
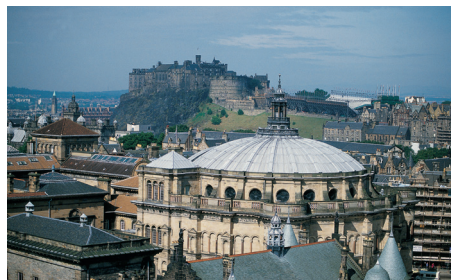
Professor Jane Norman,
Vice-Principal People and Culture

Introduction

The University of Edinburgh has a long and proud history of contributing to our local community. Youth[1] and student[2] employment is not new and there are some well-established practices across the institution. Much of this existing practice has been developing independently without a clear vision, centralised support or associated performance indicators to measure success.

This strategy focusses on **why** more young people and students should be employed at the University, highlighting the external drivers that affect our future workforce, the options available to staff and **how** we can achieve a more focussed approach together by aligning to the University's strategic plan.

---
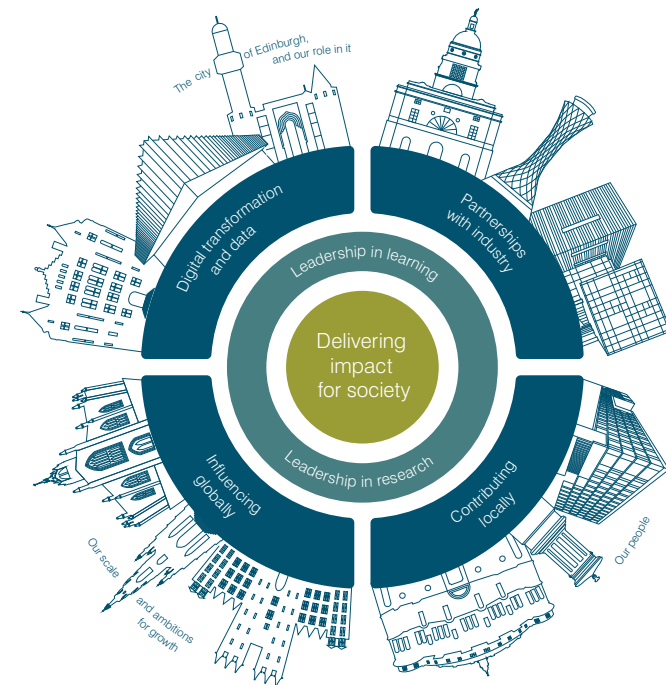
[1] *In line with Investors in Young People Framework and Scottish Government classifications, the definition of a youth or young person is someone aged 16 to 24.*

[2] *Students are not age-specific; the definition is any individual currently matriculated at the University of Edinburgh.*

Vision, mission and goals

Vision

To be a leading employer in Edinburgh for youth and student employment, inspiring and developing the next generation workforce.

Mission

To advance the delivery of meaningful youth and student employment opportunities across the University that will make a significant, sustainable and socially responsible contribution for individuals, our workforce and the local community.

Goals

1. Increase the number of young people aged 16 to 24 employed at the University.

2. Increase our participation in initiatives targeted at those furthest from the labour market and those under-represented.

3. To make a sustained and enhanced local impact for society through our outreach activity and engagement with industry.

4. To embed youth and student opportunities as part of a recognised high-quality talent pipeline for succession planning.

5. To develop a strong and vibrant community of young staff who are supported, valued, developed and engaged.

"I think it is really good that the University wants to develop more modern apprenticeships for young people. It is an amazing opportunity."

Kerrie Gallagher,
Modern Apprentice, Accounts Payable

Where we are now

Key drivers

Seven per cent of the University staff population are aged 16 to 24. There are some areas where there will be future skills gaps and potential succession planning challenges that need to be addressed now.

A driver for the University is therefore safeguarding for the future and **building a sustainable talent pipeline**, which addresses current and future skills requirements. This is particularly important for sectors with national skills shortages such as science, technology, engineering and mathematics (STEM) but broadly, there is also an opportunity to 'grow our own' in other areas.

We were the first university to sign up to **The Scottish Business Pledge**, a partnership with the Scottish Government to commit to fair and progressive policies that boost productivity, recognise fairness and increase diversity. In keeping with the pledge's nine components, the University has agreed to invest in youth, the community and innovation.

The National Student Survey (NSS) and Edinburgh Student Experience Survey (ESES) results have highlighted areas for improvement in recent years. Developing more student employment opportunities is one way to **improve the student experience** and expands the employment prospects of our graduates.

The University is one of the largest local employers, covering multiple sectors and job roles. We have the scope to offer interesting and varied career opportunities to more young people in our community, supporting the development theme within the University's strategic plan of **contributing locally**.

Our relationships with the citizens of Edinburgh are key to our continued success, and we seek ever stronger engagement with the communities that we serve.

The University Strategic Plan 2016

External factors

Youth unemployment is a major social, political and economic challenge for Scotland. The Scottish Government has set out an ambition to reduce youth unemployment by 40 per cent by 2021[1].

The Scottish Government set out its aspirations to ensure that Scotland's young people have the best opportunities – whether at university, college, vocational training or employment – in its 2016 election manifesto. One of their key aims is to increase the number of Modern Apprenticeships to 30,000 a year by 2020 – 5,000 of them in 'highly skilled careers'.

To address this locally, Edinburgh City Council developed a cross-partner initiative in 2011 – **The Edinburgh Guarantee**. Working with The Edinburgh Guarantee the University has signed up to:

- sustainably **increase the number of job opportunities targeted towards young people** leaving school, and to provide development in these roles to enhance future employability;

- work in partnership with our external skills and learning partners to provide school leavers with the opportunities to secure industry-recognised qualifications.

The introduction of the **Apprenticeship Levy** in April 2017 has resulted in the University paying 0.5 per cent of our pay bill towards the levy annually. There is an opportunity to recoup some of this financial outlay by engaging with Modern Apprenticeships and receiving funding towards the training element via recognised training providers.

Career Ready (see page 8) mentees at Easter Bush

Business benefits

Supporting young people and students to gain work experience and future employment provides a number of benefits to individuals, the University and the wider community.

Opportunity to grow our own **talent** within the University. Particularly useful for areas where it is difficult to find experienced staff and there are **skills gaps**.

Increasing the **diversity** of the workforce, e.g. age, gender, ethnicity, widening participation.

Students give a unique perspective on many University projects and part-time support during semester.

Provides **mentoring** and **development** opportunities for staff.

Cost effective way of hiring staff, therefore reducing overall budget spend.

Gaining **fresh insight** and **new skills**.

Positive impact on young people's lives and careers.

How you can get involved

Youth talent programmes

Career Ready
A charitable organisation that links local schools and students with employers to provide a two-year programme for those aged 15 to 18, which sits alongside school studies during S5 and S6.

JET Academy
Job Education & Training Academy (JET) run by Edinburgh Council. It gives high school pupils aged 14 to 16 the opportunity for one day a week work experience during term time to develop employability skills.

Work experience for high school pupils
This gives fourth-year pupils a short time with an employer (e.g. one or two weeks) to learn directly about work and the working environment by watching and learning.

Developing the Young Workforce (DYW)
Educators and employers working together using an online digital platform called *Marketplace* which helps employers engage with local schools.

Prince's Trust GET INTO
Aims to give young people who are work-ready but do not have vocational skills, the chance to work. The University would offer 12 to 15 work placements for four to six weeks.

Early careers

Modern Apprenticeship scheme
Full-time on-the-job training for current or new employees that leads to an industry-approved qualification. Funding for training is available via Skills Development Scotland (SDS) and is typically open to people aged 16 to 24.

Internships and part-time student employment
Part-time semester work for current students, and full-time internships (Employ.ed on Campus) during the summer months. There are also part-time internships for PhD students (Employ.ed for PhDs). See the Careers Service for more details.

Graduate training scheme
In 2017–2019, the University is piloting a graduate trainee programme with Ambitious Futures, specifically for the higher education sector, to gauge appetite internally.
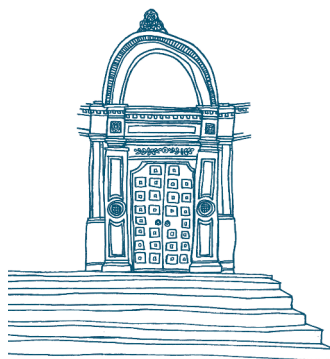
Entry-level jobs for those aged 16 to 24
Often involving basic or administrative tasks, entry-level positions are a good way to bring in young talent and progress through your area rather than opting for experienced hires.

Find out more @
www.edin.ac/youth-talent

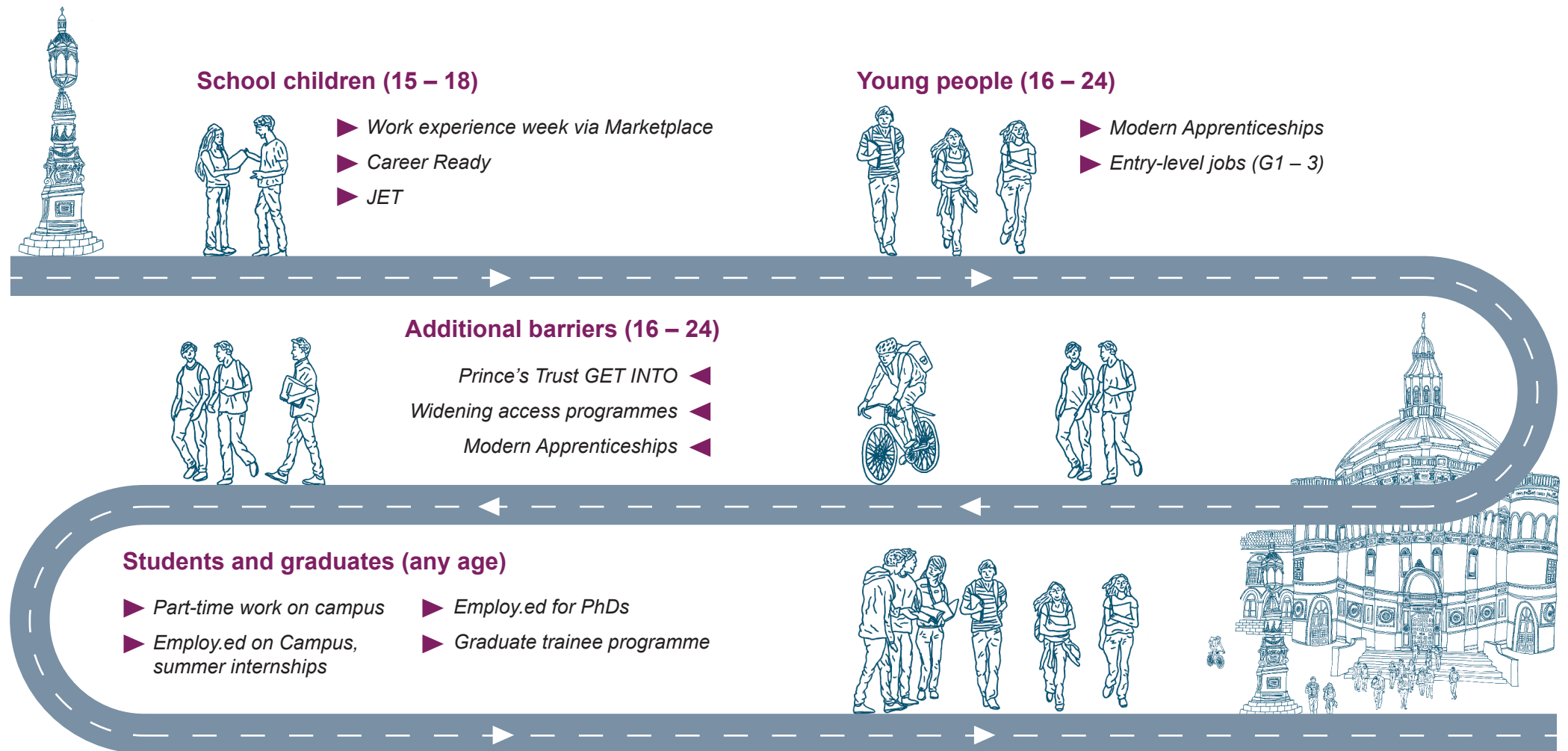| Age category	Secondary school 15–18 years	Young people 16–24 years	Young people (16-24) facing barriers to employment	Students and graduates (any age)
Initiatives	**A week of work experience** for S4 pupils. Employers advertise these unpaid placements online at *Marketplace*. **Career Ready** - a mentoring programme for school pupils 12 times over two years at your place of work, and a four-week paid placement. **JET** - one day a week unpaid placement, usually Friday.	**Modern Apprentice (MA)** programme for new and existing employees. MAs learn on the job for one to four years, depending on the selected framework, and do additional training at work and/or externally. Create **more entry-level jobs** at grades UE01 to UE03.	**The Prince's Trust** ask employers to provide 10 to 15 young people with a four-week placement at any time of year, as a cohort. **Modern Apprentice (MA)** programme - see previous column.	Internships and part-time work on campus via **Careers Service**. **Graduate trainee programme**.
Pay and funding	**Career Ready** placements are paid £5 an hour (2017) via casual workers forms. Not funded but practical support from University HR Services (UHRS) for all three initiatives.	New roles and **MA** not funded, but Scottish Government contributes to MA training costs. Practical support from UHRS.	**Princes Trust** - unpaid but employer must offer half of the young people paid employment after the placement (not funded). **MA** - see previous column.	Paid but not funded. Practical support from Careers Service and UHRS.

Placement - general introductory work experience for young people; may be paid or unpaid and can range from one day a week to several months.

Internship - paid project-led role for student or graduate and lasting at least eight weeks when full-time but longer when on a part-time basis.

Creating a sustainable pipeline of talent

How we can help to contribute locally

School children (15 – 18)

▶ *Work experience week via Marketplace*

▶ *Career Ready*

▶ *JET*

Young people (16 – 24)

▶ *Modern Apprenticeships*

▶ *Entry-level jobs (G1 – 3)*

Additional barriers (16 – 24)

Prince's Trust GET INTO ◀

Widening access programmes ◀

Modern Apprenticeships ◀

Students and graduates (any age)

▶ *Part-time work on campus*

▶ *Employ.ed on Campus, summer internships*

▶ *Employ.ed for PhDs*

▶ *Graduate trainee programme*

Measuring success – where we want to be by 2021

The delivery of the Youth and Student Employment Strategy is a University-wide endeavour. Engagement from our colleges and support groups is key in achieving the goals outlined to improve youth and student employment at the University.

The following qualitative and quantitative targets will determine the key measures of success for the strategy:

1. **Increase the proportion of employees aged 16 to 24 by 2021 to 15 per cent of the total employee headcount.**

2. **Establish a cohort approach for the Modern Apprenticeship programme and recruit at least 150 new apprentices by 2021.**

3. **Support young people with high potential by achieving an 80 per cent retention rate of apprentices at the completion of their apprenticeship.**

4. **Develop a staff network for apprentices and managers to share experiences and learning.**

5. **Increase the number of on-campus part-time student employment opportunities to at least 1,500 a year by 2021.**

6. **Increase the number of on-campus student internships organised by the Careers Service to at least 100 a year by 2021.**

7. **Introduce and grow a graduate trainee programme.**

8. **Take positive action and increase the proportion of (self-reported) disabled employees aged 16 to 24, year on year by one per cent.**

9. **Raise awareness of the *Marketplace* online platform with the aim of establishing five new skills session, work placement and inspiration or career events to enhance links with local schools.**

10. **Take part in outreach initiatives that motivate the future generation workforce within their early years, and in particular influence and improve the gender gap imbalances for particular sectors, including care, engineering and IT.**

11. **Achieve an average of 10 new Career Ready mentors a year.**

12. **Increase the number of JET work placements for senior phase pupils to five a year.**

Employ.ed On Campus undergraduate summer interns at the Edinburgh Award ceremony

Get in touch

If you would like to get involved or find out more about any of the youth and student employment initiatives, please get in touch:

UHRS Resourcing
E: HR.Recruitment@ed.ac.uk
T: 0131 650 9667
W: www.ed.ac.uk/human-resources/recruitment

For student recruitment:

Careers Service
E: Employ.ed@ed.ac.uk
T: 0131 650 4670
W: www.ed.ac.uk/careers/university-staff/supporting-your-students

CENTRAL MANAGEMENT GROUP

31 October 2017

University support for the Council for At-Risk Academics (CARA)

Description of paper
1. This paper presents the current engagement of the University with the Council for At Risk Academics (CARA) and requests that CMG colleagues consider options for increasing support for the University's partnership with CARA.

Action requested/Recommendation
2. CMG is asked to note the current level of engagement with CARA and consider how to progress this within the University.

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

Risk Management
15. The University has been working alongside CARA for many years, supporting a number of academic colleagues from outside the UK at risk of persecution. The proposals above fit inside the University's risk appetite.

Equality & Diversity
16. Recommending closer engagement with, and more support for, CARA does not raise any concerns for equality and diversity matters.

Next steps & Communication
17. Any proposals recommended for action will be followed up by Edinburgh Global.

Consultation
18. This is the first time this paper has been presented at a University Committee.

Further Information
19. *Author*   *Presenter*
Alan Mackay   Professor James Smith
Director, Edinburgh Global   Vice-Principal International
11 October 2017

Freedom of Information
20. Closed. Its disclosure would substantially prejudice the commercial interests of any person or organisation.

CENTRAL MANAGEMENT GROUP

31 October 2017

Media Hopper Replay - Summary of Use (18/9/17 – 29/9/17)

Description of paper
1.   This paper provides an initial snapshot of lecture recording take-up and usage across rooms in weeks1-2 of term and highlights some early lessons learned.

Action requested/Recommendation
2.   Central Management Group is asked to note these initial numbers and the spread of usage across rooms and sites.

Paragraphs 3 - 11 have been removed as exempt from release due to FOI.

Equality & Diversity Issues
12. None related to this snapshot update report.

Next steps & Communication
13. ISG will continue to provide snapshot updates at regular intervals as appropriate.

Consultation
14. A verbal update was presented to the last Knowledge Strategy Committee meeting.

Further information
15. *Author*   *Presenter*
     Melissa Highton   Gavin McLachlan
     Director of the Learning, Teaching and   Chief Information Officer
      Web Services Division

Freedom of Information
16. This paper is closed.

CENTRAL MANAGEMENT GROUP

31 October 2017

Information Security Framework

Description of paper

1.   This paper provides an update on the progress of the refreshed Information Security Policy and development of the Information Security Framework.

Action requested/Recommendation

2.   CMG is invited to:
   i.   Approve the replacement of the current Information Security Policy with the refreshed version.
   ii.   Review the proposed Information Security Framework and note that work on the underlying Standards and Procedures is ongoing.
   iii.   Agree to delegating approval for Standards to IT Committee.

Paragraphs 3 - 13 have been removed as exempt from release due to FOI.

Risk Management

14. The noted activities are being undertaken to help reduce the University's Information Security risk profile.

Equality & Diversity

15. There are no equality or diversity implications from this paper.

Paragraph 16 has been removed as exempt from release due to FOI.
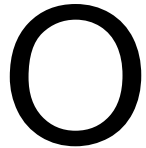
Further information

17. *Author*   *Presenter*
   Alistair Fenemore   Gavin McLachlan
   Chief Information Security Officer   Chief information Officer
   19 September 2017

Freedom of Information

18.   This paper is closed.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

31 October 2017

Proposal to establish a new Chair in the School of Engineering

Description of paper

1.   The School of Engineering wishes to establish a new Chair in Biochemical Engineering.

Action requested/Recommendation

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

Background and context

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

Discussion

4.   The School of Engineering wish to establish this new Chair in order to provide intellectual vision and strategic direction for research and teaching in the field of biochemical engineering within the School's Institute for Bio-Engineering.

Resource implications

5.   Funding for the Chair will be met by the School of Engineering's core budget.

Risk Management

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

Equality & Diversity

7.   Good practice in respect of equality and diversity will be followed in taking forward the appointment of this Chair.

Next steps/implications

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

Consultation

9.   As Head of College, Vice-Principal Professor Robertson is content with the paper.

Further information

10.   Further information about this Chair can be supplied by Professor Hugh McCann, Head of the School of Engineering.

11.   *Author*   *Presenter*
        Mike Cowan   Vice-Principal Professor Dave Robertson
        College HR: CSE   College of Science & Engineering
        2 October 2017

Freedom of Information

12. This paper can be included in Open Business.

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

31 October 2017

Report from Fee Strategy Group

Description of paper
1.   This paper sets out the recommendations from the Fee Strategy Group meeting of 18 October 2017 that CMG is asked to approve or note as appropriate.

Action requested/Recommendation
2.   CMG is asked to approve the overall proposed student accommodation rents and to delegate authority to FSG to agree the exact balance of increases in different price bands for 2018/19 rents; and to note the need to review scholarships and student residences policy to better support student recruitment and widening access; to approve the tuition fee for a pilot online PhD programme in CMVM; to endorse the adoption of the RCUK policy on Research Students maternity pay for University funded RPG students; and to approve the renewal of the CONACYT (Mexico) agreement for a further 5 years.

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

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

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

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

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

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

21. *Author*   *Presenter*
      Peter Phillips   Tracey Slaven
      Governance and Strategic Planning   Governance and Strategic Planning
      23 October 2017

Freedom of Information

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