

# THE UNIVERSITY OF EDINBURGH

## BUSINESS FOR MEETING OF THE UNIVERSITY COURT

on Monday 15 February 2010 at 2.00 p.m.

A buffet lunch will be available in the Exhibition Room, Main Library  
from 1 p.m.

This meeting of Court will be preceded by a presentation by  
Ms Sheila Cannell, Director of Library and Collections entitled  
“Reconfiguring services in the redeveloped Main Library”

### A FORMAL BUSINESS

1. Minute of the meeting held on 14 December 2009 **A1**

### B PRINCIPAL'S BUSINESS

1. Principal's Business **B1**
2. Edinburgh College of Art **B2**
3. Vice-Principal and Assistant Principal **B3**

### C SUBSTANTIVE ITEMS

1. Report of the Finance and General Purposes Committee  
.1 Comments on the Report of the Central Management Group **C1.1**  
.2 Report on Other Items **C1.2**
2. Commissioners' Ordinance **C2**
3. Report from Estates Committee **C3**
4. Report from Nominations Committee **C4**

### D ITEMS FOR FORMAL APPROVAL OR NOTE

1. Academic Report **D1**
2. Resolutions **D2**
3. Draft Resolution **D3**
4. Donations and Legacies **D4**
5. Update on SBS administration arrangements and Trustee membership **D5**
6. University Expedition Committee **D6**
7. Use of the Seal

**MINUTE OF A MEETING** *of the University Court of the University of Edinburgh held in Prestonfield Room, John McIntyre Centre, Pollock Halls on Monday, 14 December 2009.*

**Present:** Dr J Markland, Vice-Convenor (in chair)  
The Principal  
The Rt Hon Lord Cameron of Lochbroom  
Mr D A Connell  
Professor A M Smyth  
Mrs M Tait  
Professor D Finnegan  
Professor P Munn  
Professor J Barbour  
Professor S Monro  
Mr M Murray  
Ms A Richards  
Ms G Stewart  
Mr T Graham, President Students' Representative Council  
Mr E Beswick, Vice-President Students' Representative Council

**In attendance:** Ms S Beattie-Smith, Rector's Assessor  
Vice-Principal Professor N Brown  
Acting Vice-Principal Professor D Fergusson  
Vice-Principal Professor J Haywood  
Vice-Principal Professor A McMahon  
Mr M D Cornish, University Secretary  
Mr N Paul, Director of Corporate Services  
Dr A Cornish, Director of Planning and Deputy Secretary  
Mr I Conn, Director of Communications and Marketing  
Mr A Currie, Director of Estates and Buildings  
Mr J Gorrige, Director of Finance  
Ms S Gupta, Director of HR  
Ms J McCloskey, Principal's Policy and Executive Officer  
Professor J Ansell, Senate Assessor elect  
Dr K J Novosel, Head of Court Services

**Apologies:** The Rector  
Dr M Aliotta  
Professor L Yellowlees  
The Rt Hon G Grubb, Lord Provost of the City of Edinburgh  
Mr P Budd  
Mr D Workman  
Mr D Brook

The Court received a presentation from Mr Richard Kington, Director of Accommodation Services entitled 'Accommodation Services – An Update'.

## **A FORMAL BUSINESS**

### **1 MINUTE OF THE MEETING HELD ON 19 OCTOBER 2009**

**Paper A1**

The Minute of the meeting held on the 19 October 2009 was approved as a correct record.

Court noted with regret that the Rector had been unable to attend this meeting for health reasons and that he was unlikely to be able to undertake duties until April or May 2010. The Court asked that its best wishes be conveyed to the Rector.

Court further noted that this would be the last meeting attended by Professor Pamela Munn and warmly thanked her for her commitment and service to the University and wished her well in her retirement.

Court warmly welcomed Professor Jake Ansell, Senate Assessor elect, who was in attendance at this meeting.

The University Secretary provided Court with updated information on a postgraduate student and it was agreed that it would be appropriate for a formal letter to be sent to the individual from Court expressing full confidence in the handling of this difficult case by the Principal and the University Secretary.

**2 NOTE OF THE SEMINAR HELD ON 12 OCTOBER 2009 Paper A2**

Court noted and approved the informal note of its seminar held on 12 October 2009 which had focussed on the work of ERI in assisting in the delivery of the strategic goal of excellence in commercialisation and knowledge exchange.

**B PRINCIPAL'S BUSINESS**

**1 PRINCIPAL'S COMMUNICATIONS Paper B1**

The production of a written Principal's Report was welcomed by Court and the format was considered helpful in providing members with information on current issues and recent events grouped under the headings of International, UK, Scotland and University News.

The Principal further reported on the following: for the third consecutive year, the University's Confucius Institute had been designated Confucius Institute of the Year; the receipt of £15k from Santander to support an environmental project at the University; UCU had now formally written to UCEA noting the conclusion of the 2009 national negotiation round and the pay offer of 0.5%; the intention to arrange an early meeting with Mr Mike Russell, an alumni of the University who had been appointed to the position of Cabinet Secretary of Education and Lifelong Learning; praise for the Protocol section in its handling of arrangements for three high profile events held on 16 November 2009; the announcement of £24m joint funding from the Department for Business Innovation and Skills through the Strategic Investment Fund and Scottish Enterprise to develop a 'bioincubator' facility on the BioQuarter site; the exhibition Masterpieces 1 in the Main Library had attracted much media interest with Scotland's oldest surviving book, a pocket-size book of Psalms on display; the launch of EUSA's teaching awards on 11 December 2009; the successful Carol Service held on 13 December 2009; and that it was unlikely that the decision to reduce government funding for teacher training places would be reversed and that it was unclear if transitional funding would be made available.

**2 UNIVERSITY SECRETARY Paper B2**

Court noted with regret the firm intention of the University Secretary to retire late summer 2010 after 32 years of service to the University and approved the proposal to initiate an external advertisement recruitment process as soon as possible to facilitate an appropriate handover period.

**3 VICE-PRINCIPAL (EQUALITY AND DIVERSITY) Paper B3**

It was noted that Professor Waterhouse's term of office as Vice-Principal, Equality and Diversity was due to cease on the 31 December 2009. Court approved the proposal that Professor Waterhouse should continue in this position for a further three years until 31 December 2012, recognising the continuing importance of this role.

**4 RENAMING OF THE WEST WING, OLD MEDICAL QUAD Paper B4**

The proposal to transfer the name William Robertson from the existing building on the east side of George Square to the refurbished West Wing of the Old Medical Quad was approved by Court; the refurbished West Wing was to house the School of History, Classics and Archaeology. It was noted that the timing of the transfer would be subject to consideration of the continuing use of any of the teaching space in the current William Robertson building and to clarification of the acceptable postal address for the refurbished building.

**C SUBSTANTIVE ITEMS**

**1 REPORT OF THE FINANCE AND GENERAL PURPOSES COMMITTEE**

Dr Markland presented the papers previously circulated.

Report from the Central Management Group's Meeting of 18 November 2009 **Paper C1.1**

Court noted the analysis of preliminary student intake figures for 2009/2010 and the actions being taken as a consequence of over recruitment of home/EU undergraduate students. Court further noted the planning round assumptions for 2010/2011. The first report of the Standing Consultative Committee on Redundancy Avoidance (SCCRA) was welcomed by Court and its demonstration of the proactive, transparent approach being taken forward in respect of these issues; Court endorsed yearly reports from this Committee. Court further welcomed the approach to manage the implications of the announcement by the Scottish Government on future funding of initial teacher training places in respect of both students and staff.

The IT Strategy and Information Security Policy were both approved by Court.

Report on other Items **Paper C1.2**

The Research and Commercialisation Report for the first quarter of the new financial year was noted and that a series of actions were being taken forward to improve the position including actions to encourage submission of grant applications. The Fraud Policy was approved subject to revision to ensure that the correct legislation and legal processes were being quoted. The approval of funding to retain the necessary EUCLID team staff for the period August to December 2010 was noted.

Court approved the subsidiary companies' Financial Statements for the year ended 31 July 2009 on the recommendation of the Finance and General Purposes Committee. Court further noted the content of the financial update and the approval of central funds to support voluntary severance during 2009/2010.

**2 RISK MANAGEMENT COMMITTEE END OF YEAR REPORT Paper C2**

Court noted the Annual Report from the Risk Management Committee including the detailed responses from Colleges and Support Groups on the risk questionnaire as set out in the Risk Register Annual Return and the helpful Assurance map on the actions taken

to mitigate the risks identified on the University's Risk Register (version 6).

**3 RISK MANAGEMENT - POST YEAR END ASSURANCE STATEMENT Paper C3**

Court noted the assurance statement.

**4 AUDIT COMMITTEE ANNUAL REPORT Paper C4**

It was noted that the Audit Committee endorsed the opinion of the Internal Audit Service, based on the Internal Audit Annual Report appended to its Annual Report, on the adequacy of the overall controls and governance arrangements operating in the University during 2008/2009. Court commended the formal review process now undertaken by the Audit Committee in respect of Internal and External Audit Services and welcomed the outcomes including the intention to formalise the external audit client review process.

Court further noted the draft Minute of the last meeting of the Audit Committee and that the Committee commended adoption of the Reports and Financial Statements for year ended 31 July 2009 and the Letter of Representation to Court. Court was satisfied with the Committee's process to review External Audit's Highlights Memorandum and the monitoring process now in place to ensure that items within the external audit action plan were appropriately taken forward.

**5 REPORTS AND FINANCIAL STATEMENTS**

Reports and Financial Statements for the year ended 31 July 2009 **Paper C5.1**

Court noted that the Group Income and Expenditure Account recorded total income in 2008/2009 of £591.5m, a 6.5% increase in turnover from the previous year demonstrating the University's continuing strong financial position; the movement in the various income streams as detailed in the notes to the Accounts were also noted. Court further noted the details on staff expenditure including the 8% increase compared to last year and the impact of the introduction of the pension salary sacrifice arrangements for members of USS and SBS schemes. Variances from the previous year's expenditure in the areas of utilities and refurbishment where significant increases were recorded and decreases in other areas were also noted by Court. Court considered that the £4m surplus achieved was a satisfactory outcome.

The notes in respect of the Balance Sheets recorded University investment of £52m in fixed assets and Court was pleased to be informed of a recovery in endowment investment since year end. Court noted the growth in creditors as a result of the University receiving advanced payments from funding bodies particularly for capital projects. Information on pension liability was set out in detail in the notes. The cash flow statement confirmed the continuing strong financial position of the Group.

Court welcomed and approved the Reports and Financial Statements for year ended 31 July 2009, noting the External Auditor's report and unqualified opinion and authorised the Principal, Vice-Convener and the Director of Finance to sign the Reports and Financial Statements as appropriate on behalf of Court.

Letter of Representation **Paper C5.2**

Court ratified the Letter of Representation and authorised the Principal to sign the Letter on its behalf.

The preparation of this detailed reported was welcomed. Court noted the continuing work to introduce a more transparent approach to forecast reporting across the University.

**6 COMMISSIONERS' ORDINANCE**

Court noted that as difficulties had now arisen in the approach previously proposed there would be a delay in the final version of the Ordinances been considered by Court. It was noted that the Privy Council had raised questions on the draft Ordinances submitted for informal consultation and that further legal advice including seeking Counsel's Opinion was being pursued to ascertain an appropriate way forward. Also as a result of initial electronic dialogue with Senate it had been agreed it would be more appropriate to debate the draft Ordinances at the next meeting of Senate in February and report thereon to Court.

It was further noted that discussions were continuing with trade unions on this matter. Court approved the approach in taking forward these discussions as set out in the paper under points a) to e) including Court's involvement in regard to appeals in any new arrangements and particularly endorsing the proposed dissemination of information on the proposed new arrangements to all staff.

Court noted that an update would be provided at its next meeting which may include seeking delegated authority to proceed to the next stage in the Privy Council approval process once observation had been received from Senate.

**7 PERFORMANCE MONITORING**

Strategic Plan 2008-2012 Targets – Annual Progress Report

Court noted the current progress in delivering the 33 targets set out in the Strategic Plan. This was the first such report on the updated Strategic Plan. The various actions being taken to improve performance in respect of those targets where it had been determined that further work was required were noted. In particular the series of actions to enhance student feedback across the University including the involvement of EUSA and the arrangements to raise students' awareness of the opportunities and benefits of participating in formally approved student exchange programmes. Court further noted that the status of some targets was yet to be determined and that in the case of those targets requiring the University's performance to be compared with other institutions this was because national data was not yet available. Progress in formally determining, at a corporate level, appraisal completion rates and participation in leadership development programmes was noted: Court emphasised the importance of bringing this work to completion.

The final progress report on the targets within the 2004/2008 Strategic Plan was noted.

**8 REMUNERATION COMMITTEE ANNUAL REPORT**

It was noted that this was the second annual report presented to Court since approval of the new terms of reference of the Remuneration Committee. Court noted the gender information in respect of the grade 10 staff cohort and asked that further analysis be undertaken to better determine any underlying trends. Court was assured of the robust procedure undertaken in respect of grade 10 and equivalent staff salary reviews, noted the Committee's awareness of salary levels for recently appointed grade 10 and equivalent staff and noted the intention to undertake a major exercise to improve the

recording of data on ethnicity, disability and nationality including encouraging staff declaration. Court further noted the position in respect of the Principal's remuneration for 2009/2010.

## **9 GOVERNANCE ISSUES**

### Final outcome of discussions with Court Members

**Paper C9.1**

Court endorsed the proposed approach and was in agreement with the items which should now be taken forward and asked that a progress report be prepared for a future meeting. Court further agreed that the other items should be referred for consideration as part of the Court's effectiveness review.

### Reviewing Court's Effectiveness – methodology

**Paper C9.2**

Court noted the process previously undertaken in 2005/2006 to review its effectiveness and that of its Committees and the suggested ways forward in respect of undertaking the 2009/2010 review. It was agreed that a specific subgroup of Court be established to conduct the review process; the membership to be initially considered by the Nominations Committee and recommendations made to the next meeting of Court. The membership to consist of: the Principal, the Vice-Convenor of Court, a Senate Assessor, a General Council Assessor, two further lay members of Court, the University Secretary and an external member from another institution with appropriate knowledge on higher education governance matters. It was further agreed that it would be helpful to seek expressions of interest in particular from Court members and that the chair of the group should be appointed by Court and was not expected to be the Vice-Convenor.

## **D ITEMS FOR FORMAL APPROVAL OR NOTE**

### **1 RESOLUTIONS**

**Paper D1**

Court approved the following Resolutions:

- Resolution No. 48/2009: Alteration of the title of the Personal Chair of Sedimentary Geology
- Resolution No. 49/2009: Foundation of a Chair of Paediatric Clinical Neuroscience
- Resolution No. 50/2009: Amendments to Resolutions 16/2009 and 41/2009
- Resolution No. 51/2009: Alteration of the title of the Personal Chair of Mathematical Geoscience
- Resolution No. 52/2009: Alteration of the title of the Chair of Medical Imaging

### **2 DONATIONS AND LEGACIES**

**Paper D2**

Court was pleased to note the donations and legacies to be notified received by the University of Edinburgh, Development Trust between 1 October and 30 November 2009, particularly welcoming the lifetime gift of £1.264m from Mr Storey towards the Medical Graduate fund.

### **3 USE OF THE SEAL**

A record was made available of all the documents executed on behalf of the Court since its last meeting and sealed with its common seal.

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### **Principal's Report**

These communications are grouped below into international, UK and Scottish developments, followed by details of University news and events:

#### **International**

##### **India Office**

The University's strategic footprint in India has been established with the appointment of Ms Amrita Sadarangani as the University's Programme Manager within the UK-India Business Council in Mumbai. Ms Sadarangani will provide a dedicated support for the development of the University's India strategy, facilitate and further Edinburgh's links in India and extend both recruitment and alumni activity in the region. Ms Sadarangani will be located within UKIBC Mumbai until summer 2010 when the University's office space becomes available.

Ms Sadarangani has an established career promoting business and science across the globe. In her most recent role, Ms Sadarangani represented the South East and South West England Development Agency and was based at the British Deputy High Commission, Mumbai. Within this role, Amrita was responsible for the promotion of the UK as a location for high technology, high growth companies, wishing to globalise and access both the UK and European market. Priority sectors included ICT, Life Sciences, Creative Industries and Advanced Engineering. She has further facilitated Indo-UK collaborations in science and technology when she was employed by the Foreign and Commonwealth Office's Science & Innovation Network at the British Trade Office in Bangalore, and has also worked as a Product Communications Manager for GlaxoSmithKline Pharmaceuticals.

##### **India: Education Policy Update: Foreign Providers Education Bill**

India is seeking to pass legislation in 2010 regulating the entry and operations of foreign education providers across the country. Human Resource Development Minister Kapil Sibal has said that the Government would strive for a consensus on it and hoped to introduce it in the Budget Session of Parliament. Under the Bill, foreign universities would be required to pass through an accreditation process overseen by a new Accreditation Council. Following accreditation, foreign universities would be free to offer any degree (foreign or partnered with an Indian institution) and would be subject to neither fee controls nor reservation quotas and would operate on a 'not for profit' basis. The Bill is generating significant global interest especially from major host destination countries for Indian students, including the USA.

##### **Fulbright Chairs**

Distinguished American professors are to be appointed at the University as we receive a major award from the prestigious Fulbright Commission. The Fulbright Programme of international exchange grants is one of the world's best known and most prestigious awards programmes and the Fulbright-Scotland Visiting Professorship, will see eminent US academics teaching, giving public lectures, and conducting research at the University from 2011. The Commission's Distinguished Chairs Programme is widely viewed as one of the most prestigious academic appointments made by Fulbright and further enhances the



University's international prestige. Under the scheme the College of Humanities and Social Science will host three academics, for six months each, over a three year period.

### **UK Borders Agency**

The Home Secretary has very recently indicated that there are to be a number of changes to the student immigration system following a review undertaken at the end of 2009. These will be included in Regulations to be laid before Parliament later this week and the detail should become clearer thereafter. The majority of the proposed changes are likely to relate to students studying sub-degree level courses.

UKBA has also recently suspended visa applications in parts of India and South East Asia. Universities UK has supplied details of students awaiting visa decisions to the UK Border Agency and is seeking urgent clarification of when the applications will be processed.

## **UK**

### **National Pay Negotiations**

The University and College Union decided, with reluctance, to accept the 0.5% offer. The negotiations have now concluded. Staff of the University received the pay rise, backdated to August, with their January salary.

### **HEFCE Funding Allocation 2010-11**

On 1 February the Higher Education Funding Council for England (HEFCE) announced its funding allocation to universities in England for 2010-11. Funding for teaching decreased by 0.4% in cash terms, funding for research increased by 2% in cash terms (unchanged in real terms), and capital funding decreased by 14.9% in cash terms. HEFCE stressed its commitment to widening participation and to strategically important subjects in science, technology, engineering and mathematics. This follows the Secretary of State's Grant letter issued on 22 December, the content of which was widely reported in the press over Christmas: <http://www.hefce.ac.uk/news/HEFCE/2009/grant1011/letter.htm>. The SFC is due to announce its funding allocation at the end of March.

### **Undergraduate Applications**

Court members may have seen the extensive press coverage last week of the very significant rise in university applications through UCAS this year. UCAS figures indicate an overall rise of 22.9% in UK applications, with a rise of 22% in applications to Scottish institutions. This University has not experienced such an increase in demand, and indeed our most recent admissions figures show a slight reduction of 1.7% in applications from home/EU students with a rise of 13.5% in applications from overseas students.

### **Related Meetings**

I attended a Russell Group dinner on 28 January at which David Willetts MP, Shadow Minister for Education and Skills, was guest speaker.

## **Scotland**

### **Funding for Teacher Training**

Court will recall that at the October meeting I explained that the draft Scottish Government budget proposes a significant cut to the funds available for teacher training (from £31.8m to £22.1 million). At the end of last month, the Scottish Government announced the provision of

£3 million in transitional aid to be shared amongst institutions. This funding will be subject to universities giving adequate assurances about how this money will be used to develop and enhance partnership arrangements with local authorities and/or national agencies in relation to the implementation of Curriculum for Excellence, and to maintaining future capacity in teacher education. £2 million will be distributed on a formulaic basis in proportion to the reduction in target student teacher intake numbers between 2009/10 and 2010/11. The University of Edinburgh share of this will be £366,452. The remaining £1 million will be subject to a bidding process. Deans of Education will be invited to submit more detailed proposals on how they can further enhance the quality and impact of partnership work with local authorities and/or national agencies in relation to Curriculum for Excellence implementation.

### **Widening Access Retention Premium**

Late last month, the Scottish Funding Council (SFC) announced a review of the Widening Access Retention Premium (WARP) as part of a wider review of its access and inclusion programme funding, and in the context of the introduction of New Horizon funding. The WRAP was introduced in 2007 to help universities improve the retention rates of students from deprived backgrounds. The SFC states that the current method of allocating the WRAP has resulted in small allocations to institutions with proportionately low levels of recruitment of students from deprived backgrounds and with low drop-out rates. It wants to prioritise the Horizon Fund on where it can have most impact and has announced its intention to remove the premium from four HEIs receiving small proportions of premium: Aberdeen, Heriot Watt, St Andrews and Edinburgh. We are currently in discussions with colleagues at the SFC to determine what this will mean for Edinburgh, and whether this funding, which is worth just under £220,000, will be reallocated in a different form.

### **Related Meetings**

I had a useful lunch meeting on 20 January with Claire Baker MSP, Labour Spokesperson for Further & Higher Education, and Des McNulty MSP, Labour Spokesperson for Education and Young People.

### **University News**

**10:10 Go Green Week** was hosted by the University to raise awareness of low-carbon living. A programme of events took place between the 8 and 14 February around the University's campus sites organised by environmental group People and Plant. The opportunity was also taken to showcase the staff-student collaborative project Transitional Edinburgh University. Further information is available at: <http://www.transitionedinburghuni.org.uk/node/94>

**An Orienteering Centre of Excellence** has been launched to develop elite student athletes, the first of its kind in the UK. The Centre has been created through a unique multi-partnership agreement involving British Orienteering, Scottish Orienteering, the University and Scotland's national sports scholarship scheme, Winning Students.

**An exotic animal teaching facility** has been opened by The Royal (Dick) School for Veterinary Studies, where students can learn about the best way to care for exotic animals. The rise in the number of exotic animals being kept as pets has led to the creation of this the UK's first specialist training facility for veterinary students in this topic.

**Darwin's Birthday** was marked by the delivery of the inaugural Charles Darwin Birthday Lecture by Professor Brian Charlesworth, Head of the Institute of Evolutionary Biology at the School of Biological Sciences. The talk on the 12 February 2010 discussed genetics and

Darwinian evolution; highlighting where Darwin went wrong and explaining how modern understanding of genetics has strengthened Darwin's theory of natural selection.

**30 Years of Bedlam**, the Bedlam Theatre, the oldest student-run theatre in the UK, first opened its doors in 1980 in a neo-gothic church built in 1847 close to the site of the Edinburgh Bedlam Mental Institute. Home to the Edinburgh University Theatre Company (EUTC), the Bedlam Theatre hosts forty shows per academic year. Further information is available at: <http://www.bedlamtheatre.co.uk/>

**Burdica Biomed**, a biotech company launched in 2007 through the University's Edinburgh Pre-Incubator Scheme (EPIS) has signed a multi million pound deal to sell its products in China through a partnership agreement with Sinopharm, China's largest pharmaceutical and medical device distributor. Burdica expects to see huge product sales in China, with revenues expected to be over £50 million.

**Edinburgh Lectures: Making Scotland** - the University is again involved in this popular Edinburgh Lectures series. Professor Sergio Della Sala, Professor of Human Cognitive Neuroscience will deliver a lecture entitled 'Neuroscience in Education: The good the bad and the ugly' on the 23 February 2010.

#### **Research in the news:**

- Scientists in MVM have found that a drug, *R-Roscovitine*, being tested to treat cancer may also offer an alternative way to treat asthma in patients, particularly those who are resistant to steroids which are commonly used in asthma treatments.
- A team working at the University's Cancer Research Centre has found that an oral spray containing a cannabis extract could be of benefit to cancer patients - the oral spray reduced pain levels by 30 per cent in a group of cancer patients who had not been helped by morphine or other medicines.
- Work being undertaken in the School of Chemistry could lead to a new method of delivering chemotherapy to cancer patients through developments in semiconductor technology.
- Researchers led by the School of Biological Sciences in collaboration with colleagues from the University of Warwick have used computer modelling to examine how a plant's internal clock is affected by changes in day length from winter to summer to understand how genes operate and help develop crops that can cope with climate change.
- A two-year study undertaken by the Centre for Research on Families and Relationships has found that men living on their own are more likely to experience financial and health difficulties – as well as disadvantages in the housing market – compared with women living alone.
- An international group of Scientists including several at the University has identified a set of genes that control the body's response to glucose in the blood which has taken forward our understanding of the causes of late-onset diabetes which affects more than 220 million people worldwide.

#### **External Recognition:**

- Dr Maria Jadwiga Dlugolecka-Graham was awarded an MBE in the New Year's Honours list for services to Polish-Scottish Relations and to Medicine. She set up a

Fellowship Programme which enables young Polish Doctors to gain experience at The University of Edinburgh Medical School and in NHS Lothian hospitals and is also currently the voluntary co-ordinator of the Polish School of Medicine memorial funds, working to curate, compile and make accessible a unique historical collection which memorialises Edinburgh's Polish School of Medicine operating during WWII.

- Professor Alice Brown, former Vice Principal of the University and recently retired as Scottish Public Services Ombudsman, was awarded a CBE in the New Year's Honours list in recognition of her contribution to public service.
- The University has been awarded an Edublog award for the best educational use of a virtual world following the virtual graduation ceremony held in November 2009; the University hosted an online graduation ceremony in virtual community Second Life for graduands of the distance-learning MSc in e-learning.

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## **Vice and Assistant Principals**

### **Vice-Principal (Research Training and Community Relations)**

As Court will be aware, Professor Mary Bownes currently holds the designation Vice-Principal Research Training and Community Relations. Professor Bownes has been a Vice Principal of the University since 2003, initially holding the role of Vice Principal for Widening Participation, Recruitment & Admissions and Community Relations before assuming her current designation three years later.

Professor Bownes carries out a great deal of important work in her role as Vice Principal, taking forward a number of projects and chairing numerous University committees and ad hoc groups. Her role remains vital to the achievement of the strategic priorities of the University. I therefore recommend to Court the Professor Bowne's designation as Vice Principal be extended to 2013.

### **Designation of an Assistant Principal - Assistant Principal, International Post-Doctoral Training**

The College of Medicine and Veterinary Medicine has very recently recruited Professor Asif Ahmed to the role of the Gustav Born Chair of Vascular Biology. This is an extremely important strategic appointment for the University, which will further enhance our competitiveness in cancer research, where the development and spread of tumours is known to be critically dependent upon small blood vessels. It will also strengthen our capacity to retain the very high levels of investment we currently enjoy from the British Heart Foundation. High quality vascular biology expertise is in short supply in the UK.

In addition to his scientific expertise, Professor Ahmed has a keen interest and notable experience in the area of international post-doctoral training. I believe he could make a substantial contribution to the development of that area at Edinburgh and propose to provide him with an official mandate for doing so by designating him Assistant Principal for International Post-Doctoral Training. Professor Ahmed has broad experience of bio-medicine and other relevant sciences and has strong international connections, including to medical schools in Asia.

Professor Ahmed's part time role (10%) would be to lead on all aspects of the development and enhancement of international post-doctoral training at the University, with particular focus on medicine and bio-medicine. His designation as Assistant Principal for International Post-Doctoral Training is particularly timely in light of my recent announcement of the Principal's Career Development PhD Scholarships Scheme, through which the University is providing 60 scholarships over the next 2 years to UK, EU and overseas students taking research degrees in any field of study. His designation would be for a period of 2 years in the first instance and would commence when he takes up his post on 1 March 2010. Any additional costs would be met from within existing budgets. The Head of the College of Medicine and Veterinary Medicine and relevant thematic Vice Principals have been consulted and are supportive of this proposed designation.

Professor Ahmed is currently Professor of Reproductive and Vascular Biology at the University of Birmingham.

**I should be grateful for Court's approval of the above proposals.**

TMMO'S  
February 2010

# C1.1

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**Report of the Finance and General Purposes Committee  
(Comments on the Report of the Central Management Group's meeting of 20 January 2010)**

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

This paper comprises the Report to the Finance and General Purposes Committee at its meeting on 1 February 2010 from the Central Management Group of its meeting of 20 January 2010. Comments made by the F&GP Committee are incorporated in boxes within the report at relevant points.

Action requested

The Court is invited to approve items 2, 3 and 4 and to note the remaining items with comments, as it considers appropriate.

Resource implications

As outlined in the paper.

Risk Assessment

As outlined in the paper.

Equality and Diversity

As outlined where appropriate in the paper.

Freedom of information

Can this paper be included in open business? Yes except for those items marked closed.

Originators of the paper

Dr Alexis Cornish  
Dr Katherine Novosel  
5 February 2010

## Central Management Group meeting

20 January 2010

### 2 DIGNITY AND RESPECT POLICY (Appendix 2)

CMG endorsed the revised Policy which had been subject to wide consultation and commended it to Court noting that a comprehensive set of guidance and procedural documents were being developed to support the implementation of the Policy.

The Finance and General Purposes Committee endorsed and commended approval to Court of the Dignity and Respect Policy.

### 3 DISABILITY EQUALITY SCHEME 2009

CMG noted and approved the content of this second Disability Equality Scheme required to be produced to comply with the Disability Discrimination Act (2005) and further commended the support provide to students and staff.

The Scheme can be accessed at the following URL:

<http://www.disability-office.ed.ac.uk/provision/des/report2009.html>

The Finance and General Purposes Committee endorsed and commended approval to Court of the Disability Equality Scheme 2009.

### 4 REPORT FROM SUSTAINABILITY & ENVIRONMENTAL ADVISORY GROUP (SEAG) (Appendix 3)

CMG endorsed the revised Sustainability and Environmental Strategy and commend its approval to Court. It further fully endorsed the implementation plan to take forward the Strategy in 2010 requesting that further work be undertaken to ensure that colleagues across the University were aware of their roles in delivering the plan. CMG further endorsed the Recycling and Waste Management Policy 2010 and commended its approval to Court.

The Finance and General Purposes Committee endorsed and commended approval to Court of the Sustainability and Environmental Strategy and the Recycling and Waste Management Policy 2010.

### 5 REPORT FROM HEALTH AND SAFETY COMMITTEE AND HEALTH AND SAFETY QUARTERLY REPORT (Appendix 4)

The report from the last meeting of the Health and Safety Committee and the Quarterly report for the period 1 October to 31 December 2009 were noted. CMG welcomed the University's leadership role in taking forward the Northern Biosafety Training Centre which will facilitate an accredited biosafety course to meet UK compliance requirements and a proposed new EU Standard.

### 6 FEES STRATEGY GROUP

CMG approved the actions taken by the Convener of the Fees Strategy Group in respect of revised fees from 2010/2011 for the MSc course in Operational Research and the extension for a further two years the fee arrangements for the existing two-year collaborative European Masters MSc in Informatics.

## Dignity and Respect Policy



### 1. Policy Statement

1.1 The University Community is made up of its staff, students and visitors, all of whom are highly valued for the knowledge, skills, experience, talents, commitment and creativity they bring to the University community. As part of the University's commitment to equality and diversity it is intent on promoting a positive culture for working and studying, in which all members of that community treat each other with dignity and respect. This Policy sets out the expectations this places on all members of the Community.

1.2 When we use 'dignity' we mean recognising and esteeming everyone's worth as a person.

1.3 When we use 'respect' we mean treating each other with consideration.

### 2. Overview

2.1 This policy should be read in the context of the University's core Mission, Strategic Plan and related strategies, information on which can be accessed via:  
[http://www.planning.ed.ac.uk/Strategic\\_Planning/SP2008-12/index.htm](http://www.planning.ed.ac.uk/Strategic_Planning/SP2008-12/index.htm).

2.2 The policy is set in the context of the need to:

- provide an environment where individuals have the opportunity to reach their full potential;
- maximise the success of the University, recognising the importance of staff's and students' direct contribution;
- provide a supportive and enabling working environment which encourages good morale, a positive student experience, good employee relations and excellent performance in all that we do;
- create the environment for a positive student experience of University life;
- meet the requirements of a complex and evolving legal framework including, for example, a statutory obligation regarding discrimination and a general legal duty of care to staff
- apply the principles of good governance and good management practice across all our activities;
- provide a mechanism for raising, addressing and resolving concerns about individual/organisational behaviour and this is described in the corresponding procedure (*exact title to be added when formalised*).

### 3. Scope

3.1 This policy applies to all staff and students of the University in relation to both individual and collective activities, including their dealings with others in the University community.



## 4. Guiding Principles

- The University seeks to promote a positive culture for working and studying to which every student and member of staff contributes and within which they are able to develop to their full potential.
- Freedom of expression within the law is central to the concept of a university. To this end, the University seeks to continue to foster a culture which permits freedom of thought and expression within a framework of respect for the rights of other persons.
- Ideas and views are open to rational discussion and challenge, in a rigorous, collegial and constructive manner, with a view to creating knowledge and improving and deepening understanding.

## 5. Responsibilities

5.1 As members of the University community we have a responsibility to apply these principles by:

- Contributing to a positive learning and working environment including engaging with activities which promote dignity and respect.
- Supporting the University's priorities and acting with integrity as members of the University community.
- Accepting new responsibilities and participating in activities aimed at enhancing and improving systems, processes and practices such that they are more efficient, effective and valuable. Asking questions and learning about issues that will affect us.
- Exercising responsibility (or being accountable) for our interactions with individuals and groups and showing consideration.
- Working and studying collaboratively, collegially and effectively in teams within and across organisational units.
- Addressing and resolving matters ourselves, where reasonably possible, in a simple, straightforward and constructive way or raising more serious matters with relevant University staff and participating positively in approaches to resolve them.

5.2 In addition, managers of staff and others with responsibility for areas of work or study have:

- A responsibility to lead in promoting a culture of dignity and respect and
- A duty to take timely, relevant action to resolve concerns using the related procedure (*actual title of procedure to be inserted when finalised*).

5.3 Expectations of the University as an employer and provider of education will be to ensure that:

- It fosters a positive culture for working and studying to attract and retain the best staff and students to support our academic endeavour.
- It treats staff and students with openness, respect and dignity at all times;
- Staff and students feel safe and are listened to when raising concerns about behaviour.

## 6. Monitoring

The University monitors and reviews its performance on promoting dignity and respect on an ongoing basis. Information on key performance indicators and other data can be found in the

Monitoring section of the Dignity and Respect Framework (*link to be inserted here when finalised*). Formal reports are provided at regular intervals to Staff Committee and other relevant committees.

## **7. Information, advice and resources**

Further advice and information on good practice is available in the supporting guidelines and procedures which may be found at: (*link to be added when finalised*).

## **8. Policy creation**

This policy was approved by CMG on xxxx and Court on xxxx and takes effect from xxxx.

**As endorsed by CMG 20 January - submitted for adoption by Court February 2010**

## Social Responsibility & Sustainability Strategy 2010

### Looking to 2020 and beyond

**The University of Edinburgh is justifiably proud of the many contributions made to Scotland, Europe and the world since our founding in 1583. With the world now on the brink of global economic, social and environmental changes more far reaching than those of the 18<sup>th</sup> Century Enlightenment – and the scientific, economic and social revolutions that followed – the University faces new challenges.**

In 2083 the University will celebrate 500 years since its foundation. How will our successors look back at our contributions to the world in the first half of the 21st century? Will Edinburgh's researchers have helped shape a world where energy, food and water resources are secure for all?

What roles will Edinburgh graduates have played in stabilising CO<sub>2</sub> levels through technical solutions, policy development or business leadership? Will Edinburgh's medical research have helped eradicate major infectious diseases? The decisions we make now will determine the extent to which we help shape the future – or merely respond to events.

### Creating opportunities from global challenges

**There is a growing recognition across the world of the urgency of tackling a range of difficult, complex and inter-related issues such as human well-being; food, energy and water security; and climate change. The need of governments, businesses and others to understand and respond to these challenges creates significant opportunities for the University community.**

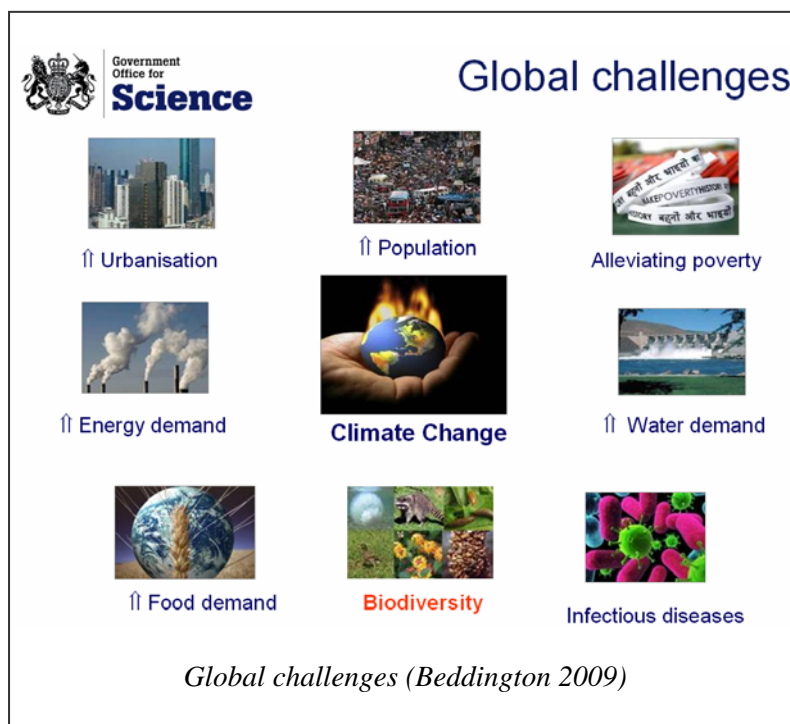
Professor John Beddington, Edinburgh alumnus and former chief scientific adviser to UK Government, argues that 'business as usual' will lead to a 'perfect storm' of food, water and energy shortages – with all the social, environmental and economic disruption that will entail – by 2030<sup>1</sup>.

New scientific, technical, economic and policy responses will be necessary, but not sufficient, to address these challenges.

Critical analysis from diverse perspectives will be essential to understand the relationships and potential conflicts between the challenges and proposed responses.

Indeed, there are many possible and often mutually exclusive, visions of what a desirable future might be – and how such a vision might be achieved.

Our role will always be to understand what is happening, to question accepted wisdom, to challenge simplistic analysis and to communicate with others. In doing so we shall help develop holistic solutions to the challenges facing the world and its people.



<sup>1</sup> Commenting on his speech to SD-UK conference, 19 Mar 2009 <http://news.bbc.co.uk/1/hi/sci/tech/7952348.stm>

## Choosing our future

**We aspire to make world-leading contributions to understanding and addressing global challenges. Our overarching approach is not to direct academic endeavour, but to create the conditions in which students and staff are inspired and supported to engage with and contribute to social responsibility and sustainability throughout the University and beyond. Collaboration between disciplines across the University will be central to this endeavour.**

### **A whole-institution approach to social responsibility and sustainability**

We aim to develop – and make explicit as an exemplar for the University community and others globally and locally – a whole-institution approach to social responsibility and sustainability.

Recognising that the terms are contested, social responsibility and sustainability refer here to our contribution to both understanding and addressing social, environmental and economic global challenges. More specific definitions may be required to enhance communication in certain circumstances, for example during the adoption of particular standards or practices.

Our approach is four-fold; we shall:

- 1. Lead by example**, explicitly embedding our commitment to social responsibility and sustainability in our policies, strategies and procedures;
- 2. Actively support best practice, innovation and leadership** in relation to social responsibility and sustainability: in learning and teaching, research and knowledge exchange and across our services and physical infrastructure;
- 3. Recognise and communicate** relevant activity by students, staff and alumni;
- 4. Demonstrate and report** our main social, environmental and economic impacts.

This strategy builds on and develops a longstanding commitment to social responsibility and sustainability, and brings together the University's existing policies and commitments on these and related issues<sup>2</sup>.

This document is partly a blueprint; but more realistically it is an initial route map that sets out our aspirations, our direction and our first steps on the journey towards how we might be in 2020.

The detailed planning and prioritisation will come as these commitments are progressively embedded within the University's annual planning and resource allocation process and future strategic plans.

## Learning & Teaching

**We shall create conditions where students and staff develop their knowledge, skills and experience to engage with and contribute effectively to tackling global challenges in Scotland and worldwide.**

### **Leadership in education for active citizenship**

The University objectives are to:

- LT 1 Gain international recognition for supporting all students to be proactive, independent, critically analytical and reflective learners and communicators, able to engage with global challenges facing society and to recognise their significance for interdisciplinary study.  
*In 2010: Action 1.1 Action 1.2 Action 1.3 Action 2.3 Action 3.1*

*We aim to produce graduates fully equipped to achieve the highest personal and professional standards. (p1)*

*Our strategies... include encouraging the themes of sustainability and social responsibility in programme and course development and delivery. (p31)*

Strategic Plan 2008-2012

<sup>2</sup> Including: Sustainability Policy in 2000; University's Strategic Plan 2008-12; Internationalisation Strategy 2009; Universitas 21 Statement on Sustainability; the Universities & Colleges Climate Commitment for Scotland; and the 10:10 campaign to reduce greenhouse gas emissions by 10% in 2010.

- LT 2 Be respected as a leading international provider of higher education, lifelong learning and continuing professional development related to understanding and engaging with global issues. *In 2010: Action 1.1 Action 1.3 Action 2.2 Action 2.3*
- LT 3 Offer every student opportunities to study the broader aspects of the global challenges, social responsibility and sustainability and to explore in depth how their chosen subjects relate to them. *In 2010: Action 1.3 Action 1.4 Action 2.3*
- LT 4 Draw widely on the University's whole-institution approach to social responsibility and sustainability as a resource for learning and teaching. *In 2010: Action 1.2 Action 1.4*
- LT 5 Offer students a range of opportunities to engage in community and other activities relating to social responsibility and sustainability. *In 2010: Action 1.2 Action 1.4 Action 2.2*

## Research and Knowledge Exchange

**We shall critically evaluate policy responses and interventions to the global challenges from a perspective open to dialogue across disciplines.**

**We shall collaborate with local and global partners in industry, civil society and academia to contribute to development of holistic solutions.**

## Realising the potential of multidisciplinary teamwork, strategic partnership & collaboration

The University objectives are to:

- RKE 1 Establish cross-college research themes focussing on dialogue across disciplines to address global challenges that respond to the opportunities offered by major research funders and other external bodies in the UK and internationally. *In 2010: Action 3.1 Action 4.1*
- RKE 2 Create a network of research experienced alumni working across the world in academia, industry, government and civil society, who remain engaged with and contribute intellectually to the University's research, knowledge exchange and teaching on global challenges. *In 2010: Action 6.1*
- RKE 3 Promote opportunities for staff to offer their expertise to address global challenges, individually and in multidisciplinary teams, through engagement with civil society organisations and commercial consultancy. *In 2010: Action 1.2 **Error!** Reference source not found.*
- RKE 4 Establish a 'New Enlightenment' programme of engagement, across multiple disciplines, with the local community, the city-region and other partners to discuss, understand and respond to global challenges and their implications. *In 2010: Action 5.1*

*We aim to... contribute to the economic, social, cultural and environmental development of Scotland and the world (p11)*

*...provide holistic solutions to important global challenges (p10)*

*...maximise the contribution of our knowledge, skills, and expertise towards influencing and realising Scottish and UK government objectives while simultaneously benefiting society as a whole (p13)*

Strategic Plan 2008-2012

## People, Services & Infrastructure

**Our success in benefiting from the opportunities and rising to the challenges that the future holds will rest squarely on the high quality of our people, services and physical infrastructure.**

**We shall develop and showcase best practice, informed by and informing the University's research and teaching missions.**

### Practising what we teach, researching our practice

The University aspires to serve as a living laboratory – practicing what we teach and researching our own practice. Our objectives are to:

- PSI 1 Encourage and support members of the University community to become effective agents of positive change, drawing on the University's own teaching resources, including the Global Academies. *In 2010: Action 1.5 Action 1.6 Action 2.3 Action 2.4 Action 3.1 Action 4.3*
- PSI 2 Apply our own research and expertise to inform our policy and practice, and offer issues in need of study as dissertation topics. *In 2010: Action 1.2 Action 4.12*
- PSI 3 Manage our physical infrastructure and the procurement of goods and services in ways that maximise efficiency and effectiveness while minimising social, environmental and other risks. *In 2010: Action 4.4 Action 4.5 Action 4.6 Action 4.7 Action 4.7 Action 4.9 Action 4.10 Action 4.11 Action 4.12*
- PSI 4 Collaborate with other organisations to share our expertise and develop best practice in addressing social responsibility and sustainability. *In 2010: Action 2.4 Action 5.1*
- PSI 5 Establish efficient and effective systems to record, report and act on our main social and environmental impacts. *In 2010: Error! Reference source not found. Action 4.5 Action 4.6 Action 4.7 Action 4.7 Action 4.10 Action 4.11 Action 4.12*

*This means... taking ever more seriously our commitments as a socially responsible organisation (p2)*

*We aim to... equip staff to realise their full potential as direct contributors to the success of the University (p17)*

*...deliver efficient and timely services that are customer-focused and of world class quality (p18)*

*...provide a modern, efficient and stimulating working and learning environment to sustain world-class academic and support activities (p21)*

*...embed equality, diversity, sustainability and social responsibility as fundamental principles, and assist all staff and students to realise their full potential (p31)*

Strategic Plan 2008-2012

## Conclusion

**Our journey towards 2020 and beyond will be evolutionary as we build on a wealth of existing expertise and achievement. We are however determined to act promptly and decisively to maximise the opportunities, anticipate future developments and maintain our world class status in a rapidly changing world. This strategy sets out our aspirations, our direction and our goals for 2020.**

The attached Implementation Plan expands on the objectives and highlights activities to be undertaken in 2010.

Implementation of this strategy will be reviewed annually as these commitments are progressively embedded within the University's annual planning and resource allocation process and incorporated as appropriate in future University Strategic Plans.

# Social Responsibility & Sustainability Implementation Plan 2010

## Introduction

The Social Responsibility & Sustainability Strategy is framed to guide the University over the decade to 2020.

The purpose of this Implementation Plan is to assist decision-makers in the University to respond to specific elements of the University Strategic Plan 2008 – 2012, and the wide range of existing policies and commitments and to alert the wider University community to our practical policy intentions.

The Implementation Plan sets out a number of specific actions to be undertaken in 2010 grouped under the themes in the University's Strategic Plan 2008-12. Due to their cross cutting nature, many of these actions also contribute to other strategic themes. As the delivery mechanism for the Social Responsibility and Sustainability Strategy, this work will in due course inform the development of the University's next Strategic Plan.

## Our Priorities

In line with the Social Responsibility and Sustainability Strategy, our priorities at the initial stage are to:

- P 1 Ensure that the University's objectives set out in this strategy are embedded promptly and appropriately in all strategies and policies that are currently under review or in development.  
*In 2010: Action 1.3 Action 4.3 Action 4.4 Action 4.5 Action 4.6 Action 4.7 Action 4.9*
- P 2 Support staff effectively as they put this strategy and accompanying implementation plan into place. *In 2010: Action 4.1 Action 4.3 Action 4.4 Action 4.5 Action 4.7 Action 4.10 Action 4.11*
- P 3 Communicate effectively, internally and externally, our current expertise, opportunities, activity and achievements related to social responsibility, sustainability and the global challenges – including progress in the implementation of this strategy itself. *In 2010: Action 2.1 **Error!** Reference source not found.*

In this initial stage – until the objectives set out in this strategy are firmly embedded within the University's annual planning and resource allocation process – progress will be monitored by and reported annually to Sustainability and Environmental Advisory Group and incorporated into the Planning and Resource process under the guidance of Central Management Group.

## Governance and monitoring progress

The 2010 actions are to be taken forward under the aegis of the named colleagues responsible for their achievement. However to assist with coordination and oversight, progress in delivering the 2010 actions will be monitored and reported by the following committees:

- Sustainability and Environment Advisory Group, (SEAG) convened by V-P Prof Mary Bownes, and
- SEAG Operations Group, convened by Nigel Paul, Director of Corporate Services.

As noted above the implementation of the Social Responsibility and Sustainability Strategy will be an evolutionary process over the years to 2020. As we implement and evaluate the achievement and outcomes of 2010 actions, we shall revise and where appropriate extend the Implementation Plan for 2011 and beyond. This further work – including specific tasks already under discussion but yet to be formalised as 2010 actions – is mentioned under each Action below.

Endorsed by SEAG, January 2010

# **Social Responsibility & Sustainability Implementation Plan 2010**

**– mapped onto Themes from the University's Strategic Plan 2008-12**

## ***Theme 1 Enhancing our student experience***

**Action 1.1**    **Develop the proposal for an MA in Sustainable Development with a view to offering the programme from September 2011**

Lead Contact: Tom Ward, Head of Academic Office, CHSS

**Action 1.2**    **Develop a wider level of interaction between Masters students and the wider community by establishing a network of programme directors and potential clients**

Lead contact: Dr Sue Rigby, Assistant Principal Taught Postgraduate Programmes

**Action 1.3**    **Embed consideration of social responsibility and sustainability issues into Taught Programmes Review processes**

Lead Contact: Dr Tina Harrison, convener of Senatus QA Committee

**Action 1.4**    **Explore opportunities to embed social responsibility and sustainability objectives in proposals for the alternative learning week from 2011**

Lead contact: Dr Sue Rigby, Assistant Principal for Taught Postgraduate Programmes

**Action 1.5**    **Develop the Community Award to recognise exceptional contributions by staff and students which promote social responsibility and sustainability**

Lead Contact: Prof Mary Bownes, V-P for Research Training and Community Relations

**Action 1.6**    **Explore opportunities to embed social responsibility and sustainability criteria in proposed extended degree transcript**

Lead contact: Dr Sue Rigby, Assistant Principal Taught Postgraduate Programmes

## ***Theme 2 Engaging with our wider community***

**Action 2.1**    **Identify all the social responsibility and sustainability - related activities across the University and develop a way to highlight them comparable to Edinburgh Global**

Lead Contact: Prof Mary Bownes, V-P for Research Training and Community Relations

**Action 2.2**    **Organise “Our Global Challenges” – a public lecture series on Climate Change and Peak Oil as part of Transition Edinburgh University**

Lead Contact: David Somervell, Sustainability Advisor

**Action 2.3**    **Progress the development of “Our Changing World”, a proposed trans-College course open to all students at the University and to the public**

Lead Contact: Prof Mayank Dutia, Biomedical & Clinical Laboratory Sciences, CMVM

**Action 2.4**    **Deliver Transition Edinburgh University project aiming to cut the emissions from the 37,000 students and staff by 10% in 2010 in response to the challenges of climate change and peak oil – delivering the 10:10 campaign undertaking**

Lead Contact: David Somervell, Sustainability Adviser

## ***Theme 3 Advancing internationalisation***

**Action 3.1**    **Identify and implement opportunities for Global Academies to provide focal points for academic developments in relation to social responsibility and sustainability**

Lead Contact: Prof Steve Hillier, Vice Principal, International



***Theme 4 Promoting equality, diversity, sustainability & social responsibility***

**Action 4.1 Develop a workshop to enable researchers to write compelling impact statements**

**Action 4.2** Lead Contact: Sheila Thompson, Director, Researcher Development Programme

**Action 4.3 Develop and implement plans to progressively embed social responsibility and sustainability objectives in staff development programmes**

Lead Contact: Sheila Gupta, Director of Human Resources

**Action 4.4 Develop and implement the University's sustainable procurement plan**

Lead Contact: Karen Bowman, Director of Procurement

**Action 4.5 Implement the first phase of the climate action plan and devolve energy budgets to make evident consumption and raise awareness of carbon impact of activities**

Lead Contact: Angus Currie, Director of Estates and Buildings

**Action 4.6 Develop a low carbon, resilient estate including BREEAM Education assessments**

Lead Contact: Graham Bell, Depute Director, Estates & Buildings

**Action 4.7 Develop and implement plans to maximise resource efficiency of all Information and Communications Technology (ICT) provision**

Lead Contact: Prof Jeff Hayward, V-P Knowledge Management, Chief Information Officer

**Action 4.8 Adopt and implement University-wide and site-specific waste management plans**

Lead Contact: Fleur Ruckley, Waste & Environment Manager, Estates & Buildings

**Action 4.9 Develop and implement biodiversity management plans for two campus / zones**

Lead Contact: Fleur Ruckley, Waste & Environment Manager, Estates & Buildings

**Action 4.10 Develop and implement site specific travel plans supporting sustainable active travel**

Lead Contact: Emma Crowther, Transport & Parking Manager, Estates & Buildings

**Action 4.11 Develop and consult the wider University on guidelines for business travel**

Lead Contact: Emma Crowther, Transport & Parking Manager, Estates & Buildings

**Action 4.12 Reduce the carbon footprint of the University vehicle fleet**

Lead Contact: Emma Crowther, Transport & Parking Manager, Estates & Buildings

**Action 4.13 Review the regional and international social economic and ecological impacts of food choices offered in university catering and retail outlets and develop plans to minimise adverse effects and stimulate local supplier resilience**

Lead Contact: Ian Macaulay, Asst Director, Accommodation Services - Catering

***Theme 5 Building strategic partnerships & collaborations***

**Action 5.1 Establish a 'New Enlightenment' programme of public engagement, across multiple disciplines, with the local community, the city-region and other partners to discuss, understand and respond to global challenges and their implications**

Lead Contact: Prof Mary Bownes, V-P for Research Training and Community Relations

***Theme 6 Stimulating alumni relations***

**Action 6.1 Develop plans for a pilot network of research experienced alumni working across the world in academia, industry, government and civil society, engaged with and contributing to the University's research, knowledge exchange and teaching**

Lead Contact: Prof Steve Hillier, Vice Principal, International



# Recycling & Waste Management Policy 2010

## 1. Introduction

The University of Edinburgh has stated its overall commitment to good environmental practice in the Social Responsibility & Sustainability Strategy which outlines a set of agreed aims, targets and deliverables for all aspects of Sustainability, including for Recycling and Waste Management.

The Recycling & Waste Management Policy 2010 (the Policy) has been developed in order to provide the University community with a clear understanding of the University's position within the framework of legislation and good practice. The object of this Policy is to provide guidance to Colleges, Schools and Units on how to manage their Wastes and to ensure that all Waste and Recycling produced as a result of University-related activities, on or off University premises, is stored, removed, treated and disposed of according to legislative requirements and the Best Practicable Environmental Option. This will include expectations on any third parties providing relevant supplies or services to the University.

This Policy supersedes the previous Waste Reduction Policy produced in 1996 and updated in 2005. It will be reviewed every three years or more frequently if required.

A set of Waste Guidance Notes (WGNs) has also been produced which update and clarify the procedures for dealing with the different types of Waste arising from University activities and premises. The WGNs supersede all previous guidance including the Clinical Waste Code of Practice 2002 and the Hazardous Waste Code of Practice 1998.

The Policy will be issued to all Heads of School by Estates & Buildings. A copy of the Policy and associated WGNs will also be available online at [www.ed.ac.uk/recycling](http://www.ed.ac.uk/recycling) or on request from the Waste Team within Estates & Buildings.

## 2. Policy Statement

***The University of Edinburgh is committed to continuing our legally compliant, environmentally sound and financially controlled practice with the setting, monitoring and achievement of key targets. In particular to reducing the unnecessary use of raw materials, reuse of products and by encouraging and enabling recycling, composting or energy recovery.***

***We will reduce landfill waste and when disposal is the only option we will dispose of materials in an environmentally responsible manner.***

***We recognise the impact of the transport, treatment and disposal of resources and subsequent wastes on our local and global environment, and on our carbon footprint. We are committed to reducing this impact through the continued improvement of our Recycling and Waste Management practices, good procurement practice and the promotion of sustainable behaviour amongst members of the University community.***

## 3. Standards Expected

The University requires all staff, students, Service Providers and anyone else making use of University premises to comply with this Policy and associated WGNs.

In particular, it is expected that all members of the University community, tenants in University premises and University appointed Service Providers will adhere to the following standards:

1. Waste should be prevented or minimised wherever possible. If Waste is produced, opportunities for repair, composting and reuse should be enabled when appropriate and only then should recycling, energy recovery, incineration or landfill disposal be considered.
2. All Waste produced must be stored, carried, kept, processed, treated or disposed of in accordance with the principles of Duty of Care.
3. Waste must be securely stored in compliant and suitable containers and locations pending uplift and disposal. More detail is available on the [University Health & Safety website](#). In particular:

- The fabric and construction of the container must be resistant to the nature of the waste (e.g. corrosive, sharps) and suitable for the storage environment.
  - The container will be securely sealed to prevent accidental spillage/leakage.
  - Adequate security precautions should be taken to prevent loss, theft, vandalism, or unauthorized access or scavenging of waste.
  - Segregation of waste should take place to prevent mixing of incompatible materials and to allow for recycling.
  - Waste collections should not prevent safe access or egress of people.
  - Waste should not be stored in plant or electrical switch rooms, near to heat or ignition sources or hinder access to equipment.
  - The office or functional unit holding any waste prior to collection must ensure that the waste is suitably described, inventoried, packaged and available for uplift.
4. Waste and Recycling removed from University premises must only be transported by persons or Service Providers who are authorised to do so and subsequently treated, processed or disposed of in suitably authorised and approved facilities.
  5. Any discharge to sewer from University premises that may present a substantially greater risk than domestic sewage must have the prior agreement of the statutory responsible bodies via Estates & Buildings.
  6. Where it is shown that this Policy and associated Guidance have not been adhered to, (potentially) resulting in the University becoming legally vulnerable or its reputation being adversely affected, the Director of Estates shall take such steps as may be necessary to bring the situation back into compliance as soon as possible. Associated costs incurred in carrying this out may be recovered from the College, School, Unit or tenant concerned.

#### 4. Legislative Framework

The range of processes undertaken as part of the day-to-day activities of the University of Edinburgh generates a wide spectrum of Waste types. All Colleges, Schools, Units, members of the University community in general, tenants and Service Providers have a duty to comply with legislation relating to the segregation storage, transport, treatment and recording of these Waste types.

In addition, various Technical documents produced by the UK or Scottish Government and / or the Regulator, are to be adhered to. The key pieces of legislation related to this Policy area are listed below:

- Environmental Protection Act 1990
- Environmental Protection (Duty of Care) Regulations 1991
- Landfill (Scotland) Regulations 2003
- Special Waste Amendment (Scotland) Regulations 2004
- Waste Electrical and Electronic Equipment Regulations 2005
- Animal By Products Regulations 2005
- Waste (Scotland) Regulations 2005
- Environmental Permitting Regulations 2007
- Waste Batteries and Accumulators Regulations 2009

A more detailed list, including a summary of each relevant Act and Regulation and their amendments, is available from Estates & Buildings.

The key Technical guidance documentation related to this Policy are listed below:

- **WM2.** Technical document produced by the Environment Agency, Scottish Environment Protection Agency, and the Environment and Heritage Service to provide guidance on the assessment and classification of hazardous waste.
- **Health Technical Memorandum 07-01: Safe Management of Healthcare Waste.** Good practice guidance produced by UK Department of Health / Finance and Investment Directorate / Estates and Facilities Division outlining a Best Practice framework for the management of Healthcare Wastes.

## 5. Organisation and Management

Responsibilities and organisational arrangements for this Policy are in line with those defined in the University Health & Safety Policy and agreed by the University Court.

The University Court has overall legal responsibility for Waste Management at the University. The Head of School is formally responsible, through the Head of College, to the University Court for the management of Waste arising in the area of the University under their control. Heads of School may delegate authority, but remain legally responsible – as with Health and Safety matters.

Within Waste Legislation (in particular the Duty of Care), individuals also retain a responsibility for disposal of Wastes within their control.

The responsibilities and organisational arrangements for this Policy are further defined below.

## 6. All Heads of Schools/Units

Responsible for:

1. Ensuring that this Policy and WGNs are disseminated within their area of responsibility.
2. Ensuring that School members are equipped to implement this Policy, including identifying training needs and ensuring training appropriate to each individual's responsibility is available and attained.
3. Ensuring that all staff, students, visitors and School/Unit only purchase goods or services from Service Providers who comply with this Policy and associated Guidance Notes.
4. Ensuring either that only authorised central Recycling and Waste contract services are used or, if it is necessary to procure School/Unit contract services, ensuring they comply with a Sustainable Procurement Plan agreed by the Director of Procurement, and with this policy, and that an up to date list of them is sent to Director of Estates annually and/or when requested.
5. *Non-hazardous Wastes* (central Waste and Recycling contracts):
  - a. Ensuring that all redundant IT equipment is reused/cascaded where possible, and
  - b. Ensuring that non-hazardous Waste and Recycling is removed from University premises via centralised contracts.
6. *Hazardous Wastes*:
  - a. Ensuring that **no** hazardous wastes are disposed of through the General Waste or Recycling streams or to drains.
  - b. Ensuring Duty of Care compliance including appropriate segregation, inventorying, recording, describing and storage of Hazardous Wastes.
  - c. Nomination of 'Responsible Person(s)' to coordinate Waste disposal for any radioactive, healthcare, animal by-product, chemical or otherwise Hazardous Wastes.
  - d. Informing the Support Services Operations Manager who the nominated 'responsible person(s)' is and updating records when the 'Responsible Person(s)' changes.
7. Ensuring that Waste Management practices and procedures within the School/Unit are audited regularly and that any changes that may be required as a result of these reviews are carried into effect.
8. Encouraging staff, students and visitors to co-operate with associated campaigns, projects and initiatives.
9. Enabling the investigation of any incidents or accidents relating to Waste Management.

### Director of Estates & Buildings

Responsible for:

1. Provision of advice and guidance to the University community on Recycling and Waste Management.
2. Coordinating the procurement and provision of appropriate and authorised central Recycling and Waste contract services for use by all Schools and, where appropriate, tenants within University buildings.
3. Auditing of centralised Recycling and Waste Management systems.
4. Maintaining a list of all Service Providers appointed to carry out Waste-related activities and ensuring that they are procured in compliance with the Sustainable Procurement Plan.

5. Ensuring that all Service Providers are advised that they must comply with the Duty of Care; that they must comply with this Policy, or, satisfy the University that their own procedures will achieve legal compliance. This will usually be done through the *Estates & Buildings General Code of Safety Practice for Contractors*.
6. Auditing all Recycling and Waste Management Service Providers working for the University.
7. Setting performance indicators and targets for Recycling and Waste Management.
8. Reporting to the University on progress against the performance indicators and targets.
9. Provision of appropriate training for Estates & Buildings personnel who have responsibilities for Recycling and Waste Management and assist in the specification of relevant goods or services.
10. Coordinating the gathering of, and supplying all relevant information to appropriate enforcement agencies, when information relating to Recycling and Waste Management is requested.
11. Attaining and reporting on Waste Management Permits/Licences/Exemptions as required.
12. Investigation and resolution of any incidents or accidents relating to Recycling and Waste Management.
13. Keeping up to date this Policy, WGNs and any Waste Management Plans.

### **Support Services Operations Manager**

Responsible for:

1. Liaising with appropriate enforcement agencies.
2. Signing annual Waste Transfer Notes for central contracts on behalf of the University.
3. Compiling and holding annual Waste Transfer Notes and Special Waste Consignment Notes for centrally managed Recycling and Waste collections.
4. Overseeing the day to day delivery of centralised Recycling and Waste Management services.
5. Monitoring the performance of the Service Providers against Service Level Agreements.
6. Implementation and monitoring of centralised Recycling and Waste Management systems.
7. Compiling Recycling and Waste data and statistics to enable annual benchmarking against established performance indicators and reporting against agreed targets.
8. Maintaining a contact list of Responsible Persons as provided by Heads of Schools.

### **Nominated Responsible Persons**

Responsible for:

1. Signing School/Unit Waste Transfer Notes and Special Waste Consignment Notes as necessary.
2. Establishing and maintaining a record keeping system in order that the movements of all Wastes can be tracked and make these records available for audit by Estates & Buildings.
3. Supplying information and paperwork on all Wastes disposed of, when it is requested by Estates & Buildings.
4. Attending appropriate training and disseminating information to other School members as appropriate.

### **Staff / Students / Researchers / University tenants**

Responsible for:

1. Completing and adhering to the Waste Disposal section within University Risk Assessment forms for all relevant activities.
2. Reusing, recycling and/or disposing of Wastes responsibly, through the appropriate stream, in accordance with University policy and procedures and all legal requirements.
3. Reporting any problems with Waste collection schemes to Estates Waste Management.
4. Attending appropriate training.

### **Service Providers**

Responsible for:

1. Legal and technical compliance with all relevant statutory legislation or Scottish Government policy in relation to Waste or Recycling.

2. Arranging for the safe and compliant storage and collection of Wastes generated through their own activities on University premises or as appropriate, where acting on behalf of the University under relevant supply or service contracts.
3. Reusing, Recycling and/or disposing of Waste responsibly, in accordance with University policy and procedures, or, through a scheme approved by the University.
4. Making available to the University copies of Waste transfer notes, special Waste consignment notes and other Waste related records if required.
5. Providing service levels, activity reports/ statistics or risk analyses, as specified under service contracts or supply agreements with the University. Informing the University appointed contract manager of any risk of breach of legislation identified whilst working for the University or on our premises.

## 7. Integration with School Procedures and Documentation

All Colleges and Schools/Units should use this documentation either in order to produce their own area specific procedures or directly in the induction and training of staff, researchers and students. Where local guidance is being produced, it must meet the standards and requirements set out in this Policy and associated Guidance.

Waste Management procedures must be included in induction programmes and training programmes.

School procurement procedures must also include relevant waste management statements.

Local procedures must be up to date, clearly written, displayed in relevant areas, take account of different levels of training, knowledge and experience and be available to all relevant students, staff, researchers, visitors etc. Where Schools are large, or cover more than one site, it may be necessary for procedures to be developed by local administrative units to ensure effective management of Waste.

## 8. Definitions

### 1. Waste

Waste includes any substance or object which the holder discards or intends or is required to discard under the Waste Framework Directive and any substance which constitutes a scrap material, an effluent or other unwanted surplus arising from the application of any process or any substance or article which requires to be disposed of which has been broken, worn out, contaminated or otherwise spoiled as per the Environmental Protection Act 1990 and amendments.

### 2. General Waste

A form of Controlled Waste, comprising all Waste from University Schools and Colleges with the exception of Hazardous Waste.

### 3. Recycling

The diversion of waste away from landfill or incineration and the reprocessing of those wastes either into the same product or a different one. This mainly includes non-hazardous wastes (or non-hazardous components of other wastes) such as paper, glass, plastic and scrap metal.

### 4. Best Practicable Environmental Option (BPEO)

The BPEO is the option for Waste disposal that provides the most benefits or the least damage to the environment as a whole, at acceptable cost, in the long term as well as in the short term.

### 5. Duty of Care

A requirement of all producers, importers, carriers and those involved in the disposal of Waste to take all reasonable steps to ensure that Waste is segregated, described, stored, transported and treated or disposed of safely.



**6. Service Provider**

Third parties providing works, goods or services to the University, Schools, Units or research activities, whether contracted or not. This includes contractors and providers of professional services on or off site.

**7. Sustainable Procurement Plan**

A plan for acquiring works, goods or services for approval by the Director of Procurement (if over the Procurement Manual threshold) or the Head of School/budget holder below that threshold which must include sustainability and waste management requirements in the specification, as agreed by the University Court.

**8. Hazardous Waste**

This term encompasses the term Special Waste as defined by the Special Waste Regulations 1996 and the Special Waste (Scotland) Regulations 2004 and amendments. It includes waste that could, in certain circumstances, be harmful to human health or the environment in the short or long term due to its physical, chemical or biological properties of explosive, oxidising, flammable or highly flammable, irritant, corrosive, toxic or very toxic, harmful, carcinogenic, mutagenic, infectious and ecotoxic.

In Scotland, batteries, fluorescent tubes, photographic chemicals, televisions, paint, waste oils, solvents, acids, alkaline solutions, pesticides and computer monitors are all hazardous wastes.

Some hazardous wastes such as Asbestos and Radioactive Waste are subject to their own regulations and within the University; their disposal is covered by other guidance.

**9. Healthcare Waste**

Healthcare waste is classified under the European Waste Catalogue code, chapter 18 as wastes from diagnosis, treatment or prevention of disease in humans or animals.

Healthcare premises include hospitals, nursing homes, GP surgeries and veterinary practices.

**10. Animal By-Product Waste**

Animal by-product (ABP) waste includes animal carcasses, parts of animal carcasses, products of animal origin which are not intended for human consumption and slaughterhouses.

ABP waste also includes catering waste (all waste food from restaurants, catering facilities, central kitchens) although the regulations pertaining to catering wastes are less onerous than other kinds of ABP wastes and for the purposes of this Policy, they are included within the General Waste stream.

**11. Radioactive Waste**

The possession and disposal of radioactive material in the UK is subject to the Radioactive Substances Act 1993. Any person carrying out an undertaking that accumulates and disposes of radioactive material must be authorised to do so by University Health & Safety and issued with appropriate Certificates.

Further information on the procedures which must be followed are provided by Radiation Protection Guidance Note GN009: Waste Disposal, available from University Health & Safety.

**Last updated on:** 4 February 2010

**Created by:** Fleur Ruckley

**File name (this version):** 100204RecyclingWasteMgmtPolicy-final.doc

## Health and Safety Quarterly Report 2009/2010

Quarterly reporting period: 1<sup>st</sup> October 2009 – 31<sup>st</sup> December 2009

### Accidents and Incidents

Type of Accident/Incident	Qtr 1 Oct '09 – 31 Dec '09	Qtr 1 Oct '08 – 31 Dec '08	Year to Date 1 Oct '09 – 31 Dec '09	Year to Date 1 Oct '08 – 31 Dec '08
Fatality	0	0	0	0
Specified Major Injury	1	0	1	0
> 3 day Absence	1	3	1	3
Public to Hospital	4	2	4	2
Reportable Dangerous Occurrences	0	0	0	0
<b>Total Reportable Accidents / Incidents</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>
<b>Total Non-Reportable Accidents / Incidents</b>	<b>75</b>	<b>101</b>	<b>75</b>	<b>101</b>
<b>Total Accidents / Incidents</b>	<b>81</b>	<b>106</b>	<b>81</b>	<b>106</b>

*Further information by College/Support Group is shown in Appendix One*

*The incidents reported to the Enforcing Authorities during the quarter comprise:*

- Child was taken to hospital as a precaution from Day Nursery after choking on a small piece of apple. Strict food rules were being followed at the time and child was supervised. (*Public to Hospital*).
- Member of staff was moving growing racks in plant growth room with a colleague and strained back in the process. IP had received manual handling training and was undertaking the task as the risk assessment indicated (two-man job). Risk Assessment reviewed and any required changes implemented. (>3 day injury).
- Undergraduate was mounting a scalpel blade into the holder using the correct procedure as trained, but hand slipped and sustained deep cut. Attended hospital and received stitches. (*Public to Hospital*).
- Undergraduate was hit by car as the car was exiting car park at Kings Buildings and was taken to hospital with a broken leg. Driver's vision may have been obscured by shrubbery, which has now been cut back by Landscape Section. Lighting also to be improved. (*Public to Hospital*).
- Postgraduate was cutting TLC plate using Stanley knife. Knife slipped and cut IP's thumb, attended hospital and received three paper stitches. Scissors will be used in future for this task. (*Public to Hospital*).
- Undergraduate opened small bottle of aqua regia (mixture of nitric and hydrochloric acids) when a small amount splashed IP on the chin; attended hospital as a precaution. IP had been wearing all appropriate PPE but reminded of potential hazard of opening bottles and to open away from body in future. (*Public to Hospital*).



# **Report from the Meeting of Health and Safety Committee, 29/10/09**

## **1. Disabled Evacuation**

Following a presentation to the Committee by the University Fire Safety Adviser, consideration was given to further improvements in managing the arrangements for the safety of disabled people within the University. These include the provision of adequate access to and egress from the University's estate, notification of disabled persons using University buildings, responsibilities for ensuring safe evacuation of disabled persons, and planning for disabled staff.

## **2. Anti-Terrorism Controls Group**

The Home Office is currently revising the guidance on the arrangements to ensure the security of selected risk materials, the Schedule 5 pathogens and toxins listed in the Anti Terrorism Crime and Security Act 2001, and high activity sealed radioactive sources within the High Activity Sealed Radioactive Sources and Orphan Sources (HASS) Regulations 2005. The Counter Terrorism Security Advisers (CTSA) of Lothian and Borders Police will visit each site which holds these selected risk materials to review the arrangements in place in light of these revisions.

## **3. Fringe/Festival Incidents and Arrangements**

The appointment of a temporary Events Health and Safety Co-ordinator by Edinburgh First, to assist in overseeing health and safety during the Fringe/Festival events, and in particular to co-ordinate traffic and pedestrian activities in Bristo Square, was very successful and this appointment will be continued for 2010. The appointee is also tasked with the preparation of guidance to issue to production companies and in reviewing their documentation.

## **4. Pandemic Flu**

The University's preparedness planning to respond to the current flu pandemic has proved to be satisfactory, and continues to evolve with the changing public health situation. The University has set up robust internal structures and systems to deal with this public health issue, and has established good links with Lothian Health Public Health and with the Scottish Government.

## **5. AON Partnership auditing programme**

The next phase of the partnership auditing programme commences in late 2009. The Health and Safety Compliance Audit programme, which visits all Schools and Support Units, will seek to verify whether the structures and systems described at the time of the Management Audit carried out 2/3 years previously have been effectively disseminated to the "coal face" in individual laboratories, workshops and other places of work and study within the University.

## **6. Health Promotion**

The University will shortly (January 2010) make a submission for the Bronze, Silver and Gold levels of the Healthy Working Lives (HWL) award scheme. Following the submission the University will be subject to a formal assessment exercise before any awards may be granted.

## **Report from the Meeting of Health and Safety Committee, 29/10/09 (cont.)**

### **7. First Aid Regulations and Approved Code of Practice**

As a result of recent changes to the Health and Safety (First Aid at Work) Regulations and supporting guidance, changes have been implemented to the basic and re-qualification internal first-aid training courses run by the University to meet the amended Code of Practice. In addition, and in line with this new HSE guidance, the University is introducing annual first-aid refresher training on a voluntary basis, between initial training and the mandatory re-qualification training after three years.

### **8. HSE Input on Slips, Trips and Falls**

The Director of Health and Safety noted developments following the University's campaign on slips, trips and falls, which utilised the HSE's "Fragile Lives" posters and allowed the University to emphasise the importance of personal responsibility, together with basic modules on training programmes for "at risk" staff groups.

The University's Health and Safety Training and Audit Co-ordinator subsequently attended a workshop provided by the HSE on the prevention of slips, trips and falls. This workshop was followed up by a visit in August 2009 from two HSE specialists, who were seeking to identify case studies which demonstrated the impact of their workshop programme.

Following lengthy discussions regarding the University's campaign, the HSE specialists were shown around the new John MacIntyre Centre refectory and kitchen area, and the new John Burnett residence block at Pollock Halls of Residence, where they were most impressed with the anti-slip measures in place, both in terms of surfaces, and footwear.

Much of the work on prevention of slips, trips and falls within the University was already progressing prior to the HSE workshop and efforts will continue to be made in highlighting awareness in this important area.

## **Other Issues and Developments**

*This section includes note of significant developments and issues not covered by the above report from the University Health and Safety Committee meeting of 29<sup>th</sup> October 2009.*

### **New Biosafety/Biosecurity Legislation for the UK**

The University Biological Safety Adviser (UBSA) has participated in various consultation events offered by the Health and Safety Executive, in preparation for this new legislation coming onto the Statute Book in 2010. In summary, major changes will include harmonisation of the requirements covering pathogen and genetic modification work, and the inclusion of work involving animal pathogens, and work which carries biosecurity (counter-terrorism) implications, the latter two topics entering UK biosafety law for the first time.

Once the final shape and content of the new legislation is apparent, the University's central Policy (Part 6) and guidance on these areas of activity will require to be substantially amended.

### **Northern Biosafety Training Centre**

Discussions have progressed with regard to the formation of a Northern Biosafety Training Centre, led by University of Edinburgh, initially administered by the CHASTE Project office for the Scottish Universities. This Centre will facilitate the teaching of an accredited biosafety course in the north of the UK, which will help meet UK compliance with a proposed new European Standard, work on which is currently progressing through the European Biological Safety Association (EBSA).

It is anticipated that the continuing operation of this Centre will form one strand of the CHASTE Project's legacy, once the Project concludes in May 2011. The UBSA is actively participating in the process which will result in the new Standard, in due course.

### **Aon Partnership Audit Programme**

The latest phase of the Aon Audit programme, the Compliance Audit phase has commenced. In this phase, the initial health and safety Management Audits at School (and equivalent) level, carried out 2-3 years ago, are followed up to ensure that compliance "at the coal face" reflects the objectives and arrangements discussed during the Management Audit phase

The programme got off to an excellent start with the School of Chemistry, and will progress through all relevant Schools and Support Units over the next two years. The Health and Safety Department are taking the opportunity, in liaison with Procurement, to encourage relevant Schools to adopt the SciQuest system for chemical procurement and management, which has produced substantial demonstrable savings at Chemistry.

**Alastair Reid**  
**Director of Health and Safety**  
**11<sup>th</sup> January 2010**

## Accidents & Incidents

Quarterly period: 01/10/2009 – 31/12/2009

Year to Date Period: 01/10/2009 – 31/12/2009

(First Quarter)

COLLEGE / GROUP	REPORTABLE (TO HSE) ACCIDENTS / INCIDENTS														TOTAL Non-Reportable Accidents / Incidents		TOTAL ACCIDENTS / INCIDENTS	
	Fatality		Specified Major Injury		>3 day absence		Public to Hospital		Dangerous Occurrences		Reportable Fires		TOTAL Reportable Acc / Inc		Qtr	Ytd	Qtr	Ytd
	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd				
Humanities & Social Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	7	7	7
Science & Engineering	-	-	1	1	1	1	2	2	-	-	-	-	4	4	16	16	20	20
Medicine & Veterinary Med.	-	-	-	-	-	-	1	1	-	-	-	-	1	1	23	23	24	24
SASG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4	4	4
Corporate Services Group	-	-	-	-	-	-	1	1	-	-	-	-	1	1	24	24	25	25
ISG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
Other Units	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1
<b>UNIVERSITY</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>6</b>	<b>75</b>	<b>75</b>	<b>81</b>	<b>81</b>

\* Units noted below taken from organisational hierarchy report 09/10 - [http://www.planning.ed.ac.uk/edin/orghier/versions/Version12\\_0.xls](http://www.planning.ed.ac.uk/edin/orghier/versions/Version12_0.xls)

SASG: Student and Academic Services Group: Academic Affairs/Records Management, Biological Services, Careers Service, Chaplaincy, Communications and Marketing, Development and Alumni, Disability Office, EUCLID, General Council, Governance and Strategic Planning, International Office, Pharmacy, Principal's Office, Registry, SASG Business Unit, Student Counselling Service, Student Recruitment and Admissions, Student Services, University Health Service.

ISG: Information Services Group: Applications, EDINA and Data Library, DCC, Information Services Corporate, Library and Collections, Infrastructure, User Services Division.

CSG: Corporate Services Group: Accommodation Services (incl Festivals Office), Centre for Sport & Exercise, Day Nursery, Edinburgh Research & Innovation (ERI), Edinburgh Technopole, Edinburgh University Press, Estates and Buildings, Finance, Health and Safety, Human Resources, Internal Audit, Joint Consultative and Advisory Committee on Purchasing, Procurement Office (inc Printing Services).

Other: Students Association, Sports Union, Talbot Rice Gallery, Associated Institutions.

# C1.2

The University of Edinburgh

The University Court

15 February 2010

## **Report of the Finance and General Purposes Committee (Report on Other Items)**

### Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

This paper reports on the meeting of the Finance and General Purposes Committee held on 1 February 2010 covering items other than the CMG report. Detailed papers not included in the appendices are available from Dr Novosel.

### Action requested

The Court is invited to authorise the establishment of a Redundancy Committee as set out in item 4 and to note the remaining items with comments as it considers appropriate.

### Resource implications

If applicable, as noted in the report.

### Risk Assessment

Where applicable, risk is covered in the report.

### Equality and Diversity

No implications.

### Freedom of Information

Can this paper be included in open business? Yes

Except for items 4-10

Its disclosure would substantially prejudice the commercial interests of any person or organisation.

### Originator of the paper

Dr Katherine Novosel  
5 February 2010

## **University Court, Meeting on 15 February 2010**

### **Report of the Finance and General Purposes Committee 1 February 2010 (Report on Other Items)**

#### **1 FRAUD POLICY**

Following discussion at the last meeting of Court the Fraud Policy had been revised and was now compliant with Scottish legislation. The revised Policy was now available on the web at the following URL:

<https://www.wiki.ed.ac.uk/display/Finance/Fraud+and+Misappropriation+Policy>

#### **2 EUCLID**

##### **2.1 The EUCLID project: Update**

The Committee noted: the continuing progress to date; the robust monitoring being undertaken to ensure the project was progressing as planned or that appropriate remedial actions were being taken; and the additional temporary staff resources which had been made available to undertake the less complex procedures to allow more experienced staff to concentrate on taking forward other aspects of the project.

It was noted that a number of critical milestones were close approaching and it was currently anticipated that these would be successfully achieved including that related to the IT infrastructure. If it was agreed not to proceed at any milestone then the current legacy systems would be maintained; any concerns would be reported promptly to the Finance and General Purposes Committee. The Committee further noted the contingency planning for Freshers week 2010 and was assured of the robust training being undertaken with key staff within Colleges and School and of the resources available from the EUCLID and IS teams to support colleagues.

##### **2.2 Review of lessons learned from EUCLID and other major change projects**

**Appendix 1**

The production of this paper was commended. The Committee welcomed the document on major projects and the clear guidance on the definition of a major project within the context of the University and the helpful generic model for managing such projects; it was noted that colleagues in Estates and Buildings and IS had specific skills in project management and PRINC2 methodology. The governance visualisation toolkit for project boards had been developed following discussion of EUCLID and other recent complex projects with the external reviewers, Valuta and would be piloted with the Shared Timetabling Project. The Committee further noted that in order to complete the visualisation toolkit robust evidence was required and that throughout the life of a project the pattern produced would highlight those areas where further work was required and assist strategic boards to seek relevant information on specific topics.

#### **3 PENSIONS' WORKING GROUP – UPDATE**

The Convener of the Working Group confirmed that three meetings had now been held and that an external actuary had been appointed. A full report would be presented to the next meeting of the Committee.

## Governance for major university projects: developing a toolkit

Events of recent years have made all of us acutely aware of the problems that can arise in the design and implementation of major and complex projects within the University. This concern has been most acute with the replacement of our student & course administration system, EUCLID, but has also arisen in other, less high profile, projects. It is therefore important that we, as an organisation, learn lessons from past and current projects, and put in place improved mechanisms for project governance and management that minimise similar problems arising in future.

Knowledge Strategy Committee has recently reviewed three projects (EUCLID, Website Redevelopment and Next generation VLE) with senior members of the project teams and with our external reviewers, Valuta. The goal of the review was to produce a toolkit for project boards to assist governance, and to provide assurance to the University that good practice in governance could be achieved. This brief update for CMG outlines the tools we have developed and intend to pilot with the latest complex project, 'Shared Timetabling'.

### Classifying projects

We have recently produced a project classification scheme which we propose to use to assess the scale, complexity and impact of projects (Appendix B). The paper was widely circulated amongst senior University staff, to Estates and Risk Management Committees and met with approval. It was approved by CMG at its meeting on 20 January 2010. It is important to note that some of our projects may have a very widespread impact on the way we conduct our business across the University but not require very large central financial investment. An example is the Website Redevelopment Project that has had a **formal** recurrent budget of only £0.5M per annum but nevertheless (potentially) impacts on all sections of the University and as a consequence places significant resourcing demands at School and Service Unit level that are not accounted for in the formal budget. **One of the mistakes we have made in the past has been to ignore or forget the distributed cost of projects of all types (including building projects), and particularly those which involve significant business process or culture change.**

Medium to large Estates projects must comply with SFC requirements, and so the discussion that follows considers only non-Estate projects, although in many respects similar governance and management issues arise with Estate projects too.

### Project structure, governance & management

In general in the UK good practice in project governance and management is guided by the Government's OGC framework which is based upon the use of 'gateways' or stages in projects from initiation and acceptance of a business case through to handover and sustainability. In the University we adopt this approach in a light way, without the formalities at each stage that full adherence to OGC requires. We sometimes have external reviews at key points, especially as we approach early gateways, to assure ourselves that we are ready to move forward, and sometimes these reviews have given us reason to pause to strengthen aspects of the project before progressing.

OGC also defines specific roles as part of the project governance and management process. For example the Project Board, the Senior Responsible Officer, and Senior Supplier, the Project Director. We have used these to a degree, although we often fail to fully and explicitly define the remit, scope and authority of these roles. **Problems can arise as a result of misinterpretation of the remit of the roles that individuals have taken on – for example whether they are present to represent their own business area, or are required to be more objective and work from a University-wide perspective.**

We have probably been better at the formal project management using a 'lite' version of OGC's PRINC2 methodology, although as an organisation we generally lack staff with professional skills in PM and with deep experience of complex projects. We tend to seek staff internally for Project Director roles but not carry out enough CPD for them in advance. For major business change projects we should consider the strength of the project team in PM methods, and boost these as necessary. Reporting from Project Team to Governance Board has been a constant area of difficulty, and it is partly to address this that the toolkit has been developed. **Board members have reported unease as to whether they really understand the progress and current state of the project for which they have oversight.**

### **Developing a toolkit for project Boards**

In a recent Awayday, KSC worked with our external consultants Valuta, who have considerable insight into the University's business processes and cultures as a consequence of reviewing major projects over the past few years. **We have developed a visualisation tool (Appendix A) that may help project boards to ask the right questions of the project team, and have access to not only a high level view of the project as it currently stands but also a high level view of change since its initiation.** Visualisation tools have particular value for exploring complexity. The tool uses a radar chart format with axes each of the project attributes to be monitored. These attributes need not be as set out in the example in Appendix A if others would better suit a particular project, but the key feature of a scale for rating the current status of the attribute and the objective questions to be asked to assess that status are a requirement.

One interesting lesson that KSC learned from looking back at recent University projects was that each had a different radar shape, that changed little during the project, suggesting weaknesses and strengths that were not being addressed.

### **Piloting the governance toolkit**

**We intend to learn from the lessons of previous projects in the Shared Timetabling Project** which is currently at Gateway 0, ie business case sign-off and initiation. Timetabling affects all students and staff, and is at the heart of curriculum delivery, so the potential for serious negative consequences is high. We will ensure that the governance and the project management processes are robust and we will pilot the use of the toolkit with the Board.

IS will retain the services of the Valuta consultancy to offer an experienced external view of the project and its use of the project governance and management tools available. A form of the visualisation tool is already being deployed by Valuta in the last stages of the EUCLID project by Valuta.

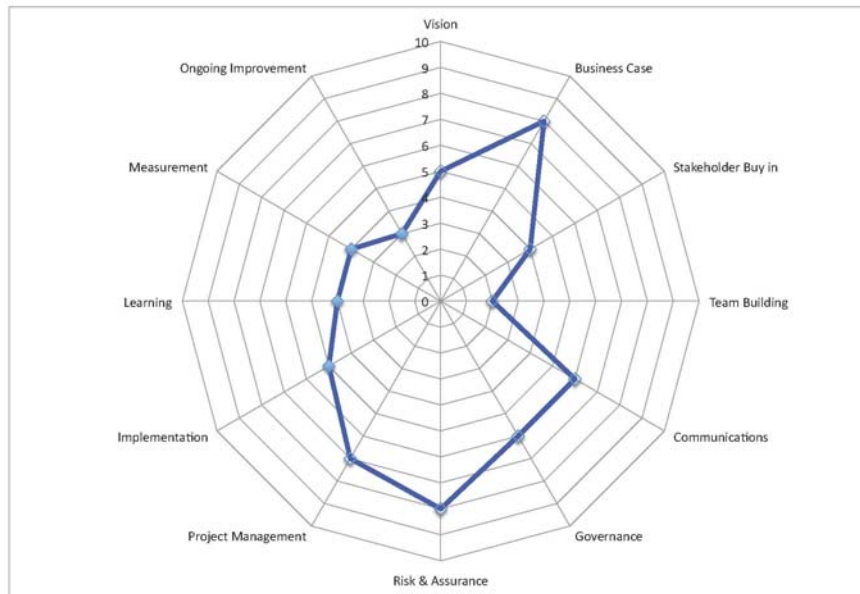
KSC will monitor the use of the toolkit, and we will report back in due course to relevant Committees with an evaluation of its effectiveness.

Nigel Paul, Director of Corporate Services  
Jeff Haywood, Vice Principal Knowledge Management



## Appendix A

Hypothetical analysis of a project's status using the governance framework visualisation tool.



### Change

### Score

1. Are there clear, readily understandable statements of:	5
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The need for change ("the burning platform") i.e. what is wrong with status quo.  
 The vision of what should be achieved at the end of the project.  
 A route map through the project.

2. Is there a business case for project, including:	8
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Non-recurrent project costs and recurrent whole life costs, and Project team costs as well as costs of effort in colleges schools and support groups.  
 Confirm that the business case linked to University Strategic Plan.  
 Obtain authority to proceed with project and funding for project

### GRIP PEOPLE Sponsorship / Stakeholder Buy In

3. Is there clear senior level support for project – an individual identified as the key sponsor who will help influence at senior levels	4
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For university wide projects, assess the level of PSG/CMG level sponsorship.  
 For College or Support Group wide projects, assess quality of sponsorship at HoC/HoSG and level of support form relevant Heads of School / Department is necessary.  
 For School / Support Function projects assess the quality of Head of School or Support Function's sponsorship.  
 Has the project identified all other critical groups of people who will be affected by the project and obtain their buy-in and agreement to the vision e.g. Heads of School / School Administrators Heads of relevant functions or administrative groups Student representatives Third parties.

<b>4. Team Building</b>	<b>2</b>
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Has the project identified the skills needed on project team and wider teams who will help deliver the project and recruited accordingly?  
Has the project undertaken active team building to establish team cohesion and motivation?

<b>5. Communications</b>	<b>6</b>
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Has the project established regular communication with all interested parties on status and progress of project?  
Has the project ensured communications targeted and relevant to audience?  
Has the project identified individuals or areas who are supportive of the project and individuals or areas who are likely to be resistant to the project and plan influencing strategy?

## **GRIP TASK**

<b>6. Governance</b>	<b>6</b>
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Does the project have a project manager with responsibility for overall delivery of project?  
Has the project established a project structure with project board, appropriate subgroups, project office, individual and subgroup responsibilities etc (this may cut across normal management organisational structures), and ensure all are trained in change/project management? Has the project established and maintained clear "business" leadership and "user" input throughout the project?

<b>7. Risk Management &amp; Assurance Processes</b>	<b>8</b>
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Has the project identified key risks, determined how they will be managed, and maintained and reviewed a risk register throughout the project?  
Has the project established reporting processes and KPIs such that Project manager and Project Board can monitor progress, and deal with key issues?  
Does the project employ "Gateway" review processes external to the project, that provides guidance and assurance on project processes?  
Has the project established QA and assurance processes such that the project board are assured that everything is ready at the point where the change being sought by the project "goes live"?

<b>8. Project Management and Planning</b>	<b>7</b>
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Has the project established detailed project plan identifying actions, responsibilities, resources and timelines?  
Has the project established an Issues management process?

<b>9. Implementation</b>	<b>5</b>
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Has the project established clear baseline measures etc such that there is a statement of what took place before the project commences?  
Is there a detailed implementation plan?  
Has the project delivered awareness, training etc for those whose ways of working etc are to be changed by the project?  
Has the project ensured help & support mechanisms are in place for people both during and after the change?  
Is there a plan to resource the resolution of issues that become apparent after "going live"?  
Are there contingency arrangements such that go live can be deferred or aborted if things go wrong?  
Has the relevant documentation been completed?  
Is there a plan for closure of the project and redeployment of project team?

**EMBED**

10. Learning	4
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Is there a plan to conduct a post project review to identify the learning from the project and how any outstanding issues emerging from the project will be handled?

11. Measurement	4
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Has the project established appropriate measures to identify the improvements made against the baseline, and to act as a starting point for further improvement?

12. Ongoing Improvement	3
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Is there a processes for ongoing improvement?

## Appendix B

### University of Edinburgh - Major Projects

#### Introduction

Undertaking major projects in an organisation brings higher risks to the performance and future success of that organisation. The management of these risks in turn requires a more rigorous approach to the management of the project and the identification and management of the attendant risks.

The University is constantly undertaking significant development activities, and many of these activities already utilise project management and risk management processes. However there is a lack on consistency and possibly completeness of approach.

As an aid to staff who are developing and managing projects, this guide has been produced which

- a) indicates how to assess which projects should be classed as “major” projects, and
- b) provides a framework indicating the key aspects that must be established in the management of major projects

The guide can, and should be used as a reference point for all projects, even small projects, since all projects will have elements of the framework outlined below. Within smaller projects some of the elements will require little time or effort. For major projects the framework should be regarded as mandatory, and consideration duly given to all aspects of the framework outlined below.

#### Definitions

A project and major project can be defined as follows

<i>Project:</i>	<i>A set of activities which are managed and coordinated together to deliver a specific outcome in a defined timescale</i>
<b><i>Major Project:</i></b>	<b><i>A project which has a significant financial, operational, or reputational impact on the University, College or School or Support Group.</i></b>  <b><i>Appendix 1 provides a guide as to how to assess whether a project has sufficient impact for it to be classed as a major project</i></b>

This definition covers many different types of project e.g.

- Capital and refurbishment projects
- IT focussed projects
- Projects to change the way the organisation conducts its business, processes and operations
- Organisational change projects

In assessing whether a project is a major project, there are a number of criteria that need to be considered:

- total cost of the project
- the impact of the project on staff and students
- the complexity of the project
- the reputational impact if the project runs into difficulties

Different projects will have a different profile across these factors e.g. a large capital project has a significant financial impact, but the impact on staff and students is relatively straightforward, whereas a major change to the curriculum could have a large impact in staff and students, but the cost of delivering it quite modest. In a similar vein a project involving a number of partners, and which involves organisational or structural change could be very complex without necessarily involving a high cost.

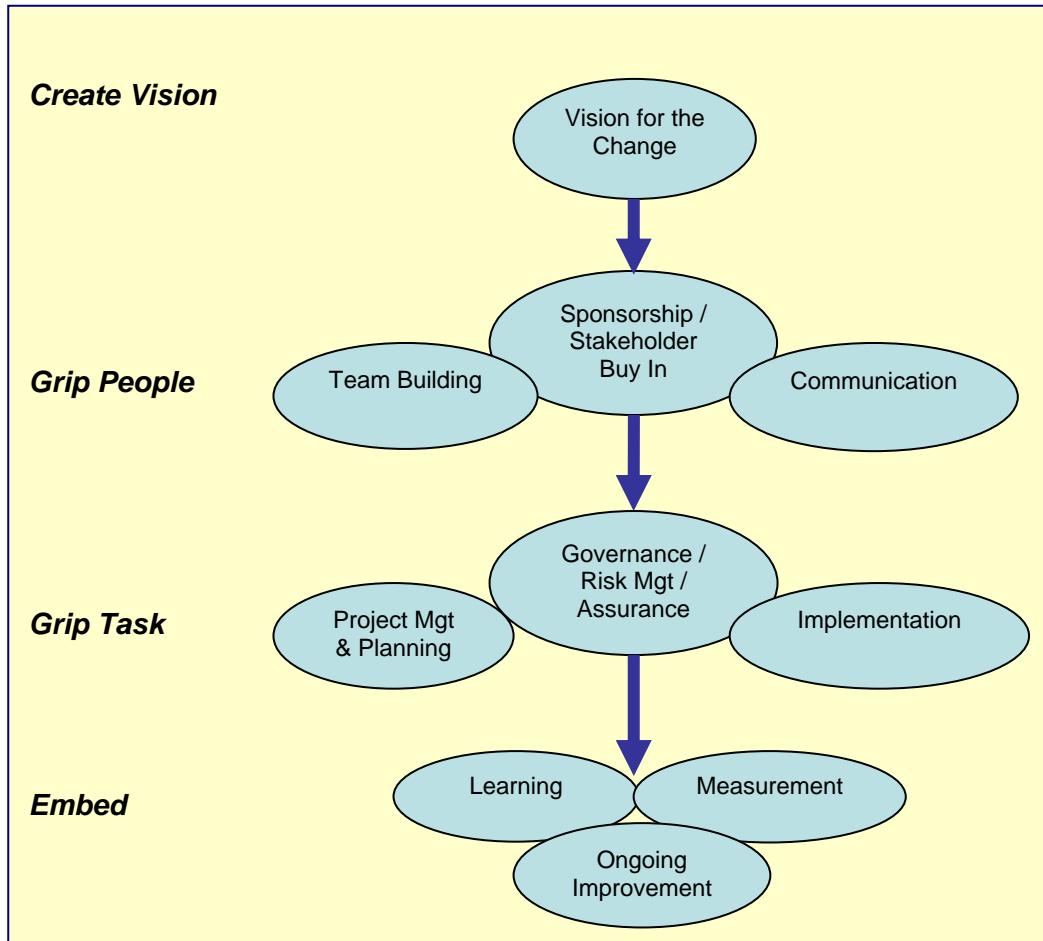
It can be seen projects defined as major projects will primarily be those whose effects reach beyond local Schools or Support Groups, where a greater degree of coordination is required. It should also be noted that Estates and Buildings also have a higher level of major project – Strategic Project – which is any capital project exceeding £25m.

Appendix 1 provides a guide to these factors and a simple assessment process to help determine whether a project should be classified as “major”.

## Delivering Major Projects

For major projects there are a number of important aspects that need to be put in place for the project to achieve a level of success. Again the weighting of these aspects will be different for the different types of project, however they must all be actively considered.

The following is a generic model for managing major projects and the changes they aim to bring about. Each aspect of this model is expanded in Appendix 2.



Whilst these are shown as sequential, in practice they must be sequential at the start of the project, but as it moves forward, there will be iteration between all of the boxes on the model i.e. there is a constant need to maintain team cohesion, reinforce the sponsorship & buy-in, remind people of the vision, assess governance and risk etc throughout the project.

Sitting behind this generic model, the university has detailed policies and procedures for different types of project e.g. project procedures for capital projects are described on the E&B website. The documentation largely specifies the detailed project management procedures, so leaders of projects must also consider the processes they put in place for the other elements

N A L Paul  
6 May 2009

## Appendix 1

### Assessment of whether a project is a “major” project

Assessment Criteria		Mark	Project Score
Cost of Project  <i>(should include dedicated project team as well as time/resource elsewhere spent on the project)</i>	£25m or over	15	
	£10m or over	7	
	£1m or over	4	
	£0.5m or over	2	
	Under £0.5m	1	
Impact on Staff and Students	Direct impact on staff/students across the University and across a College / Support Group	4	
	Direct impact on staff/students across a School or a Support function, or a significant finite group of staff or students	2	
	Impacts only on staff /students within a local organisation	1	
Complexity of Project  <i>The following aspects should be considered:</i>  <i>number of partner organisations (&lt;3 low; &lt;5 medium; &gt;5 high)</i> <i>amount of process change – (affects few people, little change in processes/systems and ways of working – low; affects a larger group of people but having similar roles/expertise, more significant changes to processes/systems and ways of working – medium; affects large number of diverse people, significant changes to roles, processes/systems and ways of working – high)</i>	High	4	
	Medium	2	
	Low	1	
Reputational Impact  <i>if project gets into difficulties or is not delivered</i>	Potential for International or UK profile	4	
	Potential for Scotland profile	2	
	Reputational impact local	1	

Project Score	
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**If Score 20 or over, then project is a “Strategic” project**  
**If Score is 10-19, then project is a “Major” project**

## Appendix 2

### Generic Model for Managing Major Projects

The following requirements should be regarded as mandatory for strategic/major projects and as good practice guidance for smaller projects

<b>Steps</b>	<b>Requirement</b>
<b>“Vision”</b>	
Vision for Change	<ul style="list-style-type: none"> <li>- Provide clear, readily understandable statements of               <ul style="list-style-type: none"> <li>o the need for change (“the burning platform”) i.e. what is wrong with status quo –</li> <li>o the vision of what should be achieved at the end of the project</li> <li>o a route map through the project</li> <li>o scope of the project</li> </ul> </li> <li>- Establish business case for project,               <ul style="list-style-type: none"> <li>o including non-recurrent project costs and recurrent whole life costs, and</li> <li>o including project team costs as well as costs of effort in colleges schools and support groups</li> </ul> </li> <li>- Test other options for delivering the change sought and ensure option decided upon represents the best value option</li> <li>- Ensure linked to University Strategic Plan</li> <li>- Obtain authority to proceed with project and funding for project</li> </ul>
<b>“Grip People”</b>	
Sponsorship / Stakeholder Buy In	<ul style="list-style-type: none"> <li>- Obtain clear senior level support for project – identify an individual to be the key sponsor who will help influence at senior levels</li> <li>- For university wide projects, PSG/CMG level sponsorship is critical,</li> <li>- For College or Support Group wide projects, sponsorship of HoC/HoSG is critical, and support from relevant Heads of School / Department is necessary</li> <li>- For School / Support Function projects the Head of School or Support Function’s sponsorship is critical</li> <li>- Identify all other critical groups of people who will be affected by the project and obtain their buy-in and agreement to the vision e.g. Heads of School / School Administrators, Heads of relevant functions or administrative groups, Student representatives, Third parties</li> </ul>
Team Building	<ul style="list-style-type: none"> <li>- Identify Skills needed on project team and wider teams who will help deliver the project and recruit accordingly</li> <li>- Undertake active team building to establish team cohesion and motivation</li> </ul>
Communications	<ul style="list-style-type: none"> <li>- establish communications strategy covering regular communication with all interested parties on status and progress of project, regular repeating of key messages, and using the whole spectrum on communications media</li> <li>- ensure communications targeted and relevant to audience; obtain feedback from audiences and adapt communication plans – always answer the question “what is going to happen to me?”</li> <li>- identify individuals or areas who are supportive of the project and individuals or areas who are likely to be resistant to the project and plan influencing strategy</li> <li>- identify if there are any changes of culture or behaviour that are expected to take place as a result of the project; identify the factors that aid changing culture; identify the behaviours and values that are to be maintained; and celebrate successful demonstration of desired culture/behaviours</li> </ul>
<b>“Grip Task”</b>	
Governance, Risk Management & Assurance Processes	<ul style="list-style-type: none"> <li>- Establish project manager with responsibility for overall delivery of project</li> <li>- Establish project structure with project board, appropriate subgroups, project office, individual and subgroup responsibilities etc (this may cut across normal management organisational structures), and ensure all are trained in change/project management</li> <li>- Establish clear “business” leadership/champions and “user” input throughout the project</li> <li>- Identify key risks, determine how they will be managed, and maintain and review a risk register throughout the project</li> <li>- Establish reporting processes and KPIs such that Project manager and Project Board can monitor progress, and deal with key issues</li> <li>- Establish Financial Control and reporting processes</li> <li>- Establish “Gateway” review processes external to the project, that provides guidance and assurance on project processes</li> <li>- Establish QA and assurance processes such that the project board are assured that everything is ready at the point where the change being sought by the project “goes live”</li> </ul>
Project Management & Planning	<ul style="list-style-type: none"> <li>- Establish detailed project plan identifying actions, responsibilities, resources and timelines</li> <li>- Establish Issues management process</li> <li>- Where procurements required, ensure procurement strategy agreed with Procurement Dept</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>- Establish clear baseline measures etc such that there is a statement of what took place before the project commences</li> <li>- Ensure there is a detailed implementation plan</li> <li>- Ensure there are processes for learning and adapting the project based on experience during</li> </ul>

	<p>the project</p> <ul style="list-style-type: none"> <li>- Deliver awareness, training etc for those whose ways of working etc are to be changed by the project</li> <li>- Ensure help &amp; support mechanisms in place for people both during and after the change</li> <li>- Plan to resource the resolution of issues that become apparent after "going live"</li> <li>- Plan contingency arrangements such that go live can be deferred or aborted if things go wrong</li> <li>- Ensure relevant documentation is completed</li> <li>- Plan for closure of the project and redeployment of project team</li> </ul>
<b>"Embed"</b>	
Learning	<ul style="list-style-type: none"> <li>- Conduct post project review to identify the learning from the project and how any outstanding issues emerging from the project will be handled</li> </ul>
Measurement	<ul style="list-style-type: none"> <li>- Establish appropriate measures to identify the improvements made against the baseline, and to act as a starting point for further improvement</li> </ul>
Ongoing Improvement	<ul style="list-style-type: none"> <li>- Establish processes for ongoing improvement</li> </ul>



The University of Edinburgh

University Court

15 February 2010

## **Commissioners' Ordinance**

### Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

The paper updates Court on progress with consultations on the ordinances intended to enable repeal and replacement of the Commissioners' Ordinance.

### Action requested

Court is asked to note this report, comment on the approach to appeals suggested at 2.2, and endorse the overall approach being taken.

### Resource implications

Does the paper have resource implications? No.

### Risk assessment

Does the paper include a risk assessment? No

### Equality and diversity

Does the paper have equality and diversity implications? No

### Freedom of information

Can this paper be included in open business? No

If No, please indicate which of the reasons below justifies the paper being withheld.

Its disclosure would substantially prejudice the effective conduct of public affairs

For how long must the paper be withheld? Until the new ordinances have been approved.

### Originator of the paper

Melvyn Cornish, University Secretary  
Sheila Gupta, Director of HR

The University of Edinburgh

The University Court

15 February 2010

**Report from Estates Committee Meeting held on 9 December 2009**

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

The paper reports on key discussions and recommendations made at the meeting of EC, held on 9 December 2009.

The issues in this report relate to the Strategic Plan enabler **Quality Infrastructure** in terms of achievement of core strategic goals contained in the University's Strategic plan 2008-2012.

In pursuing **quality infrastructure** we need to provide an estate which is capable of supporting world class academic activity in order to meet our business needs. The strategy for achieving this is set out in the Estate Strategy 2005-15 and our target is to implement this over the period of the plan.

The Court is reminded to note that copies of the EC papers and the minutes of the meeting are available to Court members on request from Angela Lewthwaite (Tel: 651 4384, email: [angela.lewthwaite@ed.ac.uk](mailto:angela.lewthwaite@ed.ac.uk)) or online via the EC web-site at <http://www.ec.estates.ed.ac.uk>

Action requested

The Court is invited to approve recommendations/endorsements contained in items 1, 4, 5, 7, 8, 9, 10, 11, 13, 14 and 15.

The Court to note - Item 6 contains an update on the Cramond Campus disposal.

Resource implications

Does the paper have resource implications? Yes, detailed throughout the paper.

Risk Assessment

Does the paper include a risk analysis? No. It should be noted that EC papers contain, where applicable, separate risk assessments.

**General:**

Legislation Non-Compliance/Business Continuity – mitigated by regular assessment and update of priorities, risk register and implementation of annual major replacements/compliance programme.

Capital Commitments (CAC) – mitigated by tracking via the Capital Projections Plan and regular updating in consultation with Finance and reporting to EC, CMG and FGPC, through to Court.

Project Management – mitigated by on going monitoring of Design Team, Contractor, Risk Register and meetings of Project Committees who in turn report significant programme/cost issues to EC etc.

### Equality and Diversity

Does the paper have equality and diversity implications? No

None of the proposals in this paper raise issues beyond those that are routinely handled in all Estates Developments. It should be noted that EC papers contain, where applicable, separate Estates & Development assessments.

### Any other relevant information

Copies of the EC papers and the minutes of the meeting are available to Court members on request from Angela Lewthwaite (Tel: 651 4384; Email: [Angela.Lewthwaite@ed.ac.uk](mailto:Angela.Lewthwaite@ed.ac.uk)), or alternatively can be found at <http://www.ec.estates.ed.ac.uk>

### Freedom of information

Can this paper be included in open business? The paper is **closed**.

Its disclosure would substantially prejudice the commercial interests of any person or organisation

All EC papers contain FOI information including reasons for closing papers.

### Originator of the paper

Paul Cruickshank - Estates Programme Administrator  
Angela Lewthwaite - Secretary to Estates Committee  
4 February 2010

The University of Edinburgh

The University Court

15 February 2010

**Academic Report**

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

The paper is the Academic Report to Court from the electronic business of Senatus conducted from 26 January to 3 February 2010.

Action requested

The paper is largely for Court's information.

Item 1: Court is asked to note that Senate offered no observations on the draft resolution.

Item 2: Court is asked to create the Chairs as presented in the draft resolutions regarding the establishment of Chairs and the renaming of Chairs.

Item 4: The Court is asked to prepare an amending Resolution to the Code of Student Discipline to update the list of categories of Authorised Officers.

Resource implications

Does the paper have resource implications? The resource implications of the new Chairs have been appropriately considered elsewhere.

Risk assessment

Does the paper include a risk assessment? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Senate Secretariat  
5 February 2010

## Report on Senatus Electronic Business conducted 26 January to 3 February 2010

### 1. Draft Resolutions

Senate offered no observation on the following Draft Resolution:

Draft Resolution No.1/2010: Amendment to Resolution No 7/2003 (Structure of Academic Year)

### 2. Chairs

Senatus offered no observations on the following draft Resolutions:

Draft Resolution No. 2.1010: Foundation of the Gustav Born Chair of Vascular Biology

Draft Resolution No. 3/2010: Alteration of the title of the Chair of Veterinary Clinical Immunology

Draft Resolution No. 4/2010: Alteration of the title of the Chair of Clinical Health Psychology

Draft Resolution No. 5/2010: Foundation of a Personal Chair of Vertebrate Molecular Development

Draft Resolution No. 6/2010: Foundation of a Personal Chair of Veterinary Immunogenetics

Draft Resolution No. 7/2010: Foundation of a Personal Chair of Social Psychology

Draft Resolution No. 8/2010: Foundation of a Personal Chair of Neuroanatomy

Draft Resolution No. 9/2010: Foundation of a Chair of Oncology

Draft Resolution No. 10/2010: Foundation of a Chair of Power Plant Engineering and Carbon Capture

Draft Resolution No. 11/2010: Alteration of the title of the Chair of Respiratory Medicine

Draft Resolution No. 12/2010: Alteration of the title of the Personal Chair of Cardiology

### 3. Central Academic Promotions Committee

The Senatus noted the report on the creation of four Personal Chairs by the Central Academic Promotions Committee.

### 4. Report of the Standing Commission on Discipline

Senatus approved changes to the Code of Student Discipline and asked the University Court to prepare an amending Resolution to update the list of categories of Authorised Officers provided in Section 2.1 of the Code of Student Discipline as follows:

Change 2.1.2 from "The Director of Accommodation Services, the Assistant Director, Welfare and Support, the Principal Warden, and a designated Warden approved by Senatus" to "The Director of the Accommodation Services, the Assistant Director Residence Life, the Principal Warden, and a designated Warden approved by the Senatus".

Change 2.1.3 from “The University Secretary, the Academic Registrar and Deputy Secretary, and the College Registrars” to “The University Secretary, the Deputy Secretary, and the College Registrars”.

Change 2.1.5 from “The Vice-Principal for Knowledge Management and Chief Information Officer and the Librarian to the University, and the Director of Library Services” to “The Vice-Principal for Knowledge Management and Chief Information Officer, and the Director of Library and Collections”.

Change 2.1.6 from “Director of Computing Services and Deputy Director” to “The Director of IT Infrastructure, and the Director of Applications”.

Senate Secretariat  
5.2.2010

The University of Edinburgh

The University Court

15 February 2010

**Resolutions**

No observations having been received from the General Council, the Senatus Academicus or any other body or person having an interest and in accordance with the agreed arrangements for the creation and renaming of Chairs, the Court is invited to approve the following Resolutions:

- Resolution 1/2010: Amendments to Resolution No. 7/2003 (Structure of Academic Year)
- Resolution 2/2010: Foundation of the Gustav Born Chair of Vascular Biology
- Resolution 3/2010: Alteration of the title of the Chair of Veterinary Clinical Immunology
- Resolution 4/2010: Alteration of the title of the Chair of Clinical Health Psychology
- Resolution 5/2010: Foundation of a Personal Chair of Vertebrate Molecular Development
- Resolution 6/2010: Foundation of a Personal Chair of Veterinary Immunogenetics
- Resolution 7/2010: Foundation of a Personal Chair of Social Psychology
- Resolution 8/2010: Foundation of a Personal Chair of Neuroanatomy

Dr Katherine Novosel  
9 February 2010

**UNIVERSITY OF EDINBURGH**

**Resolution of the University Court No. 1/2010**

**Amendment to Resolution No. 7/2003 (Structure of Academic Year)**

At Edinburgh, the Fifteenth day of February, Two thousand and ten.

WHEREAS the University Court deems it expedient to amend the structure of the academic year;

THEREFORE the University Court, on the recommendation of the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraphs 2 of Part II of Schedule 2 to that Act, hereby resolves:-

1. Academic years from 2011/2012 shall start on 1 August and for degree programmes of thirty one weeks per year shall comprise the following:

Semester 1 of 14 weeks

Semester 2 of 17 weeks

with a Winter vacation between Semesters 1 and 2 and a Spring vacation during Semester 2.

2. Section 1 of Resolution 7/2003 shall be amended accordingly.

3. This Resolution shall come into force with immediate effect.

For and on behalf of the University Court

M D CORNISH

University Secretary



**UNIVERSITY OF EDINBURGH**

**Resolution of the University Court No. 2/2010**

**Foundation of the Gustav Born Chair of Vascular Biology**

At Edinburgh, the Fifteenth day of February, Two thousand and ten.

WHEREAS the University Court deems it expedient to found the Gustav Born Chair of Vascular Biology:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Gustav Born Chair of Vascular Biology in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with immediate effect.

For and on behalf of the University Court

M D CORNISH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Resolution of the University Court No. 3/2010**

**Alteration of the title of the Chair of Veterinary Clinical Immunology**

At Edinburgh, the Fifteenth day of February, Two thousand and ten.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Veterinary Clinical Immunology founded by Resolution 11/2006:

AND WHEREAS paragraph 5 of Part II of Schedule 2 to the Universities (Scotland) Act 1966, provides that the University Court may, after consultation with the Senatus Academicus and with the consent of the incumbent and patrons, if any, alter the title of existing professorships:

AND WHEREAS the Chair dealt with in this Resolution is in the patronage of the University Court itself:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Chair of Veterinary Clinical Immunology shall hereafter be designated the Chair of Animal Infectious Diseases.
2. This Resolution shall come into force with immediate effect.

For and on behalf of the University Court

M D CORNISH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Resolution of the University Court No. 4/2010**

**Alteration of the title of the Chair of Clinical Health Psychology**

At Edinburgh, the Fifteenth day of February, Two thousand and ten.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Clinical Health Psychology founded by Resolution 8/2009:

AND WHEREAS paragraph 5 of Part II of Schedule 2 to the Universities (Scotland) Act 1966, provides that the University Court may, after consultation with the Senatus Academicus and with the consent of the incumbent and patrons, if any, alter the title of existing professorships:

AND WHEREAS the Chair dealt with in this Resolution is in the patronage of the University Court itself:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Chair of Clinical Health Psychology shall hereafter be designated the Chair of Clinical Psychology.
2. This Resolution shall come into force with immediate effect.

For and on behalf of the University Court

M D CORNISH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Resolution of the University Court No. 5/2010**

**Foundation of a Personal Chair of Vertebrate Molecular Development**

At Edinburgh, the Fifteenth day of February, Two thousand and ten.

WHEREAS the University Court deems it expedient to found a Personal Chair of Vertebrate Molecular Development:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraph 5 of Part II of Schedule 2 to the Act, hereby resolves:

1. There shall be a Personal Chair of Vertebrate Molecular Development in the University of Edinburgh, which shall be established solely for the period of tenure of the Professor appointed, and on the Professor ceasing to hold office, the provisions of this Resolution shall cease to have effect, and the said Personal Chair shall thereupon cease to exist.
2. The patronage of the Personal Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Vertebrate Molecular Development together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 August Two thousand and nine.

For and on behalf of the University Court

M D CORNISH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Resolution of the University Court No. 6/2010**

**Foundation of a Personal Chair of Veterinary Immunogenetics**

At Edinburgh, the Fifteenth day of February, Two thousand and ten.

WHEREAS the University Court deems it expedient to found a Personal Chair of Veterinary Immunogenetics:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraph 5 of Part II of Schedule 2 to the Act, hereby resolves:

1. There shall be a Personal Chair of Veterinary Immunogenetics in the University of Edinburgh, which shall be established solely for the period of tenure of the Professor appointed, and on the Professor ceasing to hold office, the provisions of this Resolution shall cease to have effect, and the said Personal Chair shall thereupon cease to exist.
2. The patronage of the Personal Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Veterinary Immunogenetics together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 August Two thousand and nine.

For and on behalf of the University Court

M D CORNISH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Resolution of the University Court No. 7/2010**

**Foundation of a Personal Chair of Social Psychology**

At Edinburgh, the Fifteenth day of February, Two thousand and ten.

WHEREAS the University Court deems it expedient to found a Personal Chair of Social Psychology:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraph 5 of Part II of Schedule 2 to the Act, hereby resolves:

1. There shall be a Personal Chair of Social Psychology in the University of Edinburgh, which shall be established solely for the period of tenure of the Professor appointed, and on the Professor ceasing to hold office, the provisions of this Resolution shall cease to have effect, and the said Personal Chair shall thereupon cease to exist.
2. The patronage of the Personal Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Social Psychology together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 March Two thousand and ten.

For and on behalf of the University Court

M D CORNISH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Resolution of the University Court No. 8/2010**

**Foundation of a Personal Chair of Neuroanatomy**

At Edinburgh, the Fifteenth day of February, Two thousand and ten.

WHEREAS the University Court deems it expedient to found a Personal Chair of Neuroanatomy:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraph 5 of Part II of Schedule 2 to the Act, hereby resolves:

1. There shall be a Personal Chair of Neuroanatomy in the University of Edinburgh, which shall be established solely for the period of tenure of the Professor appointed, and on the Professor ceasing to hold office, the provisions of this Resolution shall cease to have effect, and the said Personal Chair shall thereupon cease to exist.
2. The patronage of the Personal Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Neuroanatomy together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 January Two thousand and ten.

For and on behalf of the University Court

M D CORNISH

University Secretary

# D3

The University of Edinburgh

The University Court

15 February 2010

**Draft Resolution**

The Court is invited to approve the following draft Resolution and to refer it to the General Council and to the Senatus Academicus for observations:

Draft Resolution No. 13/2010: Alteration of the Code of Student Discipline

Dr Katherine Novosel  
9 February 2010



**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 13/2010**

**Alteration of the Code of Student Discipline**

At Edinburgh, Xxx day of Xxx, Two thousand and ten.

WHEREAS the University Court, on the recommendation of the Senatus Academicus, has decided to amend the regulations governing student discipline:

THEREFORE the University Court, on the recommendation of the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraph 4 of Part II of Schedule 2 to that Act, hereby resolves:-

1. The Code of Student Discipline as set out in Resolution No. 48/1999 and as amended by Resolutions 33/2000, 37/2002, 3/2007 and 3/2009 is hereby amended as follows:
2. The existing Section 2.1 of the Code of Student Discipline is hereby amended as follows:
  - 2.1 Delete section 2.1.2 and substitute therefore the following text:

‘The Director of Accommodation Services, the Assistant Director Residence Life, the Principal Warden, and a designated Warden approved by the Senatus.’
  - 2.2 Delete section 2.1.3 and substitute therefore the following text:

‘The University Secretary, the Deputy Secretary, and the College Registrars.’
  - 2.3 Delete section 2.1.5 and substitute therefore the following text:

‘The Vice-Principal for Knowledge Management and Chief Information Officer, and the Director of Library and Collections.’
  - 2.4 Delete section 2.1.6 and substitute therefore the following text:

‘The Director of IT Infrastructure, and the Director of Applications.’
3. From the date on which this Resolution comes into force sections 1.2 and 1.3 of Resolution 37/2002 and sections 2.1, 2.2 and 2.3 of Resolution 3/2007 are hereby revoked.
4. This Resolution shall come into force with immediate effect.

For and on behalf of the University Court

M D CORNISH

University Secretary

The University of Edinburgh

The University Court

15 February 2010

## **Donations and Legacies to be notified**

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

A Report on legacies and donations received by the University of Edinburgh Development Trust from 1 December 2009 to 31 January 2010.

Action requested

For Information

Resource implications

None

Risk Assessment

n/a

Originator of the paper

Mrs Liesl Elder  
Director of Development

Freedom of information

Can this paper be included in open business?

No, its disclosure would substantially prejudice the effective conduct of public affairs.

The University of Edinburgh

The University Court

15 February 2010

## **Report on SBS Pension Arrangements**

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

This paper is for information and is intended to update Court on recent changes in the SBS pension scheme advisers and trustee membership.

Action requested

Members of Court are asked to note paper.

Risk assessment

Does the paper include a risk assessment? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? No

Originator of the paper

Elizabeth Welch  
Assistant Directors of Finance

The University of Edinburgh

The University Court

15 February 2010

## **Annual Report from the Expeditions Committee Meeting**

Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

This paper describes the student expeditions that were endorsed by the University and took place in the summer of 2009.

Action requested

This paper is for information only

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk assessment? No

This paper is for information only and does not have any risk implications.

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Professor Kate Heal, Convenor of the Expeditions Committee

Ellie Greenhalgh, Secretary of the Expeditions Committee

4 February 2010

## **Report by the Expeditions Committee of the University of Edinburgh**

### **Feedback on 2009 Expeditions**

The Expeditions Committee reports its decisions to Court for homologation. This paper sets out brief reports of University of Edinburgh expeditions in 2009, drawing on information submitted by individual expeditions.

The successful annual Expeditions Committee Seminar was held again in November 2009. The seminar was attended by approximately 37 students from a much wider range of study backgrounds than usual and the programme and presentations can be viewed at: <http://www.expeditions.ed.ac.uk/>

#### **Project Marco Polo Argali**

The purpose of this expedition was to investigate the population distribution of argali (Marco Polo sheep) in the Central Tian Shan Mountains in Central Asia. Few studies have researched this elusive species in detail. As argali numbers are steadily declining, lack of knowledge of the sheep's ecology and population dynamics is acting as a barrier to effective conservation management.

The expedition aimed to:

1. Determine the population distribution and better understand the ecology of the Marco Polo argali in the Tian Shan Mountains of Kyrgyzstan.
2. Better understand the impact that illegal and trophy hunting have had on Kyrgyz argali populations.
3. Investigate the effect that competition for habitat with domestic sheep flocks has on argali populations.
4. Pass the data collected to appropriate Kyrgyz governmental agencies, as well as local and international NGOs working to develop long term sustainable conservation management plans for the argali.

During the expedition the team of James McKenna and Caspar McKeever, recent graduates in biology and social anthropology, spent 8 weeks trekking and riding through various mountain ranges and reserves within the Central Tian Shan. These varied from extremely isolated areas, such as the Sary-Dhaz and Kandee ranges, to more accessible and popular reserves in the Inylchek and Karakol regions. The study areas all contained suitable habitat for argali and were chosen to represent a spectrum of varying degrees of human disturbance. In each study area walk observations were conducted during travel each day and an ungulate survey of the surrounding slopes each morning and evening. Discussions with local herders and guides provided information on the extent of argali populations, the degree of displacement due to competition with livestock and illegal hunting. For over 2 weeks the team also worked alongside the senior Kyrgyz field biologist of the International Snow Leopard Trust, conducting snow leopard survey transects as well as their own ungulate surveys in the restricted biological reserve, Sarychat-Ertash.

The expedition found that argali populations have decreased substantially over recent years, even in isolated areas. Only in those few reserves fully protected from both hunting and herding, such as Sarychat-Ertash, have argali populations thrived. It is difficult to establish what aspect of human disturbance is most to blame for this reduction in argali numbers. Trophy hunters, whilst often exceeding quotas, are probably not the main cause due to the relatively small number of licences sold each year. However the money raised from trophy hunting is not put back into argali conservation and local development. A more severe problem is illegal hunting by local hunters for meat for profit. Argali populations were healthiest where hunting agencies operate, since they patrol these areas, confiscating unlicensed rifles and issuing fines for illegal hunting. The report of the survey results will be submitted to the Kyrgyz government's reserve director, the local environmental NGO 'Ak Terek', the International Snow Leopard Trust and the Wildlife Conservation Society which is working specifically on argali conservation throughout the Pamir region.

#### **Project Mexico (Marine)**

From collaboration mediated by Dr Salvador Hernandez-Daumas with the Mexican institution *El Colegio de la Frontera Sur* (ECOSUR) a group expedition to southern Mexico was established for the summer of 2009. The group contributed to the research of Dr Alberto de Jesús-Navarrete of ECOSUR on marine conch and nematodes and also conducted its own investigation of the effect of differing management policies on the age structure of conch populations in the Caribbean Sea. The expedition team consisted of Adam Cross and Tony Marshall (Expedition Leaders), Sophie Eastwood, Neil Clark, Sarah Hutcheon and Conor McCone, all third-year undergraduate ecology students.

The expedition aimed to:

1. Assist in measurements of populations of conch (*Strombus gigas*).
2. Study the effect of differing management policies on populations of *Strombus gigas* in two locations, Banco Chinchorro and Punta Herrero.
3. Assist in the compilation of an inventory of nematodes collected from Laguna de Términos, a coastal lagoon.

The expedition was based in Chetumal on the east coast of the Yucatan Peninsula. The first week was spent snorkelling with ECOSUR staff at Banco Chinchorro, a reef atoll, to study and measure conch individuals. An additional trip was made to measure conch individuals over four days at Punta Herrero (an area north of Chetumal) for comparison with those at Banco Chinchorro. For the remainder of the expedition, the group studied nematodes in the laboratory in Chetumal and dissected fish and snakes for parasites. Three days were also spent conducting measurements on shark and stingray caught by artisanal fishermen and also learning how to collect fish for study.

From measurements of 569 conch at Banco Chinchorro and 442 conch at Punta Herrero, statistical analyses showed that the two populations had significantly different size measurements. This indicates different age which may be attributed to over harvesting at Banco Chinchorro, compared to Punta Herrero where harvesting of conch is not permitted. In collecting nematodes, the group gained experience in the difficulties and diversity of sample collection. The additional work on parasites, sharks and stingrays further developed the expedition's knowledge of biology and understanding of the importance of education and awareness in promoting sustainable management of natural resources. The aims of the expedition were successfully achieved due to the help and consideration of the members of ECOSUR. All members of the group developed an appreciation of different cultures and understanding of different scientific techniques that will be invaluable and applicable in the future.

### **Project Tanzania**

The expedition leader, Stewart Jackson, had previously been on an altitude research expedition to India and was keen to lead one of his own. The other members of the team, all medical students with an interest in adventure and research, were James Varley, Lucy Codrington, Claudie Sellers, Kat Josephs and Georgie Duke. The team was very generously supported by several charities and companies, in particular Chest Heart Stroke Scotland.

The aims of the expedition were to:

1. Investigate the epidemiology and genetic profile of acute mountain sickness on Mount Kilimanjaro, Tanzania.
2. Investigate the hypothesis of a correlation between optic nerve sheath diameter, altitude and oxygen administration.
3. Summit Mount Kilimanjaro

During the expedition team members were based on the most popular ascent route of Mount Kilimanjaro at two different altitudes, Marangu Huts (2700 m) or Kibo Huts (4700 m). Visual and Lake Louise score (a way of assessing acute mountain sickness) assessments were conducted on consenting trekkers staying at these locations. Epidemiology questionnaires were also completed and genetic samples taken for analysis by researchers at the University of British Columbia, Canada. Unfortunately it was not possible to measure optic nerve sheath diameter because the ultrasound probe shattered. At the end of the research phase, all researchers attempted the summit, three of whom were successful.

All team members gained valuable experience of performing altitude research in the field. Although not all of the aims were completed successfully, the results from the expedition will enhance understanding of the physiology and epidemiology of acute mountain sickness and a manuscript will be submitted to the journal 'High Altitude Medicine and Biology'. In addition, the expedition supported local guides and porters and donations were made to the Mount Kilimanjaro Porters Fund.

Ms Ellie Greenhalgh  
Secretary to the Expeditions Committee

Dr Kate Heal  
Convenor of the Expeditions Committee  
19 January 2009