

THE UNIVERSITY OF EDINBURGH

BUSINESS FOR MEETING OF THE UNIVERSITY COURT to be held in the Conference Room, Business School, 29 Buccleuch Place on Monday 2 July 2012 at 2.00 p.m.

A buffet lunch will be available in the Roof Terrace, Business School, 29 Buccleuch Place
from 1.00 p.m.

This meeting of Court will be preceded by a presentation titled 'Enriching the Learning Experience – Beyond the Curriculum' to be delivered by Vice-Principals Professor Haywood and Professor Miell and Assistant Principal Dr Rigby.

A FORMAL BUSINESS

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| 2. | Election of Senate Assessors | A2 |
| 3. | Appointment of City of Edinburgh Assessor | A3 |
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B PRINCIPAL'S BUSINESS

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C SUBSTANTIVE ITEMS

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| 6. | Gaelic Language Plan | C6 |
| 7. | Report from Audit Committee | C7 |
| 8. | Report from Estates Committee | C8 |
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D ITEMS FOR FORMAL APPROVAL OR NOTE

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| 2. | Senate Committees' Annual Report | D2 |
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| 4. | Transfer of MRC unit to the University | D4 |
| 5. | Report on the Collections Review | D5 |
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| 13. | Use of the Seal | |

UNIVERSITY OF EDINBURGH

MINUTE OF A MEETING of the University Court of the University of Edinburgh held in Room G.01, Veterinary Teaching Building, Easter Bush, on Monday 14 May 2012.

Present: Rector (in chair)
Mr A Johnston
Professor A M Smyth
Mrs M Tait
Dr M Aliotta
Professor J Ansell
Professor D Finnegan
Professor S Monro, Vice-Convener
Mr P Budd
Mr M Murray
Ms A Richards
Mr D Workman
Mr M Williamson, Vice-President Students' Representative Council

In attendance: Ms S Beattie-Smith, Rector's Assessor
Senior Vice-Principal Professor N Brown
Vice-Principal Professor J Haywood
Vice-Principal Professor D Miell
Professor D Argyle
Dr K Waldron, University Secretary
Mr N Paul, Director of Corporate Services
Mr J Gorringe, Director of Finance
Ms S Gupta, Director of Human Resources
Mr J McAsh, President elect Students' Representative Council
Mr A Burnie, Vice-President elect, Students' Representative Council
Mr G Bell, Depute Director of Estates and Buildings
Ms R Smith, Senior Strategic Planner
Ms F Boyd, Head of Stakeholder Relations and Senior Executive Officer
Dr K J Novosel, Head of Court Services

Apologies: The Principal
Sheriff Principal E Bowen
Professor A Harmar
Professor J Barbour
Dr C Masters
Mrs E Noad
Mr D Brook
Mr M McPherson, President Students' Representative Council

Court received a presentation on the activities of the Royal (Dick) School of Veterinary Studies from Professor David Argyle, Head of School.

A FORMAL BUSINESS

1 MINUTE OF THE MEETING HELD ON 20 FEBRUARY 2012

Paper A1

The Minute of the meeting held on 20 February 2012 was approved as a correct record.

The Vice-Convener of Court welcomed the Rector, Mr Peter McColl to this his first meeting of Court. Court noted that this was the last meeting to be attended by

Mr Mike Williamson EUSA Vice-President Academic Affairs and would have been the last meeting for Mr Matt McPherson, EUSA President. Court recorded its warmest thanks for their contributions to the work of Court and wished them good luck for the future.

Court further welcomed Mr James McAsh EUSA President elect and Mr Andrew Burnie EUSA Vice-President Academic Affairs elect who were in attendance at this meeting.

2 COURT SEMINAR – 26 MARCH 2012 Paper A2

Court approved the informal notes.

B PRINCIPAL'S BUSINESS

1 PRINCIPAL'S COMMUNICATIONS Paper B1

Court noted the items in the report and in the Principal's absence the additional information from Senior Vice-Principal Professor Brown on: the appointment of a Director to take forward the new Office of the Americas situated in Sao Paulo; the developments with Peking University; the successful outcome of the UK-BA compliance visit; the current position on admission figures and media interest; assurances on the process undertaken by the University in respect of the Bongo Club and that further information would be circulated to members on this matter; and the EUSA Teaching Award event.

C SUBSTANTIVE ITEMS

1 REPORT OF THE FINANCE AND GENERAL PURPOSES COMMITTEE

Comments on the Report of the Central Management Group

Paper C1.1

Court approved the Climate Action Plan 2012 and the Biodiversity Policy, noting the challenges in taking forward reductions in carbon emissions. Court further noted the position in respect of nursery provision and that information would be provided to the next meeting of Court on discussions at the Estates Committee on a new build on the King's Buildings site. The importance of effective communications with all those affected by these nursery provision developments was noted.

Report on Other Items

Paper C1.2

The proposed changes to the SBS pension scheme to bring this into line with the provision within the USS pension scheme were approved by Court. Court further noted the current position in respect of the Holyrood development and approved the establishment of a Court Sub-Group as set out in the paper with delegated authority to approve a preferred bidder over the summer period. Court further approved the following membership of this Sub-Group: the Principal, Professor Monro, Professor Smyth and Mr Budd to be advised by the Director of Corporate Services and the Directors of Estates and Buildings and Finance. Court welcomed the details of the allocation of resources in 2012/2013, in particular the investment to take forward the Personal Tutor Scheme and support for the student experience. It was confirmed that the insurance claim had now been satisfactorily settled and Court homologated the tender acceptances to take forward the Flowave project.

2 STRATEGIC PLAN 2012-2016 Paper C2

Court considered in detail the current draft of the Strategic Plan 2012-2016 and noted

that there would be further discussion prior to the final Plan being presented to Court for approval at its meeting on 2 July 2012. It was noted that since this paper had been prepared the third strategic goal had now been amended to excellence in innovation and knowledge exchange.

There were a number of comments and suggestions on the content of the current draft in particular the need to be clearer on the actions and strategies which would be initiated to ensure that the aspirations within the Plan were achieved and also on confirmation that the University would continue to act in accordance with the existing ethical investment policy. It was noted that there would be a strategy to cover issues within the enabler on people, taken forward by the Staff Committee and setting out how the objectives within this section would be achieved. It was further noted that it was important the Plan remained relevant over the four year period and that challenges currently exercising the University were not all included as these were time limited in nature and would be taken forward within the annual planning processes. Also, issues and topics had been placed in the most appropriate part of the Plan in an effort to avoid duplication. The KPIs, as previously agreed confined to twelve, and the targets were still being carefully evaluated to ensure they were measurable and to test feasibility; further comments would be welcomed. It was further confirmed that this helpful discussion would be very informative in finalising the Strategic Plan.

3 REPORT FROM THE ESTATES COMMITTEE

Paper C3

Court approved the recommendations as set out in the paper and homologated the decision taken in respect of the tender for 50 George Square. Court in particular noted the movements between the approved capital project plan and the speculative priority plan and the resultant review underway of new priority projects. The progress on the final phase of the Library was welcomed as was progress on student and staff social provision at King's Buildings. There was discussion on the Edinburgh College of Art estate and on the information on the refurbishment of Paterson's Land for the Office of Life Long Learning and the issuing of a formal notice to quit to the Bongo Club. It was confirmed that the notice had been issued within the terms of the lease arrangement with the Bongo Club and that ten months' notice had been given rather than the required six months. Court noted the continuing assistance being provided to the Bongo Club to identify new premises.

4 REPORT FROM THE NOMINATIONS COMMITTEE

Paper C4

On the recommendations of the Nominations Committee the following appointments were approved:

Court

Ms Anne Richards' period of appointment to be extended to 31 July 2014.

Investment Committee

The current terms of office of Ms Maxine Cuffe, Mr Bill Hughes and Mr Alan McFarlane to be extended until 31 December 2015.

Library Committee

Mr George MacKenzie's period of appointment to be extended to 31 July 2013.

Curator of Patronage

Vice-Principal Professor Mary Bownes to be appointed with effect from the start of the 2012/2013 academic year until 31 July 2015.

Court further noted the views of the Nominations Committee on the remuneration of

Trustees of the SBS pension scheme and members of Court.

5 REPORT FROM THE AUDIT COMMITTEE Paper C5

Court noted the draft Minute of the Audit Committee meeting held on 1 March 2012 and welcomed the support for the External Audit Highlights Memorandum being in future also circulated to Court. Court further noted the impact on the work of the Audit Committee of the increase in the volume and the complexity of University activities.

6 REPORT FROM KNOWLEDGE STRATEGY COMMITTEE Paper C6

Court noted the report, in particular the outcome of the effectiveness review and the position on meeting the funding requirements as a result of the increased demand for library materials.

7 GOVERNANCE REVIEW – REPORT OF SUB-GROUP Paper C7

It had previously been agreed to establish a representative Sub-Group of Court to consider in detail the report on the Review of Higher Education Governance in Scotland. Court discussed the outcome of the deliberations of this Sub-Group noting that Senate at its meeting on 6 June 2012 would also be considering the report of the Review in particular those recommendations regarding Senate membership and academic freedom.

There was specific discussion on a number of the recommendations in the report on the Review and on the position on these as stated in the Sub-Group paper. In particular: remuneration of Court members; union representatives on Court; student representatives on Court; gender balance; and the appointment process and remuneration of the Principal. In respect of the discussion on remuneration of Court members, Court wished to actively ensure that there were no barriers to individuals wishing to be considered for membership of Court and asked that the Sub-Group paper be amended to reflect this position. Court further asked that the Sub-Group paper be amended to make reference to the University's continuing support of there being alumni representatives on Court. While recognising the current arrangements for engagement with union colleagues there was a minority view that there should be designated union representatives on Court.

Subject to the above two amendments, Court was content to approve the Sub-Group paper. Court further confirmed its support of implementing those recommendations within the report on the Review as set out in the summary of the Sub-Group paper.

8 EDINBURGH COLLEGE OF ART - UPDATE Paper C8

Court welcomed the report of the SFC on its monitoring visit to the University to discuss progress on the merger and noted, as agreed, that the University would be undertaking its own review in September 2012. There was discussion on the University's review and it was agreed that it would be helpful to seek comments from the outgoing ECA Student President and to ensure that a wide body of students and staff were involved in the process. The proposals in respect of the ECA Awards and Bequests Committee were approved subject to the inclusion of an external member on the Committee.

9 INVESTMENT OPPORTUNITY Paper C9

D ITEMS FOR FORMAL APPROVAL OR NOTE

1 DRAFT RESOLUTIONS

Paper D1

Court approved the following draft Resolutions:

Draft Resolution No. 16/2012:	Degree of Master of Surgery (Urology)
Draft Resolution No. 17/2012:	Degree of Master of Surgery (Trauma and Orthopaedics)
Draft Resolution No. 18/2012:	Master of Veterinary Sciences
Draft Resolution No. 19/2012:	Postgraduate Studies and Research
Draft Resolution No. 20/2012:	Undergraduate Degree Programme Regulations
Draft Resolution No. 21/2012:	Postgraduate Degree Programme Regulations
Draft Resolution No. 22/2012:	Higher Degree Regulations

and requested their transmission to the General Council and Senatus Academicus for observations.

2 RESOLUTIONS

Paper D2

Court approved the following Resolutions:

Resolution No. 4/2012:	Foundation of a Personal Chair of e-Science
Resolution No. 5/2012:	Foundation of a Personal Chair of Database Systems
Resolution No. 6/2012:	Foundation of a Personal Chair of Computation Theory
Resolution No. 7/2012:	Foundation of a Chair of Economics

3 QUALITY REPORT: REPORT OF THE 2011 ENHANCEMENT-LED INSTITUTIONAL REVIEW; SCOTTISH FUNDING COUNCIL UPDATE ON QUALITY ARRANGEMENTS

Paper D3

Court welcomed the 2011 Enhancement-Led Institutional Review Report and congratulated Assistant Principal Dr Harrison on the successful outcome. Court further noted the revised SFC requirements in respect of the Court's statement of assurance on the University's arrangements and management of the quality of learning provision.

4 BANKING ARRANGEMENTS

Paper D4

Court approved the following banking matters:

Royal Bank of Scotland

After due consideration of all the circumstances and on being satisfied that it is for the benefit of the University and in the interests of the University for the purpose of carrying on its business to enter into a supplemental agreement (the 'Supplemental Agreement') in the form now produced in respect of the loan of up to a maximum principal amount of £16,600,000 made available to the University Court by The Royal Bank of Scotland plc (the 'Bank') in terms of the Agreement between the University Court and the Bank dated 20 and 25 July 2005 as amended.

Svenska Handelsbanken

The opening of a call account in the name of the University of Edinburgh.

Barclays

The opening of a call account in the name of the University of Edinburgh.

Court further authorised the University Secretary and the Director of Finance to sign all the required paperwork to action the approval of all the above banking arrangements.

5 DONATIONS AND LEGACIES Paper C6

Court was pleased to note the donations and legacies to be notified, received by the University of Edinburgh Development Trust between 11 February and 13 April 2012.

6 PURCHASE OF RESEARCH CONSUMABLES Paper C7

Court approved the purchase of research consumables as set out in the paper.

7 COURT MEETINGS 2012/2013 Paper C8

The dates and venues of Court meetings, seminars and the Court induction event in 2012/2013 were noted.

8 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.

The University of Edinburgh

The University Court

2 July 2012

Election of Senate Assessors

Court will be pleased to note that Professor Jake Ansell and Dr Marialuisa Aliotta have been re-elected Senate Assessors on Court with effect from 1 August 2012 for a period of four years until 31 July 2016.

Dr Katherine Novosel
Head of Court Services

The University of Edinburgh

University Court

2 July 2012

City of Edinburgh Council Assessor

As a result of the recent local government election, The City of Edinburgh Council has confirmed that its Assessor on Court will be Rt Hon Donald Wilson, Lord Provost of The City of Edinburgh. This appointment is made with immediate effect until the end of April 2017.

Court is invited to note the new City of Edinburgh Council Assessor.

Dr Katherine Novosel
June 2012

The University of Edinburgh

University Court

2 July 2012

Curators of Patronage

There are seven Curators of Patronage, four nominated by the University and three by The City of Edinburgh Council. As a result of the local government election Edinburgh Council has confirmed that it has nominated the following members as Curators of Patronage:

Lord Provost Donald Wilson
Councillor Richard Lewis
Councillor Mark McInnes

These appointments are with immediate effect until the end of April 2017.

Court is invited to note the new City of Edinburgh Council Curators of Patronage.

Dr Katherine Novosel
June 2012

The University of Edinburgh

The University Court

2 July 2012

Principal's Report

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

International

General Council Berlin

The General Council Statutory Half Yearly Meeting took place in Berlin over the weekend of the 14-16 June 2012. In addition to the meeting the events also included an honorary degree ceremony for Mr David McAllister, Prime Minister of Lower Saxony, a panel debate on the challenges facing the UK, Germany and the Eurozone and a dinner for Edinburgh College of Art guests. It was a very successful weekend which did an excellent job in enhancing the University's European and international reputation.

Senatus

A Senate Briefing on Internationalisation was held on 6 June 2012. The external speaker was alumnus Dr William Lawton, Director, Observatory on Borderless Higher Education.

Business Opportunities in Latin America: Shifting Perspectives

I was very pleased to give the opening welcome at a University event organised by Edinburgh students and the Latin American Society which took place on 17th May. The Forum, the first of its kind, brought together Latin American experts to discuss industries which have been driving the region's progress and have established it as one of the most dynamic markets in the world.

India

Vice Principal International and Professor Jeremy Bradshaw, Dean International CMVM, visited India in April 2012. Links were explored with:

- **National Institute of Mental Health and Neurosciences, Bangalore** – CJD, prions, autism.
- **Indian Institute of Science, Bangalore** - open to receiving Edinburgh PhD students for short visits and jointly supervised PhDs.
- **National Centre for Biological Science, Bangalore** - Clinical Research Training (MD-PhD and PhD-MD / DSc).
- **National Rural Health Mission**, Government of Karnataka – clinical e-learning.
- **Science & Innovation Network** - funding programmes and priority areas for collaboration.
- **Maulana Azad Medical College, New Delhi** – medical training and e-learning, especially in paediatrics, surgery, virology and genetics (rickets).
- **Delhi University** - visit coincided with Delhi University's Foundation Day celebrations attended by the ICCR President. DU has ambitions in the e-learning and online lectures. It was suggested that the Our Changing World lecture series be shared with DU to kick start a partnership in blended learning.
- **Department of Biotechnology**, Government of India - MD PhD career track under discussion with the Medical Council of India and Wellcome Trust.

- School of Life Sciences, **Jawaharlal Nehru University**.
- Knowledge Economy Counsellor, **British High Commission** - general discussions on compatibility of UK and Indian education systems (UKBA etc.)
- **Sir Ratan Tata Trust** - to discuss programmes in Public Health and possible engagement with the University of Edinburgh via internships.
- **National Institute of Research in Reproductive Health** - the University of Edinburgh has been working with NIRRH on a capacity building programme funded by the British Council.

In May 2012, a team of architects and scientists from the rapidly expanding **National Centre for Biological Science**, Bangalore, visited the Scottish Centre for Regenerative Medicine as a role model institute, to develop a detailed case study of the campus and buildings.

Confucius Institute European Conference

The European Confucius Institutes and Classroom conference was hosted by the University 6-8 June 2012. I was delighted to welcome the First Minister Alex Salmond and Chinese Ambassador Liu Xiaoming. The event brought together key stakeholders from Scotland and Europe with presidents of leading Chinese universities, including Fudan, Xiamen, Peking, Renmin and Nankai. Senior representatives from Chinese embassies and consulates across Europe are also attended.

The event examined links between Scotland and China in areas such as education, business, language and culture. The Universities of Edinburgh and Hanban, sponsor of the global network of Confucius Institutes and Classrooms, renewed their relationship in a signing ceremony that committed both sides to continue to support the Confucius Institute for Scotland.

Hong Kong University

Vice Principal International represented the University at a lunch to celebrate the centenary of Hong Kong University in London on 15 May 2012.

Korea

Following his participation in a Higher Education Mission to Korea in March 2012, Vice Principal International attended a UK-Korea workshop in London on 29 May. Follow-up is on-going on potential collaboration with Seoul National University, Korea University, Korea Advanced Institute of Science and Technology, Ewha Womans University, Hankuk University of Foreign Studies and Hanyang University.

A Yun Posun Memorial Symposium Organising Committee has been convened. During his visit to Seoul, VP International had also met Mr Yun Sangkoo, son of the second president of S Korea Yun Posun, who was an Edinburgh alumnus. It was agreed that the University should work towards a highly visible event that appropriately celebrates President Yun Posun's connections with Edinburgh and promotes the longer-term understanding and growth of contemporary Korean studies in Scotland and the rest of the UK.

Africa

The University's Centre for African Studies celebrated its 50 year long history of African engagement with a landmark conference - CAS@50: Cutting Edges and Retrospectives. Founded in 1963, the Centre brings together experts in the study of Africa from across the University, Scotland and further afield and I was delighted to welcome the delegates to the conference.

North America

The University's first Fulbright Lecture was delivered by former US ambassador Thomas R Pickering on 14 May.

International Visits to the University included:

- Khon Kaen University, Thailand
- Finnish Ambassador & Professor Matti Klinge
- University of Canberra, Australia
- Osaka University, Japan
- Hangzhou Normal University China
- National Centre for Biological Sciences, India
- Economic Community of West African States
- CONICYT, Chile
- International Relations ICETEX, Colombia
- Xiamen University, China
- Science Innovation Manager, Korea
- Peking University Shenzhen campus
- Nanjing University of Aeronautics and Astronautics (NUAA), China
- Chinese Academy of Social Sciences
- University Sao Paulo, Brazil

Related meetings

Prior to presenting David McAllister with his honorary degree in Berlin, I was delighted to welcome him to the University where we discussed a number of initiatives including the offer of a 3 year programme of 20 placements at schools in Lower Saxony for Edinburgh student teachers of German.

I was also very pleased to give the welcome at the inaugural Virtual Worlds Research Conference in May. Funded by a University of Edinburgh Innovative Initiative Grant, the network is the first of its kind to connect researchers in disparate faculties, departments, and regions that study in or about virtual worlds. I also greeted 600 delegates to an international conference on Machine Learning in the Informatics Forum at the end of June.

During the graduation celebrations I was delighted to receive, on behalf of the University, the President of Pakistan and the Rector of Charles University, Prague. Both were here to celebrate the graduation of their children.

UK

Tax Relief on Charitable Giving

The University was very pleased to see that the Government announced on the 31st May that they have dropped their plans to cap tax relief on charitable donations. Along with other Russell Group institutions the University lobbied heavily on this issue and it is excellent news for all charitable organisations and a very sensible and welcome decision.

Immigration

Lobbying continues over issues with UKBA, recently concentrating on removing international students from the net migration statistics for policy purposes. Although there is support for this in the Labour Party, and some support among Conservative and Liberal Democrat MPs, the Immigration Minister does not accept the argument. A recent letter signed by over 60 University officials that called on the Prime Minister to do more to help universities in their efforts to recruit more international students brought the issue to the press last month. Unfortunately the debate continues to have a negative impact internationally, particularly in India, where the UK government's attitude is in sharp contrast with the positive position expressed by the Australian and American governments.

HE Pay Negotiations 2012-13

Most of the trade unions are currently consulting their members on the final pay offer of 1% for 2012-2013. It is expected that the unions will be in a position to respond formally to the offer in early July.

USS Developments

The report of the Funding and Benefits Working Group of the USS Joint Negotiating Committee (JNC), established by the employers and UCU, has recently been considered by UCU Congress. The report was narrowly rejected by Congress on the grounds that insufficient progress had been made and that no benefit changes had been proposed. As a result UCU Congress have reinstated industrial action short of a strike and further discussion of the working group has been postponed by the employers. Informal dialogue will continue in order to facilitate the continuing business of the JNC.

Scotland

Bongo Club

Following further involvement from Mr Angus Currie the University has reached an agreement with representatives from the Out of the Blue Arts Organisation over the future of their operations. The University has agreed to extend the Moray House lease until January 15th 2013 in order to enable the Bongo Club a further degree of business continuity while they continue to work on developing alternative longer term plans.

This decision does mean that there will be a short delay with the development of the new space for the Office of Lifelong Learning however this is a manageable change which will be taken forward by colleagues in the College of Humanities and Social Science and Estates and Buildings. We are very pleased that a mutually agreeable solution has been found and I would like to take the opportunity to thank all of the people involved in bringing this solution together and also those effected by the changed timetable.

Vet School Bus Service

A short note to confirm that the Head of the Vet School, Professor David Argyle, is actively working on the options for an improved bus service to Easter Bush. I believe he has recently met with the key parties including the EUSA President.

Risk Register

As part of the annual review of the risk register, work is being undertaken on the risk assessment of the implementation of divergent fees policies with the intention to present a paper to the next meeting of the Audit Committee.

Andrew Grant Bequest

To confirm that the University is continuing discussions with the Office of the Scottish Charity Regulator on the status of the Andrew Grant Bequest.

New Director of Finance

Court members may already be aware that we are delighted to have appointed Mr Phil McNaull as the new Director of Finance from 1 September 2012. Mr McNaull joins us from Heriot-Watt where he is currently Director of Finance.

Related meetings

The Vice Principal Knowledge Management & Chief Information Officer, Vice Principal Academic Enhancement and I had a very fruitful meeting with Cabinet Secretary Russell to take forward a proposal for a Higher Education research network following discussions around the Higher Education Governance Review which was published earlier in the year.

I was delighted to host the Carlyle Circle Tea Party at Heriot Row in June to thank those who have pledged a legacy to the University.

I contributed to the Scottish Government's new plan for developing engagement with China at a dinner hosted by Cabinet Secretary Fiona Hyslop in late June.

University News

University welcomes the Olympics - both staff and students were delighted to be involved in Olympic activities this month. Lesley Forrest, a Senior Administrative Assistant in Finance, had the honour of lighting the beacon at Edinburgh Castle, at the end of day 26 of the flame's journey around the British Isles. Lisa McKenzie, current captain of the University's Women's Fencing Team, Commonwealth Championship Silver medallist, and former female athlete of the year carried the torch through Edinburgh the following day. The University was also the venue for a training camp for the Great Britain men's volleyball team, who were playing Belgium in three warm-up matches, prior to the Games in London. We will be hosting the GB swimming squad in July.

Now in its 66th year, the **Edinburgh International Film Festival** returns with 121 new feature films from 52 countries including 19 World Premieres, 13 International Premieres, 11 European Premieres, and 76 UK Premieres. As in previous years, the University is at the heart of some of the Festival's most exciting events. For five days the University hosts An Insight into the Edinburgh International Film Festival, an Open Studies short course allowing participants the chance to analyse and discover the range and depth of the Festival's film programming. Under new director Chris Fujiwara the Michael Powell Award Competition has returned to crown the Best British Feature Film. This year, for the first time, documentaries will compete alongside narrative films. The 10 competitors include Future My Love, directed by Edinburgh College of Art graduate Maja Borg and produced by Sonja Henrici from the Scottish Documentary Institute, part of the College. It is the only Scottish film in the competition.

We were delighted to welcome the Chancellor to open the £54 million **Scottish Centre for Regenerative Medicine (SCRM)**. The centre will carry out cutting-edge stem cell research to help find therapies for patients with conditions such as multiple sclerosis, Parkinson's disease, motor neurone disease, and heart and liver diseases. It is the first large-scale, purpose-built facility of its kind and provides accommodation for up to 250 stem cell scientists. The building has received

funding from the University of Edinburgh, the Medical Research Council (MRC), Scottish Enterprise and the British Heart Foundation.

Research in the News:

- University scientists, including those from Edinburgh, have discovered how microbes can be used to turn carbon dioxide emissions into soil-enriching limestone. Their technique uses help from the Iroko tree that thrives in tropical areas, such as West Africa. Researchers studied what takes place when it is grown in dry, acidic soil and treated with a combination of natural fungus and bacteria. Not only does the tree flourish but it also produces the mineral limestone in the soil around its roots. The tree makes a mineral by combining calcium from the earth with CO₂ from the atmosphere. The bacteria then create the conditions under which this mineral turns into limestone. The discovery offers a novel way to lock carbon into the soil, keeping it out of the atmosphere.
- University scientists have made a discovery about Mars' atmosphere, which could inform the search for life there. Scientists have tried to find out how the planet's environment came to contain methane gas, which contains carbon - a substance found in all living things. They found that meteorites, which continually bombard the surface of Mars, contain enough carbon compounds to generate methane when they are exposed to sunlight. Researchers say their findings give valuable insights into the planet's atmosphere. To reach their findings, researchers from the University of Edinburgh, the Max Planck Institute in Germany and Utrecht University carried out experiments on samples from the Murchison meteorite, which fell on Australia more than 40 years ago.

External Recognition:

- Two medical researchers based at the University have been recognised in the Queen's Birthday Honours:

Professor Scott Murray, St Columba's Hospice Chair of Primary Palliative Care, has been made MBE for Services to Medical Science.

Professor Heather Cubie, Head of the University-based Human Papillomavirus Group, has been made MBE for Services to Healthcare Science in Scotland.

Vice Principal Designations

Vice Principal Planning, Resources & Research Policy

Following an internal recruitment and interview process I wish to recommend to Court that Moncrieff-Arnott Professor of Molecular Medicine, Jonathan Seckl is appointed as Vice Principal Planning, Resources and Research Policy.

The appointment would be for an initial period of three years at 0.5 FTE starting on 1st August 2012.

Vice Principal Learning and Teaching

Following a similar process of recruitment I also wish to recommend to Court that Dr Sue Rigby be appointed as Vice Principal with responsibility for Academic Enhancement for an initial period of three years from 1st September 2012.

There has been some discussion of the appropriate title, with Vice Principal Learning and Teaching being the favoured option. This terminology is clearly defined, broadly understood and is used across the sector while it also serves to encompass the continued leadership role in the student support project. Dr Rigby will have strategic oversight of learning and teaching matters, convene the Learning & Teaching Committee, convene Conveners' Forum and represent this remit at CMG.

Vice Principal Hounsell will remain as a 0.2 FTE with oversight for strategic enhancement of assessment and feedback and retain responsibility for the National Student Survey. The proposed new title would be Vice Principal Assessment and Feedback which would run for a period of two years from 1st September 2012 until 31st August 2014.

On assessment and feedback, two prominent areas of activity are proposed:

- (a) developing a set of forward-facing principles to guide the evolution of assessment policies and practices over the next 5-10 years;
- (b) leading a wide-ranging review of the scope, nature and functions of exams [incl. resits] in undergraduate and taught postgraduate degree programmes.

Vice Principal Public Policy and Impact

Professor Charlie Jeffery continues to offer very valuable support to myself and the senior team as Vice Principal Public Policy.

Following further thought I propose to expand his remit to include leadership in a number of additional areas centred around enhancing the impact of the University through public policy and knowledge exchange. What has hitherto been primarily an outward-facing role would take on an inward-facing role as a champion for public policy impact with a view to sharing expertise across the university, ensuring effective support for impact activities, developing metrics for policy impact, and recording and communicating more systematically our achievements.

In addition a more systematic consideration of how we support academic careers in ways which give appropriate support, incentive and reward to outstanding achievement in teaching and knowledge exchange/public engagement as well as to research. This is an issue we may need to give specific attention to in the context of a likely less inclusive return of academic staff in the forthcoming REF, but has a more general relevance to academic staff reward and promotion procedures.

Therefore I propose a new designation of Vice Principal Public Policy and Impact with the following remit:

- Advise and represent the University on public policy matters at Scottish, UK, and European Union levels.
- Ensure effective support for generating, recording and communicating the public policy impacts arising from research across the University.
- Review and enhance measures across the University to support, incentivise and reward academic career development in research, teaching and knowledge exchange/public engagement.

The additional responsibilities would see the role increase from a 0.2 FTE to a 0.5 FTE with a view to the new remit starting from 1st August 2012.

I seek Court's approval for these proposals.

TMMO'S
July 2012

**Report of the Finance and General Purposes Committee
(Comments on the Report of the Central Management Group's meeting of 23 May 2012)**

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 11 June 2012 from the Central Management Group of its meeting of 23 May 2012. Comments made by the F&GP Committee are incorporated in boxes within the report at relevant points.

Action requested

The Court is invited to note the 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
June 2012

Central Management Group

23 May 2012

1 REPORT FROM THE STANDING CONSULTATIVE COMMITTEE FOR REDUNDANCY AVOIDANCE (SCCRA) (CLOSED) (Appendix 1)

2 SUPPORT FOR STUDENT EMPLOYABILITY PROJECTS

CMG was generally supportive of the proposal to appoint a Project Officer from June 2012 until June 2014 to take forward two projects to promote student employability: the first to develop multi-professional teams of students to work in a voluntary capacity within the community based on the current approach within the School of Law; and the second to further develop the innovative learning week. It was agreed that as with other such initiatives that this should be funded through matched funding between the centre (VP contingency fund) and the Colleges dependent on further consideration of the financial position and discussion with Colleges on the specifics of these initiatives.

The Committee supported the projects and the intention to appoint a Project Officer.
--

3 PROCUREMENT UPDATE (CLOSED)

4 PROPOSED CHANGE OF NAME TO SUBJECT AREA

CMG approved the proposal to rename the subject area of music within the Edinburgh College of Art to the 'Reid School of Music'.

C1.2

The University of Edinburgh

The University Court

2 July 2012

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 11 June 2012 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 approve the proposals at items 7 and 10, 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 3 - 11

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

Originator of the paper

Dr Katherine Novosel
June 2012

University Court, Meeting on 2 July 2012

**Report of the Finance and General Purposes Committee
11 June 2012
(Report on Other Items)**

1 SUMMARY RESEARCH AND COMMERCIALISATION REPORT

Appendix 1

The strong position in research applications and awards was noted including the significant number and value of projects transferring across as a result of the merger with MRC Human Genetics Unit and the continuing trend for larger value grant applications. The year- end position on awards by value by funder was likely to be about the same as last year although there had been significant work undertaken with EU funders. The satisfactory commercialisation position was also noted.

2 STUDENT SUPPORT REVIEW

Appendix 2

The Committee was supportive of this project to enhance delivery of support services for students from application to graduation. The Committee approved funding for 2012/2013 to enable the first phase of the project to commence and for student information points to be in place by September 2012. It was noted that the further funding requirements for this project would be taking forward through the annual planning round.

**EDINBURGH RESEARCH AND INNOVATION
RESEARCH AND COMMERCIALISATION REPORT
9 MONTHS TO 30 APRIL 2012**

1. RESEARCH APPLICATIONS AND AWARDS

1.1 Introduction

A combination of 23 £1M+ awards secured between February and April, and the transfer of 99 projects to the University as a result of the MRC Human Genetics Unit merger have significantly strengthened Quarter 3's award totals such that last year's total awards figure for two of the Colleges has already been exceeded, with still three months to go. Application activity has also continued to grow, with particular evidence of more, higher-value bids being submitted this year, auguring well for 2012/13 awards.

1.2 Applications

1.2.1 Overall picture

By the end of April, 1695 applications worth £693m had been submitted across the University, representing a year-on-year increase of 16% in value, although a slight decrease of 3% in number. This is a significant improvement on the figures reported in January (5% and 11% down in value and number respectively).

As per our first and second quarter reports, Humanities and Social Science (CHSS) and Medicine and Veterinary Medicine (CMVM) continue to show strong growth, with the College of Science and Engineering (CS&E) now just 1% behind in application value.

1.2.2 College picture

By the end of April, CHSS had submitted 460 applications (c.f. 481 for Q3 2010/11) worth £94.4M (c.f. 2010/11, £70.2M). As a consequence, the College has already submitted applications with a total value in excess of last year's whole-year total. Much of this is due to strong application activity in Philosophy, Psychology and Language Sciences (PPLS) and Law, with applications submitted valued at £20.7M and £15.3M respectively, significantly ahead of Q3 2010/11. The other large School in CHSS, Social and Political Science (SPS) continues to show good performance, with applications valued at £24.4M submitted so far this year, just 3% behind last year's total.

CMVM reports 625 applications worth £274.6M for the third quarter, an increase of 13% in number and 35% in value over last year (cf. 2010/11, 551 applications worth £203.3m). Like CHSS, CMVM has now submitted applications with a total value in excess of last year's whole year total. This is mainly due to continued growth in the College's two largest Schools (in terms of grant activity) - Clinical Sciences and Community Health (CSCHE), and Molecular and Clinical Medicine (MCM), which have now submitted applications totalling £130.4M and £91M, up 77% and 38% respectively on the same period last year.

As per our first two Reports of this year, CS&E continues to show Q3 application activity down on the same period last year, although the application value *gap* has once again reduced from 31% behind (as at January 2012) to just 1% behind. The College, then, has applied for 604 projects worth £321.8M (cf. 2010/11 696 applications with a value of £325.6M). A large £10M advanced computing application to EPSRC helped boost Physics' figures to 34% up on last year, with Geosciences and Engineering also showing good Q3 growth, at 19% and 9% respectively.

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1.2.3 Funder picture

Despite a return to growth for applications to Research Councils (16% up in value) and Charities (a more modest 2%), EU application activity continues to out-pace, with Q3 applications valued at £158M, convincingly exceeding last year's total year figure of £123M.

Applications to Edinburgh's largest research funder type, the Research Councils, stand at £302.3M, with UK charities at £121.6M.

1.3 Awards

1.3.1 Overall Picture

By the end of the third quarter, the University had secured 840 awards pledging £191.5M, up an impressive 34% in number and 63% in value. This year, we have seen more, larger-value, calls from the Research Councils than for some years, aided by a large number of projects transferring from the MRC for the Human Genetics Unit. The result of this Q3 activity has had the effect of exceeding last year's total award figure by some £8M (total year figure for 2010/11: £183.3M).

1.3.2 College Picture

CHSS continues its upward recovery, reporting 168 awards for the year to date with a value of £13.2M, 32% ahead on number, 53% on value compared to Q3 2010/11. The Edinburgh College of Art continues its strong performance, recording 33 awards for the year to date worth £3.6M. With awards of £2.5M and £2.1M respectively, History, Classics and Archaeology (HCA) and Moray House have seen significant awards growth this year, both exceeding their total year award values by significant percentages (390% and 64%). Much of HCA's performance can however be attributed to two large grants - a £1.06M ERC award secured by Prof Eberhard Sauer and a £950k AHRC award to Prof Ian Ralston.

CMVM's Q2 performance comprises 370 awards pledging £71.6M, an increase of 71% and 77% respectively over the same period last year. MCM has seen particular growth this past quarter, partly as a result of the transfer of the Human Genetics Unit's awards from MRC. 99 awards worth £7.2M have been transferred, contributing towards MCM's award total so far this year of £29.7M, some £10.3M in excess of last year's whole year awards total for this School. CSCH has also exceeded its last year's total with awards worth just over £31M (c.f. 2010/11 whole year figure: £23.4M). These include 4 large reproductive medicine MRC grants each valued in excess of £2M (Profs Philippa Saunders, Richard Sharpe, Lee Smith and Richard Anderson).

CS&E's awards picture has continued to improve, ending the third quarter with 298 awards collectively valued at £106.3M, already some £3M in excess of last year's whole-year total (£103.1M). With awards of £37.2M, Physics has seen astounding growth this year with a number of high value awards secured in the past quarter including a £10M EPSRC grant to Prof Arthur Trew for advanced computing, and STFC awards of £6M and £3.7M respectively to Profs Richard Kenway and John Peacock. Engineering has also had a very successful third quarter with awards now standing at £25.4M. Notable successes in this School include two EPSRC grants to Prof Jon Gibbins of £12.3M and £6M and a £3.4M award to Prof Robin Wallace, again from EPSRC, for the UK Centre for Marine Energy Research.

1.3.3 Funder Picture

The high value awards referred to in previous sections of this Report will have hinted on a return to form as regards Research Council funding. At £106M, and representing 55% of the total award value pledged to date, Research Council awards for Q3 have already dwarfed last year's whole year RC total (£68.6M). Charity awards continue to struggle, now 17% down on the same period last year (13% down at Q2), and just £2.4M ahead of EU awards, which have seen growth of 23% year on year. Pleasingly, UK Government contract funding (including Health Authorities) seems to be on the increase again with contracts of £16.6M secured for the year to date (c.f. £7.6M for Q3, 2010/11), thus exceeding last year's whole year total for this funder. Evident also is the significant and continued growth of projects where Edinburgh is collaborating with other UK universities; in the majority of these instances, the 'parent' agreement is with a Research Council with another UK university leading, indicative of the growing trend towards longer, larger grants.

2. ERI Research Development

2.1 Work with International Office

- 2.1.1 ERI is involved in facilitating three ongoing research thematic show-and-tell initiatives in partnership with the International Office: Technology and Innovation, Food Security and Global Health (focussing on non-communicable diseases)
- 2.1.2 ERI coordinated a visit from the UK Science and Innovation Network (SIN) Korea on 21st May, with a view to building relationships in this country.
- 2.1.3 ERI is involved in the Science without Borders (Brazil) meetings, providing advice on postdoctoral and senior fellowship funding opportunities.

2.2 AHRC Initiatives

- 2.2.1 Greg Walker and David Fergusson (both who hold AHRC positions) will be members of the panel at an event on 'AHRC collaborative cash' on 23 May. Visiting case study: Catherine Burke from the University of Cambridge and PI of the [Decorated School Research Network](#).
- 2.2.2 ERI is hosting a small international focus group organised by AHRC in Edinburgh on 28 May.
- 2.2.3 Mark Llewellyn (Director of Research, AHRC) has confirmed he will visit UoE on 8th October 2012. The half-day visit will have open and closed meetings covering research, KE and postgraduates.

2.3 EU initiatives

- 2.3.1 A Marie Curie promotional event was held for CHSS and CSE. Just under 20 attended with a range of UoE speakers including Catherina Becker, a Marie Curie evaluator based in CMVM.

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- 2.3.2 A further Marie Curie event takes place on 25th May when Mike Rogers, Marie Curie Project Officer and Catherina Becker will talk about the future of the Programme.
- 2.3.3 An information session on ERC Starting Grants will be held this autumn.
- 2.3.4 ERI is involved in facilitating ERC mock interviews for those shortlisted from CHSS.

2.4 Funder Engagement

- 2.4.1 ERI will be co-hosting with the Senior Vice-Principal a ‘funders’ roundtable’, comprising UoE colleagues who sit on the governing bodies and advisory boards of our main research funders. The purpose of this meeting is to identify commonalities between research funders, and determine the degree to which we can explore trends and perhaps foresight future opportunities for research at Edinburgh.

2.5 Communications

- 2.5.1 From June-September, we will be employing a UoE undergraduate intern to help re-launch and raise the profile of our Research Professional funding information service.
- 2.5.2 ERI is in the process of re-developing its web-based Dossier of Successful Applications, due for completion late summer.

2.6 Learning and development

- 2.6.1 ERI created and co-presented a two day PG Certificate module ‘Building your Research Profile’, with key contributions from Profs Nigel Brown, James Smith, Catherine Lyall and Sheila Riddell.
- 2.6.2 ERI presented ‘An Introduction to Research Funding’ for new colleagues in CMVM.
- 2.6.3 ERI will participate in an induction event for HGU research staff in June.
- 2.6.4 ERI will participate in the induction for the new Chancellors Fellows in the autumn.

2.7 Other Events

- 2.7.1 ERI will be hosting a visit from Dr James Parry, Director of the UK Research Integrity Office in June. As well as presenting an open session on research integrity matters to research directors and administrators, Dr Parry will also be meeting with the Senior Vice Principal and ERI’s Head of Legal.

3. INVENTION DISCLOSURES

In the 9 months to 30 April 2012, 117 disclosures were made compared to 97 for the same period last year.

4. PATENT FILINGS

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In the 9 months to 30 April 2012, 49 patents were filed on technologies compared to 56 for the same period last year.

5. LICENCES

In the 9 months to 30 April 2012, 36 licence deals were signed compared to 43 for the same period last year.

6. COMPANY FORMATION

In the 9 months to 30 April 2012, 4 spinout (py 4) and 19 start-up (py 18) companies have been created.

7. CONSULTANCY

In the 9 months to 30 April 2012, consultancy income processed through ERI was £3.9m up from £3.7m for the same period last year.

*Hamish MacAndrew
Ian Lamb
Edinburgh Research and Innovation Limited*

4 June 2012

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Appendix 1

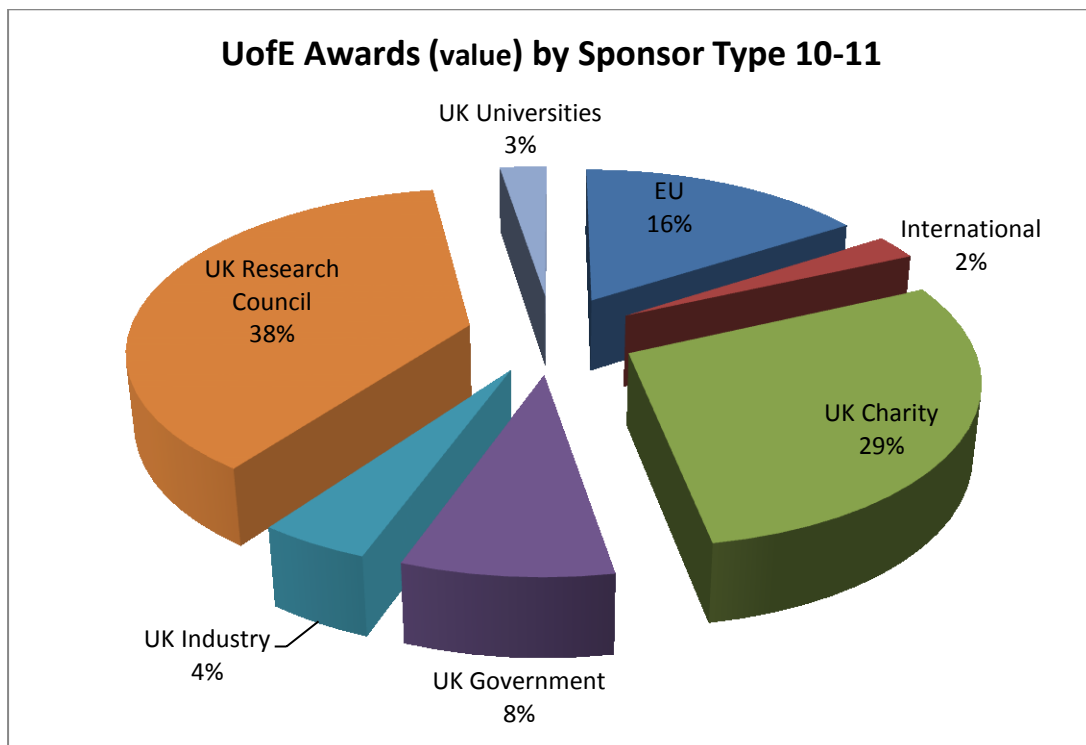
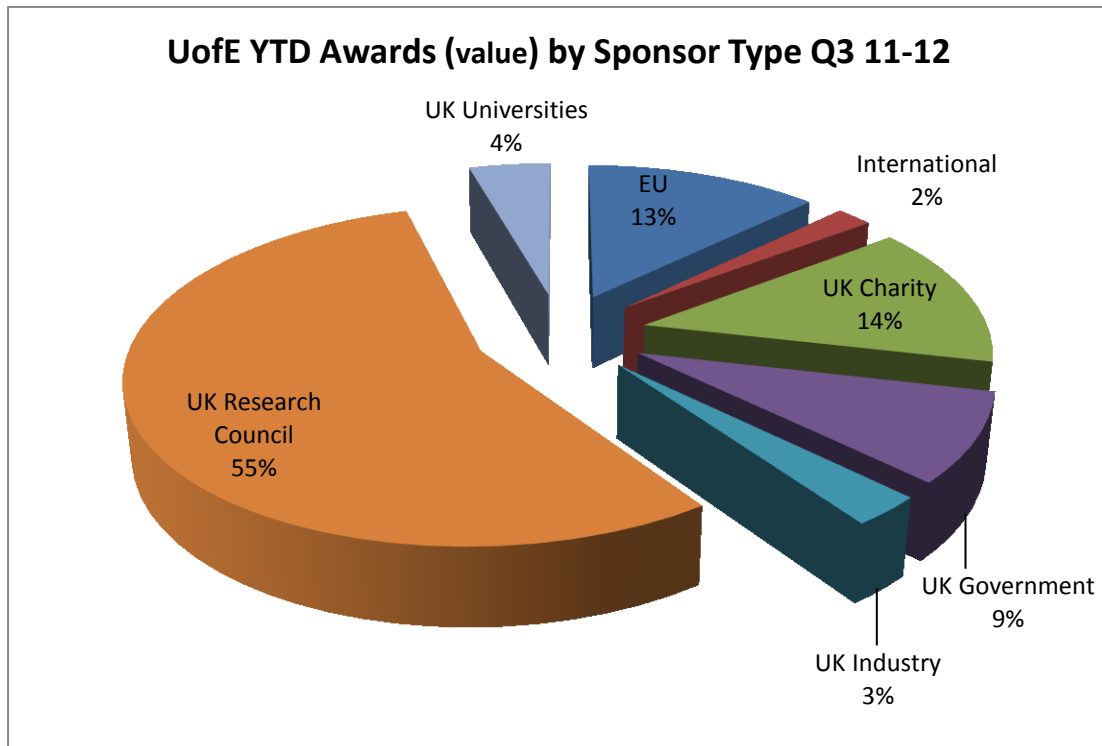
Analysis of Awards by Sponsor Type, comparing Q3 2011/12 with full year 2010/11

Where 'target' is defined as last year's total year awards value for each sector, this table shows the percentage of target achieved for the year to date.

Current Progress: 11-12 YTD vs. 10-11 Full year			
	YTD	10/11	% of Target
EU	£24,476,541	£29,150,126	84%
International	£3,799,592	£4,374,250	87%
UK Charity	£26,462,963	£53,035,471	50%
UK Government	£16,598,320	£15,354,056	108%
UK Industry	£5,597,708	£8,069,887	69%
UK Research Council	£106,091,612	£68,671,053	154%
UK Universities	£8,490,189	£4,697,844	181%

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These pie charts show the percentage share for each sponsor type proportional to the whole, comparing the YTD (first chart) to the full year 2010/11.



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TABLE 1
RESEARCH APPLICATIONS, AWARDS AND INCOME BY COLLEGE

RESEARCH ACTIVITY	Current Year		Previous Year			Variance	
	Month	YTD	Month	YTD	Full Year	Month	YTD
All Research Applications - number							
CHSS	44	460	33	481	580	33%	(4%)
CMVM	82	625	63	551	713	30%	13%
CS&E	58	604	36	696	848	61%	(13%)
Support Services (ISG etc)	3	6	1	15	19	200%	(60%)
Total - number	187	1,695	133	1,743	2,160	41%	(3%)
All Research Applications - value - 100% PROJECT VALUE							
CHSS	7,873	94,468	11,534	70,243	89,413	(32%)	34%
CMVM	44,567	274,689	23,163	203,300	266,224	92%	35%
CS&E	28,572	321,834	19,572	325,686	379,625	46%	(1%)
Support Services (ISG etc)	170	2,301	96	1,020	1,284	77%	126%
Total - value £'000	81,182	693,292	54,365	600,249	736,546	49%	16%
All Research Awards - number							
CHSS	21	168	11	127	184	91%	32%
CMVM	71	370	26	216	328	173%	71%
CS&E	33	298	29	282	389	14%	6%
Support Services (ISG etc)	-	4	1	4	6	(100%)	0%
Total - number	125	840	67	629	907	87%	34%
All Research Awards - value - 100% PROJECT VALUE							
CHSS	1,502	13,268	1,480	8,696	17,397	1%	53%
CMVM	8,384	71,623	5,211	40,369	62,409	61%	77%
CS&E	18,540	106,354	9,745	67,886	103,181	90%	57%
Support Services (ISG etc)	-	272	114	352	367	(100%)	(23%)
Total - value £'000	28,426	191,517	16,550	117,303	183,354	72%	63%
All Research Awards - value - SPONSOR CONTRIBUTION							
CHSS	1,477	11,861	1,362	7,895	15,883	8%	50%
CMVM	8,119	63,758	4,587	37,335	57,535	77%	71%
CS&E	17,073	93,540	8,960	61,083	93,105	91%	53%
Support Services (ISG etc)	-	270	91	286	301	(100%)	(6%)
Total - value £'000	26,669	169,429	15,000	106,599	166,824	78%	59%
Industrial Research Applications - number	5	75	9	80	101	(44%)	(6%)
Industrial Research Applications - value £'000 (100%)	173	4,536	493	6,496	9,823	(65%)	(30%)
Industrial Research Awards - number	5	81	4	80	101	25%	1%
Industrial Research Awards - value £'000 (100%)	252	6,422	283	6,703	8,940	(11%)	(4%)
Research Income £'000							
CHSS	1,590	12,686	1,284	12,216	16,630	24%	4%
CMVM	6,806	64,170	6,459	56,807	78,752	5%	13%
CS&E	6,957	63,553	4,836	63,676	90,355	44%	(0%)
Support Services (ISG etc)	100	597	11	1,132	1,323	837%	(47%)
Total - value £'000	15,453	141,006	12,589	133,830	187,059	23%	5%

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TABLE 2
RESEARCH APPLICATIONS AND AWARDS BY FUNDING SOURCE 100% PROJECT VALUE

APPLICATIONS	Current Year				Previous Year						YTD Variance	
	Month		YTD		Month		YTD		Full Year			
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value
EU - Government	17	11,833	181	158,073	10	6,426	198	111,883	225	123,182	(9%)	41%
EU - Industry	-	-	5	397	1	58	8	520	8	843	(38%)	(24%)
EU - Other	-	-	14	1,331	2	154	8	763	13	1,527	75%	74%
Overseas - Charities	5	1,249	22	3,016	6	312	21	2,427	28	3,485	5%	24%
Overseas - Government	-	-	20	2,235	4	362	17	1,525	20	1,748	18%	47%
Overseas - Industry	2	5	10	339	-	-	4	278	5	462	150%	22%
Overseas - Other	-	-	10	3,229	1	9	11	3,299	17	4,690	(9%)	(2%)
Overseas - Universities etc.	1	54	6	576	1	12	11	685	13	781	(45%)	(16%)
UK - Charity	37	8,231	485	121,655	50	20,379	483	119,718	605	147,155	0%	2%
UK - Government	55	7,376	241	46,427	29	4,504	220	57,256	257	54,480	10%	(19%)
UK - Health Authorities	6	3,085	25	30,007	2	3,603	21	20,083	26	24,690	19%	49%
UK - Industry	3	168	60	3,801	8	435	68	5,699	88	8,518	(12%)	(33%)
UK - Research Council	49	47,733	509	302,303	13	17,612	582	260,941	725	343,889	(13%)	16%
UK - Universities etc.	12	1,448	107	19,903	6	499	91	15,172	130	21,096	18%	31%
	187	81,182	1,695	693,292	133	54,365	1,743	600,249	2,160	736,546	(3%)	16%

AWARDS	Current Year				Previous Year						YTD Variance	
	Month		YTD		Month		YTD		Full Year			
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value
EU - Government	4	1,824	98	24,036	10	4,066	58	19,589	81	25,934	69%	23%
EU - Industry	-	-	6	357	-	-	6	415	5	695	0%	(14%)
EU - Other	-	-	2	83	-	-	9	1,937	17	2,483	(78%)	(96%)
Overseas - Charities	2	13	14	1,014	3	146	8	592	18	1,265	75%	71%
Overseas - Government	1	15	19	1,303	1	68	7	248	6	248	171%	425%
Overseas - Industry	2	5	9	467	-	-	1	39	3	83	800%	1097%
Overseas - Other	-	-	10	583	2	209	7	916	11	1,865	43%	(36%)
Overseas - Universities etc.	-	-	7	433	-	-	8	566	14	683	(13%)	(23%)
UK - Charity	23	2,405	185	26,463	17	3,593	178	31,837	268	52,890	4%	(17%)
UK - Government	10	945	86	13,737	11	1,589	69	6,821	92	11,487	25%	101%
UK - Health Authorities	1	63	7	2,862	-	-	12	863	16	1,362	(42%)	232%
UK - Industry	3	247	66	5,598	4	283	73	6,249	93	8,162	(10%)	(10%)
UK - Research Council	68	19,761	255	106,091	17	6,530	142	44,742	208	71,499	80%	137%
UK - Universities etc.	11	3,148	76	8,490	2	66	51	2,489	75	4,698	49%	241%
	125	28,426	840	191,517	67	16,550	629	117,303	907	183,354	34%	63%

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TABLE 3
RESEARCH APPLICATIONS AND AWARDS BY SCHOOL (100% PROJECT VALUE)

APPLICATIONS	Current Year				Previous Year						YTD Variance	
	Month		YTD		Month		YTD		Full Year		Number	Value
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000		
Arts, Culture and Environment	-	-	-	-	1	4,783	42	8,372	55	10,164	(100%)	(100%)
Business School	2	3	15	1,537	-	-	11	1,195	16	2,321	36%	29%
Divinity	-	-	22	3,895	2	155	22	1,598	24	1,607	0%	144%
Economics	-	-	1	21	-	-	4	196	5	266	(75%)	(89%)
Edinburgh College of Art	3	9	63	6,941	-	-	-	-	-	-	-	-
Health in Social Science	3	330	27	5,691	-	-	16	2,299	28	4,262	69%	148%
History, Classics and Archaeology	7	499	46	4,349	8	1,416	63	6,684	73	8,130	(27%)	(35%)
Law	-	-	31	15,368	5	455	29	2,914	32	3,659	7%	427%
Literatures, Languages and Cultures	7	2,093	50	7,197	2	1,118	60	5,071	67	6,086	(17%)	42%
Moray House School of Education	4	146	40	4,343	4	1,103	42	5,208	54	6,401	(5%)	(17%)
Philosophy, Psychology and Language Sciences	10	2,288	70	20,715	4	681	75	11,471	86	16,936	(7%)	81%
Social and Political Science	8	2,505	95	24,411	7	1,823	117	25,235	140	29,581	(19%)	(3%)
TOTAL CHSS	44	7,873	460	94,468	33	11,534	481	70,243	580	89,413	(4%)	34%
Biomedical Sciences	10	2,303	69	21,308	6	10,554	75	37,245	99	47,252	(8%)	(43%)
Clinical Sciences and Community Health	38	21,278	279	130,440	22	4,336	248	73,646	320	99,482	13%	77%
Molecular and Clinical Medicine	20	14,000	171	91,032	20	6,697	128	66,137	159	84,372	34%	38%
Royal (Dick) School of Veterinary Studies	14	6,986	106	31,909	15	1,576	100	26,272	135	35,118	6%	21%
TOTAL CMVM	82	44,567	625	274,689	63	23,163	551	203,300	713	266,224	13%	35%
Biological Sciences	15	4,056	139	82,342	8	5,994	153	92,724	194	109,533	(9%)	(11%)
Chemistry	4	3,884	51	28,582	2	864	66	28,094	80	30,671	(23%)	2%
Engineering	11	1,785	106	56,383	9	11,162	101	51,956	126	60,843	5%	9%
Geosciences	6	232	105	32,841	4	101	131	27,564	162	33,480	(20%)	19%
Informatics	15	6,760	87	38,060	4	796	99	58,095	123	68,061	(12%)	(34%)
Mathematics	2	232	25	10,764	4	142	40	13,957	43	16,212	(38%)	(23%)
College General	-	-	3	1,469	-	-	-	-	-	-	-	-
Physics	5	11,623	88	71,393	5	513	106	53,296	120	60,825	(17%)	34%
TOTAL CSE	58	28,572	604	321,834	36	19,572	696	325,686	848	379,625	(13%)	(1%)
Support Services	3	170	6	2,301	1	96	15	1,020	19	1,284	(60%)	126%
Grand Total	187	81,182	1,695	693,292	133	54,365	1,743	600,249	2,160	736,546	(3%)	16%

AWARDS	Current Year				Previous Year						YTD Variance	
	Month		YTD		Month		YTD		Full Year		Number	Value
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000		
Arts, Culture and Environment	-	-	-	-	-	-	13	344	16	465	(100%)	(100%)
Business School	1	18	6	62	-	-	8	203	11	235	(25%)	(69%)
Divinity	1	22	2	72	-	-	8	983	13	1,302	(75%)	(93%)
Economics	-	-	1	70	-	-	1	2	1	2	0%	3400%
Edinburgh College of Art	4	16	33	3,684	-	-	-	-	-	-	-	-
Health in Social Science	-	-	7	499	-	-	3	76	5	249	133%	557%
History, Classics and Archaeology	3	1,098	21	2,542	4	214	18	356	23	519	17%	614%
Law	1	15	13	235	1	27	5	65	9	392	160%	262%
Literatures, Languages and Cultures	2	10	14	1,529	1	1	19	1,779	29	1,871	(26%)	(14%)
Moray House School of Education	2	26	19	2,194	1	24	18	896	22	1,340	6%	145%
Philosophy, Psychology and Language Sciences	2	35	12	201	1	418	18	1,604	31	6,581	(33%)	(87%)
Social and Political Science	5	262	40	2,180	3	796	16	2,388	24	4,441	150%	(9%)
TOTAL CHSS	21	1,502	168	13,268	11	1,480	127	8,696	184	17,397	32%	53%
Biomedical Sciences	4	434	25	4,997	1	2	27	4,954	43	9,547	(7%)	1%
Clinical Sciences and Community Health	6	1,114	122	31,009	7	2,710	102	17,182	150	23,425	20%	80%
Molecular and Clinical Medicine	58	6,238	172	29,769	4	710	44	10,890	70	17,444	291%	173%
Royal (Dick) School of Veterinary Studies	3	598	51	5,848	14	1,789	43	7,343	65	11,993	19%	(20%)
TOTAL CMVM	71	8,384	370	71,623	26	5,211	216	40,369	328	62,409	71%	77%
Biological Sciences	8	1,702	66	22,121	5	5,370	57	24,648	79	38,036	16%	(10%)
Chemistry	3	258	18	1,731	1	34	35	4,714	49	8,256	(49%)	(63%)
Engineering	7	4,230	55	25,467	4	942	42	11,245	58	14,413	31%	126%
Geosciences	6	330	63	10,299	8	626	75	9,524	94	12,280	(16%)	8%
Informatics	5	582	50	8,000	2	23	33	10,338	46	20,155	52%	(23%)
Mathematics	-	-	6	737	-	-	8	1,529	13	2,200	(25%)	(52%)
College General	-	-	2	777	-	-	-	-	-	-	-	-
Physics	4	11,438	38	37,222	9	2,750	32	5,888	50	7,841	19%	532%
TOTAL CSE	33	18,540	298	106,354	29	9,745	282	67,886	389	103,181	6%	57%
Support Services	-	-	4	272	1	114	4	352	6	367	0%	(23%)
Grand Total	125	28,426	840	191,517	67	16,550	629	117,303	907	183,354	34%	63%

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TABLE 4
COMMERCIALISATION ACTIVITY

	Current Year		Previous Year			Variance	
	Month	YTD	Month	YTD	Full Year	Month	YTD
Disclosure Interviews							
CHSS	-	3	-	2	3	-	50%
CMVM	3	65	2	32	60	50%	103%
CS&E	14	49	7	63	92	100%	(22%)
Total - number	17	117	9	97	155	89%	21%
Patents filed on Technologies - by College							
CHSS	-	-	-	-	-	-	-
CMVM	1	17	2	20	29	(50%)	(15%)
CS&E	6	32	3	36	50	100%	(11%)
Total - number	7	49	5	56	79	40%	(13%)
Patents filed on Technologies - by Type of filing							
Priority Filings	3	15	2	19	26	50%	(21%)
PCT Filings	2	11	1	17	22	100%	(35%)
Other/National Filings	2	23	2	20	31	0%	15%
Total - number	7	49	5	56	79	40%	(13%)
Licences signed (excluding non revenue bearing licences)							
CHSS	-	4	-	-	1	-	-
CMVM	-	15	1	16	22	(100%)	(6%)
CS&E	2	17	2	27	42	0%	(37%)
Total - number	2	36	3	43	65	(33%)	(16%)
Spin-out companies created							
- Number	1	4	-	4	5	-	0%
Start-up companies created							
- Number	3	19	1	18	30	200%	6%

TABLE 5
CONSULTANCY

	Current Year		Previous Year			Variance	
	Month	YTD	Month	YTD	Full Year	Month	YTD
By Business Type - Invoiced value £'000							
Scotland - Commerce	68	581	78	468	606	(13%)	24%
Scotland - Government	15	418	57	534	768	(74%)	(22%)
Rest of UK - Commerce	92	1,078	130	521	796	(29%)	107%
Rest of UK - Government	37	177	29	563	728	28%	(69%)
International - Commerce	182	1,449	141	1,362	1,764	29%	6%
International - Government	-	185	-	208	281	-	(11%)
Total - value £'000	394	3,888	435	3,656	4,943	(9%)	6%
By College - Invoiced value £'000							
CHSS	3	371	29	512	654	(90%)	(28%)
CMVM	164	1,618	203	1,512	2,116	(19%)	7%
CS&E	227	1,845	201	1,570	2,070	13%	18%
Support Services (CSG, ISG etc)	-	54	2	62	103	(100%)	(13%)
Total - value £'000	394	3,888	435	3,656	4,943	(9%)	6%

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**TABLE 6
CONSULTANCY INCOME BY SCHOOL**

	CURRENT YEAR		PREVIOUS YEAR			YTD Variance %
	Month	YTD	Month	YTD	Full Year	
	Value £	Value £	Value £	Value £	Value £	
Business School	(7,500)	36,100	5,250	82,651	114,366	(56%)
Divinity	-	3,700	-	10,475	14,125	(65%)
Economics	-	7,250	-	-	-	-
Edinburgh College of Art	-	20,339	-	8,875	7,875	129%
Health in Social Science	9,447	43,809	-	37,049	39,680	18%
History, Classics And Archaeology	-	300	-	11,460	11,460	(97%)
Law	-	18,626	13,349	20,729	51,189	(10%)
Literatures, Languages and Cultures	(900)	3,061	-	-	-	-
Moray House School of Education	1,653	160,097	1,175	86,912	114,698	84%
Philosophy, Psychology and Language Sciences	-	12,872	-	4,737	12,905	172%
Social and Political Science	154	65,254	9,306	212,112	251,124	(69%)
College Central	-	-	-	36,879	36,879	(100%)
TOTAL CHSS	2,854	371,408	29,080	511,879	654,300	(27%)
Biomedical Sciences	25,180	305,743	69,339	731,517	851,312	(58%)
Clinical Sciences and Community Health	34,146	329,503	4,458	158,156	260,022	108%
Molecular and Clinical Medicine	84,684	918,377	128,295	575,475	943,094	60%
Royal (Dick) School of Veterinary Studies	14,046	50,423	1,440	33,275	47,482	52%
College Central	5,500	14,400	-	14,000	14,000	3%
TOTAL CMVM	163,556	1,618,445	203,532	1,512,423	2,115,911	7%
Biological Sciences	6,000	292,094	9,753	164,740	268,532	77%
Chemistry	76,682	211,825	960	86,896	105,016	144%
Engineering	17,390	182,382	38,100	469,252	586,070	(61%)
Geosciences	45,598	493,497	26,059	359,549	451,229	37%
Informatics	81,395	454,002	102,379	415,827	596,215	9%
Mathematics	-	7,801	-	7,910	7,910	(1%)
Physics	-	202,184	23,633	66,565	56,130	204%
College Central	-	-	-	-	-	-
TOTAL CSE	227,065	1,843,785	200,884	1,570,740	2,071,103	17%
Support Services	-	54,172	1,550	62,300	102,565	(13%)
Grand Total	393,475	3,887,810	435,047	3,657,342	4,943,879	6%

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**TABLE 7
DISCLOSURE INTERVIEWS BY SCHOOL**

	CURRENT YEAR		PREVIOUS YEAR			YTD Variance %
	Month	YTD	Month	YTD	Full Year	
	No	No	No	No	No	
Arts, Culture and Environment				1	1	(100%)
Business School				-	-	-
Divinity				-	-	-
Economics				-	-	-
Edinburgh College of Art				-	-	-
Health in Social Science		1		-	-	-
History, Classics And Archaeology				-	-	-
Law				-	-	-
Literatures, Languages and Cultures				-	-	-
Moray House School of Education		1		1	2	0%
Philosophy, Psychology and Language Sciences		1		-	-	-
Social and Political Science				-	-	-
College Central				-	-	-
TOTAL CHSS		3		2	3	50%
Biomedical Sciences	1	9		1	9	800%
Clinical Sciences and Community Health		36	2	11	22	227%
Molecular and Clinical Medicine	1	2		4	5	(50%)
Royal (Dick) School of Veterinary Studies		2		1	1	100%
R(D)VS - Roslin Institute	1	16		15	23	7%
College Central		-		-	-	-
TOTAL CMVM	3	65	2	32	60	103%
Biological Sciences	1	11	3	12	21	(8%)
Chemistry	3	7	1	10	17	(30%)
Engineering	10	23	1	14	21	64%
Geosciences		2	2	6	7	(67%)
Informatics		6		12	14	(50%)
Mathematics		-		-	-	-
Physics		-		9	12	(100%)
College Central		-		-	-	-
TOTAL CSE	14	49	7	63	92	(22%)
Support Services		-		-	-	-
Grand Total	17	117	9	97	155	21%

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TABLE 8
PATENT FILINGS BY SCHOOL

	CURRENT YEAR								PREVIOUS YEAR												YTD Variance %				
	Month				YTD				Month				YTD				FULL YEAR								
	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total					
Arts, Culture and Environment																									
Business School																									
Divinity																									
Economics																									
Edinburgh College of Art																									
Health in Social Science																									
History, Classics And Archaeology																									
Law																									
Literatures, Languages and Cultures																									
Moray House School of Education																									
Philosophy, Psychology and Language Sciences																									
Social and Political Science																									
TOTAL CHSS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Biomedical Sciences			1	1		1	4	5																	
Clinical Sciences and Community Health					1	1	4	6																	
Molecular and Clinical Medicine							1	1																	
Royal (Dick) School of Veterinary Studies																									
R(D)VS - Roslin Institute					2	2	1	5																	
TOTAL CMVM	-	-	1	1	3	4	10	17																	
Biological Sciences						3	3	9																	
Chemistry	1	1		2	4	1	4	9	1																
Engineering	2	1	1	4	5	3	4	12																	
Geosciences							1	1																	
Informatics									1																
Mathematics																									
Physics							1	1																	
TOTAL CSE	3	2	1	6	12	7	13	32	2																
Support Services																									
Grand Total	3	2	2	7	15	11	23	49	2	1	2	5	19	17	20	56	26	22	31	79					

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**TABLE 9
LICENCES SIGNED BY SCHOOL (excluding non revenue bearing licences)**

	CURRENT YEAR		PREVIOUS YEAR			YTD Variance %
	Month	YTD	Month	YTD	Full Year	
	No	No	No	No	No	
Arts, Culture and Environment	-	-	-	-	-	-
Business School	-	-	-	-	-	-
Divinity	-	-	-	-	-	-
Economics	-	-	-	-	-	-
Edinburgh College of Art	-	-	-	-	-	-
Health in Social Science	-	1	-	-	-	-
History, Classics And Archaeology	-	-	-	-	-	-
Law	-	-	-	-	-	-
Literatures, Languages and Cultures	-	1	-	-	-	-
Moray House School of Education	-	2	-	-	1	-
Philosophy, Psychology and Language Sciences	-	-	-	-	-	-
Social and Political Science	-	-	-	-	-	-
TOTAL CHSS	-	4	-	-	1	-
Biomedical Sciences	-	1	1	3	3	(67%)
Clinical Sciences and Community Health	-	1	-	3	3	(67%)
Molecular and Clinical Medicine	-	10	-	5	8	100%
Royal (Dick) School of Veterinary Studies	-	1	-	1	1	0%
R(D)VS - Roslin Institute	-	2	-	4	7	(50%)
TOTAL CMVM	-	15	1	16	22	(6%)
Biological Sciences	2	4	1	8	10	(50%)
Chemistry	-	5	1	4	8	25%
Engineering	-	6	-	3	6	100%
Geosciences	-	-	-	1	2	(100%)
Informatics	-	2	-	3	7	(33%)
Mathematics	-	-	-	-	-	-
Physics	-	-	-	8	9	(100%)
TOTAL CSE	2	17	2	27	42	(37%)
Support Services	-	-	-	-	-	-
Grand Total	2	36	3	43	65	(16%)
	-	-	-	-	-	-

Student Support Review: Implementation

Summary:

This proposal presents costings for a project to transform the delivery and effectiveness of student support services at the University of Edinburgh, as discussed and endorsed at Principal's Strategy Group on 30th April and 21st May, and at Central Management Group on 23rd May. Multiple project strands will deliver this step-change, through direct enhancements to current delivery and through a process of culture change and multidisciplinary working.

The implementation of this set of support initiatives will put the University of Edinburgh in a leading position with regard to student support, within and beyond the UK, and will position us strongly to meet the aspirations of the new Strategic Plan in terms of our intentions to develop our student demographic and to ensure that students thrive whilst with us, and find useful employment on exit.

Background and overview:

A review of student support from central areas of the University, was carried out between January and April, 2012, and presented to Principal's Strategy Group who endorsed the Student Support Review and requested that the recommendations within it be costed, planned and presented back to PSG. In particular, there is an urgency about the suggestion that Student Help Desks should be developed, with PSG wishing to see an early version of these in place by September 2012.

The following proposal presents this planned and costed project, with a detailed timeline for the implementation of Student Help Desks by September, and the rest of the recommendations being implemented over a four year period, before the end of which we will present a detailed proposal for the mainstreaming of successful elements of the work and a concomitant restructuring of support services to facilitate new and enhanced patterns of working.

Costings are presented for financial year 2012/13, after which the ongoing cost of the project will be dealt with as an allocation to the core budget in the Planning Round (Figure 1). Cost for 2012/13 are just over £700,000, rising to £1.23 million in 2013/14, £1.11 million in 2014/15 and finishing during 2015/16 with a cost in that year of £250,000. Over the four year period this represents under £0.5% of income from students. An early start to the project is highly desirable, in order to begin visible improvements to student support at the same time as the Personal Tutor system and its attendant improvement to student support in Schools begins. This is the reason for bringing a request for funds to F&GPC at this point in the financial cycle.

A project approach:

We present the review implementation as a single project, with several related strands, running over a three year period. This assures rapid implementation of significant improvements to the student experience, and at the same time allows time to develop new ways of cross-disciplinary and dispersed working. The project is both practical and transformational, and will be overseen by a governing body whose remit is to focus on both of these outcomes. The project will run with an academic lead (Sue Rigby, in her role as Assistant Principal Student Progression and Taught Postgraduate Programmes) and through the office, and with the oversight, of the University Secretary. This high level of support will be critical to a successful outcome.

A brief description of the project: The project will develop a stream of enhanced student support running from application to graduation. The stream will consist of a blend of web-support/ technologies and face-to-face or procedural changes. This thread will begin with admissions, and explore ways in which we can attract and recruit the best students for our University. There will be a focus on pre-arrival support and preparation for study and for University life. This will blend, through a more effective induction period, into support for students and for those who interact with them at School level. We will achieve this through the development of new ways of partnership working by the support services, and critically, through the development of a coherent web-based area of support and enhancement, the Edinburgh Edge. This part of the project will be overseen by AP Ian Pirie, and will articulate with the software developments related to the Personal Tutor system. Such an online resource, alongside the ongoing central support services, will be scaffolded by the development of Student Help Desks, in the Main and KB libraries in the first instance, which will build a close relationship with Student Support Officers and Personal Tutors so that the value of training and new ways of working are disseminated widely (detailed plans for these are in Appendix 1).

The project will be overseen by a Steering Group drawn from Colleges, Schools and the Centre, and making use of the new academic roles of Dean of Students. It will be supported by a group representing key stakeholders and operators of our systems (a diagonal transect of student support use). As these groups begin their task, they will facilitate and enact culture change to permit effective partnership working between different areas of the University. Within the lifetime of the project, the Governing Body will be in a position to suggest long term developments in the structuring of student support that will ensure significant economies of activity, and effectiveness of operation within our devolved structure. A student communications officer will be appointed as part of the project team, sitting in Communications and Marketing, and working to ensure that students are aware of these developments and able to make rapid use of them.

Project outcomes:

1. A clarity and leadership around all elements of student support within the University, leading to enhanced patterns of working during and after the project.
2. Insights into enhanced means of attracting and selecting the students we wish to study with us.
3. Enhanced pre-arrival and induction support, allowing us to attract students from a wide range of backgrounds and educational pathways and ensure their ability to thrive during study.
4. A backbone of web-based support for their student journey, accompanied by enhanced patterns of partnership working between the support services and Colleges/Schools.
5. A face-to-face support service for students, and for the many staff who also have a role in supporting them.
6. Effective communication with students, so that they are aware of, and can engage with, these enhancements.

Costings

Project strand	Breakdown of strand	Start month	Financial Year 2012/13
<i>Leadership and Operation</i>	Project manager (Grade 9)	October	52706
	Project secretarial support (Grade 4)	October	19411
<i>Enhanced selection before and at application</i>	Web development (Grade 7)	November	31406
	Prospectus/DRPS development (Grade 7)	November	31406
	Pilot Schools involvement		15000
	Development backfill in Student Recruitment and Admissions		
<i>Enhanced pre-arrival and induction support for students</i>	English language support (Grade 7)	January	24427
	Study skill support (2 x Grade 7)	January	48853
	(Optional post to upgrade resource for OER)	June	10469
	School support worker (Grade 6)	January	19881
	Hardware and software support		20000
	University Student Induction coordinator (Grade 7)	October	34895
<i>Improved online services for students and change process in support services</i>	Contribution to ongoing IS/personal tutor support		60000
	Backfill and support for Careers service	October	43228
	(Backfill and support for Disability Service)		
	Backfill and support for Counselling Service		
	Backfill and support for Resident's Life		
	Backfill and support for Finance)		
<i>Information Points</i>	Information Point manager	August	41874
	Information point staff for provision of service 10-6	August	148663
	IT infrastructure, web presence and FAQs		60000
	Staff training and development		10000
	15% contingency for information points, years 2 and 3	October	34895
<i>Student Communications post</i>			
Total for financial year			707112

Notes

Costings for salaries are at mid point of each pay scale, with 20% on costs and allowing for a possible 5% rise in pay per year over the course of the project. All posts are for three years, fixed term.

Backfill costed at one salary buy-out (grade 7), training and support from HR and externally estimated at £10 000 per unit.

Help desks will require a total of six full time staff to man two desks in each library during the normal working day.

Help desk staffing will require review during and after year 1, and may increase in cost if demand is high.

A contingency of 15% of overall budget is recommended to meet this uncertainty.

Grey text indicates costs start after financial year 2012/13

Figure 1: Detailed costings for the project, 2012/13

Progress to date:

Work is progressing well on the Information Points, with posts approved (pending funding), architects considering the design of the physical spaces, a steering group in place and agreement from Heads of College and Information Services. This aspect of the project will be delivered by September 2012. The other project strands have been extensively discussed by all of the key stakeholders, who are keen to participate in the project. Plans are coming on well, and further appointments through the later part of 2012 will see the project in full swing by the end of the calendar year. Substantial improvements to the student experience will be visible to students from September, and will grow in impact over the duration of the project.

Sue Rigby
Kim Waldron
2nd June, 2012

Appendix 1:

Student Information Points: vision and implementation plan

Summary: Student Information Points will be active in two library sites (Central and KB) by week 1 of semester 1, 2012/13. The main purpose of this service will be to help students, prospective students, visitors and staff to negotiate the complicated world of the University, especially its network of support services. A strong customer focus will ensure that each encounter is a positive one, even when a question takes time to answer. A virtual and web presence will develop over the first 12 months of operation, along with a set of materials designed to support the most common needs of students. We will look for staff with some fluency in more than one language. The service will develop and grow with experience, the immediate goal being to have an appropriate physical presence in Little France and the Vet School by 2013/14.

Vision: Student Information Points will grow in confidence and authority over the next three years until they are the trusted first point of contact for most queries relating to the student support areas of the University. Their physical and virtual presence will ensure that users get appropriate help and advice, taking routine work from specialist services and improving the user experience. Initial work as a triage-type front-desk will evolve into a position where issues can more often be solved at this first encounter than referred on. Footfall in physical spaces and virtually will grow strongly over the first three years of operation, and long term developments will be achieved by the partial reorganization of existing specialist helpdesks. Close links with Schools, with Personal Tutors and Student Support Officers, will ensure that the helpdesks are of value to the permanent University community as well as to more transient members of it.

A practical beginning: year 1

1. *Location:* sites have been identified in both Libraries that would be suitable to house the information points. Work can commence on the installation of the help desks, with computer access, printers, storage and browser space as soon as permission to proceed is given.
2. *Installation:* Architects Lewis and Hickey, have produced sketches for an information point that fits the design scheme of the Main Library, and will be adapted for the KB Library and other sites to give continuity of identity but good fit to the building in which it is sited.
3. *Staffing:* Job descriptions have been drafted for two grade 4 and one grade 5 staff member for each location and for a grade 7 post to develop and deliver the service. Flexible working by these staff will ensure that skills and learning are shared. Close work with support services and School based student support will ensure a two-way flow of communication and a capacity to up-skill a larger workforce. Preference will be given to staff with language skills, especially Cantonese and Spanish. Line management will be through the overall Project Manager in the office of the University Secretary.
4. *Training:* Appropriate training has been sourced, to ensure that staff (training will be offered to Student Support Officers and existing help desk staff as well as new staff) have skills for a customer focused role in an International environment. Initial training will take place in August and early September, but ongoing training and job-shadowing will be an ongoing part of the job.
5. *Supporting literature:* University literature on student support and other useful material will be collated over the summer and will be available in the help locations. New material will be written by staff, or commissioned, as necessary.

6. *IT support:* Basic IT interaction will be possible by September, using simple online technologies and a possible interface with Unidesk. Access to internal services, such as EUCLID and eFin, will ensure that staff have personal data where necessary for the support of individual students. During the first year of operation, work will be undertaken to blend this service provision with the Online Distance Learning Hub. A web presence, customer management software and a set of FAQs will develop as the year progresses.
7. *Networking:* A critical element of the job, written into the job descriptions and a central part of the manager role, is to liaise with other areas of the University so that the the help desk works seamlessly with other support services, with School support and with EUSA. The line of demarcation between the help desk and other areas will be dynamic for several years as the service matures and becomes trusted and recognized.
8. *Learning about demand:* A major role for the Student Information Points will be in gathering information about student demand for support and about the sticking points they might encounter and alerting support services so that these can be resolved generically. Gathering information from support services and schools will also feed into future plans for the development of the service, which will evolve as time goes on.

A timeline for a September 2012 start:

In order to have the service operational by late September, we need to meet the following timeline:

May/early June:	Posts approved 28 May, and advertised. Design work for help desks initiated
July:	Staff appointed Building work started, for sign-off by 31 August
August:	Building work completed by month end. Training complete, or nearly so Networking well advanced IT infrastructure and self-help areas in place
September:	Test infrastructure and IT. Plan detailed work patterns and protocols Freshers week: be available off site, helping, learning Desks open Monday-Friday, 10-6, from Week 1

Two clear pressure points exist here, recruitment and building works.

Author team of paper: Sue Rigby, Kim Waldron, Jeff Haywood, Bryan MacGregor, Rio Watt, Liz Welch, Angus Currie, Douglas Gillespie

The University of Edinburgh

The University Court

2 July 2012

**Strategic Plan 2012-2016
Final Draft**

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

The paper presents the final draft of the University's new Strategic Plan 2012-2016. The content reflects the discussions of University committees, focus groups, thematic Vice-Principals, EUSA officers, trade unions and other key stakeholders. This final draft also incorporates amendments suggested by PSG, CMG, FGPC, and Court in recent weeks.

Action requested

Court members are asked to consider and approve the final draft of the Plan.

Resource implications

Does the paper have resource implications? One of the purposes of the University's Strategic Plan is to inform the allocation of resources.

Risk Assessment

Monitoring of progress against the University's Strategic Plan targets forms a key element of the University's approach to risk assessment.

Equality and Diversity

Equality and Diversity issues are principally covered in the Equality and widening participation strategic theme, but references are also threaded through other parts of the plan, particularly the People enabler.

Freedom of information

Can this paper be included in open business? No, the paper should remain closed until the Strategic Plan 2012-16 has been published.

Originator of the paper

Rona Smith, Senior Strategic Planner
Alexis Cornish, Director of Planning and Deputy Secretary

The University of Edinburgh

The University Court

2 July 2012

Outcome Agreement with SFC for 2012-13

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

This paper sets out the background and reports on progress in developing the University's outcome agreement with SFC for 2012-13.

Action requested

For information.

Resource implications

Does the paper have resource implications? Having a signed agreement in place for 2012-13 is a condition of grant for 2012-13 SFC funding. Outcome agreements will be used to determine future allocations of SFC grant.

Risk assessment

Does the paper include a risk analysis? The risks inherent in outcome agreements are addressed in the University Risk Register.

Equality and diversity

Does the paper have equality and diversity implications? Equality and Diversity will be addressed in outcome 5.

Freedom of information

Can this paper be included in open business? Yes.

Originator of the paper

Dr Alexis R Cornish
Director of Planning & Deputy Secretary
June 2012



Outcome Agreement with SFC for 2012-13

Background

The Cabinet Secretary's letter of guidance to SFC indicated that, with the additional investment through the SR settlement, the Council must ensure improved outcomes across a number of areas and deliver a more differentiated set of funding allocations. In its funding letter for 2012-13, announced in March 2012, SFC confirmed its intention to use outcome agreements with each university as the instrument to deliver the Cabinet Secretary's priorities and improved outcomes. SFC indicated its intention to complete negotiations on outcome agreements for 2012-13 by the end of July 2012. SFC also stated that until the outcome agreement has been signed, SFC will cap the release of 2012-13 main teaching and research funding at 2011-12 levels. It is our understanding that provided the agreement is being progressed in good faith funding will not be withheld.

Approach

It is only very recently that SFC began engaging with individual universities to develop outcome agreements for 2012-13. Over 50 staff in SFC are involved in the exercise. The SFC team working with the University is Paul Hagan, Director, Research & Innovation, Pauline Jones, Senior Policy Officer and Nicola Gordon, Policy Officer. They are also working with Heriot-Watt, St Andrews and the Royal Conservatoire of Scotland. Our core team consists of the Stuart Monro, Vice-Convenor of Court, Nigel Brown, Senior Vice Principal, Mary Bownes, Vice Principal External Engagement and Alexis Cornish, Director of Planning.

For our first meeting on 15 May, SFC identified 3 overarching outcomes for 2012-13 around knowledge exchange, widening access and patterns of provision (where the initial focus is primarily on Nursing). This meeting was rather vague both in terms of process and content.

We had our second meeting on 7 June, which Derek Waddell, Director of ERI and Dorothy Miell, Vice-Principal and Head of the College of Humanities and Social Science, also attended. Although the process is still evolving, we now have a clearer idea of what is required. SFC has now added a further 3 outcomes around international competitiveness of research, efficiency of the learner journey and improved retention, and equality and diversity. SFC's thinking is less well developed around these, particularly the research outcome. Given this, and the very short timescales, SFC agreed with our proposal to prioritise the initial 3 areas they identified in May in the first instance.

Content

SFC provided us with a draft outcome agreement document as a starting point for discussion at the meeting on 7 June. This document is to be co-written by the University and SFC. The six outcomes are now under the following headings:

- Outcome 1: Improved university/industry collaboration and the more effective exploitation of research
- Outcome 2: Enhance the international competitiveness of research at the University of Edinburgh
- Outcome 3: Access to university for people from the widest possible range of backgrounds
- Outcome 4: Efficiency of the learner journey and improved retention
- Outcome 5: Equality and Diversity

- Outcome 6: A more coherent pattern of provision in the higher education sector

Within each of the outcomes SFC has set out objectives and aims and we are asked to report on our strategies, plans and activities and also set targets in support of delivering these outcomes. The core team is continuing to negotiate with the SFC team, particularly where we feel that the level of detail being asked for is inappropriate to a university of our scale and size. We have raised a number of issues around the setting of targets and our SFC team has agreed that work on developing targets may continue over the summer in order that these are arrived at in an informed way. A particular area of negotiation within outcome 6 is on the provision of Nursing where SFC is seeking to promote a regional approach.

We will use the agreement to demonstrate our strengths and showcase our achievements as well as set out our ambitions for the future. As far as is possible, we are trying to frame the Outcome Agreement in the context of our Strategic Plan 2012-16. The main difficulty is that the approach taken by SFC is very detailed. We are awaiting a response from SFC as to how far our new Strategic Plan 2012-16 addresses some of the areas of the outcome agreement.

Governance and Strategic Planning is co-ordinating the drafting of our outcome agreement with input from a number of colleagues including the Central Management Group, Edinburgh Research and Innovation, Student Recruitment and Admissions, and the Colleges. We are also engaging effectively with our EUSA officers and will continue to do so as we go through the process of developing our Outcome Agreement.

Next steps

We were made aware by SFC last week that we are required to have the bulk of our outcome agreement in draft before their SFC Board meeting on 29 June. Our next meeting with the SFC team is on 27 June. We will provide a verbal update to Court on 2 July. Our Outcome Agreement will require Court approval and the intention is that the full Outcome Agreement document for 2012-13 will be considered by Court at its meeting on 11 September.

Beyond 2012-13

SFC aims to establish an annual cycle to discuss outcome agreements for subsequent academic years during the autumn and have these finalised and signed off by December each year. They envisage publishing a summary document at that point setting out the key deliverables and funding for each university. This would replace the main grant letter that SFC normally publishes in December of each year.

Issues

Universities have raised a number of issues including the fact that the process is still evolving, the apparent lack of strategic approach and national coherence of targets, the move to very detailed levels of reporting, timescales that are very challenging, and the lack of clarity on how future SFC funding will be allocated. These issues are being progressed by Universities Scotland on behalf of the sector.

Alexis R Cornish, Director of Planning and Deputy Secretary
25 June 2012

The University of Edinburgh

University Court

2 July 2012

Update of University Risk Register

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

This paper presents the 2011/12 update of the University Risk Register (Appendix 1), having been approved by CMG at its meeting in May, subject to some amendments, and endorsed by the Audit Committee and F&GPC meetings in June.

Action requested

Court is invited to comment on, and approve the University Risk Register.
Also, to re-approve the University Risk Policy Statement (the second page of Appendix 1).

Resource implications

Does the paper have resource implications? No.

Risk Assessment

Does the paper include a risk analysis?
The Risk Register is one of the key elements of the risk management process within the University.

Equality and Diversity

Does the paper have equality and diversity implications? No.

Freedom of Information

Can the paper be included in open business? No, its disclosure would substantially prejudice the effective conduct of public affairs. It will be closed until approved by Court.

Originator of the paper

Nigel A.L. Paul, Convener of the Risk Management Committee
Helen Stocks, Secretary to the Risk Management Committee
12 June 2012

2 July 2012

REF2014 Equality and Diversity Code of Practice

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

The attached Research Excellence Framework 2014 (REF2014) Equality and Diversity Code of Practice (hereafter referred to as the Code of Practice) has been developed in accordance with the REF2014 'Assessment Framework and Guidance on Submissions' and 'Panel Criteria and Working Methods' and provides guidance on equality and diversity considerations when dealing with the selection of staff for the University's REF2014 submission.

The Code of Practice has been developed to complement the University's existing Equality & Diversity policies. We have consulted widely throughout the process with the University's Staff Committee, Trade Unions, the Research Policy Group, the Principal's Strategy Group, the Central Management Group and the University Court. Briefing Sessions for all individuals involved in the selection of staff for REF2014 are also being offered.

This version of the Code of Practice was submitted to the Higher Education Funding Council (Hefce) on 27 April 2012. An 'all-staff' email was sent shortly thereafter, publicising the Code of Practice, and it has been placed on the University's REF2014 intranet.

Feedback from Hefce via the Scottish Funding Council (SFC) on the submitted Code of Practice is scheduled for 6 July 2012 although informal information may be available earlier and will be provided verbally at the Court meeting: no significant comments are anticipated.

Action requested

Court is asked to approve this submitted version, subject to any minor changes required as a result of the feedback from SFC. Court is further asked to appoint a Sub-Group of Court with delegated authority to approve any substantive changes should this be required to enable implementation of the final Code of Practice as quickly as possible. The final version of the REF2014 Equality and Diversity Code of Practice will be published on the Court wiki and members notified.

Resource implications

There are resource implications involved in providing training and development for staff in terms of staff time in implementing the Code of Practice.

Risk assessment

The Code of Practice provides guidance and advice on how to manage the selection of staff for submission in REF2014 in accordance with REF2014 Guidelines, employment law and good practice. To this extent, it offers a sound and robust means for the University to manage any potential risks effectively.

Equality and diversity

The Code of Practice represents good practice in equality and diversity and ensures that the University

is acting in accordance with its legal obligations in relation to equalities legislation.

Freedom of information

Can this paper be included in open business? No, but this is available internally and will be publicly available following the REF2014 submission in November 2013.

Originator of the paper

Sheila Gupta
Director of Human Resources

Gaelic Language Plan consultation

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

Bòrd na Gàidhlig is a non-departmental public body established as a public body by the Gaelic Language (Scotland) Act 2005. The legislation is designed to promote the use of Scottish Gaelic, secure the status of the language and ensure its long-term future.

The University of Edinburgh is one of four Higher Education Institutions currently preparing a Gaelic Language Plan, having received notification from Bòrd na Gàidhlig in April 2011. The Universities of Aberdeen, Glasgow and Strathclyde are also preparing plans.

On 4 June 2012, the University opened a six-week consultation to gather feedback on its draft Gaelic Language Plan. The plan outlines a series of commitments the University is considering as part of its efforts to promote the use and acquisition of the Gaelic language. We are currently inviting feedback on the draft plan from University staff and students, as well as members of the public. Further information on the consultation is available at <http://www.ed.ac.uk/about/gaelic-language-plan/public-consultation>.

Action requested

Court is invited to note the paper and approve sign-off of the plan by the Principal & Vice-Chancellor at the close of the consultation period, before submission to Bòrd na Gàidhlig.

Resource implications

Implementation of a Gaelic Language Plan will have resource implications. The University has applied to the Gaelic Language Act Implementation Fund to offset expenses.

Risk Assessment

No

Equality and Diversity

Gaelic Language Plans are intended to secure the status of Gaelic in Scotland.

Originator of the paper

Frank Gribben
Chair of the Gaelic Language Plan Working Group

To be presented by

Kim Waldron, University Secretary

Freedom of information

This paper can be included in open business? Yes



THE UNIVERSITY *of* EDINBURGH

DRAFT GAELIC LANGUAGE PLAN 2012 – 2017

This plan has been prepared by the University of Edinburgh's Gaelic Language Plan Working Group in consultation with Bòrd na Gàidhlig.

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Summary

The University of Edinburgh recognises that Gaelic is an integral part of Scotland's heritage, national identity and cultural life. The University is committed to the objectives set out in the *National Plan for Gaelic 2012-17* and aspires to put in place the necessary structures and initiatives to ensure that Gaelic has a sustainable future in Scotland.

The University of Edinburgh recognises that the position of Gaelic is extremely fragile and if Gaelic is to be revitalised as a living language in Scotland, a concerted effort on the part of government, the public and private sectors, community organisations and individual speakers is required to:

- *enhance the status of Gaelic;*
- *promote the acquisition and learning of Gaelic;*
- *encourage the increased use of Gaelic.*

This document is the University of Edinburgh's Gaelic Language Plan in support of aims of the National Plan for Gaelic. It sets out how we will use Gaelic in the operation of our functions, how we will enable the use of Gaelic when communicating with the public and key partners, and how we will promote and develop Gaelic.

Structure of the Gaelic Language Plan

The key components of our Gaelic Language Plan are:

Chapter 1 – Introduction

This chapter provides the background and context relating to the preparation of Gaelic Language Plans and the structure of the University of Edinburgh's main areas of operation. It also provides a summary of the demography of the Gaelic language in Edinburgh.

Chapter 2 – Core Commitments

This chapter sets out how the University of Edinburgh will use, and enable the use of, Gaelic in relation to our main business functions. It covers key areas of operation such as corporate identity, signage, communication with the public and the use of Gaelic on our website. This chapter sets out *the basic minimum level* of Gaelic language provision which we are committed to providing in the lifetime of the Plan.

Chapter 3 – Policy Implications for Gaelic: Implementation of the National Plan for Gaelic

This chapter sets out how the University of Edinburgh will help implement the *National Plan for Gaelic*. It also shows how we intend promoting the use of Gaelic in service planning and delivery, particularly in policy areas. This chapter also considers how we will take account of Gaelic and our Gaelic Language Plan when drafting new policies and considering new strategies.

Chapter 4 – Implementation and Monitoring

This chapter sets out how the implementation of our Gaelic Language Plan will be taken forward, and how implementation and outcomes will be monitored.

Chapter 1 - Introduction

Overview of the University of Edinburgh

The University of Edinburgh (the University) is one of Scotland's ancient Universities and its largest, with a population of some 28,000 students, comprising 19,000 undergraduates (UG) and 9,000 postgraduates (PG). The University has a staff of just under 8,000, of whom around 3,500 are academic. Edinburgh is a distinctively Scottish University, based in Scotland's capital, but our reach and aspirations are global. Around 30 per cent of our total student population comes from over 120 countries outside the UK, and our international affiliations include membership of Universitas 21 and the League of European Research Universities.

The University offers an extensive range of courses and programmes: we teach across the most comprehensive range of subjects in Scotland and the third most comprehensive in the UK. Our students currently study in 103 of the 144 principal subjects defined by the Higher Education Statistics Agency (HESA). This breadth is one of our great assets and a characteristic that appeals greatly to potential and current students. Our four-year undergraduate (UG) degrees articulate well with national and international qualification frameworks and provide a significant level of flexibility. We also offer an expanding range of postgraduate (PG) taught masters degree programmes and, as is to be expected at one of the UK's leading research intensive universities, there are excellent and extensive opportunities for postgraduate research students.

The University aims to ensure that its students, at both PG and UG level, are taught in a way that is informed and enhanced by our research activity. Our strong commitment to research is reflected in the results of the last Research Assessment Exercise (RAE), which showed that 63 per cent of the University's research activity is in the highest categories (4* and 3*), with one third of this 63 per cent being recognised as 'world-leading'. The University's submission was among the largest and most comprehensive in the UK. The results of RAE 2008 place the University among the top 5 in the UK and number one in Scotland by volume of 4* 'world-leading' research.

Structure of the University of Edinburgh

The academic structure of the University is based on three Colleges: the College of Humanities and Social Science (CHSS), the College of Science and Engineering (CSE), and the College of Medicine and Veterinary Medicine (CMVM). Colleges have significant devolved powers and authority. Each is headed by a Vice-Principal who has responsibility for the delivery of College plans, including those relating to learning and teaching. Whilst there is a notable difference in terms of the numbers of students taught within each of the three colleges (roughly 58% of all students are in CHSS, 13% in CMVM and 29% in CSE), as 'business units' they are roughly equal in size (principally because of the much greater cost and volume of externally-funded research in science and medicine than in humanities).

The Colleges are divided into Schools (22 in all). Schools are the core units for teaching and research, particularly in CSE and CHSS; in CMVM teaching is organised via three Teaching Organisations (Biomedical, Veterinary and Postgraduate) and the College Office.

Colleges and Schools have a significant degree of freedom to develop local best practice within overarching policy and structures set down at university level. All subscribe to, and work towards, the University's overall strategic vision as set out in the Strategic Plan.

A devolved management structure reflects the sheer size and scale of the University. The University has an annual turnover of around £600 million and an estate which encompasses some 200 buildings with a gross academic area of approximately 588,900 m². One of the principal benefits of the devolved structure is the ability to implement local innovations, responding appropriately to the particular needs of students and staff in that area. Interestingly, the devolved model has recently been adopted by a number of other Scottish universities, including Aberdeen, Glasgow and Stirling as well as English universities (such as Birmingham).

Governance of the University of Edinburgh

The governing body of the University is the University Court. Court has ultimate responsibility for the deployment of resources in the University and for its strategic plans. It also has a monitoring role in relation to the overall performance of the University. Court is chaired by the Rector, who is elected every three years by students and staff, and cannot be a student of the University or a member of its staff.

The supreme academic body is the Senatus Academicus (Senate), which is chaired by the Principal and meets three times per academic year. Each meeting of Senate is preceded by a set period of electronic business (or 'E-Senate'). Senate has the ultimate responsibility for the academic standards of the University. Senate meetings begin with a presentation and discussion session on an issue of strategic importance, followed by consideration of formal business. The majority of recent Senate discussions have been on learning and teaching, including feedback, e-learning, employability and graduate attributes.

Gaelic in the City of Edinburgh

Edinburgh is an international university, whose staff and students come from all over the world, but remains firmly rooted in Scotland's capital. Although the Gaelic inheritance is less obvious in the city of Edinburgh than in other parts of the country, Gaelic has been present in Edinburgh for more than a thousand years, when the Gaelic kingdom of Alba seized it and established it as their new capital. Gaelic was the language of political, economic and cultural power in Edinburgh for two centuries or more before beginning a decline in the twelfth century. Edinburgh's landscape continues to reflect its Gaelic past in many place-names, including Braid (Bràghaid, 'upper part'), Craigentenny (Creag an t-Sionnaigh, 'rock of the fox'), Dalry (Dail Fhraoigh, 'heather slope'). In more recent times, Gaelic speakers from the Highlands began to settle in the city in significant numbers in the eighteenth century, establishing a Gaelic community that has continued to develop ever since. The first Gaelic chapel was established in the Old Town in 1769, and regular Gaelic services continue to be offered, now at Greyfriars Kirk.

Edinburgh has also made a major contribution as an intellectual and cultural centre for Gaelic in Scotland. The first Gaelic book was published here in 1567 and the first collection of poetry in 1751. The city has been home to many leading Gaelic writers

and scholars through the centuries, including poet Donnchadh Bàn Mac an t-Saoir (Duncan Ban MacIntyre) (1724-1812), folklorist Alasdair MacGilleMhìcheil (Alexander Carmichael) (1832-1912), and poet Somhairle MacGill-Eain (Sorley MacLean) (1911-96), a 1933 graduate of the University. Many of the major poets and novelists writing in Gaelic today have been based in Edinburgh, and there is a lively Gaelic cultural scene in the city, led by organisations such as Bothan and the city's two Gaelic choirs.

Since 1988, Gaelic-medium primary education has been offered at Tollcross Primary School, with secondary provision continuing at James Gillespie's High School. Demand for Gaelic education has grown rapidly in recent years, so that the City of Edinburgh Council will be opening a dedicated Gaelic primary school at Bonnington, near Leith, in 2013. Initial enrolment is expected to exceed 200 pupils.

According to the 2001 census (the most recent from which figures are available), there were 6,031 people in Edinburgh who had some skills in Gaelic, some 1.35% of the city's population. While this proportion is small, it is significant that approximately 6.5% of Scotland's Gaelic population lives in Edinburgh.

Gaelic in Edinburgh, 2001:

speaks/reads/writes Gaelic	1,756
speaks and reads (but cannot write) Gaelic	360
speaks (but cannot read or write) Gaelic	969
understands (but cannot speak, read or write) Gaelic	2,058
other combination of skills in Gaelic	888
Total	6,031 (1.35%)

More than a fifth (21.5%) of Edinburgh's Gaelic speakers were born outwith Scotland: 21.5%, as against a national proportion of only 8.27%. The figure for Edinburgh is the highest of any local authority area in Scotland.

Only 11.2% of the city's Gaelic speakers were under the age of 20 and 48% were between 20 and 44, compared to 21.6% and 41% in these age groups in Edinburgh's overall population. 14.3% were students, as against 11% of the overall population. It is likely that this pattern reflects the number of people who moved to Edinburgh for educational or work purposes.

Edinburgh's Gaelic-speaking population has a high level of education: 46% had degrees or professional qualifications, compared to 33% of the city's population as a whole. 56% of Gaelic speakers were employed in the three highest social grades and 18% in the three lowest grades, as against 49% and 24% of the overall Edinburgh population.

Gaelic at the University of Edinburgh

Provision for Gaelic at the University of Edinburgh commenced in 1882, when the University established the first Chair of Celtic in Scotland, following a long public campaign led by John Stuart Blackie (1809-95), Professor of Greek in the University. Thousands of Gaels from across Scotland contributed to the funding for the Chair,

realising the symbolic and intellectual importance of this recognition from the University. The first Professor of Celtic, Donald MacKinnon (1839-1914), was followed by a distinguished succession of scholars, including William J. Watson (1865-1948), Kenneth Jackson (1909-91), and most recently William Gillies, who retired in 2009.

Today, provision for Gaelic is made within the framework of the department of Celtic & Scottish Studies (part of the School of Literatures, Languages and Cultures), currently based at 27 George Square. Gaelic is taught at all levels from absolute beginners to PhD, covering modern and medieval language and literature, as well as all aspects of Gaelic culture. The department is actively involved in Gaelic research, ranging from literary and linguistic study to language policy, oral tradition and place-name studies. Celtic & Scottish Studies at Edinburgh also plays a highly visible public role, ranging from advising government and other bodies on language issues involving Gaelic, to developing and supporting public and community engagement with Gaelic culture in Scotland and beyond. The University is especially rich in Gaelic resources, including the School of Scottish Studies Archives, which hold several thousand hours of Gaelic field recordings, and a large and diverse manuscript collection.

The University of Edinburgh's Office of Lifelong Learning is where the University reaches out to the wider community. It provides part-time and short courses in a wide variety of subjects during the day and in the evening. As part of its Languages for All scheme, Gaelic courses are currently offered for beginners and those with some prior knowledge of the language, and these courses are open to the general public. The Office of Lifelong Learning also organises shorter taster courses in Gaelic and other languages for matriculated students, offered in partnership with the Edinburgh University Students' Association (EUSA).

The Edinburgh University Highland Society (An Comann Ceilteach) is the oldest student society in the University, established in 1848. An Comann Ceilteach organises a variety of cultural and social events throughout the year and enjoys a close relationship with Celtic & Scottish Studies.

Gaelic Questionnaire

In March 2012, the University undertook a survey of students and staff, in order to investigate existing Gaelic language competencies and opportunities for the development of increased acquisition, usage and status of Gaelic within the University. Participation in the survey was entirely voluntary and did not involve formal sampling; its results should therefore be understood as being indicative rather than statistically representative of the University population.

The key findings of the questionnaire were as follows:

- 1,853 individuals responded to the survey, representing approximately 4.9% of the University's total number of students and staff. All schools and all staff groups were represented. Considerable interest was also generated on the University's Facebook page.
- 67.4% in total, or 70.2% of student respondents, rate supporting and promoting Gaelic as 'very important' or 'quite important'. The most common

factor contributing to respondents' interest in Gaelic is 'general interest in the language', followed by 'history and place-names'.

- There is an apparent lack of awareness of the policy context within which the University's Gaelic Language Plan is being developed, and a lack of awareness of the role of Gaelic in the City and at the University.
- 352 respondents (19.0%) claimed to have some 'ability' in Gaelic, 29.5% of whom have a national identity from outside the UK.
- 71.8% of those with Gaelic ability lack confidence to use it, often or at all.
- 1,116 respondents (60.2%) were either currently taking a Gaelic course or would like to/might be interested in learning Gaelic.
- A high proportion of international respondents were either currently taking a course or would like to/might be interested in learning Gaelic, including 83.3% of Polish respondents, 80.0% of Greek respondents, 79.5% of US respondents and 76.9% of Chinese respondents.
- Most current or potential learners would initially be aiming at courses for complete beginners. 123 respondents would like to acquire the skills to teach Gaelic to others.
- The most popular course delivery methods are, for students, two-hour evening classes (6.30pm-8.30pm) and, for staff, weekday lunchtime classes.
- The most popular ideas for cultural events were jointly *cèilidhs* and music concerts, followed by educational sessions about Gaelic folklore, information sessions on Gaelic history and culture and educational sessions about Gaelic place-names. (It is important to note that *cèilidh* signifies different things in English and Gaelic usage; its original Gaelic meaning is simply 'visit' and as an event would imply a mixed programme of entertainment, including singing and instrumental music, and not simply a 'ceilidh dance').
- Apart from educational and cultural activities, the other initiative that is most favoured is 'increased visibility of Gaelic in public spaces (e.g. corporate/visual identity, signs, stationery)', with 50.4% of all respondents, and 56.7% of students favouring this. Support is especially strong among students in certain schools, such as Edinburgh College of Art; Literatures, Languages and Cultures; Philosophy, Psychology and Language Sciences; and Moray House School of Education.

A full analysis of the questionnaire results is available on the Gaelic Language Plan website at <http://www.ed.ac.uk/about/gaelic-language-plan/questionnaire>.

Chapter 2 – Core Commitments

Guided by Bòrd na Gàidhlig, there are four core areas of service delivery that the University of Edinburgh addressed when preparing its Gaelic Language Plan:-

Identity:	corporate identity signage
Communications:	reception and telephone mail and e-mail forms public events and meetings complaints procedure
Publications:	public relations and media printed material websites exhibitions
Staffing:	training language learning recruitment advertising.

Each function contains the following information:

- Current practice
- Actions
- Lead
- Timescale.

Section 1 - Identity

Bòrd na Gàidhlig rationale:

The presence of Gaelic in the corporate identity and signs of an organisation greatly enhances the visibility of the language, increases its status and makes an important statement about how Gaelic is valued and how it is given recognition. Developing the use of Gaelic through signage can also enrich the vocabulary of Gaelic users, raise public awareness of the language and contribute to its development.

The University of Edinburgh recognises the importance of extending the visibility of Gaelic and increasing its status.

Corporate Identity		
Current practice	A Gaelic version of the University of Edinburgh's visual identity is currently not available.	
Actions	Lead	Timescale
Design a separate logo to be used by departments within the University engaged with Gaelic e.g. the School of Literatures, Languages and Cultures and the Office of Lifelong Learning. Logo to be made available for use throughout the University as appropriate.	Communications and Marketing	September 2012

Separate logo to be used on Gaelic stationery and publications e.g. letterheads, compliment slips and business cards,	Communications and Marketing School of Literatures, Languages and Cultures Office of Lifelong Learning	September 2012
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Signage		
Current practice	Limited bilingual signage is currently in place at the University of Edinburgh, however there is no consistent approach and no policy on bilingual signage exists.	
Actions	Lead	Timescale
Develop policy for the installation of bilingual signage at key areas of the University, including the Main Library, Halls of Residence and the new School of Literatures, Languages and Cultures building.	Communications and Marketing Estates and Buildings	April 2013
Following an audit of signage across the University, develop a policy for the installation of bilingual signage on other buildings on a replacement/renewal basis.	Communications and Marketing Estates and Buildings	September 2013

Section 2 – Communications

Bòrd na Gàidhlig rationale:

The use of Gaelic at the initial point of contact that members of the public have with an organisation increases the visible and audible presence of the language, and contributes to the sense that the use of Gaelic is possible and welcome. In addition to raising the profile of the language, it also creates opportunities for its practical use and encourages members of the public to use Gaelic in subsequent dealings with the organisation.

The use of Gaelic in interactions with the organisation by mail, e-mail and by telephone is important in creating practical opportunities for the use of the language, and in contributing to the sense that its use is possible and welcome. The presence of Gaelic in a wide range of bilingual forms and Gaelic-only forms can also greatly enhance the visibility and prestige of the language. The preparation of Gaelic versions of forms, applications and similar documents, can also assist in expanding the range of Gaelic terminology and the awareness of the Gaelic-speaking public of such terminology, thus helping the development of the language itself.

The University of Edinburgh recognises the importance of creating opportunities for the practical use of Gaelic in a wide range of everyday situations and is committed to increasing its level of provision in this area.

Reception and Telephone		
Current practice	The University does not, at present, have the facility to interact with visitors through the medium of Gaelic.	
Actions	Lead	Timescale
Provide language training to main University reception desks so they are able to give and respond to greetings in Gaelic and direct inquiries in Gaelic to the required department or person.	Human Resources	September 2013

Mail and Email		
Current practice	The University does not have a policy regarding mail and email correspondence in Gaelic.	
Actions	Lead	Timescale
Staff to be given the opportunity to have bilingual versions of their email signature, charitable strapline and out-of-office messages made available to them.	Communications and Marketing Information Services	September 2012
The University will accept correspondence in Gaelic and will reply in Gaelic when a response is required.	Student and Academic Services Group Business Unit	Immediate

Forms		
Current practice	The University does not have any forms available in the medium of Gaelic.	
Actions	Lead	Timescale
Undertake an audit of the most widely used forms used across the University (including electronic forms).	Student and Academic Services Group Business Unit	September 2013
Design and produce a number of key forms in bilingual format based on the outcome of the audit.	Student and Academic Services Group Business Unit	September 2014

Public Events and Meetings		
Current practice	The large majority of public events and meetings hosted by the University are held in English.	
Actions	Lead	Timescale
All public meetings will continue to be held in English, except for selected meetings, seminars and events relating to Gaelic.	Communications and Marketing	Immediate
Expansion of the number of Gaelic medium meetings, seminars and events.	Celtic & Scottish Studies Office of Lifelong Learning	September 2013

Complaints Procedure		
Current practice	The complaints procedure is not available in Gaelic.	
Actions	Lead	Timescale
The public complaints procedure and student complaints procedure will remain in English, although the University will respond in Gaelic should they receive a complaint in Gaelic.	Student and Academic Services Business Group Unit Academic Registry	Immediate

Section 3 – Publications

Bòrd na Gàidhlig rationale:

The use of Gaelic in a range of printed material can assist Gaelic development in a variety of ways. It helps increase the visibility of the language, it enhances Gaelic's status by being used in high-profile publications, and it can help develop new and enhance existing terminology. The use of Gaelic in the media helps demonstrate an organisation's commitment to making important information available through the medium of Gaelic, as well as enhancing the visibility and status of the language. As more people access information about organisations through their websites, making provision for the use of Gaelic can significantly enhance the status and visibility of the language.

The University of Edinburgh is committed to increasing the use of Gaelic in these areas where the subject matter is of most interest to the general public or relates specifically to Gaelic issues.

Public Relations and Media		
Current practice	No PR and media releases are issued in Gaelic.	
Actions	Lead	Timescale
Gaelic-related PR and media releases to be made available bilingually.	Communications and Marketing	Immediate
Investigation and agreement of preferred professional translation services that can be used for PR and media purposes.	Communications and Marketing Procurement Office	Immediate

Establishment of a database of Gaelic speaking experts, that could be used for media interviews.	Communications and Marketing	December 2012
Use of internal publications (e.g. Staff News) and website to promote the Gaelic Language Plan and publicise Gaelic initiatives and activities.	Communications and Marketing Student and Academic Services Group Business Unit	December 2012

Printed Material		
Current practice	Summary text for our main corporate publication (the Strategic Plan) is available in Gaelic on the University website and in hard copy.	
Actions	Lead	Timescale
Undertake an audit to assess what printed material, in addition to the University's Strategic Plan, could be created bilingually.	Communications and Marketing	December 2012
Production of bilingual printed material following the outcome of the audit.	Communications and Marketing	April 2013
Staff to be given the opportunity to have a bilingual version of their business card.	Printing Services	September 2012
Subject Information Sheets in Celtic & Scottish Studies to be produced bilingually.	Celtic & Scottish Studies	September 2013

Creation of 'Gaelic at the University' and 'Gaelic in Edinburgh' promotional leaflets that would be made available both electronically and hard copy.	Celtic & Scottish Studies Communications and Marketing Other key Gaelic stakeholders	September 2013
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Websites		
Current practice	The Gaelic Language Plan website is available on both English and Gaelic, and part of the Celtic & Scottish Studies website is also available bilingually.	
Actions	Lead	Timescale
Create a Gaelic page for high level content on the University website.	Communications and Marketing	December 2012
Create a bilingual site for the department of Celtic & Scottish Studies.	Celtic & Scottish Studies	July 2013

Exhibitions		
Current practice	All exhibitions are currently displayed in English.	
Actions	Lead	Timescale
Investigate the possibility of creating a temporary or permanent Gaelic exhibition at a specific site, highlighting the importance of Gaelic throughout the University's history. This would be fully bilingual.	College of Humanities and Social Science Information Services Group Visitor Centre	September 2013

Section 4 – Staffing

Bòrd na Gàidhlig rationale:

In order to deliver services through the medium of Gaelic, it is necessary to develop the requisite job skills and language skills of staff. The provision of language learning for staff helps promote adult Gaelic learning and promotes Gaelic as a useful skill in the workplace. The identification of jobs in which Gaelic is a designated skill will contribute greatly to the status of the language and to identifying it as a positive skill to acquire.

The use of Gaelic in advertising also helps recognise that Gaelic should be used in public life and that Gaelic users have an important role to play within an organisation. Whatever the level of Gaelic skills required it is important that organisations ensure that Gaelic is a genuine occupational requirement. Organisations should adopt and apply objective criteria to ensure appointments are made in each case on a fair and consistent basis, and reflect the identified skills needs of the post.

The University of Edinburgh recognises the importance of seeing Gaelic as an important job skill and of identifying situations in which its use is essential or desirable. The University of Edinburgh also recognises the importance of enabling staff to develop their Gaelic skills if they wish to do so.

Training		
Current practice	Two awareness raising classes have been run by Clì Gàidhlig in 2011/12; however, no structured Gaelic language training programmes are in place.	
Actions	Lead	Timescale
The University will make available two awareness sessions for staff each year from 2012/13, for the duration of the Gaelic Language Plan.	Human Resources	September 2012

Staff member within Human Resources to be assigned responsibility of addressing staffing issues of the University's Gaelic Language Plan.	Human Resources	September 2012
Develop guidance note for all staff and students on the University's Gaelic Language Plan and the resources available to them.	Student and Academic Services Group Business Unit Human Resources	December 2012

Language Learning		
Current practice	<p>The department of Celtic and Scottish Studies offers a wide range of courses in Gaelic language, literature and culture from introductory modules up to PhD level. The University and the Edinburgh University Students' Association (EUSA) currently offer 'taster' Gaelic language classes to both staff and students within the 'Languages for All' scheme. The Office of Lifelong Learning also offers Gaelic courses for beginners and those with some prior knowledge of the language.</p> <p>EUSA also has a Tandem Language Exchange. Tandem is designed to help students learn languages in a fun, relaxed, social environment without tutors, exams or lectures. EUSA's Language Café is a weekly gathering for students from all over the world, including those preparing for an upcoming exchange or contemplating this.</p>	
Actions	Lead	Timescale
The University and EUSA will continue to make available two 'taster' language classes for staff and students each academic year, for the duration of the Gaelic Language Plan.	Celtic & Scottish Studies Edinburgh University Students' Association	Immediate

Investigate the possibility of a credit-bearing Gaelic language class for students within the EUSA 'Languages for All' scheme.	School of Literatures, Languages and Cultures	Immediate, with possible start date of September 2013
Investigate the possibility of running weekend Gaelic immersion courses for staff and students at different points in the year.	School of Literatures, Languages and Cultures	Immediate, with possible start date of September 2013
Investigate the possibility of establishing a week-long or fortnight-long Gaelic summer school.	School of Literatures, Languages and Cultures	Immediate, with possible start date of September 2013
Investigate the possibility of running a Gaelic Language Café, both for staff and students of the University.	EUSA	September 2012

Recruitment		
Current practice	Recruitment process is conducted in English, but if another language is required in the duties of a job, this can form part of the interview process.	
Actions	Lead	Timescale
Development of the recruitment and selection process to address the requirements of the Gaelic Language Plan e.g. identify posts where the ability to speak Gaelic would help us to achieve the objectives of this Plan.	Human Resources	September 2013
Ensure that interview panels for posts for which Gaelic language skills are an essential requirement will include at least one Gaelic speaker, who will test applicants' Gaelic language skills as part of the selection process.	Human Resources	September 2013

Appointment of a Gaelic Officer, on a one-year contract in the first instance, drawing on experiences of similar positions at the Universities of Glasgow, Aberdeen, and Sabhal Mòr Ostaig.	Human Resources	September 2012
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Advertising		
Current practice	All advertising is in English.	
Actions	Lead	Timescale
Posts for which Gaelic is an essential or desirable skill will be advertised bilingually.	Human Resources	Immediate

Chapter 3 – Policy Implications for Gaelic: Implementation of the National Plan for Gaelic

Policy implications for Gaelic

The University of Edinburgh recognises that the various priority areas identified in the National Plan for Gaelic will be primarily implemented through our Gaelic Language Plan, but that opportunities will arise to promote and develop the language through existing policy measures.

The University will examine current policy commitments to identify areas where Gaelic can be pro-actively incorporated and the priorities of the National Plan for Gaelic initiated through additional methods. We see this development as corresponding to the normalisation principle which aims to include Gaelic as an everyday part of life in Scotland.

In the formation, renewal and monitoring of policies, the University will ensure that the impacts on Gaelic will be in line with the National Plan for Gaelic.

Overview of the National Plan for Gaelic

The National Plan for Gaelic identifies four interlinking aspects of language development which need to be addressed, and within them sets out a number of priority action areas:

1. Language Acquisition

Increasing the number of Gaelic speakers by ensuring the language is transferred within families and by securing effective opportunities for learning Gaelic, through:

- increasing the use and transmission of Gaelic in the home
- increasing the number of children acquiring Gaelic in the school
- increasing the uptake and availability of Gaelic-medium education
- increasing the number of adult Gaelic learners progressing to fluency.

The University of Edinburgh recognises that a sustainable future for Gaelic requires more people to learn the language, and that attention requires to be focused on the home, education and adult learning as the key means of achieving this.

2. Language Usage

Encouraging greater use of Gaelic, providing opportunities to use the language, and promoting access to Gaelic forms of expression, through:

- increasing the use of Gaelic in communities
- increasing the use of Gaelic in tertiary education and places of work
- increasing the presence of Gaelic in the media
- increasing the promotion of Gaelic in the arts
- increasing the profile of Gaelic in the tourism, heritage and recreation sectors.

The University of Edinburgh recognises that creating a sustainable future for Gaelic requires not only increasing the number of people able to speak the language, but increasing actual usage. We recognise the importance of enabling more people to

use Gaelic as their preferred and normal mode of communication in an increasingly wide range of daily activities.

3. *Language Status*

Increasing the visibility and audibility of Gaelic, enhancing its recognition and creating a positive image for Gaelic in Scottish public life, through:

- increasing the number of bodies preparing Gaelic Language Plans
- increasing the profile and prestige of Gaelic
- increasing the visibility and recognition of Gaelic.

The University of Edinburgh recognises that the status of a language is affected by its presence in the daily environment and the extent to which it is used, valued and perceived to be valued by those institutions which play an important role in our daily lives.

4. *Language Corpus*

Strengthening the relevance and consistency of Gaelic and promoting research into the language, through:

- increasing the relevance and consistency of the Gaelic language
- increasing the quality and accessibility of Gaelic translations
- increasing the availability of accurate research information.

The University of Edinburgh recognises the need to strengthen the relevance and consistency of Gaelic, the importance of facilitating translation services and to promote research into the language.

Commitment to the Objectives of the National Plan for Gaelic

The University of Edinburgh is committed to ensuring that the National Plan is implemented, and in this section we set out how we will achieve that aim by setting out key commitments in the areas of Undergraduate Teaching and Support, Research and Postgraduate Study, University Life, and Community Engagement.

Section 1 – Undergraduate Teaching and Support		
Actions	Lead	Timescale
The University will increase the number of students enrolled on Gaelic language courses and on Celtic/Gaelic degree programmes by 10% during the lifetime of the Plan.	Celtic & Scottish Studies Office of Lifelong Learning	From academic year 2012/13
The University will investigate the most appropriate timescale to make an appointment to fill the Chair of Celtic, vacant since 2009.	College of Humanities and Social Science	Immediate
The University will develop a new degree in Celtic and Education, offering a new pathway into Gaelic-medium teaching. The programme would have three broad aims: a) To take students who have no prior knowledge of Gaelic to an advanced level of fluency in Gaelic, or, for those students who already have proficiency in the language upon entry to the programme, to provide an advanced understanding of Gaelic language and culture. b) To give students a thorough understanding of the cognitive, pedagogical and social aspects of how language is acquired, how bilingualism develops, and the impact that bilingualism has on the developing brain. c) To enable students to achieve the Standard for Initial Registration as	School of Literatures, Language and Cultures School of Education	Planning already underway

primary-school teachers with a dual qualification to teach in English-medium as well as Gaelic-medium education.		
Within the terms of its formal policy on the use of Gaelic in assessed work, adopted in 2009, undergraduate dissertations submitted for assessment and examination may be presented in Gaelic.	Academic Registry	Immediate
The University will endeavour to assign a Gaelic-speaking Personal Tutor to any student who so requests.	Celtic & Scottish Studies	September 2012
The University will endeavour to organise a Gaelic-medium tutorial group in the following courses, subject to tutor availability and student demand: Celtic Civilisation 1A and 1B, Scottish Studies 1A and 1B, Medieval Scottish History and Early Modern Scottish History.	Celtic & Scottish Studies School of History, Classics and Archaeology	September 2012
In partnership with other Scottish universities that offer Gaelic, the University will actively support and participate in the annual summer school for students on Gaelic degree programmes.	School of Literatures, Languages and Cultures	Immediate
The University will investigate the opportunity to establish a Gaelic residential scheme by which Gaelic-speaking students will be let a University flat at reduced rent on condition they speak only Gaelic in the flat and undertake specified Gaelic promotional activities for the University, based on the model at the University of Glasgow.	Gaelic Officer Accommodation Services	September 2013

Section 2 – Research and Postgraduate Study		
Actions	Lead	Timescale
The University will promote research on Gaelic through its support for the department of Celtic & Scottish Studies and a regular series of research dissemination events, including the annual Soillse seminar series and Friday Research Seminar series in Celtic & Scottish Studies and the Rannsachadh na Gàidhlig conference in 2014.	Celtic & Scottish Studies	Immediate
The University will support and promote its specialist archives of Gaelic material, including the School of Scottish Studies Archives and the Carmichael-Watson Collection in the Main Library.	College of Humanities and Social Science Main Library	September 2013
The University will offer two four-year fees-only MSc/PhD studentships in Gaelic language, literature and culture, one beginning in 2013 and one in 2014.	School of Literatures, Language and Cultures	September 2013
Within the terms of its formal policy on the use of Gaelic in assessed work, adopted in 2009, postgraduate theses and dissertations submitted for assessment and examination may be presented in Gaelic.	Academic Registry	Immediate

Section 3 – University Life		
Actions	Lead	Timescale
The University will investigate the possibility of establishing a Gaelic common room in the George Square area to encourage Gaelic use and support Gaelic activities among staff and students.	School of Literatures, Language and Cultures	September 2013
The University will offer an annual programme of Gaelic musical and cultural events for the University community and/or the public, including a Gaelic induction session in Freshers' Week and a designated 'Seachdain na Gàidhlig' (Gaelic Week).	Gaelic Officer Celtic & Scottish Studies	September 2012
The University will investigate the possibility of developing a series of Gaelic podcasts.	Gaelic Officer Podcasting, Streaming & Webcasting Service	April 2013
The University will assess the feasibility of including a Gaelic element in its graduation ceremonies.	Academic Registry	September 2013
The University will work with the Edinburgh University Students' Association to explore opportunities to include student-led Gaelic awareness events and activities into its programming as part of EUSA Global, its internationalisation project.	Gaelic Officer EUSA	September 2012
The University will work with the Edinburgh University Students' Association to explore opportunities to work with the Edinburgh University Highland Society (An Comann Ceilteach).	Gaelic Officer EUSA	September 2012

Section 4 – Community Engagement and Lifelong Learning		
Actions	Lead	Timescale
The University will liaise on an ongoing basis with other organisations in Edinburgh which are implementing Gaelic language plans (Scottish Government, Scottish Parliament, City of Edinburgh Council, Historic Scotland, National Museums Scotland, National Galleries Scotland, National Library of Scotland, Scottish Funding Council) with a view to sharing good practice and planning joint activities and events as appropriate.	Gaelic Officer	September 2013
The University will liaise on an ongoing basis with Gaelic organisations in Edinburgh (e.g. Iomairt Ghàidhlig Dhùn Èideann, Bothan, Fèis Dhùn Èideann, An Comunn Gaidhealach, Edinburgh Gaelic Choir, Lothian Gaelic Choir, Tollcross Primary School, James Gillespie's High School) to ensure effective promotion and outreach in relation to its Gaelic activities and events.	Gaelic Officer	September 2013
The University will look to develop its Gaelic language offerings through the Office of Lifelong Learning, aiming to re-offer a Gaelic level 3 course. At present there are only courses for Gaelic level 1 (complete beginners and basic users of the language) and Gaelic level 2 (students who have reached an elementary level of competence in the language).	Office of Lifelong Learning	September 2012

Chapter 4 – Implementation and Monitoring

Timetable

This Gaelic Language Plan will formally remain in force for a period of 5 years from this date or until a new plan has been put in place. In Chapter 2 – *Core Commitments* and Chapter 3 – *Policy Implications for Gaelic*, we have set out the individual target dates for when we expect to implement specific commitments.

Publicising the Plan

The University of Edinburgh's Gaelic Language Plan will be published bilingually on the University of Edinburgh website. In addition, we shall:

- issue a press release announcing the plan;
- make copies of the plan available in our public offices and reception areas;
- make the plan known to employees via the University of Edinburgh's internal communication systems;
- distribute copies of the plan to Non-departmental Public Bodies and agencies, agents and contractors;
- distribute copies of the Plan to Gaelic organisations;
- distribute copies of the plan to other interested bodies; and
- make copies available on request.

Administrative Arrangements for Implementing the Gaelic Language Plan

This plan is the policy of the University of Edinburgh and has endorsed by our Central Management Group on 23 May 2012 and Court on **xxxxxx**.

Overall Responsibility:

The Principal and Vice-Chancellor will be ultimately responsible for ensuring that the University of Edinburgh delivers on the commitments set out in this Plan.

Individual Staff members:

University of Edinburgh staff will be informed of their involvement in Gaelic Language Plan actions and activities through the work of the Gaelic Language Plan Working Group, to ensure that the timescales are adhered to.

Services delivered by third parties:

The University of Edinburgh will ensure that those who deliver services or goods on our behalf adhere to the Gaelic Language Plan through guidelines on requirements provided either on their appointment to the University or through the University of Edinburgh's website. These principles will also be reflected in contract agreements with third-party service providers.

Informing other organisations of the Plan

The University of Edinburgh and Bòrd na Gàidhlig will inform other organisations of the Gaelic Language Plan following approval. The University's Communications and Marketing department will also publicise the Plan accordingly.

Resourcing the Plan

The University of Edinburgh funds the activities outlined in this Plan with support from Bòrd na Gàidhlig on a number of projects.

Monitoring the Implementation of the Plan

The University of Edinburgh's Gaelic Language Plan Working Group is responsible for monitoring the implementation of the Plan and for reporting internally to the Central Management Group, and externally to Bòrd na Gàidhlig on progress against targets.

Contact details

The senior officer with operational responsibility for overseeing preparation, delivery and monitoring of the University of Edinburgh's Gaelic Language Plan is:

Frank Gribben
College Registrar
College of Humanities and Social Science
University of Edinburgh
55-56 George Square
Edinburgh
EH8 9JU

0131 650 4091
Frank.Gribben@ed.ac.uk

Queries about the day-to-day operation of the plan should be addressed to:

Jamie Tait
Projects Officer and Policy Advisor to the University Secretary
University of Edinburgh
Old College
South Bridge
Edinburgh
EH 8 9YL

0131 651 4431
Jamie.Tait@ed.ac.uk

The University of Edinburgh

University Court

2 July 2012

Audit Committee Report

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

Attached is the draft Minute of the Audit Committee meeting held on 31 May 2012. The papers on items of particular significant and requiring consideration by Court are attached as appendices.

Action requested

The Court is invited to:

- note the content of the draft Minute;
- note the satisfactory outcome of the external audit performance review as set out at item 6;
- approve the Internal Audit Plan 2012/2013 on the recommendation of the Audit Committee as set out at item 9 and attached as Appendix 1; and
- approve the External Audit fees for the 2011/2012 audit in respect of the University and its subsidiary companies as set out at item 13 and attached as Appendix 2.

Resource implications

The resource implications are detailed in the paper.

Risk assessment

The Internal Audit Plans attached were prepared using a risk based approach.

Equality and diversity issues

There are none.

Freedom of Information

Can the paper be included in open business? Yes except for item 3 of the draft Minute

Originator of the paper

Dr Katherine Novosel
June 2012

**Minute of the Meeting of the Audit Committee
held at 5.00 pm on 31 May 2012
in the Lord Provost Elder Room, Old College**

Present: Ms A Richards (Convener)
Mr P Budd
Mr A Johnston
Mrs E Noad
Mr M Sinclair
Mr A Trotter

In attendance: Mr J Gorringe, Director of Finance
Dr K Waldron, University Secretary
Ms L Welch, Assistant Director of Finance
Mr H McKay, Chief Internal Auditor
Mr M Rowley, KPMG, External Auditor Director
Mr S Reid, KPMG, Director
Mr B Wood, Internal Audit
Dr D Laurenson (for item 2.1 only)
Mr M Ritchie (for item 2.1 only)
Dr K Novosel, Head of Court Services

Apologies: Mr N Paul, Director of Corporate Services

1 MINUTE OF THE MEETING HELD ON 1 MARCH 2102

The Minute of the meeting held on 1 March 2012 was approved as a correct record.

The Committee noted that this would be the last meeting to be attended by Mr Jon Gorringe, Director of Finance who was retiring over the summer. The members thanked him for all his sterling work on this Committee and across the University and wished him well for the future.

2 MATTERS ARISING

2.1 Internal Audit Report – Shared Academic Timetabling Project

Following discussion at the last meeting of the Audit Committee on the internal audit assignment on the Shared Academic Timetabling Project it had been agreed to invite members of the project board to this meeting of the Audit Committee to provide further information on the project.

The Committee welcomed Dr D Laurenson, Academic Champion and Mr M Ritchie, IS-Project Services who provided detailed information on the approach to taking forward this project. In particular, the extensive engagement with stakeholders was noted including meetings with colleagues at all levels across the University to ascertain requirements, the various sources of information on student aspirations and the inclusion of EUSA representatives on the project board. It was further noted that the web based applications successfully went live for staff and students in April and May 2012, with further refinements being made to enable individualised timetables for students thus improving the overall student experience and being helpful in assisting with the introduction of the Personal Tutor System. The Committee was reassured on various aspects of the project by the information provided in particular on the utilisation of the project governance toolkit to

provide the project board with information on the areas going well and the areas requiring action.

2.2 Meeting dates – 23 November 2012

It was confirmed that the following arrangements had now been made for the Audit Committee meeting and the private meetings of the Audit Committee with Internal and with External Auditors to be held on 23 November 2012:

1.30pm meeting with Internal Audit
2.00pm meeting with External Audit
2.30pm Audit Committee meeting

It was further noted that all these meetings would be held in the Lord Provost Elder Room, Old College.

FOR DISCUSSION

3 ECA AND ANDREW GRANT SCHOLARSHIP FUND - UPDATE

4 INSURANCE UPDATE

It was noted that the University intended to tender separately for broker services and for insurers. The Committee welcomed the involvement of the Convener of the Finance and General Purpose Committee in the evaluation of tenders and noted the timetable for the tendering process. The Committee further noted the settlement of the insurance claim previously discussed and the University's share of the costs of this claim.

5 REVIEW OF HIGHER EDUCATION GOVERNANCE IN SCOTLAND – UPDATE

The Committee noted the discussion at the last meeting of Court on the Review of Higher Education Governance in Scotland and its approval of a position statement prepared by a Sub-Group of Court. The current developments across the sector were also noted.

6 EXTERNAL AUDIT – PERFORMANCE REVIEW

The draft report on the performance of External Audit prepared by the Director of Finance and the Chief Internal Auditor was fully endorsed by the Committee. The Committee noted that it had been a particularly challenging year given the requirements of completing US GAAP financial accounts and the increasing demands in auditing the subsidiary companies. The Committee commended the professionalism and integrity of the approach of External Audit.

7 UNIVERSITY'S RISK REGISTER

The Committee welcomed the opportunity to consider the revised University's Risk Register, noting that Colleges, Support Groups, Schools and departments prepared registers specific to their areas which informed this high level strategic University's Risk Register. It was further noted that there was detailed scrutiny of the University's Risk Register by a number of appropriate Committees and Groups within the University prior to its final approval by Court and that the Risk Management Committee monitored the actions taken to mitigate the risks identified. The changes from the previous Register were noted particularly the new risks and the amendments in the area of student experience with the introduction of

a Personal Tutor Scheme. The Committee was also interested in aspects of contingency planning and other risk management issues and was supportive of a meeting between the Audit Committee and the Risk Management Committee to enable further discussion.

The Audit Committee endorsed the revised University's Risk Register.

8 EXTERNAL AUDIT PROVISION

It was noted that the current contract for the provision of external audit services would end following completion of the 2012/2013 financial accounts. The Committee was content with the proposed approach and timetable to identify external audit provision for the 2013/2014 financial accounts onwards and approved the proposal that at least two members of the Audit Committee should be on the panel evaluating tenders received and that the panel should be chaired by the Convener of the Audit Committee.

INTERNAL AUDIT

9 INTERNAL AUDIT PLANS 2012-2013

Appendix 1

The methodology adopted in preparing the Internal Audit Plan was noted and the Committee welcomed the inclusion of audits on the emerging issues identified particularly the student experience. There was discussion, and satisfactory information provided, on the approach taken to ensure appropriate coverage of the financial systems and on the process to identify specific Schools and departments to be included in the Plan in any particular year. It was further confirmed that cognisance had been taken of the draft University Strategic Plan, the final version of which was to be approved by Court on 2 July 2012.

The Audit Committee endorsed the Internal Audit Plan 2012/2013 and recommended approval to Court.

10 INTERNAL AUDIT REPORTS

The Audit Committee considered the eight Internal Audit assignments completed since its last meeting.

Password Policies

It was noted that the Head of ISG had agreed to provide an update to the next meeting of the Audit Committee on the issues raised by this report. The Committee noted the work of the IT Security Group and suggested that further consideration be given to the incident recording process.

Data Protection Risk

It was noted that generally there was high awareness of the risks associated with ensuring appropriate data protection and that policies and procedures were in place. The Committee was satisfied with the action being taken in respect of the recommendation.

Edinburgh University Press

The issues around governance arrangements were noted and it was agreed to invite the Director of Corporate Services to provide further information at the next meeting of the Audit Committee particularly in respect of the adoption of the Anti-Bribery Policy.

The Convener of the Audit Committee confirmed her satisfaction with the approach being adopted in respect of the outcome of the report of the special investigation and the Committee noted the remaining Internal Audit assignments without comment.

11 INTERNAL AUDIT FOLLOW UP REVIEWS

The additional information provided in this report, as a result of discussions at the last meeting of the Audit Committee, was welcomed and it was agreed that this information should be routinely provided to each meeting of the Audit Committee. It was suggested that it would be helpful to include further information on the reason for slippage from the originally agreed date for completion of a recommendation. The Committee also requested more understanding on where responsibility lay to follow up actions and details of what happened when audit assignment recommendations were either not actioned as agreed or no response had been received to requests for information on progress.

12 INTERNAL AUDIT PROGRESS REPORT

The Committee noted that the 2010/2011 Internal Audit Plan had now been completed. It was further noted that the 2011/2012 Plan was 76% advanced after 42 weeks with one of the assignments planned to take place this year having now been moved to next year to enable the special investigation previously reported to be undertaken. It was also noted that there had been a delay in taking forward an IT assignment. The Committee was content with progress.

EXTERNAL AUDIT

13 EXTERNAL AUDITOR'S FEES

Appendix 2

The proposed fees for the 2011/2012 external audit were endorsed and the Committee recommended approval to Court. It was noted that the fees to undertake the audit of the Andrew Grant Bequest and Old College Capital Limited were yet to be agreed and that it was anticipated that the fees would be minimal.

14 EXTERNAL AUDIT PLAN OVERVIEW

The Committee noted the key areas of external audit emphasis for 2011/2012 including the merger with ECA and estates and accommodation investments and the Committee approved the proposed approach for the external audit. The audit timeline for the UK and US GAAP Accounts was noted and considered appropriate. The continuing increase in the number and complexity of subsidiary companies and the impact on audit arrangements was also noted by the Committee. The Committee further sought specific assurances that all the findings of Lord Woolf's Inquiry were being considered and acted upon appropriately and asked for further information to be presented to the Committee on this matter in due course.

15 INTERIM MANAGEMENT REPORT

The Committee noted the report and was content with the management responses to the recommendations, all of which were considered of minor significance, as set out in the Action Plan.

FOR INFORMATION/FORMAL APPROVAL

16 BRITISH UNIVERSITY DIRECTORS' GROUP (BUFDG) 2012 AUDIT SURVEY

The content of the 2012 BUFDG audit survey, based on the financial accounts to 31 July 2011, was noted. In particular the continuing value for money of the in-house internal audit service and the strong position of KPMG as a provider of external audit services within the sector.

17 DATE OF NEXT MEETING

The next meeting of the Audit Committee will be held on, Thursday, 27 September 2012 at 5.00 pm in the Lord Provost Elder Room, Old College. This meeting will be preceded by an event likely to commence at around 2.00 pm; further details will be available shortly.

Internal Audit Plan 2012-2013

Introduction

- 1 Internal Audit provide a service to the whole of the University of Edinburgh, primarily by providing independent assessments of controls in specific areas, and ensuring that, overall, risks are managed properly. In this way, Internal Audit plays a vital part in governance arrangements, so that internal and external stakeholders (including the University Court and the Principal) can have confidence in the agreed policies and procedures and gain an understanding of how well they have been implemented. Moreover, they will also have confidence that the University is responding appropriately to new challenges, for example provided by new funding arrangements, the integration of new institutions into the University or concerns raised by measures to comply with new legislation. Where potential improvements are identified, timetables are agreed with management to take action as appropriate. This service is particularly important in such a complex and diverse organisation as the University of Edinburgh.
- 2 The University's Internal Audit Service has been provided by an "in-house" team since 1999 and has been providing further audit services to external "clients" since 2003. Such contracts are important as they help validate the quality of our service and provide income to fund the employment of outside specialist contract resources to augment the internal audit personnel. This achieves an overall richer skill mix. As a Service, we work hard to maintain a professional, high quality Internal Audit service, and to ensure that we are accessible and responsive. We request feedback from management after every review and this feedback is monitored and reported on each year. The Service achieved Investors in People (IIP) accreditation in 2010.
- 3 The purpose of this paper is to outline the detailed Internal Audit Plan for the next financial year and to provide an overview of our methodology.

Overview of Internal Audit Approach

- 4 The approach to Internal Audit planning adopted by the University of Edinburgh Internal Audit Service is fully consistent with best practice (notably Scottish Funding Council (SFC) advice, Higher Education Funding Council for England (HEFCE) guidance, and the approach to Risk Based Internal Auditing (RBIA) recommended by the Institute of Internal Auditors (IIA)). To comply with recognised professional internal auditing standards, we also invited (for 3 out of the last 5 academic years) external peer review quality assurance assessments of our service, which concluded that our audit planning operates in accordance with best practice. The Internal Audit planning process also takes account of the guidance in the Committee of University Chairmen Handbook for Members of Audit Committees in Higher Education Institutions endorsed by SFC in 2008.
- 5 The SFC's Financial Memorandum requires that the Internal Audit service must extend its review over all the financial and other management control systems identified by the audit needs assessment process. It must cover all activities in which the University has a financial interest, including those not funded by the Council. In accordance with the Terms of Reference approved by Court in November 2010, the Audit Committee shall receive and make recommendations to the Court in respect of the Internal Audit Plan.
- 6 HEFCE commissioned guidance to assist institutions in applying the professional IIA Standards in a Higher Education environment. It is not intended to be prescriptive but to outline a generic application of a risk-based audit methodology. The term 'risk-based'

applies both to the development and maintenance of the overall Internal Audit Plan, and to the approach for individual audit assignments¹.

- 7 The HEFCE guidance provides a number of useful insights into developing the audit planning process. Concerning longer term planning, the guidance states that it is best to think in terms of planning no more than one year ahead. Even with this short horizon, it will be necessary to review the plan to consider the inclusion of emerging business issues and to drop audits that have reduced in priority. Audit plans need to be dynamic to reflect the fast-changing nature of most organisations.
- 8 Risks exist at strategic and operational levels, and Internal Audit has a role to play in offering assurance at both levels. The balance of effort between strategic and operating risk is a matter for the internal auditor's professional judgement, combined with the expectations of internal and external stakeholders. It should be noted that risks interact with each other and with strategic objectives, and therefore audits should not necessarily be directed at the most critical risk but rather at risks that threaten critical objectives.

Internal Audit Plan – Emerging Issues

- 9 The HEFCE guidance advocates that a long-term view of audit coverage within the organisation is maintained: although this needs to stop short of evolving into a long-term audit plan. Details of previous and potential future coverage may assist the auditor, management and the audit committee in this regard. Appendix A1 profiles past audit coverage against recognised audit planning systems and activities. Appendix A2 sets out some emerging issues or “hot spots”, considered when developing the annual Internal Audit Plan.

Internal Audit Plan for 2012/13

- 10 Appendix B represents the proposed Internal Audit Plan for 2012-13, given the expected staff resources available, and the order of priority suggested by the scoring exercise (see Annex B to Appendix C). It includes a reserve list of topics that would be undertaken if resources permit or if there was a need to alter the plan during the year. As is recommended good practice, the plan includes time set aside to provide a flexible response capability to allow us to react to new situations during the year without disrupting the approved plan, or ultimately pick up items from the reserve list.
- 11 The Principal has endorsed the Internal Audit Plan.

Methodology

- 12 The Internal Audit Planning Methodology is set out in full in Appendix C and may be summarised as follows:

Risk classification and maturity

- 13 Risk maturity refers to the degree to which risk management principles are embedded in an organisation. Our assessment of the University's risk maturity (as described in the IIA guidance) remains that the University is classified as “*risk defined*” (see Annex A to Appendix C). For organisations classified as being *risk defined* Internal Audit is not able to provide assurance solely based on the risk management processes, although it may be able to identify risk management policies or pockets of risk management excellence and provide assurance on these elements.
- 14 As the University's risk maturity is not currently at a stage where it can support a fully risk-based approach to internal auditing, the 2012-13 Internal Audit Plan (Appendix B) therefore continues to consist of a *blend* of assignments. These are developed from a variety of sources including identified risks in the risk registers (and the mitigating

¹ This risk-based approach is supported by a cyclical programme of location based audits for schools, subsidiary companies etc (see paragraph 14).

actions documented); areas of concern from senior management; and partly from emerging issues and additional risks which interact with strategic themes set out in the University's Strategic Plan which may justify internal audit coverage.

Selection of planned audit reviews

- 15 The audit planning model uses a risk-driven methodology, consistent with current best practice, and based upon a recognised scoring process (see Annex B to Appendix C). We have taken into account the risks noted in the corporate University Risk Register, and also those from Colleges and Support Groups. This allows us to focus our resources on key areas of risk in the University and to identify areas which would benefit from a review.
- 16 A list of potential audits was collated based on:
- Input from senior managers;
 - Potential assignments drawn from the Risk Registers;
 - Risks and issues identified during previous audit assignments; and
 - Evaluation and identification of potential audits from emerging risks identified in the Colleges' and Support Groups' annual planning submissions;
 - Assessment of risks and issues affecting the HE sector from professional networking / associations, press etc
- 17 From this list, potential assignments were identified, scored and ranked from highest to lowest. The resources required to tackle these assignments was then determined by the professional judgement of the Chief Internal Auditor who identified the input required in terms of audit days and skills required to perform the top-scoring reviews. This list was then assessed against a) the emerging issues and additional risks which interact with the strategic themes set out in the University's Strategic Plan, which are likely to affect the University in the near future; and b) the historic profile of audit coverage over recognised audit planning systems and activities (see Appendix A1) to ensure that planned audit resources will be appropriately spread.
- 18 To ensure further synergy between the resultant Internal Audit Plan and the University, College and Support Group Risk Registers, the Internal Audit Plan was mapped against the key risks identified by the University risk management process. The summary below illustrates the extent to which our 2012-13 Internal Audit Plan covers all the risks on the formal risk registers². Each of the 25 planned system/process-based and location-based audits shown in Appendix B addresses one or more of the 113 risks currently on Registers with 85% (63% in 2011-12) of the identified risks being addressed to some extent by the planned audits.

	UoE	CMVM	CSCE	CHSS	CSG	ISG	SASG	Total
Total risks on register	18	20	13	13	16	14	19	113
Risks addressed to some extent by 2012-13 Internal Audit Plan	16	19	11	12	12	12	14	96
As percentage	89	95	85	92	75	86	74	85

Staff Resources

- 19 We anticipate 758 staff days being available to deliver the University's Internal Audit Plan for 2012-13. As in previous years, allowance has been made for annual leave,

² At the time of writing, the University risk registers were under review. We have profiled the plan against the current risk registers.

public holidays, sick leave contingency, professional update training and general administration. It does not cover any gap period that may arise from staff turnover.

- 20 For over 9 years, Internal Audit has provided services under contract to outside bodies on a commercial basis (a national heritage body and a local further education college). The income arising has funded specialist audit staff resources, giving a net benefit of a wider skill mix and improved resource flexibility at no additional cost. However our main commercial client, the national heritage body, has indicated its intention to retender its internal audit service and we have chosen not to re-tender. However, from 2012-13 we have secured an increase to our baseline operating budget to reflect the steady growth of the University and recent mergers. Not only will this allow us to still purchase specialist audit resources and maintain our wider skill mix, it represents an overall real increase in the audit resources available to the University.

Conclusion

- 21 This Internal Audit Planning Methodology is consistent with the Risk Based Internal Audit (RBIA) approach recommended by the IIA (and other appropriate guidance) and is aligned to the level of maturity of the University's risk management environment. It provides a broad based Internal Audit assurance strategy that covers governance, risk management and the system of control.
- 22 We have again classified the University as *risk defined* meaning that we are not in a position to support a fully risk based approach to Internal Auditing. The implication of this is that, as with the prior year, the 2012-13 Internal Audit Plan consists of a *blend* of assignments. These assignments are developed from a variety of sources including identified risks in the risk registers (and the mitigating actions documented); areas of concern from senior management; and partly from emerging issues and additional risks which interact with the strategic themes set out in the University's Strategic Plan.
- 23 We consider this planning methodology to be robust and appropriate. We consider the attached provisional audit plan fits well with the risk maturity and risk universe of the University.
- 24 We are also satisfied that the present level of resource will allow us sufficient coverage to provide an annual statement of assurance on the control environment.

Hamish McKay
Chief Internal Auditor

Profile of Past Audit Coverage v Plan for 2012/13

This table shows breakdown of audits and audit days against recognised audit planning systems and activities.

	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>	<u>2011-12</u>	2012/13
	Actual	Actual	Actual	Actual	Actual	Forecast	(Planned)
<u>Audit Planning System/Activity</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
1 Control Environment and Corporate Planning	9	10	13	12	8	10	7
2 Risk Management, Governance and Accountability	9	11	12	9	11	5	6
3 IS/IT	14	6	7	8	2	10	11
4 Capital Programme and Estates Management	8	13	10	10	4	5	4
5 Procurement	8	5	2	3	3	0 ³	4
6 Financial Management and Infrastructure	18	9	10	16	26 ⁴	16	11
7 Staffing and Payroll	6	10	7	8	11	4 ³	7
8 Student and Academic Systems	3	3	2	7	7	13	7
9 College/School/Departmental Audits	14	19	17	17	16	21	25
10 Subsidiaries, Associates and Collaborations	4	7	11	3	4	4	3
11 Income Raising Activities	4	4	7	3	6	8	4
12 Follow up Reviews (selection of recent audits)	3	3	2	4	2	4	4
13 Flexible response capability / Ad hoc	0 ⁵	0 ⁵	0 ⁵	0 ⁵	0 ⁵	0 ⁵	7
	100	100	100	100	100	100	(yet to allocate)
							100

³ Procurement and HR processes are evaluated during location audits (college, school, department, subsidiaries etc).

⁴ Increase from planned coverage due to financial management content of special investigations and audits added during the year.

Emerging Issues

- 1 The main issues identified by the audit planning process this year are summarised in the sections below. Assignments proposed in the Internal Audit Plan will, to varying degrees, focus on these issues and we have ensured that the planned coverage touches on a good range of risks identified in the University Risk Registers. At the time of writing these were being updated, however the changes shown in the most recent draft update available align with the emerging issues discussed below.

Systems development and infrastructure

- 2 The current University Risk Register recognises the risk of “Insufficient investment in systems developments and infrastructure resulting in failure to maintain fit for purpose systems and infrastructure, or serious breach of IT or data security”.
- 3 We will review the processes involved with systems being put in place to address new developments and improvement programmes. These will include the systems to collate research data in advance of the 2014 Research Excellence Framework (REF) to ensure the University is maximising its potential to win future Research Council grant funding. We will also review the enhanced IT requirements associated with the Distance Education initiative which is critical to meeting new student recruitment targets. There is a new requirement to produce Key Information Sets (KIS) from September 2012 relating to undergraduate programmes and so we will look at the integrity of the source data.
- 4 The Risk Register proposes the further development of policies and guidance on data security. The systems reviews we have planned will cover information security and we will also specifically review the processes associated with monitoring and reacting to IS security related incidents, security arrangements for selected IT applications and the overall arrangements for monitoring activity on the University’s EDLAN network.
- 5 Following on from the work carried out in 2011-12, we will review the processes in place to ensure Data Protection Act compliance, with specific focus on the use of student data.

Maintaining funding streams

- 6 To optimise the use of research funding it is vital that we comply with rules and conditions set down by the various research councils. The review on Capital Projects (compliance with external conditions) and the review of the new Clinical Research Imaging Centre will focus on the arrangements in place to ensure the University is able to demonstrate adherence to external funders’ requirements.
- 7 A key risk in the Risk Register is that significant academic collaborations fail to be effectively managed and do not deliver benefit to the University. Our review of Academic Collaborations will assess the University’s arrangements for establishing and managing such partnerships. Our review of the Doctoral Training Centre in the College of Humanities and Social Science will also assess the arrangements for effective transfer of risk to partner institutions where possible and appropriate.
- 8 Our review of the Large Animal Hospital will focus on its costing and pricing arrangements to ensure it is maximising financial benefit to the University when balanced with teaching and research needs.

Efficiencies and Resource Management

- 9 A risk in the University Risk Register is “the maintenance of financial sustainability and ensuring effective delivery of key strategic and operational plans is a key risk”. We will therefore review the monitoring framework around the new Strategic Plan targets and key performance indicators to ensure that there is a robust monitoring process for ensuring that University objectives are being achieved, or there are early warnings if they are not.
- 10 Given the significant amount of non-salary expenditure, we will review the arrangements to ensure that the University is achieving maximum benefit from the procurement function.
- 11 The new Staff Performance Development Review system is highlighted in the Risk Register as a key process to ensure that academic staff resources are managed to ensure University teaching and research goals are met. We will review this process to ensure that the arrangements are being effectively managed.

Financial Control

- 12 Financial control complements the University’s efforts on efficiency savings and resource management, ensuring income is optimised and expenditure is controlled. The review of Student fees from the Rest of UK students will assess the University’s arrangements to address the new risks arising following the introduction of the new student fees regime in the UK.
- 13 The review of Restricted Funds will assess the relevant University policies and procedures are being adhered to in practice and check that the funds are being applied for their intended purpose.
- 14 Our location based audits, of which there is an increased number planned for 2012-13, will focus on local financial control arrangements. In addition we will be specifically reviewing the local financial control arrangements in selected Support Group areas.

Student Experience

- 15 “Enhancing our student experience” is one of the University’s strategic themes⁵, with associated targets of increasing the level of satisfaction expressed in the *overall satisfaction* question from the National Student Survey (NSS) and of ensuring that all our teaching programmes incorporate comprehensive development of the skills and attributes that a graduate needs.
- 16 The NSS has indicated that our students consider they do not always get feedback on their work in a timely manner or in sufficient detail to help clarify their understanding of their work. The Personal Tutor support systems project is critical for the student teaching experience and features prominently in the draft new Risk Register. We will assess the management arrangements for this key project.

⁵ See University of Edinburgh Strategic Plan 2008 – 2012 at <http://www.ed.ac.uk/schools-departments/governance-strategic-planning/strategic-planning/strategic-plan-2008-12>

Internal Audit Plan 2012-13

<u>Ref</u>	<u>System / Area</u>	<u>Commentary</u>
A	<u>System / Process Audits</u>	
1	Capital Projects - compliance with external conditions	There were problems locating the necessary paperwork during recent audits from external funding bodies of certain capital projects. Resultant senior time and effort involved. Risk of funds being withheld if University is not able to demonstrate that conditions have been delivered. The impending capital contracts funded by the £50m loan from the European Investment Bank are likely to be subject to similar audit checks. Perform an overview of the processes and procedures needed to help such external validation checks run smoothly.
2	Staff Performance Development Reviews	Highlighted in risk register as key development for ensuring retaining and attracting key academic staff. How are training needs identified? Risk of losing key staff if not done properly and closely related to REF Code of Practice and equality issues. Are staff Performance Development reviews being done? Is the system consistent across the University for the setting of targets, objectives etc? What is done with reviews after they occur?
3	Research Excellence Framework (REF)	REF a big issue and features highly on the University risk register. New PURE “research publications repository” system now in place and it needs to gather all research outputs. Assess how effectively this is happening in practice and the accuracy of data that is collected.
4	Student Fees from Rest of UK students	New risk in new draft register in addition to existing key risk. Assess the process for determining when a student is RUK or EU or Scottish. Arrangements for mid-year challenges where Scottish status claimed but SFC quota used up? How is it checked that University acceptance criteria for domicile/residency in Scotland is in harmony with SAAS algorithm. Arrangements for forecasting where element of uncertainty as to whether University will ultimately receive income - models etc. Arrangements for determining bursary eligibility.
5	Personal Tutor support systems	The student teaching experience and the impact of the introduction of the personal tutor system is critically important for the University to get right. The implementation of personal tutor structures is highlighted as a key process in the risk register. Big project just started, and Personal Tutors to be phased in over 3 years from September 2012. Assess the project management arrangements.
6	IT security incident reporting	There is a growing dependence by the University on IT for its teaching and business operations. Whilst various measures are in place to provide security, there is no obvious central determination of activity or success of these measures. The audit will investigate what reporting measures are in place, both centrally and at a sample of Schools, Research Institutes and Departments.
7	Restricted Funds	Substantial funds held in restricted (J) e-financials job codes across the University. Perform overview of arrangements and controls over these funds. Conduct sample check to ensure that there is evidence that these funds are being applied for their intended purposes and that related income and expenditure are correctly accounted for.

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| 8 | Distance Education Initiative - IT Provision | Distance learning student recruitment highlighted as critical to achieving student targets in the University's risk register. IT is the facilitating technology here. What will be the requirements for accessing distance learning material? What guidelines/policies will be adopted and packaged to the distance learning student? Will there be a reliance on measures in place for existing students? Who is responsible for IT security within distance learning? Is there future capacity planning as distance learning expands? |
| 9 | IT Security | IT security is generally a concern given that the culture of the University increases the risk of potential legislative non-compliance, litigation and public disclosure. Problems that arise are invariably time consuming for senior managers. Will perform an IS/IT security test of: a) a Research Institute in the College of Medicine Veterinary Medicine and; b) a School in the College of Science and Engineering (where we conducted similar work in 2011/12). |
| 10 | Academic Collaborations | Risk register highlights risk that academic collaborations “fail to be effectively managed and do not deliver benefit to the University.” Assess overall arrangements for ensuring agreements made help meet University objectives and that associated risks are effectively managed. Need for full information on what partnership arrangements the University has, and for effective arrangements for establishing new partnerships. |
| 11 | Procurement arrangements | Procurement remains a central plank of Efficient Government and a priority area for the SFC in terms of its expectations on Universities to demonstrate best value. New Public Contracts (Scotland) Regulations 2012 became effective from May 2012 to replace current law. Need to amend existing procedures to minimise risk of successful legal challenge related to procurement contracts. Is the University achieving maximum benefit from the procurement function across the University? |
| 12 | Key Information Sets (KIS) | In December 2011, the Scottish Funding Council requested that Scottish Universities prepare to release Key Information Sets (KIS) for September 2012. KIS are comparable sets of standardised information about undergraduate programmes. KIS include the earnings of recent graduates, rental costs, course information, teaching hours and student satisfaction ratings. Data will be gathered from 2012. Assess arrangements to ensure the integrity of source data in preparation for publication. |
| 13 | Strategic Plan 2012-2016 targets and key performance indicators | New Strategic Plan currently close to finalisation. Expected that a comprehensive monitoring framework will be developed around measurable targets and key performance indicators. Review overall monitoring arrangements and check a sample of key performance indicators to ensure robustness of source data, calculations etc. |
| 14 | Financial controls in Support Groups | The four Support Groups represent a significant proportion of the totality of University expenditure. Review the financial controls (ordering and expenditure, budgetary control, staff appointments etc) in selected Support Group areas. |
| 15 | Data Protection Act compliance involving student data | The Data Protection Act requires data to be held accurately, kept up to date and personal data only processed in accordance with the rights of the data subjects under this Act. Is there a golden source of student data? Check the validity and integrity of student data. |

- 16 **Network monitoring** The Network Section of IT Infrastructure provides a number of network services on the University's EdLAN network. It is known that some services are used to monitor activity on the network and that there is some reliance, by Colleges, that this activity takes place. The audit will identify the services provided, how they are defined and how this information is communicated to Colleges, so that they can shape their own supplementary network security measures.

B Location based audits

- 17 **Doctoral Training Centre in the College of Humanities and Social Science (CHSS)** The College has recently assumed lead responsibility for deploying Doctoral Training funds on behalf of a Research Council and it involves collaboration and input from other Scottish Universities. Another Research Council is expected to replicate this model soon. The audit will consider whether clear roles and responsibilities have been allocated and the extent to which Edinburgh is able to transfer the risk to partner universities.
- 18 **School of Engineering** School audit.
- 19 **School of Mathematics** School audit.
- 20 **School of Divinity** School audit.
- 21 **School of Law** School audit.
- 22 **Edinburgh College of Art (ECA)** ECA is now incorporated within the University. Focus on checking financial controls; and that policies and procedures have been aligned with the existing University of Edinburgh's.
- 23 **Institute of Genetics and Molecular Medicine (IGMM) Human Genetics Unit (HGU)** The Human Genetics Unit (HGU) component of the Institute of Genetics and Molecular Medicine (IGMM) has recently transferred to the University from the Medical Research Council. Focus on the HGU component and check the financial controls; and that policies and procedures have been aligned with the existing University of Edinburgh's.
- 24 **Large Animal Hospital** Assess protocols for charging fees. Assess arrangements to ensure all consumables are being charged for and that all income due from treating animals is received. Assess whether the "Tristan" patient management software is being used as intended.
- 25 **Clinical Research Imaging Centre (CRIC)** A School-type audit checking standard controls and whether commitments to conditions of grant from external funders are being met.

C Standing & other items for Internal Audit Plan

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|------|--|--|
| i. | Follow up programme | Annually |
| ii. | Risk Management | Annually |
| iii. | Planning, Management & Liaison | Attend and contribute to the Risk Management Committee, and provide an annual opinion. |
| iv. | Audit Committee Support | Ongoing |
| v. | <i>Contingency Allowance yet to allocate</i> | <i>Unallocated time to cater for issues arising during the year.</i> |

D Reserve List

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| 26 | Insurance | A recognised corporate risk involving widespread damage to property highlights the need for appropriate insurance cover. The many risks that the University faces mean that insurance cover is a complex area. The audit will concentrate on physical security of University assets. It will also look at the cost of replacing valuable documents, security of documents and document retention arrangements. |
| 27 | Research Training | Has evolved from traditionally being apprenticeships for academics to now having training centres for cohorts of students within Doctoral Training Centres. Will arrangements for peer review/collaborative applications in place for Research Council grants transfer easily to Research Training? Situation in Scotland complicated by research poolings. Look at arrangements to mitigate risks to University. |
| 28 | Major Research Facilities/Small Research Facilities | The University has identified and costed the running costs of over 100 Small and Major Research Facilities to help support fuller recovery of overhead costs in research grants. We will test the completeness and accuracy of the detailed costings held for a selection of Small and Major research facilities. |
| 29 | eAuthorisations | The eAuthorisations system should be the primary electronic record of who can authorise what within financial transactions. A number of audit reviews have shown that practice is often out of step with eAuthorisations entries, and that arrangements are not compliant with University policies in some respects. The eAuthorisations system relies on local school administrators and finance officers to update entries and review for relevant staff. Assess if the system is working in practice. |
| 30 | College of Medicine and Veterinary Medicine (CMVM) Capital Projects | There is a significant number of capital projects scheduled in the College of Medicine and Veterinary Medicine (CMVM). Check compliance with Estates and Buildings project management methodology and other internal procedures for selected capital project(s). |

Reserve location based

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| 31 | University of Edinburgh Accommodation Services Limited (UoEAL) | University of Edinburgh Accommodation Services limited (UOEAL) is a subsidiary company, administered via Accommodation Services. Its main activities are concerned with non-student lettings. Is all trading income reaching it to protect the University charitable status? |
| 32 | Old College Capital LLP | Old College Capital LLP is a new subsidiary company, and is a venture investment arm of the University. It provides growth and development finance into early and mid-stage spin-out and start-up companies, potentially in combination with external investors. Old College Capital will seek to invest a total fund of up to £2 million. Review the governance arrangements to ensure they maximise the interests of the University. |

Internal Audit Planning Methodology

Background

1. This appendix provides an overview of the University of Edinburgh Internal Audit planning methodology. The methodology is compliant with the appropriate required guidance (outlined below) and is founded on Risk Based Internal Auditing (RBIA). The guidance and the methodology are reviewed and updated year on year, so that the University of Edinburgh continues to be aligned with perceived best practice.
2. The concept of risk maturity is introduced and an explanation is provided to support our continued classification of the University of Edinburgh as being *risk defined*. The impact of this classification on audit planning is that the audit reviews performed are a *blend of assignments drawn from the risk management process, complemented by our ongoing cycle of location-based audits*.
3. The steps involved in drafting the Internal Audit Plan, in particular the identification and then selection of potential reviews, are also outlined.

Required Guidance and Scope

4. The methodology was originally developed in line with the SHEFC Code of Audit Practice (1999) however the Scottish Funding Council (SFC) has now withdrawn the Code and has included their audit requirements in their Financial Memorandum (2008).
5. The mandatory requirements section suggests institutions will find it useful to take account of good practice in the relevant parts of IIA (2011) CUC (2008 and 2009) documents. We therefore continue to review and revise our planning methodology in line with current guidance from IIA, HEFCE, CIPFA, CUC and with reference to the Smith Report (now updated by the Financial Reporting Council's revised Guidance on Audit Committees in December 2010), and in the context of the University's risk management infrastructure.
6. In terms of scope, the mandatory requirements of the Financial Memorandum require that the internal audit service must extend its review over all the financial and other management control systems identified by the audit needs assessment process. It must cover all activities in which the University has a financial interest, including those not funded by the SFC. It should include review of controls, including investment procedures, that protect the institution in its dealings with organisations such as subsidiaries or associated companies, students' unions and collaborative ventures or joint ventures with third parties.

Perceived Best Practice: Risk Based Internal Auditing (RBIA)

Institute of Internal Auditors (IIA) Professional Guidance - An Approach to implementing Risk Based Internal Auditing (2005)

7. The IIA continues to regard RBIA as best practice and defines the concept as a methodology that links Internal Auditing to an organisation's overall risk management framework. RBIA allows Internal Audit to provide assurance to the Court / Audit Committee that risk management processes are managing risks effectively, in relation to the risk appetite. This approach is endorsed in the 2011 IIA Professional Standards.
8. There are varying degrees of *risk maturity* that organisations can achieve (see Annex A). The approach to implementing RBIA is based on an assessment of the University's risk maturity. The conclusion of this assessment governs the extent to which Internal Audit planning can be driven from the University's risk register(s) and the kind of assurance

strategy that can be undertaken by Internal Audit. The IIA Position Statement on Risk Based Internal Auditing (2003) states that “Internal Audit needs to adopt a risk based approach compatible with that adopted by their organisation.”

Implication for the Internal Audit Plan of the University of Edinburgh

9. Our view of the University’s risk maturity is that the University can be classified as **risk defined** as described in the IIA guidance (see Annex A). This was our assessment when we first applied the IIA guidance in 2005-06 and we continue to hold this view following subsequent re-assessments.
10. An organisation classified as being **risk defined** is not in a position to support a fully risk based approach to Internal Auditing. Internal Audit is not able to provide its assurance strategy solely based on the risk management processes, management of key risks and reporting of risks; although it may be able to identify risk management policies or pockets of risk management excellence and plan to provide assurance on these elements. Additionally, Internal Audit should plan to provide assurance that control processes are working according to the objectives or standards that have previously been set.
11. Therefore, the Internal Audit Plan consists of a **blend** of assignments drawn from the risk management process and our ongoing cycle of location-based audits.

HEFCE – A Guide to Risk-Based Internal Audit in Higher Education (2004)

12. HEFCE commissioned guidance to assist institutions in applying the IIA Standards in a higher education environment. It is not intended to be prescriptive but to outline a generic application of a risk-based audit methodology. The term risk-based applies both to the development and maintenance of the overall audit plan, and to the approach for individual audit assignments.
13. The guidance provides a number of useful insights into developing the audit planning process. Some relevant excerpts are listed below:

- a. Audit Plans need to be dynamic to reflect the fast-changing nature of most organisations. It is best to think in terms of planning no more than one year ahead. Even with this short horizon, it will be necessary to review the plan to consider the inclusion of emerging business issues and to drop audits that have reduced in priority. Changing levels of priority may be driven by:
 - The HEI’s risk management process
 - The outcomes of other audits completed during the period
 - General discussions between the auditors, management and the audit committee.

- b. Where the HEI has a comprehensive risk register, and where these risks clearly link to business objectives, that register may serve as the audit universe, although the auditor always retains a professional duty to satisfy him or her self that the list is comprehensive. Many HEIs limit their risk register to their top 10 or 20 significant risks and as such operational areas such as payments and receivables might never be audited. In such cases, the auditor may wish to compile their own audit universe.
- c. Where the auditor has compiled the list of auditable entities, it will need to be annotated to highlight links with key institutional risks identified by the risk management process. Annotating the document to show previous and potential future coverage may also assist the auditor, management and the audit committee to maintain a long-term view of audit coverage within the organisation: although this will need to stop short of evolving into a long-term Audit Plan.
- d. In practice, many of the areas listed will never be audited as they are not considered material in the level of risk that they pose to the University or because assurance can be drawn from other sources. For example, academic audit, health and safety processes.
- e. Basing the audits around processes or risks will help ensure the audit takes a holistic view of how the institution manages its risks. Departmental audits are most likely to be useful for subsidiaries or other autonomous units that follow their own local procedures.
- f. The institution's risk management process will be a key driver for the proposed audit programme and will have particular credibility where the risks identified link demonstrably to key business objectives.
- g. The key risks identified by management may include some topics that Internal Audit can usefully explore in further detail. Equally, there may well be some risks that do not lend themselves to audit.
- h. The draft Audit Plan will probably be a blend of assignments drawn from the risk management process, and assignments that relate to the ongoing periodic review of core operating processes and systems – such as student registration/records, payroll, debtors, creditors and so on. Risks exist at strategic and operational levels, and Internal Audit has a role to play in offering assurance at both levels. The balance of effort between strategic and operating risk is a matter for the internal auditor's professional judgement, combined with the expectations of internal and external stakeholders.
- i. The auditor may consider investing resource into the audit of new system projects. Auditing new applications (and proposed surrounding processes) at the design stage can help line managers to design-in good control (and avoid the cost of over control). This can save both management and auditors' time and cost in the long run, and ensure systems do not have a period when control is poor.

CUC - Handbook for Members of Audit Committees in Higher Education Institutions (2008)

14. This handbook provides (non-prescriptive) guidance to help audit committees and stresses that “practices that work best for one organisation may not be ideal for another”. It states that: “Internal auditors should adopt a risk based approach when planning their audit work” and “if they are confident about risk management and if the risk management arrangements effectively mitigate a risk, then that risk should not merit additional audit attention.”

Internal Audit Quality Assessment

15. The latest IIA professional standards (2011) continue to require an external assessment at least every 5 years. In 2007 we engaged with the Universities of Durham and Newcastle in a reciprocal peer review under which our entire methodology, including planning, was scrutinised. We repeated this review in 2008 and included the University of Strathclyde; again in 2009 as a 5-way peer review including the University of West of Scotland and again in 2010 but without Durham University. The Audit Committee has since agreed that the frequency of such a review can drop to at least once every four years. Each year the review has concluded that the University of Edinburgh's internal audit planning methodology achieved 'best practice'.
16. In the last three years a selection of the University's senior managers undertook an appraisal of Internal Audit. Their findings were generally very positive, and were presented to the Audit Committee.

Elements of the Internal Audit Plan

17. The University's annual planning submissions are reviewed and items or topics are selected for inclusion in the Internal Audit Plan. The aim is to ensure that the annual Internal Audit Plan is in harmony with the business objectives of the University for the year.
18. The latest University, College and Support Group risk registers are examined and relevant senior managers consulted to identify any new or significant risks and particular areas of concern. Issues raised by them can be added as potential items to the annual Internal Audit Plan. Often, however, the issues raised do not add an entirely new risk, system or activity to the Internal Audit Plan; rather, they provide a relevant fresh perspective to existing risks, systems or activities.
19. Internal auditors, in the course of their year's work, encounter situations which could merit audit attention. They also become aware of potential audit topics, for example from reading guidance from professional bodies, from networking with Internal Audit peers in other HEIs, and from scrutinising relevant press coverage. Our staff maintain a record throughout the year of all such items, which then feed into the annual audit planning process.
20. In order to appraise the University's risk management process itself, the annual Internal Audit Plan may include a review of how selected documented risks are being managed. Otherwise, we review the risk registers, attend the Risk Management Committee and ensure that the Internal Audit Plan addresses a selection of acknowledged risks.
21. Finally we consider emerging issues and additional risks which interact with the strategic themes set out in the University's Strategic Plan which therefore may justify internal audit coverage.

Determination of the Internal Audit Plan

22. The combination of elements listed above produces a list of potential audit assignments. We use a recognised scoring methodology (see Annex B) and each member of the audit team applies professional judgement and local knowledge to score items in terms of importance, sensitivity, inherent risk and control risk. This results in a prioritised list of the potential audit assignments.
23. Professional judgement by the Chief Internal Auditor is applied to determine the resources needed in terms of audit days and skills to tackle the top-scoring assignments. Income generated from selling our services to outside clients in previous years has allowed us to buy-in specialist expertise to undertake high scoring specialist assignments. From 2012-13 we will no longer be providing services to our main commercial client.

But this coincides with having secured an increase to our baseline operating budget to reflect the steady growth of the University and recent mergers. This not only represents an overall increase in audit coverage within the University, it will be sufficient to allow us to continue buying in specialist audit expertise and maintains our broader skill set.

24. The first version of the draft Internal Audit Plan then consists of as many of the highest scoring assignments as can be accommodated within Internal Audit's annual resources.
25. The resulting Internal Audit Plan is presented to the Audit Committee for endorsement, along with the top-scoring 'reserve' assignments. Consistent with recognised good practice, the Internal Audit Plan includes an element of flexible capacity which allows us to respond to unforeseeable situations arising during the year without disrupting the approved Internal Audit Plan. Any unallocated resource remaining unused is applied to picking up reserve items towards the end of the year.
26. A diagram illustrating the various sources of assurance to the Audit Committee and University Court, including Internal Audit, is provided in Annex C.

Assessing the University's risk maturity

This assessment was made by considering the University's practices, processes and relevant supporting documentation such as the risk management strategy, policy and risk registers. The Chief Internal Auditor attends the Risk Management Committee. Cognisance was also made of earlier Internal Audit work (such as the risk management checklist and risk assessment management assignments). While we have made minor adjustments and updated our own comments, our overall assessment of the University's risk maturity is that it remains Risk Defined.

The Institute of Internal Auditors UK and Ireland - An approach to implementing Risk Based Internal Audit - Assessing the Organisations risk maturity							UoE Internal Audit Comment
Risk Maturity	Risk naive	Risk aware	Risk defined	Risk managed	Risk enabled	Sample audit test	
Key characteristics.	No formal approach developed for risk management	Scattered silo based approach to risk management.	Strategy and policies in place and communicated. Risk appetite defined. <input checked="" type="checkbox"/>	Enterprise approach to risk management developed and communicated.	Risk management and internal controls fully embedded into the operations.		This is our overall assessment of the University's risk maturity based upon the assessment of the risk processes noted below.
Process							
The organisation's objectives are defined.	Possibly.	Yes but may be no consistent approach.	Yes <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/>	Check the organisation's objectives are determined by the board and have been communicated to all staff. Check other objectives and targets are consistent with the organisation's objectives.	University Strategic Plan 2008-2012 is in place. Progress against the plan is regularly monitored and documented. The new Strategic Plan 2012-2016 is due imminently.
Management have been trained to understand what risks are, and their responsibility for them.	No	Some limited training. <input checked="" type="checkbox"/>	Yes	Yes	Yes	Interview managers to confirm their understanding of risk and the extent to which they manage it.	
A scoring system for assessing risks has been defined.	No	Unlikely, with no consistent approach defined.	Yes <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/>	Check the scoring system has been approved communicated and is used.	In place.
The risk appetite of the organisation has been defined in terms of the scoring system.	No	No	Yes <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/>	Check the document on which the controlling body has approved the risk appetite. Ensure it is consistent with the scoring system and has been communicated.	The University states its approach to risk in the Risk Management Strategy. Risk review process challenges whether the level of residual risk is acceptable.

The Institute of Internal Auditors UK and Ireland - An approach to implementing Risk Based Internal Audit - Assessing the Organisations risk maturity						
Risk Maturity	Risk naive	Risk aware	Risk defined	Risk managed	Risk enabled	Sample audit test
Processes have been defined to determine risks, and these have been followed.	No	Unlikely	Yes, but may not apply to the whole organisation. <input checked="" type="checkbox"/>	Yes	Yes	Examine the processes to ensure they are sufficient to ensure identification of all risks. Check they are in use, by examining the output from any workshops.
All risks have been collected into one list. Risks have been allocated to specific job titles.	No	Some incomplete lists may exist.	Yes, but may not apply to the whole organisation. <input checked="" type="checkbox"/>	Yes	Yes	Examine the Risk Register. Ensure it is complete, regularly reviewed, assessed and used to manage risks. Risks are allocated to managers.
All risks have been assessed in accordance with the defined scoring system.	No	Some incomplete lists may exist.	Yes, but may not apply to the whole organisation. <input checked="" type="checkbox"/>	Yes	Yes	Check the scoring applied to a selection of risks is consistent with the policy. Look for consistency (that is similar risks have similar scores).
Responses to the risks have been selected and implemented.	No	Some responses identified.	Yes, but may not apply to the whole organisation. <input checked="" type="checkbox"/>	Yes	Yes	Examine the Risk Register to ensure appropriate responses have been identified.
Management have set up methods to monitor the proper operation of key processes, responses and action plans (monitoring controls).	No	Some monitoring controls.	Yes, but may not apply to the whole organisation. <input checked="" type="checkbox"/>	Yes	Yes	For a selection of responses, processes and actions, examine the monitoring control(s) and ensure management would know if the responses or processes were not working or if the actions were not implemented.
Risks are regularly reviewed by the organisation.	No	Some risks are reviewed, but infrequently.	Regular reviews, probably annually. <input checked="" type="checkbox"/>	Regular reviews, probably quarterly.	Regular reviews, probably quarterly.	Check for evidence that a thorough review process is regularly carried out.
Management report risks to directors where responses have not managed the risks to a level acceptable to the board.	No	No	Yes, but may be no formal process.	Yes <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/>	For risks above the risk appetite, check that the board has been formally informed of their existence.

UoE Internal Audit Comment
Risk Management Guidance Manual.
All corporate and College & Support Group risks have been collated. A series of risk registers for the top risks exists.
In place for University, College, Support Groups, subsidiaries and many operational areas and projects.
Yes, but may not apply to the whole organisation. Not always clear what work has been carried out between reviews.
The normal internal audit process assists management in providing assurance that monitoring controls are adequate.
RMC review process.
A formal risk review process is in place overseen by the RMC. RMC reports to Audit Committee and CMG.

The Institute of Internal Auditors UK and Ireland - An approach to implementing Risk Based Internal Audit - Assessing the Organisations risk maturity						
Risk Maturity	Risk naive	Risk aware	Risk defined	Risk managed	Risk enabled	Sample audit test
All significant new projects are routinely assessed for risk.	No	No	Most projects.	All projects <input checked="" type="checkbox"/>	All projects <input checked="" type="checkbox"/>	Examine project proposals for an analysis of the risks which might threaten them.
Responsibility for the determination, assessment, and management of risks is included in job descriptions.	No	No	Limited <input checked="" type="checkbox"/>	Most job descriptions.	Yes	Examine job descriptions. Check the instructions for setting up job descriptions.
Managers provide assurance on the effectiveness of their risk management.	No	No	No	Some managers <input checked="" type="checkbox"/>	Yes	Examine the assurance provided. For key risks, check that controls and the management system of monitoring, are operating.
Managers are assessed on their risk management performance.	No	No	No	Some managers <input checked="" type="checkbox"/>	Yes	Examine a sample of appraisals for evidence that risks management was properly assessed for performance.
Internal Audit approach	Promote risk management and rely on alternative Audit Planning method	Promote enterprise-wide approach to risk management and rely on alternative Audit Planning method.	Facilitate risk management / liaise with risk management and use management assessment of risk where appropriate. <input checked="" type="checkbox"/>	Audit risk management processes and use management assessment of risk as appropriate.	Audit risk management processes and use management assessment of risk as appropriate.	

UoE Internal Audit Comment
Estates Development project procedures routinely include risk assessment, as do IT projects. All Committee papers are prompted for evidence of risk assessment. A toolkit for the governance of major university projects has been developed and was piloted on the Shared Academic Timetabling Project in 2011-12.
Will be for some defined roles such as project directors / managers.
Some managers.
Some may be informally assessed.
There is a programme of reviews of recognised risks. This provides the Court, through the Risk Management Committee, assurance that each risk is being adequately managed. Internal Audit is able to assess the effectiveness of the mitigating controls identified in these reviews.

Scoring model for use with audit assignments and themes

1. Our risk scoring model recognises four elements:

- Importance
- Sensitivity
- Inherent Risk
- Control Risk

2. Importance

This reflects the effect that failure of the system or activity would have on management's ability to achieve their objectives. It also includes consideration of the financial exposure (e.g. expenditure as % of total University expenditure) of the activity. An activity scores high if it is either (a) critical to the functioning of the University, or (b) an area in which income or expenditure is high proportionate to other activities.

3. Sensitivity

This reflects the sensitivity or confidentiality of the data held or processed, or service delivered by, the system/area. It also covers the sensitivity or confidentiality of decisions influenced by the system / area, and any legal or regulatory compliance requirements.

An activity scores high if (a) it holds or processes sensitive or confidential data, (b) it influences the outcome of sensitive or confidential decisions, (c) it is subject to specific legislative or regulatory compliance regulations, or (d) it is the subject of internal political sensitivities.

4. Inherent Risk

This reflects the level of risk that is inherent in the system / area by virtue of its nature. Specific considerations include (a) complexity, (b) pace of change, and (c) dominant external influences. The 'inherent risk' involved in any system can only be mitigated by the presence of adequate and effective internal controls.

Activities that score highly will be activities that are complex, subject to regular or sudden changes, or sensitive to external influences.

5. Control Risk

This reflects past results of Internal Audits of the area under review. It also takes into account the operating history and condition of systems and processes, and knowledge of existing management controls. Information fed into the process from senior management assists in the assessment of control risk.

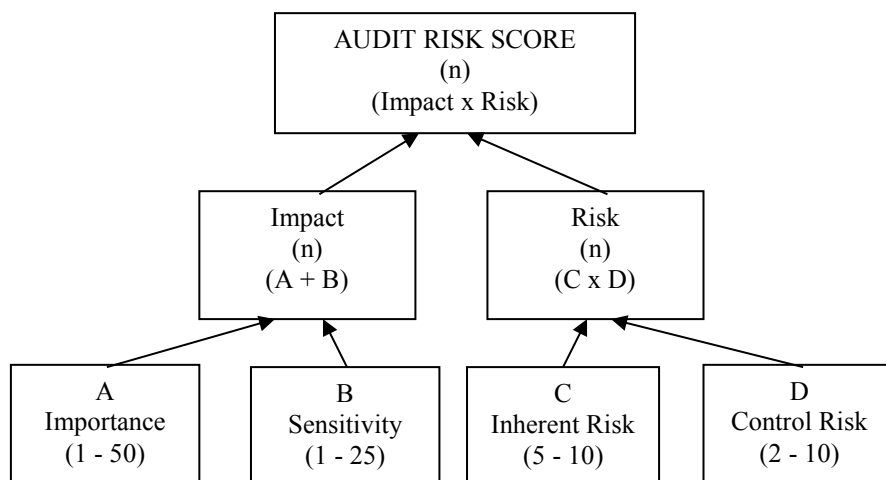
Areas which score high will be areas where known control weaknesses exist, where the system has a known poor operating history, where systems used are known to be in poor condition, or where management controls are known (or suspected) to be inadequate or ineffective.

6. Audit Risk Score

The total audit score for the system, activity, or process is then calculated according to the following index:

Figure 1 – Audit Score Calculation

Source: Adapted from NHS Executive



Criteria A and B are set at 1-50 and 1-25 respectively (1 representing low importance or sensitivity, and 50/25 as high). Inherent risk is assessed on a scale of 5-10 to reflect 'imperfect knowledge' in assessing this risk. Control risk is assessed on a scale of 2-10, and is assessed on the basis of existing audit knowledge and input from senior management.

University of Edinburgh Assurance Model

Figure 1: Structure

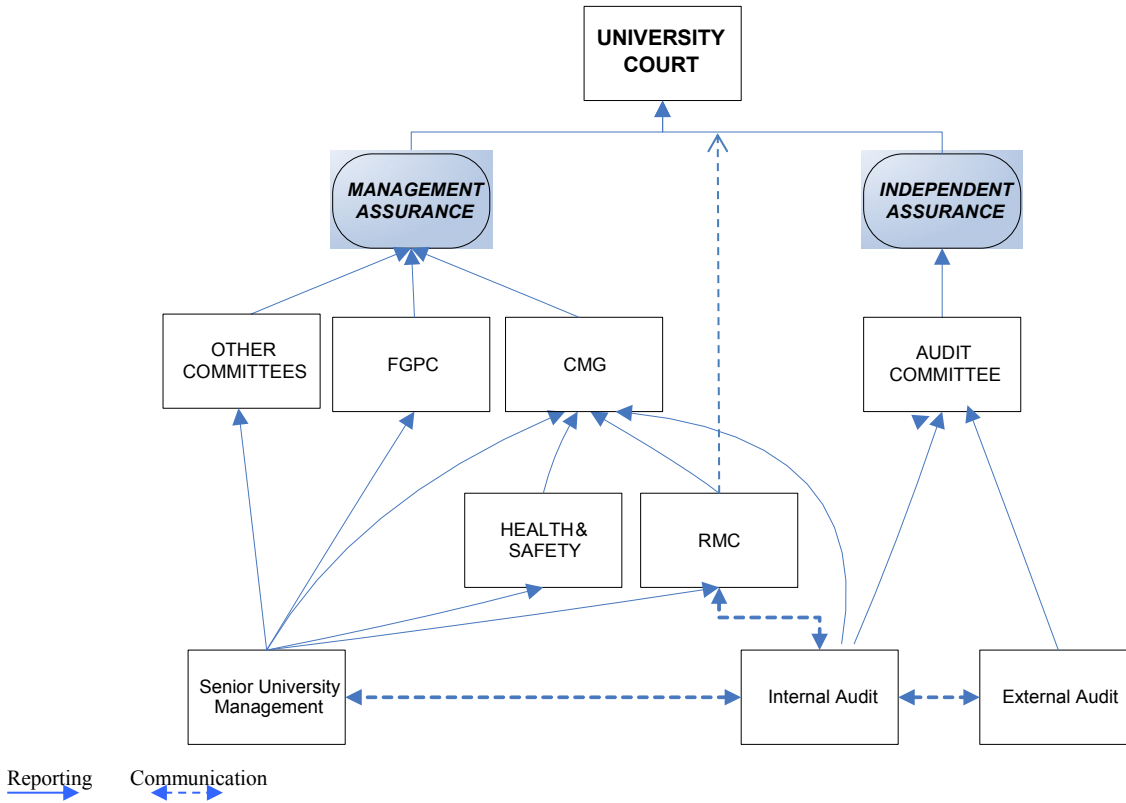
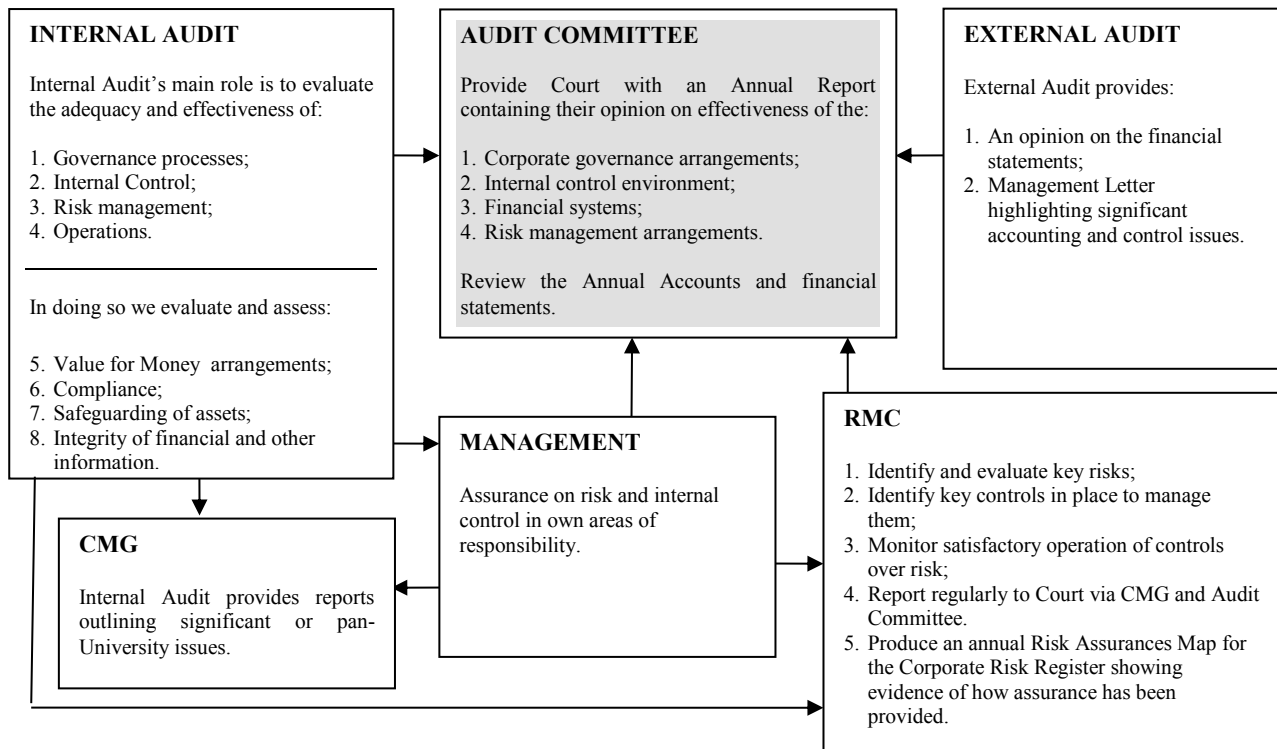


Figure 2: Interdependencies



Bibliography

The following best practice guidance was consulted when designing the University Internal Audit Planning Methodology:

AUTHOR	TITLE
Bayer (1999)	Risk-Based Auditing – a new approach
CIPFA (1997)	It's a Risky Business: The Auditor's Role in Risk Assessment and Control
CIPFA (2001)	Risk Management in the Public Services
CIPFA (2004)	The Risk Management Journey – How far down the road are you? A self-assessment and audit checklist.
COSO (1992)	Internal Control – Integrated Framework (currently under review)
CUC (2008)	Handbook for Members of Audit Committees in Higher Education Institutions
CUC (2009)	Guide for Members of Higher Education Governing Bodies in the UK
HEFCE (01/28)	Risk Management: A guide to good practice for HE Institutions
HEFCE (2002)	Audit Code of Practice
HEFCE (2003)	Institutional Audit and Accountability, Consultation Draft
HEFCE (2004)	Risk-based Internal Audit in Higher Education
HEFCE (2005)	Accountability and Audit: HEFCE Code of Practice
HM Treasury (2001)	Government Internal Audit Standards
HM Treasury (2001)	Management of Risk: A Strategic Overview (Orange Book)
HM Treasury (2002)	Government Internal Audit Standards: Good Practice Guide Audit Strategy
ICEAW (2000)	Risk Management and the value added by Internal Audit
IIA (2002)	Position Statement: The role of Internal Audit in Risk Management
IIA (2003)	Position Statement: Risk Based Internal Auditing
IIA (2004)	Position Statement: The role of Internal Audit in Enterprise-wide Risk Management
IIA (2005)	Professional Guidance: An approach to implementing Risk Based Internal Auditing
IIA (2011)	Definition of Internal Auditing, Code of Ethics, International Standards for the Professional Practice of Internal Auditing
ISACA (2001)	Use of Risk Assessment in Audit Planning
Mc ² Consulting	Changing the Paradigm (research on behalf of the IIA)
NHS Executive (1998)	Internal Audit Practitioners Group Technical Paper, Audit Risk Assessment
SHEFC (1999)	Code of Audit Practice
SFC (2008)	Mandatory requirements of the Financial Memorandum at http://www.sfc.ac.uk/effective_institutions/financialmemorandum/mandatory_requirements.aspx

External Auditor's Fees

The Audit Committee is asked to approve the audit fee proposed by KPMG for the 2012 audit. The fees proposal is in line with the KPMG response to the 2008 tender exercise following which KPMG were re-appointed as external auditors to the University for 2008-09. The option to extend the appointment for 2011-12 and 2012-13 was agreed by the Committee and Court.

	Actual 2010-11 fee £	Proposed* 2011-12 fee £
University of Edinburgh	52,155	54,500
The University of Edinburgh Development Trust	5,510	5,755
UoE Utilities Supply Company Limited	2,235	2,335
UoE HPCX Limited	2,235	2,335
Edinburgh Research and Innovation Limited	7,230	7,555
UoE Accommodation Limited	3,950	4,125
Edinburgh University Press Limited	8,010	8,370
Edinburgh Technology Fund Limited	2,235	2,335
Edinburgh Technology Transfer Centre Limited	2,235	2,335
SSTRIC Limited	2,235	2,335
Research into Results Limited	2,000	2,090
Flowave TT Limited	2,000	2,090
Total	92,030	96,160
US GAAP	59,760	40,000

The proposed fee for 2011/12 audit is £96,160 exclusive of VAT.

*Fees for 2011/12 reflected an increase for each entity in line with the annual increase in the Retail Price Index as at April 2011 of 5.2% but as agreed with Audit Committee the uplift is limited to CPI at 4.5%. Under the 2 year extension to the tender CPI increases will apply to the 2012 and 2013 fees.

The University of Edinburgh

The University Court

2 July 2012

Report from Estates Committee held on 9 May 2012

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 May 2012.

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

Action requested

Court is invited to note the EC report and endorse the recommendations contained in the paper.

Resource implications

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

Risk Assessment

Does the paper include a risk analysis? It should be noted that EC papers contain, where applicable, separate risk assessments. Some of these may be contained within the reports to CMG, FGPC, and Court.

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 Strategic Project Boards 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 E&D assessments.

Any other relevant information

The Senior Vice-Principal Planning, Resources and Research Policy will present the paper.

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 – Estate Programme Administrator
Angela Lewthwaite - Secretary to EC
12 June 2012

The University of Edinburgh

The University Court

2 July 2012

Report of the Nominations Committee

The Nominations Committee conducted an electronic meeting which concluded on 20 June 2012 to consider a number of matters outstanding from its meeting held on 2 April 2012 and wishes to make recommendations for approval to Court as detailed below:

Membership of Committees

Committee on University Benefactors

The Rt Hon Donald Wilson, Lord Provost of the City of Edinburgh to be appointed with immediate effect until 31 July 2015.

Professor Jake Ansell re-appointed for three years until 31 July 2015.

Finance and General Purposes Committee

Dr Marialuisa Aliotta's current term of office to be extended until 31 July 2013.

Nominations Committee

Professor Jake Ansell's term of office to be extended until 31 July 2014.

SBS

Mr Malcolm Murray to be appointed as a non-Court Trustee until 31 March 2013 subject to Court approval of the proposed amendment to the SBS Trust Deed.

Dr Katherine Novosel
June 2012

The University of Edinburgh

The University Court

2 July 2012

C11

Report from the Investment Committee

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

Court at its meeting on 21 June 2010 considered and accepted recommendations to undertake a review of the effectiveness of Court and its Committees. This paper summarises the review by the Investment Committee.

Action requested

Court is invited to note the paper and approve the proposed amendment to the Committee's Terms of Reference.

Resource implications

None

Risk Assessment

No.

Equality and Diversity

No

Originator of the paper

Elizabeth Welch
Secretary to the Investment Committee
June 2012

Freedom of information

This paper can be included in open business

Investment Committee - Review of Effectiveness

1. Introduction

Investment Committee (IC) members reviewed the effectiveness of the Committee based on the questions noted below. The findings of the effectiveness review will be reported to Court and are also noted below.

- Q1 Membership of Committee – any gaps?
- Q2 Attendees at meetings – any gaps, attendance by other senior staff?
- Q3 Interactions between Committee Members and core attendees – can this be improved, any concerns?
- Q4 Chairing of meetings – any comments?
- Q5 Does the Committee fulfil its remit as set out in its approved Terms of Reference?
- Q6 Interaction with Principal and senior University staff - comments?
- Q7 Frequency of meetings/schedule of work – appropriate?
- Q8 Is the remit still appropriate?
- Q9 Agendas, minutes, papers – content appropriate, enable the right issues to be addressed?
- Q10 Any other comments/suggestions?

2. Effectiveness Review Findings

Q1. Investment Committee members considered that in general membership comprised a well diversified group but the Committee may wish to ensure that the next time membership is reviewed it considers the expertise currently available to it and identifies areas of weakness which it would seek to address by perhaps increasing external representation.

Q2. The mix of attendees at the meeting was appropriate. However, as the group will have three members of Court from September 2012 it may be appropriate to amend the quorate rules so that rather than stating the designation of the Court members to attend in order to be quorate the remit just refers to “one Court member.”

Q3-5. The interaction between IC members was as excellent and the chairing of the meetings worked well with the meetings being interactive and appropriately action orientated.

Q6-9. Members welcomed the interaction with the Principal and noted that this worked well given time constraints. The frequency of four meetings per year was considered adequate. The group felt that the remit of the Committee was appropriate but commented that this is always under review. The papers etc. were normally of a high quality but dealing with volumes of paper and attachments could be challenging.

Q10. Additional informal events with the members would be welcomed.

3. Actions

- As noted at Q2 above, Court is asked to consider amending the terms of reference from “Three members of the Committee shall be a quorum. **This number must include the Principal or the Convener of the Finance and General Purposes and two members who are either external members or lay members**”, to “Three members of the Committee shall be a quorum. **This number must include one Court member and two members who are either external members or lay members.**”

The University of Edinburgh

The University Court

2 July 2012

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 providing information on the discussion which took place at the most recent meeting of the University Senate on 6 June 2012, and of the business dealt with by the electronic Senate of 15 - 23 May 2012.

A copy of the full minute of the Senate meeting, together with related papers, can be found as always on the Senate webpages at:

<http://www.ed.ac.uk/schools-departments/academic-services/committees/senate/agendas-papers>

Copies of presentation slides are available upon request from the Senate Secretariat.

Action requested

No action is requested. The report is for information to update Court on Senate activities.

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? Yes

Originator of the paper

Anne Marie O'Mullane
Senate Secretariat
June 2012

Senate Report to the University Court

1. Summary Report of the Senatus Meeting on 6 June 2012

A. Presentation and Discussion – Internationalisation

The strategic theme for the meeting was ‘Internationalisation’. There were presentations by Dr Bill Lawton, Director of the Observatory on Borderless Higher Education on emerging trends in the area of cross-border higher education; Ms Holtan, Edinburgh University Students’ Association (EUSA) regarding Internationalisation and the Student Experience; Dr Sue Rigby, Assistant Principal, Taught Postgraduate Programmes, regarding Staff Engagement with Internationalisation; Professor Charlie Jeffrey, Vice Principal, Public Policy regarding International Partnerships and Professor Steven Hillier, Vice Principal, International, outlined the University’s global impact and outreach. There was a positive and valuable discussion of the presentations and the University’s commitment to the Internationalisation agenda. Details are given in the Senate minutes, which are sent to Court members and are online:

www.ed.ac.uk/schools-departments/academic-services/committees/senate/agendas-papers

B. Further Item for Discussion – Review of HE Governance

Professor Charlie Jeffery provided an overview of key items in the HE Governance Review, published in January 2012, which was currently under consideration by the Scottish Government. Professor Jeffery reminded members that Senate was asked for its advice regarding recommendations contained in the Review. There was a consensus of members that public meetings of Court allow for openness and transparency which should be welcomed. However, members agreed that public meetings of Court pose insurmountable difficulties when discussing commercially sensitive matters such as major building contracts and sensitive private matters relating to staff. There was a strong sentiment that the current composition of Court was effective and that there was sufficient representation of staff members. There was minority support for the introduction of Trade Union representation at Court. There was a consensus for a gender balance for Court but disagreement that a gender quota was the best method for progressing this matter. There was strong consensus that the definition of academic freedom contained in the report was apt but with a reservation from student representatives that the student perspective is not included in the definition. There was strong consensus that a large and very inclusive senate serves a valuable function.

C. Formal Business

1 Approval of E-business conducted from 15-23 May 2012

Membership of the Senate

The new Professorial members were noted.

Special Minutes

The Senatus adopted the Special Minutes that had been prepared for the Professors.

Election of Senatus Assessors on the University Court

The Senatus noted the re-election of two Senatus business, Dr Aliotta and Professor Ansell, on the University Court.

Communications from the University Court

Senate noted the content of the Court report from its meeting on 20 February 2012.

Senate Report to the University Court

Report of the Central Management Group

The Senatus noted the content of the report from the Central Management Group from its meetings on 20 February 2012, 7 March and 19 April 2012.

Report from the Central Academic Promotions Committee

Senate noted the awarding of two Personal Chairs.

Resolutions - Chairs

The Senatus offered no observations on the draft Resolutions:

Draft Resolution No. 8/2012: Alteration of the title of the Chair of Educational Research

Draft Resolution No. 9/2012: Alteration of the title of the Chair of Sport and Education

Draft Resolution No. 10/2012: Foundation of a Chair of Sociology

Draft Resolution No. 11/2012: Foundation of a Chair of Public Policy

Draft Resolution No. 12/2012: Foundation of a Chair of Veterinary and Comparative Pathology

Draft Resolution No. 13/2012: Foundation of a Chair of Economics

Draft Resolution No. 14/2012: Foundation of a Personal Chair of Clinical Psychology

Draft Resolution No. 15/2012: Foundation of a Personal Chair of Linguistics

Appeal Committee Membership 2012/13

Senate approved membership of the University Appeal Committees for 2012/13.

Membership of the Standing Commission on Discipline and the University Student Discipline Committee 2012/13

Senate approved the membership of the Standing Commission on Discipline and the Student Discipline for 2012/13.

EUSA's New Representative Structure and Student Representation on Senate

Senate approved the new structure and representation on Senate.

Report of Vacation Senate Business

Senate approved an out of cycle nomination for an Honorary Degree.

College Management Structure 2012/13

Senate noted the College Management Structure for 2012/13.

Meeting Dates 2012/13

Senate noted the Senate meeting dates for 2012/13.

Vacation Senate

Senate approved the appointment of a Vacation Senatus to deal with any urgent formal business.

2 Responding to ELIR

Dr Tina Harrison, Convener of Senate Quality Assurance Committee, spoke to the paper. Senate approved the approach the University proposes to take to respond to the recommendation made in the ELIR Report published by the Quality Assurance Agency in April 2012. A formal response by the University is required April next year.

Senate Report to the University Court

3 Annual Report of the Senate Committees

Dr Sue Rigby Rigby, Convener of the Senate Committees' Conveners' Forum spoke to the paper which updated Senate on the work of the four Senate Committees during the past year. Senate approved the planned future activities of the Committee for 2012/13.

4 Communications from the University Court

The Senatus noted the content of the Court report of the meeting of 14 May 2012 and offered no observations on the following draft resolutions:

Draft Resolution No. 16/2012:	Degree of Master of Surgery (Urology)
Draft Resolution No. 17/2012:	Degree of Master of Surgery (Trauma and Orthopaedics)
Draft Resolution No.18/2012:	Master of Veterinary Sciences
Draft Resolution No. 19/2012	Postgraduate Studies and Research
Draft Resolution No. 20/2012:	Undergraduate Degree Programme Regulations
Draft Resolution No. 21/2012:	Postgraduate Degree Programme Regulations
Draft Resolution No. 22/2012:	Higher Degree Regulations

5 Report from the Central Management Group

The Senatus noted the content of the Central Management Group report from its meeting on the 23rd May 2012 without comment.

6 Degree Regulations 2012/13

The Senatus noted the report and invited Court to replace the draft regulations for both the Undergraduate and Postgraduate Degree Regulations (contained in the Court Communications as Draft Resolutions No. 20/2012 and 21/2012).

7 Report from Central Academic Promotions Committee

The Senatus noted the report from the Central Academic Promotions Committee informing it of the approval of 32 nominations for the award of academic title of Personal Chair. It also noted the two additional out of cycle Personal Chairs.

8 Draft Resolutions – Chairs

The Senatus made no observations on the draft resolutions.

D. Closed Business

D1 Report of the Honorary Degrees Committee

Senatus approved the recommendations as presented in paper D1

The University of Edinburgh

The University Court

2 July 2012

Annual Report of the Senate Committees

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

This is the third annual report of the four Senate committees: Curriculum and Student Progression, Learning & Teaching, Quality Assurance and Researcher Experience. It reports on activity this year and proposes strategic priorities for 2012/13 and beyond.

Action requested

Court is invited to note the major items of committee business from 2011/12 and to approve the strategic issues proposed for discussion during the next academic year and beyond.

Resource Implications

Does the paper have resource implications? Yes

There will be resource implications in committee and task group operation. Resource implications of proposals and decisions emerging from this work will be detailed in specific papers about proposals.

Risk Assessment

Does the paper include a risk analysis? There are risks if certain projects, e.g. projects related to ELIR, are not completed due to sector compliance requirements.

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

Conveners of the Committees of Senatus:

Professor David Argyle/Professor Jeremy Bradshaw (REC)

Director of Academic Standards & Quality Assurance Dr Tina Harrison (QAC)

Vice Principal Professor Dai Hounsell (LTC)

Assistant Principal Dr Sue Rigby (CSPC)

29 May 2012

Introduction

1. This is the third annual report of the four Senate committees: Curriculum and Student Progression (CSPC), Learning & Teaching (LTC), Quality Assurance (QAC) and Researcher Experience (REC). It proposes strategic priorities and activities for 2012/13. These proposals arose in committee discussions and at the May 2012 Senate Committees' Away Day, which included participants from the committees, EUSA, students, Colleges and student services.
2. Senatus is invited to note the major items of committee business from 2011/12 and to approve the strategic issues proposed by each of the four committees for 2012/13 and beyond.
3. Discussion at the Senate Committees' Away Day in May gave the committees the opportunity to reflect on the current year's work and to plan for the future. The Away Day this year was themed around Internationalisation with the view that enhancements to the International Student Experience would equally apply to enhance the experience of all Edinburgh students. The Away Day allowed committees to identify areas for enhancement and discuss how best to align their activities and contribute to the delivery of the next Strategic Plan.
4. In addition to these over-arching aspects, each Committee has a plan of activity 2012/13. These are set out by committee below, together with a short summary of key achievements from the 2011/12 academic session.
5. Any reference to the Strategic Plan in the document refers to the current Strategic Plan unless otherwise stated.

Achievements 2011-2012

Achievements 2011-2012	Method of Delivery	Committee Responsible
<p>Accessible Learning</p>	<p>Arising from the 2010/11 task group of the Committee, the Associate Dean, Quality Assurance, CHSS (task group convener), the Assistant Principal Academic Standards and Quality Assurance and the Director of the Disability Office led a national Higher Education Academy (HEA) workshop on enabling staff engagement in the inclusive curriculum.</p> <p>The implementation group ran an awareness building workshop on accessible learning covering distance learning, the student perspective on accessible learning and an update on current legislation. The overall aim of implementation work is to make accessible learning practices standard for all students.</p> <p>Conclusion of HEA project 'Developing an inclusive culture in higher education', involving Committee members and student membership. Final report submitted.</p>	<p>QAC</p>
<p>Approved Code of Practice for selection of staff for participation in REF 2014</p>	<p>Approved by the Committee following discussion based on a paper from HR</p>	<p>REC</p>
<p>Approved proposals for supervisor training from IAD</p>	<p>Approved by the Committee following discussion on a paper from IAD</p>	<p>REC</p>

Assuring the Quality of the Student Experience	<p>The task group has explored how the University can derive greater value and insight from the feedback provided by students through core quality assurance mechanisms. The first phase of work has included surveying internal and external practice, an analysis of NSS qualitative data, and work on a code of practice on learning from and responding to the student voice. The task group has produced a set of principles for surveying students. The task group will continue with a second phase of work in 2012/13.</p>	<p>QAC</p>
Communications Strategy	<p>REC agreed its communication strategy in October 2011 which allocated responsibilities to REC members. This is a two way process with feed up and feed down with identified channels</p>	<p>REC</p>
Data Protection and Academic Governance	<p>Committee members were given a briefing and training session by Records Management on DP issues relating to the management of curriculum and academic governance related documentation and records.</p>	<p>LTC</p>
Degree Regulations: Undergraduate and Postgraduate for 2012/13	<p>The Degree Regulations Task Group reviewed and restructured the degree regulations to simplify and standardise the university's degree regulations, using common processes, except where departures from these are necessary for academic reasons.</p>	<p>CSPC</p>
The Edinburgh Degree	<p>Some scoping work was undertaken in preparation for a possible future work package which could relate to the Curriculum enhancement activities.</p>	<p>LTC</p>

Enhancement	The Committee reviewed a series of enhancement reports from the three colleges on a regular basis.	LTC
Enhancing Student Support	The Committee took oversight of the scoping, developing and planning for the Enhancing Student Support project and established SSIG to oversee the implementation of the project. Key work packages and a project plan are in place and monitoring and reporting mechanisms established. Role descriptors for Dean of Students, Personal Tutors, Student Support Officers were developed and the <i>Academic and Pastoral Support</i> Standards and Guiding Principles were revised for 2012/13.	LTC
ELIR	The Committee had oversight, together with the Steering Group, of preparation for the successful Enhancement-Led Institutional Review by the Quality Assurance Agency. The review resulted in an outcome of 'confidence' with no caveats, the highest level of outcome possible. LTC also supported Enhancement-Led Institutional Review activities and subsequent development work.	QAC LTC
European Union Tempus Project	The Assistant Principal Academic Standards and Quality Assurance and an Academic Policy Manager, Academic Services, have joined a 3 year European Union Tempus project to deliver strategic support for the development of sustainable quality assurance structures at the new public University of Prizren, Kosova.	QAC

External Examining	Revision of the University's Code of Practice on External Examining, External Examiner report and nomination forms to align with the revised UK Quality Code chapter on External Examining. The new Code places greater emphasis on informative comment by External Examiners, inclusion of students in processes, and the right of students to view External Examiner reports.	QAC
Feedback Standards and Guiding Principles	A revised version of the Feedback Standards and Guiding Principles were adopted for use with immediate effect.	LTC
Held a successful round table event with students on Principal's Career Development Scholarship Scheme	Round table event was to gather feedback for ongoing development of the Principal's Career Development Scholarship and to gather evidence of the success of the scheme and for enhancement opportunities	REC
Higher Degree Regulations	Updated Higher Degree Regulations approved November 2011. The existing regulations were reviewed and took account of the increasing examining burden of higher degree applications.	REC
INTEGRATE	The final report of the INTEGRATE project (Integrating and Embedding Graduate Attributes at Edinburgh) has been published. The work was part of a major initiative supported by the Scottish Higher Education PDP and e-portfolio collaborative programme provided by the Higher Education Academy, QAA Scotland and the Centre for Recording Achievement. The report is available at https://www.wiki.ed.ac.uk/display/insacdev/ScotPID+Project	QAC

Input into the Strategic Plan	All committees were invited to input into the development of the University Strategic Plan 2012-16 through Committee Discussion and reporting to GASP	CSPC, LTC, QAC and REC
Internal Subject Review & Student Engagement	The University's internal subject review framework (Teaching Programme Review and Postgraduate Programme Review) has been developed to support greater engagement by students in the preparations for the reviews and in implementation of review recommendations.	QAC
Internal Subject Review Workshop at European Quality Assurance Forum	The University's framework for internal subject review was presented at a workshop at the 6 th European Quality Assurance Forum in Antwerp.	QAC
Key Information Sets (KIS)	The Committee noted the development of the KIS project with a view to the impact on the curriculum and related programme governance documentation.	LTC
Merger of ECA	The Committee had oversight of the final phase of the Edinburgh College of Art merger and the transition of the regulatory and governance framework.	LTC
Non-Traditional PhDs	The Committee is discussing the recommendations of the task group and reviewing implementation options	REC
Postgraduate Research Assessment Regulations for 2012/13	The Postgraduate Research Assessment Regulations Task Group reviewed and restructured the PGR assessment regulations to simplify and standardise the university's assessment procedures and regulations, using common	CSPC

	processes, except where departures from these are necessary for academic reasons.	
Postgraduate Research Experience Survey (PRES), Careers in Research Online Survey (CROS) Principal Investigators and Research Leaders Survey (PIRLS)	Reports received October 2011 reviewed action to be taken and disseminated via its agreed Communications Strategy. PRES discussion ongoing.	REC
PGR Study Space	The Committee is discussing the recommendations of the task group and reviewing implementation options	REC
QAA Enhancement Theme Developing and Supporting the Curriculum	The Committee had oversight with regard to establishing an institutional enhancement theme steering group with responsibility for participating and influencing the development of the theme across the sector and ensuring dissemination of developments across the University.	LTC
Quality Assurance of Collaborative & Distributed Learning	The task group has mapped the University's current practice onto the QAA precepts for flexible and distributed learning (in particular collaboration with employers and online distance learning), has revised procedures and guidance, including production of new University-wide policies and Codes of Practice to cover work-based and placement learning, and on-line distance learning, and has considered how students studying remotely are involved in processes developed for on-site provision.	QAC
School Director of Quality Role Description	A role description has been developed for School Directors of Quality.	QAC

Sector Engagement: Quality Assurance Agency	Work package in partnership with EUSA to ensure that the University complies with and potentially exceeds the precepts of the UK Quality Code. Academic year 2012/13.	QAC
Student Complaints and Academic Appeals	Receipt of reports on formal student complaints and student academic appeals	QAC
Student Support Service Quality Assurance Framework	The first annual reports have been considered under the enhanced framework for the quality assurance of student support services. It is evident that in addition to assuring quality of provision the framework will promote identification of trends and common themes across student support services to the benefit of the student experience.	QAC
Student Voice	The Committee noted on-going action plans and reports from the Colleges with a view to the development of feedback. In addition the Committee had an overview of the outcomes from key institutional and sector surveys/questionnaires which requires further work in the future to align the outcomes and maximise the benefits.	LTC
Transition to Professional Practice	Arising from themes identified in Teaching Programme Reviews, an interest group has met to discuss issues around 'transition to professional practice' across a range of University disciplines.	QAC
University Procedure for Withdrawal and Exclusion from Studies	The Student Withdrawal and Exclusion Task Group produced a new University policy on student withdrawal and exclusion. This new policy and procedure should simplify the current process and save administrative resource.	CSPC

Identified priorities 2012-2013

Identified priorities 2012-2013 and beyond	Possible Mode of Delivery	Committee(s) Responsible	Aligns with
Accessible Learning Implementation	Implementation group Academic Year 2012/13	QAC	UK Quality code Chapter B4: Student support, learning resources and careers education, information, advice and guidance; ELIR Theme Curriculum Development; Strategic Plan 'Excellence in learning and teaching' and 'Enhancing our student experience'.
Assessment Principles	Task group	LTC	Strategic Plan "Excellence in learning and teaching".
Committee membership Develop resources to support effective membership	Academic Services to develop	CSPC, LTC, QAC and REC	Strategic Plan
Curriculum and Assessment CSPC (in collaboration with LTC) should consider a phased, multi-year review of curriculum and assessment (examining such issues as the volume of choice in the curriculum and assessment design).	Work Package	CSPC	Strategic Plan "Excellence in learning and teaching".
Career Development for Early Researchers	Task Group	REC	The Strategic Plan and PRES

<p>Curriculum Enhancement</p> <ul style="list-style-type: none"> • review degree programme specifications • content of the curriculum with regard to choice, credit weighting and managing student expectations 	Task Group	LTC	Strategic Plan ELIR outcome.
<p>Consistent Information for Students: course and programme handbooks</p>	Work package to produce consistent core course and programme handbook/resource information for students. Timescale to be confirmed during Academic Year 2012/13.	QAC	UK Quality Code Chapter C5: Information about Higher Education Provision; ELIR Theme Institutional Oversight and Consistency; Strategic Plan 'Enhancing our student experience'.
<p>Edinburgh Award</p>	Committee discussion	REC	The Strategic Plan (internationalisation)
<p>Evidence-based Planning Evidence must be used more proactively to identify areas for enhancement in the regulatory framework.</p>	Academic Services core business with Committee discussion as appropriate.	CSPC	Strategic Plan "Excellence in learning and teaching".
<p>Enabling Innovation CSPC must continue to lay the foundations of a regulatory framework which encourages staff to take risks (such as co-curricular courses with international institutions) while assuring quality is maintained.</p>	Committee discussion	CSPC	Strategic Plan "Excellence in learning and teaching".

<p>Enhancing Student Support Continuing oversight of the phased Enhancing Student Support project</p> <ul style="list-style-type: none"> • Personal Tutor System • Peer support system • Student Services Review and alignment of its recommendations with the ESS project • IT tools • Development of briefing, training and resource materials • Communication strategy • Monitoring, Evaluation and Enhancement • Revision of documentation 	<p>Student Support Implementation Group, committee discussion and various project boards</p> <p>IAD workshops</p> <p>Academic Services coordination and planning</p> <p>Three year implementation</p> <p>On-going monitoring, evaluation and enhancement</p>	<p>LTC</p>	<p>Strategic Plan “Enhancing our student experience” ELIR outcome</p>
<p>Facilitated inter, cross and multi-disciplinary research</p>	<p>Task Group</p>	<p>REC</p>	<p>The Strategic Plan</p>
<p>Graduate Schools (Review)</p>	<p>Hold until after REF</p>	<p>REC</p>	<p>Future agenda item in possible 2013/14</p>
<p>International Student Barometer</p>	<p>Committee discussion</p>	<p>REC</p>	<p>The Strategic Plan & ELIR outcome re student experience</p>

The International Student Experience	Work package to gain a greater understanding from existing quality mechanisms of the experience of international students. Timescale to be confirmed.	QAC	QAA Guidance for Higher Education Providers on International Students Studying in the UK; UK Quality Code Chapter B5: Student Engagement; ELIR Theme Quality Assurance Framework; Strategic Plan 'Advancing internationalisation' and 'Enhancing our student experience'.
Knowledge exchange	Committee discussion	REC	The Strategic Plan
KIS Monitor and review the KIS data once finalised and published in September 2013	Ongoing work package in Academic Registry and Committee discussion as and when required.	CSPC	Sector compliance
LTCcommittee agendas Refocus agendas onto enhancement activities <ul style="list-style-type: none"> Develop strategic focused enhancement led agenda template 	Academic Services to develop	LTC	Strategic Plan. Academic Governance
Masters by Research Clarify requirements for the degrees.	Committee discussion	CSPC	Strategic Plan "Excellence in learning and teaching" and "Enhancing our student experience".

Oversight of implementation of ELIR recommendations	Regular reporting to Committee. Year-on report to be made to Quality Assurance Agency April 2012	QAC	UK Quality Framework; ELIR Themes overall; Strategic Plan 'Excellence in learning and teaching' and 'Enhancing our student experience'
Quality Assurance Framework: Assuring the Quality of the Student Experience Phase 2	Task Group Academic Year 2012/13	QAC	UK Quality Code Chapter B5: Student Engagement; ELIR Theme Quality Assurance Framework; Strategic Plan 'Excellence in learning and teaching' and 'Enhancing our student experience'.
QAA Enhancement Theme Developing and Supporting the Curriculum	Continue the work of the steering group	LTC	Sector developments and ELIR outcome
Quality Assurance Framework: Quality Systems Development	Work package to explore the potential for deriving greater value from quality systems, including development of electronic External Examiner reporting. Timescale to be confirmed.	QAC	UK Quality Code Chapter B5: Student Engagement; Chapter B7 External Examining; ELIR Theme Quality Assurance Framework; Strategic Plan 'Excellence in learning and teaching' and 'Enhancing our student experience'.
REC Communication Strategy	Committee discussion	REC	ELIR outcome regarding alignment of priorities, sharing best practice and closing loop

Special Circumstances Produce new policy and guidance	Task group	CSPC	Strategic Plan “Excellence in learning and teaching”.
Student Experience	Committee discussion	REC	The Strategic Plan & ELIR outcome re student experience
Student Engagement in Quality	Work package in partnership with EUSA to ensure that the University complies with and potentially exceeds the precepts of the UK Quality Code. Academic year 2012/13.	QAC	UK Quality Code Chapter B5: Student Engagement; ELIR Theme Student Engagement in Quality; Strategic Plan ‘Enhancing our student experience’.
Support for Tutors and Demonstrators	The IAD are supporting the work of a Senate Learning & Teaching Committee Task Group on Tutoring and Demonstrating. This group will begin by reviewing current practice and identifying a range of issues requiring further consideration and action, particularly in the areas of governance and regulation, and training and support for tutors and demonstrators. The group will then oversee the implementation of the resulting recommendations	LTC	Strategic Plan “Excellence in learning and teaching”.

The University of Edinburgh

The University Court

2 July 2012

D4

TUPE Transfer of the Scottish Collaboration for Public Health Research (SCPHRP) Unit from the MRC to the University of Edinburgh.

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

It is proposed to transfer the small MRC Scottish Collaboration for Public Health Research (SCPHRP) Unit which is currently situated within the Human Genetics Building and relies on administrative support from the MRC Scottish Regional Support Team from the MRC to the University. This proposal only involves the transfer of 6 members of staff as the unit has no assets.

Action requested

Court is asked to approve the transfer of SCPHRP from MRC to the University and to authorise the University Secretary and the Director of Corporate Services to finalise the necessary legal arrangements to allow this transfer to be implemented with effect from 1 August 2012.

Resource implications

Does the paper have resource implications? Yes

Information on the staff transferring across and the pension arrangements are set out in the paper.

Risk assessment

No

Equality and diversity

No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Mr Hugh Edmiston
Registrar
College of Medicine and Veterinary Medicine
June 2012

TUPE Transfer of the Scottish Collaboration for Public Health Research (SCPHRP) Unit from the MRC to the College of Medicine and Veterinary Medicine, University of Edinburgh.

Summary

SCPHRP currently resides within the Human Genetics Unit Building (HGU) building which recently transferred from the MRC to the University. SCPHRP a small unit and relies on the administrative support from the MRC Scottish Regional Support Team which is expected to close within the next 18 months. The development of the new Systems Medicine Building for HGU requires SCPHRP to relocate. To ensure that SCPHRP continues to operate MRC has requested that 6 MRC staff TUPE transfer to the University. Post transfer MRC/CSO will provide a centre grant to SCPHRP-University of Edinburgh or meet the full cost of redundancies.

The legal arrangements follow the same principles establish for the HGU but the legal detail is more simplistic as no assets, IP etc. will transfer. The agreements are being finalised, the preferred transfer date is 1st August 2012.

Subject to the approval of the legal agreements by the University Secretary the University Court is requested to endorse the transfer of SCPHRP from the MRC to the University.

Background

SCPHRP is a public health consortium with members drawn from research, policy and practice. It has been tasked with creating strategies to tackle Scotland's poor health record.

The Collaboration aims to strengthen the evidence base for improving health. Working with researchers and the people using the research to shape policy, the Collaboration seeks to identify opportunities to develop public health interventions that could lead to new policy and programmes to address major health problems.

Its primary objectives are to:

- Identify key areas of opportunity for developing novel public health interventions that equitably address major health problems in Scotland, and move those forward.
- Foster collaboration between the Scottish Government, researchers and the public health community to develop a national programme of intervention development, large-scale implementation and robust evaluation.
- Build capacity within the public health community for collaborative research of the highest quality, with maximum impact on Scottish policies, programmes and practice.

SCPHRP has received all its administrative (especially finance, human resources, communications) and IT support from the MRC Scottish Regional Support Team based in the HGU building, which is now expected to carry on operations for only a brief period, as Scottish MRC Units continue to transfer to various universities. After examining various options, the Director has recently decided to

request the transfer of SCPHRP to the University of Edinburgh, given that he has held a Chair appointment there since 2008, and is employed by the University.

Centre grant funding is provided via the MRC and CSO, current grant is due for renewal in 2013, application for a 5 year grant renewal is in progress.

There are 8 members of staff associated with the SCPHRP:

6 of these staff are on MRC contracts, 1 part time, 1 full time recent appointment, 4 on temporary contracts, due to complete in the next five to seventeen months.

Of the other 2 staff 1 is on secondment from Stirling University the other is the Director of SCPHRP Professor John Frank.

As agreed by both Trusts, pensions will follow the same arrangements as made for HGU. MRC will indemnify the University for any redundancy costs associated with those staff that TUPE transfer.

The University of Edinburgh

The University Court

2 July 2012

D5

Collections Review Report

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

This paper is the report of the Collections Review, chaired by Senior-Vice Principal Nigel Brown, and with members from Court, Colleges and EUSA. The report appendices are available at:

<http://tinyurl.com/calhnb6>

The review examined the inter-related issues of how the University of Edinburgh funds the library materials budget, how it acquires library collections, how they are used, and whether the collection leads to satisfaction and value for money. The main finding of the review is that the present expenditure is neither sufficient to meet the ambition and aspirations of the University, nor does it match spend by comparators with an estimated shortfall of c.£1 million.

Subsequent to the completion of the report, £500k has been made available through the planning round, and discussions are on-going with Colleges for the matching £500k.

With this additional funding, Information Services will be able to pilot and monitor the effectiveness of new, more direct, acquisitions methods, as recommended by the Review. Updates on progress will be reported regularly via Library Committee and Knowledge Strategy Committee.

Action requested

For approval.

Resource implications

Does the paper have resource implications? Yes, £500k has been made available with a further £500k to be negotiated with the Colleges.

Risk assessment

Does the paper include a risk assessment? There is no formal risk assessment, but there is a risk to the research and learning in not providing the library resources required.

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originators of the paper

Collections Review Group
Nigel Brown, Convener
Sheila Cannell, Secretary

Paper presented by

Vice Principal Jeff Haywood

University of Edinburgh

Collections Review Report

Introduction

There are a number of contextual issues which affect library collection development and the library materials budget:

- Concern with the quality of the collections as reflected in recent student and postgraduate experience surveys.
- Concern with inflationary trends in the library materials budget which leads to annual issues through the planning round.
- The desire by the University to achieve the best usage, now and in the future, for the collections, in order to show value for money.
- The rapidly accelerating shift to the digital in library collections, now very rapid, impacting on books as well as journals.
- The diversity of need for library collections in the University community, across disciplines and for interdisciplinary areas, for undergraduates, taught and research postgraduates and staff, for on and off campus users, and for digital, print and other formats of materials
- New ways of acquiring collections, eg bundling or disbundling, patron-driven acquisition, pay-per-use, inter-library loan.

Remit of review

Following on from the recent review of library expenditure by the Knowledge Strategy Committee on behalf of Court, Senior Vice-Principal Nigel Brown led a review of library collection development and the library materials budget arrangements. The review examined the inter-related issues of how the University of Edinburgh funds the library materials budget, how it acquires library collections, how they are used, and whether the collection leads to satisfaction and value for money. The review bore in mind the diverse nature of the University with regard to need for and use of literature.

The remit of the review is to:

- Establish the appropriate level of funding for the library collections (materials) budget for a University such as Edinburgh, bearing in mind the position of comparator Universities
- Consider usage data and satisfaction levels
- Ensure that the library collections address the diverse nature of the need across the University
- Consider the sources of funding which could be available to support the library collections, including central, College, School and research funding
- Examine methods of distribution of the library collections budget to ensure that these satisfy needs across the University community
- Examine established and newer methods of acquisition to consider which methods will provide the best collection for the University in terms of both usage and satisfaction
- Consider the risks to the University in current or proposed arrangements
- Address arrangements for any exceptional requirements
- Position the library collections and funding arrangements for future changes
- Make recommendations to Information Services and Colleges on a strategy for library collections

The Review will report to the Knowledge Strategy Committee. The membership of the Review Group is included in Appendix A. The Review Group met on 3 occasions in December 2011 and January and February 2012. Minutes of the meetings are in Appendix B.

Evidence gathering

The Group gathered evidence in the following areas. The evidence is attached to this report as appendices.

<i>TOPIC</i>	<i>EVIDENCE</i>	<i>APPENDIX</i>
Allocations	Background Information, section A	Appendix C
	Input from Colleges	Appendix D
Purchases	Background information, section B	Appendix C
Comparative expenditure	Background information, section C	Appendix C
	Additional comparator statistics	Appendix E
Costs of acquiring library materials	IS Services costs	Appendix F
Current methods of procurement	Background information, sections D-E	Appendix C
	Bundles use by Schools	Appendix G
New methods of procurement	Background information, section F	Appendix C
	User-led acquisition of books at Newcastle University Library	Appendix L
Impact of collections	Background information, section G	Appendix C and Appendix K
Satisfaction with collection	Background information, section H	Appendix C
	Extract from LibQual report	Appendix H
Supporting new needs	Report from EUSA	Appendix I
Open Access	Gold Open Access fees at the University of Edinburgh: working out a yearly cost	Appendix J

Principles

The Review Group examined the evidence, and reached a shared understanding on a number of overarching principles on the library collections within which the recommendations of the Group should be viewed. These are:

- The University of Edinburgh is ambitious and aspirational.
- The availability of good library resources addresses the University's strategy of excellence in research, excellence in teaching and knowledge exchange.
- Library resources are a key element of the student and staff experience.
- There are a number of challenges for library resources to meet the University's ambitions and aspirations, particularly:
 - The appointment of the Chancellor's Fellowships;
 - The increasing importance of masters or taught postgraduate degrees;
 - Increasing numbers of students and researchers;
 - The broad disciplinary nature of the University;
 - New methods of course delivery.
- The use of e-resources is continuing to accelerate.

- Print materials remain very important in some subject areas.
- There is a background in which scholarly communications is changing rapidly.
- There is evidence in surveys that the quality of the collection is declining, which is leading to dissatisfaction and unfulfilled demand. Students and researchers are identifying gaps in the collections.
- New methods of procurement are available, which should be explored.
- The Review Group was mindful of funding issues and recognised that some of the recommendations would require additional funding.
- Devolved budgets are already tightly managed, leaving little room for additional purchasing through reappportioning existing resource.

Recommendations from the Collections Review Group to the University

1. The Group considers that the expenditure by the University of Edinburgh on library collections (“the library materials budget”) is not sufficient to meet the present ambition and aspirations of the University. This means that the quality of the collection is causing concern which is reflected in recent user surveys. The library collection needs to respond to the strategic direction of the University, for example to support the broad disciplinary nature of the University, the increased number of students and researchers, and new methods of course delivery.

The Group also considered that the present budget is insufficient in comparison to its peers. The evidence shows the following:

	Edinburgh	Average of Leeds, Manchester and UCL	Average of Russell Group libraries
Materials expenditure as percentage of institutional expenditure	0.78%	0.95%	0.94%
Additional requirement (at 2009-10 values) for Edinburgh to spend at same level as comparators		£1,043,520	£982,136

Notes: calculations based on 2009-10 figures; calculations are based on the full collections budget, from whatever source, i.e. include IS, College and School allocations. Any new funding will require some additional staff resource, as a first call on the funding.

The Group recommends that the University allocate additional funding of about £1 million for the library materials budget.

2. The Group noted that the current resource is allocated by the University to Information Services (IS). This is then allocated to Colleges, with the advice of Library Committee, and in consultation with Colleges. The College allocation is then distributed to Schools. The Group does not recommend changing the method of allocation to Colleges, which uses the

Income and Expenditure Attribution Model, for existing funds; but recommends using any additional funding in new ways. New funding is required for a variety of purposes: to supplement existing budgets which are under pressure, ensuring that these are addressed to support areas of need, to support new methods of procurement outlined in Recommendation 5 and 6, and for staffing to support new work.

The Group recommends no change to the current resource allocation methods for current funding using the Income and Expenditure Attribution Model for allocation to Colleges and that additional funding should be allocated by Information Services, with advice from Library Committee and in consultation with Colleges, to supplement existing budgets, to support new requirements in Recommendation 5 and 6 and for staffing to support the new work. Timely communication between Schools, Colleges and Information Services is important in determining the prioritisation of activities for funding.

3. The Group noted the need to support a wide range of needs in the University. These include both existing and new areas of research, as represented by the Chancellor's Fellowships, and new method of learning and teaching, as represented by online distance learning. The Group also noted the need to provide equity and to support diversity, and to protect the needs of specialised disciplines.

The Group recommends that it is essential that new demands in the University are supported and that subject areas with broad application, and small specialised subject areas must be supported equitably.

4. The Group agreed that the University needs to establish long-term mechanisms to address issues to do with the uplift required in library materials expenditure due to publisher inflation, currency fluctuations and changes in the VAT regime. The University should accommodate the known uplifts due to publisher inflation in the annual planning round to avoid these being additional calls on the IS or College budgets. Currency shifts are more difficult to predict and will need to be dealt with on an ad hoc basis in planning rounds and in consultation with the Finance Office. Currently, VAT only impacts e-resources.

The Group recommends that the annual planning and budgeting process in the University acknowledges the uplift required in library materials expenditure due to publisher inflation, currency fluctuations and the VAT regime in order to maintain steady state in purchasing power.

5. The Group noted with interest new methods of acquiring library materials which give users more direct control, and considered that a proportion of any new sources of library materials funding should be used in innovative ways, including:
 - a. User driven acquisition for e-books and monographs
 - b. Direct student requests for textbooks in high demand with a commitment to fast availability.
 - c. Elimination of the charges incurred by users for inter-library loans with appropriate safeguards against overuse.

These should be monitored and reported on with particular attention being paid to how these methods of acquisition impact on user satisfaction.

The Group recommends using a proportion of any new funding for pilots in new methods of procurement.

6. The Group noted the difficulties around supporting the library needs of new and changing programmes and new or declining areas of research, and noted the importance of clear lines of communication between the Schools to the Library.

The Group considered that the University, through a proportion of any new sources of library materials funding, should provide strategic one-off support for new initiatives in research and teaching. Boards of Studies must have and enforce a light touch approval process for new programmes at all levels, both on campus and online distance to ensure that the Library has the appropriate library resources or that mechanisms have been put in place to provide them in good time before the commencement of the programme. Importantly, the Library also needs to know about significant changes in numbers of students on existing programmes and courses, but noted that these should normally be covered in the normal annual review of courses.

The Group also noted the difficulties in supporting new areas of research, often in interdisciplinary areas, particularly with regard to requests for new journals. The Group recognised the needs of incoming staff, eg Chancellor's Fellows, who, if they are working in a subject area not previously supported, will have immediate demands for new collections

The Group recommends that the Library, through a proportion of any new funding, establishes a "strategic fund" to provide support for library resources for new programmes where library collections are weak prior to the commencement of the programme and to provide immediate support to incoming researchers working in new areas of research.. The "strategic fund" would be managed through a regular bidding process, managed by Library Committee.

7. The Group recognised the importance for clear signposting of the availability of all resources through a one-stop shop approach, and the importance of strong resource discovery mechanisms. The Group noted the Resource Discovery Board and considered that this should be re-established to continue its work to monitor and seek ways to enhance usage to ensure that the investment in library materials shows good value for money.

The Group recommends the re-establishment of the Resource Discovery Board to continue its work in improving the resource discovery layer.

8. The Group agreed that it is important that there should be regular and rigorous assessments to ensure that the library materials budget is continuing to provide value for money. This can be achieved through the creation and dissemination of regular reports on metrics on usage, with light touch reviews by Colleges.

The Group was concerned to hear of some inefficiencies in the financial management of the library collections budget, which had been identified in the recent lean review of the Acquisitions and Metadata processes. Changes in this area would reduce the overhead costs, while not changing the resource allocation model. However it is necessary to ensure that this is carefully reviewed, as part of the annual monitoring of cost per usage, to prevent stasis in the collection.

The Group recommends that an annual report on metrics of usage is produced, and appropriate changes are made in consultation with the academic community through College Library Committees.

The Group recommends that, from August 2012 that, after the initial resource allocation by the Income and Expenditure Attribution Model, that the funding for and the management of higher value bundles which are of interest in 2 or more Colleges or in 3 or more Schools are

moved to a central library account code. There should be a triennial academic review of these bundles.

9. The Group noted that there is strong professional collaboration, and links to other organisations in the procurement of library resources, which is to the benefit of both the University of Edinburgh and other universities. There are also reciprocal access arrangements which give users access to the resources of other libraries, including the National Library of Scotland.

The Group recommends that the Library continues and increases its leadership role in collaborative activity in procurement of library materials, where these are in the interests of the University of Edinburgh.

The Group recommends closer links be made to the National Library of Scotland, and that the University support reciprocal access arrangements with other libraries.

10. The Group acknowledges the importance of Open Access publishing, which may lead to a different method for scholarly communication over time. This is of particular interest to Research Councils and major charities. At the moment, it is difficult to know how much is spent on Open Access fees in the University, and the Group suggests that this is coordinated. This will lead to greater understanding of the expenditure on Open Access fees. With this understanding it will be possible to challenge publishers when they are charging for the same content through Open Access fees and subscription fees.

The Group recommends that the Finance Office establish an Open Access account code for the payment of all Open Access fees from August 2012.

The Group recommends that the Library works with publishers to understand the multiple routes by which publishers may be paid for the same item, and seeks to reduce this through renegotiation.

The Group recommends pursuing discussions with Research Councils and major charities on library materials and open access fees.

The University of Edinburgh

The University Court

2 July 2012

**Report by the Expeditions Committee of the University of Edinburgh including
Feedback from the University Expeditions Committee**

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

This paper sets out brief reports of University of Edinburgh expeditions in 2011, drawing on information submitted by individual expeditions.

Action requested

This paper is for information.

Resource implications

None.

Risk Assessment

None.

Equality and Diversity

None.

Freedom of information

Can this paper be included in open business? Yes

Originators of the paper

Ms Ellie Greenhalgh
Secretary to the Expeditions Committee

Dr Kate Heal
Convenor of the Expeditions Committee
14 February 2012

Report by the Expeditions Committee of the University of Edinburgh

Feedback on 2011 Expeditions

The Expeditions Committee reports its decisions to Court for homologation. This paper sets out brief reports of University of Edinburgh expeditions in 2011, drawing on information submitted by individual expeditions.

The successful annual Expeditions Committee Seminar was held again in October 2011. The seminar was attended by approximately 25 students and the programme and presentations can be viewed at:

<http://www.expeditions.ed.ac.uk/Seminars/seminar11.htm>

Project Bolivia

A team of 7 Edinburgh University medical students formed the organizing team of the APEX 3 expedition. The team was led by a 5th year medic and consisted of 30 people in total. It was made up of students, a doctor, post-graduate researchers and an ultrasonographer.

This was run as the third expedition by Altitude Physiology Expeditions (APEX), a charity founded by a group of Edinburgh-based doctors, dedicated to researching the effects of altitude on the human body. The charity has run two previous expeditions (APEX 1 and 2) to the Chacaltaya Laboratory, located at 5200 m above La Paz, Bolivia, with approval from The University of Edinburgh. This expedition, APEX 3, was conducted over two weeks in June 2011 and was based at the same laboratory.

The aims of the expedition were:

- To further our understanding of the body's response to high altitude exposure;
- To determine by various measures whether altitude alters vascular permeability systemically;
- To determine if there is any correlation between surrogate measurements of vascular permeability and symptoms of acute mountain sickness;
- To provide the opportunity for Edinburgh University students to travel to Bolivia;
- To allow the students to experience a research environment and to learn new skills.

For the first five days the expedition team stayed in La Paz, acclimatising, practising methods and meeting up with the contacts with whom the team had only previously had email contact. The team then traveled up to the laboratory at 5200 m on a small road cut out of the mountain. At the laboratory the team carried out experiments involving taking blood, performing ultrasound, filling in questionnaires (to assess the psychological effect of living at altitude) and spitting in tubes. The samples are currently being analysed in Edinburgh, at the Roslin Institute, and in Sheffield and the results will be written up in a scientific paper and published.

The expedition was a great success, hopefully providing interesting, unique scientific results which will not only be of use in the world of high altitude exploration but also in the hospital setting. The members of the organizing group have learnt a lot about the

process of running a scientific research project, working with a large group of people and managing relationships with other institutions in other countries.

Project Madagascar

The expedition was based in the village of Kokobara, in the Ifotaka-North New Protected Area, southern Madagascar for two months from mid-June to mid-September 2011. The expedition team comprised three current University of Edinburgh students and one graduate and three Malagasy students from the Centre Ecologique Libanona and was conducted in collaboration with WWF Madagascar.

The aims of the expedition were:

- To create a baseline herpetofaunal inventory of a previously unstudied area of spiny forest;
- To collect disturbance information on an area of Utility Forest, and investigate the way this is affecting herpetofaunal and botanical diversity;
- To investigate the status of the critically endangered radiated tortoise (*Astrochelys radiata*) in the Kobokara area;
- To conduct anthropological research on the way in which the management and protection of the forest are affecting the livelihoods and local traditions of the people reliant upon the forest for survival;
- To create documentaries from interviews on a variety of topics.

The methods used to address the expedition aims included: sampling and measurement of reptiles in pitfall traps and search surveys, marking and measurement of radiated tortoises on transects, surveys of vegetation and ground cover characteristics on transects, assessment of the impact of human activities on the forest on a scale of 1 (undisturbed) to 5 (forest had been cleared), and participant observation and interviews with people in Kokobara. Part of the anthropological research involved digital story telling in which 21 individuals, males and females between the ages of 10 and 65, were given disposable cameras, a piece of paper and a pencil with the task of taking 5 pictures of things that either represented Kobokara, or were important to them.

The expedition found a total of 22 reptile species, comprising 15 lizard species, 6 snake species and 1 tortoise species. Most species were either rare (7) or infrequent (5), while 5 were common and 5 abundant. The vast majority of species were disturbance tolerant (86.4%) and only three species were restricted entirely to undisturbed forest. All of the species recorded are endemic to Madagascar, and five are endemic just to the south. Another two reptile species have been reported in the area, thus, an estimated minimum of 24 reptile species occur in the area around Kobokara. However, analysis of the results suggests that more species remain to be discovered and it is recommended that further studies are conducted, particularly during the wet season. Based on the expedition's surveys the estimated population of radiated tortoises in the forest west of Kokobara is 266 but, since the detection rate is not 100%, a more accurate population estimate is 886, assuming a 30% detection rate. The general status of the forest assessed was extremely poor. A large area of completely cleared forest and various other areas of high disturbance were noted. Slash and burn is ongoing, despite being illegal, and there was evidence of goat or zebu throughout the majority of the forest. In the digital storytelling research,

the most popular pictures were of children, houses the church, mother, tree/shade, and food. During the anthropological research four documentaries on the following topics were made from the footage collected during the expedition: a day in Kokobara, biodiversity and local resource use patterns, Expedition Kokobara, and NGOs in Ifotaka.

Project Norway

This expedition to the Tunsberg glacier, Jostedal ice cap, the largest glacier on the European mainland, in the Sognefjord area of southern Norway, in August 2011, forms the latest phase of the Tunsbergdalsbreen project. The project was initially set up by Brathay Exploration Group in the 1950s and then re-initiated in 2009 as a collaboration between Brathay Exploration Group, the Field Studies Council (FSC), the Norwegian Glacier museum and Newcastle University. The 2011 expedition team of nine members was co-led by a University of Edinburgh student and the FSC and comprised two University of Edinburgh students, geography and geomatic students from other UK universities, FSC staff and outdoor enthusiasts.

The overall aim of the expedition was to promote understanding of glacial environments and the effect climate change is having on the cryosphere. The objectives within this aim were to produce educational material that could be used by the FSC and The Norwegian Glacier museum to educate people on glacial landscapes and climate change. Using Tunsberg as a case study, the expedition also aimed to develop personal skills to equip team members to conduct further glacier-related work and to provide data on Tunsberg glacier for the Norwegian Water and Energy Directorate - the organisation that monitors Norway's glaciers – but does not monitor Tunsberg due to its remote location.

All team members took part in a 3 day glacier training course, learning the essential skills to conduct research on a glacier. The expedition also walked to a col to the east of the Tunsberg glacier to take a panoramic photo of the glacier to compare with photos taken from the same position in the 1950s, 2009 and 2010 and to collect rubbish from the 1959 expedition. The Team then transferred to the glacier site and carried out 7 days of glacial surveying, collecting data to determine the glacier front position, glacier volume and velocity, and geomorphological data on the area in front of the glacier to determine the timescale of retreat of Tunsberg glacier.

The data collected on the expedition showed that the volume of the glacier had significantly reduced from 2010 to 2011 but that it had not retreated. Overall the photographic evidence and data collected highlighted how the Tunsberg glacier was definitely changing. An investigation into these data and climate data is currently being undertaken to understand the causes of these changes. Results were presented online and at the Royal Geographical Society Expedition conference in London November 2011. Tunsberg glacier is now being used as a case study in lessons run by the FSC to help young people understand glacial environments.

Project Borneo

As noted in the report on 2010 Expeditions, this expedition was originally scheduled to take place in October 2010. However, due to a refusal of permits by the Malaysian

economic planning unit, the fieldwork location was moved to Taiwan and Yunnan Province, China, and the expedition went ahead in March and April 2011. The team of three University of Edinburgh PhD students was joined by a student from National Chung-Hsing University (NCHU), Taichung, Taiwan and was hosted in Taiwan by Professor Man-Miao Yang of NCHU and in China by Professor Charles Cannon of Xishuangbanna Tropical Botanical Gardens. The expedition aim was to survey species of two genera of tropical oak trees for galls induced by the larvae of novel species of Cynipini gallwasps since research to date has focused on temperate oaks. Specimens of these new species were collected for taxonomic curation and to test an 'out of Asia' hypothesis of gall wasp origin. This posits that oak gall wasps originated in Asia on tropical hosts and, not as previously assumed, in the Nearctic (North America, including Greenland and the highlands of Mexico).

Galls were collected at various field sites located between 400 and 2200 m elevation in Taiwan and China. At each site relevant trees were identified and accessible foliage examined for galls with the aid of extendable pole pruners or rope based canopy access techniques. Gallwasp larvae develop within individual chambers inside the galls, and it was possible to distinguish Cynipini galls and those of other types by dissecting a single gall. Cynipini galls were collected in the field and were taken to the host laboratories and reared in ventilated containers. Emerging adult wasps were photographed and sorted into morpho-types based on their external morphology, which is distinctive of a particular generation of an individual species.

Gallwasp galls were sampled from tree species in each of the genera *Castanopsis*, *Lithocarpus*, and *Quercus*, in both Taiwan and China. The majority of collected gall-types were novel (85/115), and their discovery represents a substantial addition to knowledge of Asian gallwasps. Analysis of the number of gall-types per individual tree species indicated that there was no significant difference in gall diversity between the three tree genera. This is somewhat surprising, as almost all currently described species are associated with trees of the genus *Quercus*. Approximately 450 species of *Quercus* are known globally, which is comparable to the combined number of *Castanopsis* and *Lithocarpus* species. If the true diversity of gallwasps per tree species is even remotely similar across these taxa, as these findings suggest, then Asia is likely to be home to hundreds more undescribed gallwasp species representing a considerable proportion of the tribe. Specimens of adult gallwasps have so far been obtained for 17 gall types. These shall be transferred to the University of Edinburgh for extraction of DNA, and novel species shall be formally described in collaboration with taxonomic experts. Based on the expedition's results, three manuscripts are under preparation for submission to scientific journals.

Ms Ellie Greenhalgh
Secretary to the Expeditions Committee

Dr Kate Heal
Convenor of the Expeditions Committee
14 February 2012

2 July 2012

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 No. 8/2012: Alteration of the title of the Chair of Educational Research
- Resolution No. 9/2012: Alteration of the title of the Chair of Sport and Education
- Resolution No. 10/2012: Foundation of a Chair of Sociology
- Resolution No. 11/2012: Foundation of a Chair of Public Policy
- Resolution No. 12/2012: Foundation of a Chair of Veterinary and Comparative Pathology
- Resolution No. 13/2012: Foundation of a Chair of Economics
- Resolution No. 14/2012: Foundation of a Personal Chair of Clinical Psychology
- Resolution No. 15/2012: Foundation of a Personal Chair of Linguistics
- Resolution No. 16/2012: Degree of Master of Surgery (Urology)
- Resolution No. 17/2012: Degree of Master of Surgery (Trauma and Orthopaedics)
- Resolution No. 18/2012: Master of Veterinary Sciences
- Resolution No. 19/2012: Postgraduate Studies and Research
- Resolution No. 23/2012: Foundation of a Chair of Child Protection
- Resolution No. 24/2012: Foundation of a Chair of Sociology and Methodology
- Resolution No. 25/2012: Foundation of a Personal Chair of Individual Differences and Psychometrics
- Resolution No. 26/2012: Foundation of a Personal Chair of Linguistic Semantics
- Resolution No. 27/2012: Foundation of a Personal Chair of Birational Geometry
- Resolution No. 28/2012: Foundation of a Personal Chair of Parallel Computer Architecture
- Resolution No. 29/2012: Foundation of a Personal Chair of Experimental Particle Physics
- Resolution No. 30/2012: Foundation of a Personal Chair of Global Health Policy
- Resolution No. 31/2012: Foundation of a Personal Chair of Children's Social Inclusion
- Resolution No. 32/2012: Foundation of a Personal Chair of Student Learning (Nurse Education)
- Resolution No. 33/2012: Foundation of a Personal Chair of Translational Anatomy
- Resolution No. 34/2012: Foundation of a Personal Chair of Stem Cell Differentiation
- Resolution No. 35/2012: Foundation of a Personal Chair of Medical Oncology
- Resolution No. 36/2012: Foundation of a Personal Chair of High Pressure Physics
- Resolution No. 37/2012: Foundation of a Personal Chair of Neuroscience

Resolution No. 38/2012:	Foundation of a Personal Chair of Medical Physics and Biomechanics
Resolution No. 39/2012:	Foundation of a Personal Chair of Experimental Nephrology
Resolution No. 40/2012:	Foundation of a Personal Chair of Machine Translation
Resolution No. 41/2012:	Foundation of a Personal Chair of Natural Language Processing
Resolution No. 42/2012:	Foundation of a Personal Chair of Evolutionary Biology
Resolution No. 43/2012:	Foundation of a Personal Chair of Early Modern Literature
Resolution No. 44/2012:	Foundation of a Personal Chair of Politics
Resolution No. 45/2012:	Foundation of a Personal Chair of Neurology and Translational Neuroscience
Resolution No. 46/2012:	Foundation of a Personal Chair of Stroke and Elderly Care Medicine
Resolution No. 47/2012:	Foundation of a Personal Chair of Zoological and Conservation Medicine
Resolution No. 48/2012:	Foundation of a Personal Chair of Physical Electrochemistry
Resolution No. 49/2012:	Foundation of a Personal Chair of Electrical Generation Systems
Resolution No. 50/2012:	Foundation of a Personal Chair of Advertising and Consumer Culture
Resolution No. 51/2012:	Foundation of a Personal Chair of Cell Biology
Resolution No. 52/2012:	Foundation of a Personal Chair of French Literature and Film
Resolution No. 53/2012:	Foundation of a Personal Chair of Thermophysical Engineering
Resolution No. 54/2012:	Foundation of a Personal Chair of Veterinary Epidemiology
Resolution No. 55/2012:	Foundation of a Personal Chair of Epidemiology
Resolution No. 56/2012:	Foundation of a Personal Chair of Carbonate GeoSciences
Resolution No. 57/2012:	Foundation of a Personal Chair of Music, Psychology and Improvisation
Resolution No. 58/2012:	Foundation of a Personal Chair of Molecular Bacteriology

The Senatus Academicus has asked for changes in the degree regulation Resolutions and these have been incorporated into the attached Resolutions:

Resolution No. 20/2012:	Undergraduate Degree Programme Regulations
Resolution No. 21/2012:	Postgraduate Degree Programme Regulations
Resolution No. 22/2012:	Higher Degree Regulations

Dr Katherine Novosel
June 2012

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 8/2012

Alteration of the title of the Chair of Educational Research

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Educational Research founded by Resolution 26/2000;

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 Educational Research shall hereafter be designated the Chair of Education and Technology.
2. This Resolution shall come into force with effect from 1 July Two thousand and twelve.

For and on behalf of the University Court

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 9/2012

Alteration of the title of the Chair of Sport and Education

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Sport and Education founded by Resolution 22/1998 as amended by Resolutions 40/1999, 55/1999 and 44/2005;

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 Sport and Education shall hereafter be designated the Chair of Physical Activity for Health.
2. This Resolution shall come into force with effect from 1 July Two thousand and twelve.

For and on behalf of the University Court

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 10/2012

Foundation of a Chair of Sociology

At Edinburgh, the Second day of July, Two thousand and twelve.

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

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 Chair of Sociology 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

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 11/2012

Foundation of a Chair of Public Policy

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to found a Chair of Public Policy:

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 Chair of Public Policy 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

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 12/2012

Foundation of a Chair of Veterinary and Comparative Pathology

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to found a Chair of Veterinary and Comparative Pathology:

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 Chair of Veterinary and Comparative Pathology 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

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 13/2012

Foundation of a Chair of Economics

At Edinburgh, the Second day of July, Two thousand and twelve.

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

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 Chair of Economics 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

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 14/2012

Foundation of a Personal Chair of Clinical Psychology

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to found a Personal Chair of Clinical 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 Clinical 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 Clinical 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 August Two thousand and twelve.

For and on behalf of the University Court

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 15/2012

Foundation of a Personal Chair of Linguistics

At Edinburgh, the Second day of July, Two thousand and twelve.

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

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 Linguistics 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 Linguistics 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 April Two thousand and twelve.

For and on behalf of the University Court

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 16/2012

Degree of Master of Surgery (Urology)

At Edinburgh, Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to institute a postgraduate degree of Master of Surgery (Urology):

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 2 of Part II of Schedule 2 to that Act, hereby resolves:

1. The University of Edinburgh may confer the degree of Master of Surgery (Urology) (ChM (Urology)) and those engaged in postgraduate studies by coursework in the University of Edinburgh shall include candidates for the degree of Master of Surgery (Urology).
2. The Senatus Academicus has the power to make Regulations under this Resolution governing the studies undertaken for the degree of Master of Surgery and in particular to register candidates for the degree and ensure their satisfactory supervision and to discontinue registration of unsatisfactory candidates.
3. The degree of Master of Surgery (Urology) shall not be conferred honoris causa.
4. All candidates for the degree of Master of Surgery (Urology) must be registered postgraduate students of the University of Edinburgh. The Regulations made by the Senatus governing registered postgraduate students apply to all candidates.
5. A candidate who has satisfied the conditions prescribed by or under this Resolution shall be entitled to receive the degree of Master of Surgery (Urology).
6. This Resolution shall come into force with effect from the 1 August Two thousand and twelve.

For and on behalf of the University Court

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 17/2012

Degree of Master of Surgery (Trauma and Orthopaedics)

At Edinburgh, Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to institute a postgraduate degree of Master of Surgery (Trauma and Orthopaedics):

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 2 of Part II of Schedule 2 to that Act, hereby resolves:

1. The University of Edinburgh may confer the degree of Master of Surgery (Trauma and Orthopaedics) (ChM (Trauma and Orthopaedics)) and those engaged in postgraduate studies by coursework in the University of Edinburgh shall include candidates for the degree of Master of Surgery (Trauma and Orthopaedics).
2. The Senatus Academicus has the power to make Regulations under this Resolution governing the studies undertaken for the degree of Master of Surgery and in particular to register candidates for the degree and ensure their satisfactory supervision and to discontinue registration of unsatisfactory candidates.
3. The degree of Master of Surgery (Trauma and Orthopaedics) shall not be conferred honoris causa.
4. All candidates for the degree of Master of Surgery (Trauma and Orthopaedics) must be registered postgraduate students of the University of Edinburgh. The Regulations made by the Senatus governing registered postgraduate students apply to all candidates.
5. A candidate who has satisfied the conditions prescribed by or under this Resolution shall be entitled to receive the degree of Master of Surgery (Trauma and Orthopaedics).
6. This Resolution shall come into force with effect from the 1 August Two thousand and twelve.

For and on behalf of the University Court

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 18/2012

Master of Veterinary Sciences

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to institute Master of Veterinary Sciences by coursework (MVetSci) and Master of Veterinary Sciences by Research (MVetSci by Research):

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 2 of Part II of Schedule 2 to the Act, hereby resolves:

1. The University of Edinburgh may confer the degrees of Master of Veterinary Sciences (MVetSci) and Master of Veterinary Sciences by Research (MVetSci by Research) and those engaged in postgraduate studies in the University of Edinburgh shall include registered candidates for the degrees of Master of Veterinary Sciences by coursework (MVetSci) and Master of Veterinary Sciences by Research (MVetSci by Research).
2. The Senatus Academicus has the power to make Regulations under this Resolution governing the studies undertaken for the degrees of Master of Veterinary Sciences by coursework and Master of Veterinary Sciences by Research, and in particular to register all candidates for the degrees and ensure their satisfactory supervision and to discontinue registration of unsatisfactory candidates.
3. The degrees of Master of Veterinary Sciences by coursework and Master of Veterinary Sciences by Research may not be conferred honoris causa.
4. All candidates for the degrees of Master of Veterinary Sciences by coursework and Master of Veterinary Sciences by Research must be registered postgraduate students of the University of Edinburgh. The Regulations made by the Senatus governing registered postgraduate students apply to all candidates.
5. A candidate who has satisfied the conditions prescribed by or under this Resolution shall be entitled to receive the degree of Master of Veterinary Sciences by coursework or Master of Veterinary Sciences by Research.
6. On the date this Resolution comes into force, Resolution No. 44/2006 is revoked.
7. This Resolution shall come into force with effect from the 1 August Two thousand and twelve.

For and on behalf of the University Court

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 19/2012

Postgraduate Studies and Research

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to amend Resolution No. 27/2000: Postgraduate Studies and Research:

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 2 of Part II of Schedule 2 to that Act, hereby resolves that Resolution No. 27/2000 be amended as follows:

1. In section 1(d) delete 'in System Level Integration'
2. This Resolution shall come into force with effect from 1 August 2012.

For and on behalf of the University Court

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 23/2012

Foundation of a Chair of Child Protection

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to found a Chair of Child Protection:

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 Chair of Child Protection 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

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 24/2012

Foundation of a Chair of Sociology and Methodology

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to found a Chair of Sociology and Methodology:

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 Chair of Sociology and Methodology 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

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 25/2012

Foundation of a Personal Chair of Individual Differences and Psychometrics

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to found a Personal Chair of Individual Differences and Psychometrics:

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 Individual Differences and Psychometrics 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 Individual Differences and Psychometrics 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 twelve.

For and on behalf of the University Court

K A WALDRON

University Secretary

Resolutions 26/2012 to 56/2012 are similar in form to the above.

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 57/2012

Foundation of a Personal Chair of Music, Psychology and Improvisation

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it expedient to found a Personal Chair of Music, Psychology and Improvisation:

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 Music, Psychology and Improvisation 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 Music, Psychology and Improvisation 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 October Two thousand and twelve.

For and on behalf of the University Court

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 58/2012

Foundation of a Personal Chair of Molecular Bacteriology

At Edinburgh, the Second day of July, Two thousand and twelve.

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

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 Molecular Bacteriology 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 Molecular Bacteriology 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 June Two thousand and twelve.

For and on behalf of the University Court

K A WALDRON

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 20/2012

Undergraduate Degree Programme Regulations

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Undergraduate Degree Regulations, including Assessment Regulations (2012/2013);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations including Assessment Regulations (2012/2013):

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 and 8 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Undergraduate Degree Regulations are hereby set out:

A General Undergraduate Degree Regulations

COMPLIANCE

1. These regulations apply to all categories of undergraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Every undergraduate student must comply with these regulations. In exceptional circumstances a concession to allow relaxation of a specific regulation may be granted by the appropriate Head of College. Where the Head of College does not have authority to award a particular concession then the Curriculum and Student Progression Committee may award the concession.
2. Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their Personal Tutor as to the appropriate point of contact, and must-not approach the Head of College direct.
3. Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations and the University's Taught Assessment Regulations for the current academic session:
www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations
4. The relevant College's Fitness to Practise Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered

member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College's Fitness to Practise Committee, irrespective of his/her performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld. An appeal against this decision may be submitted to the University's Fitness to Practise Appeal Committee:

http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Fitness_to_Practise.pdf

5. Students must comply with the University's Student Disclosure Assessment process to ensure that students do not pose a risk to those with whom they interact during their studies, in particular, vulnerable groups.

[http://www.ed.ac.uk/polopoly_fs/1.7201!/fileManager/Code%2Bof%2BPractice%2Bfor%2BStudent%2BCriminal%2BConvictions%2Band%2BDisclosure%2BAssessment%2B2011%2B\(3\).pdf](http://www.ed.ac.uk/polopoly_fs/1.7201!/fileManager/Code%2Bof%2BPractice%2Bfor%2BStudent%2BCriminal%2BConvictions%2Band%2BDisclosure%2BAssessment%2B2011%2B(3).pdf)

6. The University awards the following types of undergraduate degrees, diplomas and certificates, with the credit points required as listed below. The University's undergraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF, <http://www.scqf.org.uk/>) unless an exemption has been approved by the Curriculum and Student Progression Committee. The credit levels required for each programme are specified within the appropriate Degree Programme Table (DPT).

I	Undergraduate Certificate of Higher Education	120 credits
li	Undergraduate Diploma of Higher Education	240 credits
A.	Single Honours (in a named subject/discipline)	480 credits
B.	Single Honours (with a subsidiary subject)	480 credits
C.	Combined Honours (in two disciplines)	480 credits
D.	Group Honours (more than two disciplines)	480 credits
E.	Non-Honours Degrees	360 credits
F.	General and Ordinary	360 credits
G.	Intercalated Honours Degrees	See appropriate Degree Programme Table
H.	Integrated Masters with Honours (in named subject/discipline)	600 credits
	Integrated Masters (with a subsidiary subject)	600 credits
	Integrated Masters (with combined honours in two disciplines)	600 credits
I.	MBChB (5 year programme)	720 credits
	MBChB (6 year programme)	840 credits
J.	BVM&S Graduate Entry Programme	530 credits
	BMV&S 5 Year Programme	600 credits

7. Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the courses of study, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study.

8. When selecting courses, students must comply with the pre-requisite, co-requisite and prohibited combination requirements shown in the Degree Programme Table, unless a concession is approved by the relevant Head of College.

9. No student will be admitted to a degree programme or a course that is part of their degree programme more than two weeks after the start of the semester in which the course is taught without the permission of the Head of College. A student who leaves a course after six weeks will be deemed to have withdrawn and the course enrolment remains on the student's record.

MODE OF STUDY

10. Programmes are offered on a full-time or part-time basis. Students' mode of study is defined when they are admitted to the degree programme.

11. Only in exceptional circumstances, and with the permission of the Head of College, is a student allowed to change mode of study.

STUDY PERIOD

12. A student must complete the requirements of the degree programme within the period of study specified in the Degree Programme Table, unless given a concession with the approval of the Head of College.

13. The maximum period for completion of an Ordinary or General degree programme is 8 years. The maximum period for completion of an Honours degree programme is 10 years. This maximum period includes any concessions.

14. With the annual permission of the Head of College, a student may take longer than the study period specified in the Degree Programme Table to undertake an Ordinary, General or Honours degree programme, provided that a minimum of 40 credit points are undertaken in each year of study.

15. Certain elements of a degree programme may require full-time attendance. Students given permission to undertake study over an extended period must comply with any requirements-specified for a particular degree programme.

16. For the award of a University of Edinburgh degree a student must study University of Edinburgh courses for a minimum period of two years (240 credits) or the pro-rata equivalent in the case of part-time study. This regulation does not apply to intercalating medicine and veterinary medicine students.

Study at Another Institution

17. A student for an Honours degree is not allowed to substitute study at another institution for the final year of his/her Honours programme.

Interruptions of Study

18. A student may apply for an interruption of study and it may be authorised by the Head of College if there is good reason for approving the interruption. Students must provide evidence to support their applications. Any one period of authorised interruption of study will not exceed one academic year, and the total period of authorised interruption of

study, which may be granted throughout the programme of study, will not exceed three academic years.

19. Study undertaken at another institution during a period of authorised interruption of study will not be credited to a student's programme of study at the University of Edinburgh.

20. Students registered for the MBChB or BVM&S may elect to take an intercalated Honours year, or undertake a PhD or other research programme during their period of enrolment. This is not categorised as interruption of study.

RECOGNITION OF PRIOR LEARNING (RPL)

21. The Head of College has the power to recognise up to 240 credits of prior learning and on this basis to admit a student to the second or later years of a programme of study. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. See also, the University's Admissions Policy: http://www.ed.ac.uk/polopoly_fs/1.50158!/fileManager/University%20of%20Edinburgh%20Admissions%20Policy%202010.pdf

22. University of Edinburgh courses which have a substantial curriculum overlap with any of the courses that contributed to a student's admission on the basis of RPL will not count towards the student's degree programme.

23. Credit points awarded for entry with RPL will not contribute to a student's progression within their University of Edinburgh study.

ATTENDANCE AND PARTICIPATION

24. Students must attend and participate as required in all aspects of their programme of study. This includes being available for assessment, meeting Personal Tutors and examination. The Degree Programme Table sets out programme requirements for on-campus study, placements and distance education.

25. During a period of study, including authorised interruptions of study and leave of absence, it is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by his or her funding or grant authority, are met. Current students must check their MyEd and University email account frequently for communications from the University and respond where appropriate.

26. Students require the permission of the relevant Head of College to attend another academic institution on a recognised exchange scheme or other approved programme of study or to undertake an approved placement. This is categorised as a leave of absence.

PROGRESSION AND PERMISSABLE CREDIT LOADS

27. To gain a specific degree award, students must achieve the SCQF credit point and level requirements of the particular programme, as set out in the appropriate Degree Programme Table.

28. Full-time undergraduate study comprises 120 credit points in each year of study. Part-time study is defined on a pro-rata basis in the relevant Degree Programme Table.

29. To continue without the need for an extension to the total period of study, a full-time student must attain a minimum of:

- 80 credit points by the end of Year 1;
- 200 credit points by the end of Year 2;
- 360 credit points by the end of Year 3;
- 480 credit points by the end of Year 4;
- 600 credit points by the end of Year 5 for Integrated Masters.

To continue without the need for an extension to the total period of study, a part-time student must attain the pro-rata equivalent to the above. In addition, full-time and part-time students must meet any other requirements set out in their Degree Programme Table and their programme handbook.

30. Where the required credit points have not been attained by the relevant stage, the student will be reported to the Head of College and may be required to take resit exams or additional courses to make good the deficit.

31. Students who do not attain sufficient credits within the specified period may be excluded for unsatisfactory academic progress. The College will follow the procedure for Withdrawal and Exclusion from Studies:
http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Withdrawal_Exclusion_from_Study.pdf

32. A student who has previously submitted work for one course at the University must not submit the same work to attempt to achieve academic credit through another course.

33. In pre-Honours years, a student may be allowed to take SCQF level 7 and 8 courses additional to the normal 120 credits, subject to the approval of the student's Personal Tutor.

34. Exceptionally, students in their honours years, with College approval, may take up to 40 credits of additional SCQF level 7 or 8 credit and, more rarely, up to 10 credits at levels 9-11 in the Honours years.

35. Students may attend courses on a class-only basis (i.e. not for credit), with the agreement of the Course Organiser and the approval of the Personal Tutor. Decisions will be based on the overall load (credit and non-credit bearing) on the student, which must not exceed 160 credits.

36. Students can only be registered for one full-time award at the University of Edinburgh.

TRANSFER TO DIFFERENT DEGREE PROGRAMME

37. A student may be allowed to transfer to a different degree programme from another within the University by permission of the Head of the receiving College.

38. Unless granted a concession by the Head of the receiving College, students must comply with the pre-requisite and co-requisite requirements of the new programme shown in the Degree Programme Table.

AWARDS AND QUALIFICATIONS

39. Students for the **Undergraduate Certificate of Higher Education** must have attained a minimum of 120 credit points gained from passes in courses of this University which count towards graduation.

40. Students for the **Undergraduate Diploma of Higher Education** must have attained a minimum of 240 credit points. At least 120 credit points must be gained from passes in courses of this University counting towards graduation and at least 90 of the 120 credit points gained from courses passed at this University must be in courses at level 8 or above.
41. The attainment requirements for students for **General and Ordinary** degrees are specified in the relevant College regulations below.
42. The attainment requirements for students for **MBChB and BVM&S** degrees are specified in the College of Medicine and Veterinary Medicine regulations below (Section C).
43. The award of **Honours** is based on the student's performance in assessment in the Honours year(s). For information on the award of Honours see the Taught Assessment Regulations for the current academic session: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations
44. A student who satisfies the examiners in the **Final Honours** assessment shall be awarded Honours in one of following classifications: First Class, Second Class Division I, Second Class Division II and Third Class.
45. A student who has been assessed, classed or failed for Honours may not present him or herself for **re-assessment** in the same programme, or assessment in a closely related programme. The Head of College determines whether a programme is closely related.
46. During a single period of continuous registration, a student may be awarded only the qualification with the **highest status** for which he or she has attained the required credits.
47. A candidate who already holds a **General or Ordinary degree** may be permitted by the appropriate Head of College to apply for the degree with Honours, provided that not more than five years have elapsed between his or her first graduation and acceptance as a candidate for the subsequent degree with Honours. Such a candidate will normally be required to achieve a further 240 credit points, or credit points as deemed appropriate by the Head of the receiving College, at the levels stipulated in the appropriate Degree Programme Table.
48. In exceptional circumstances, notwithstanding any existing Resolutions to the contrary, the University may confer all existing Honours degrees with **unclassified Honours** if insufficient information is available to the relevant Board of Examiners to classify those degrees. Where a Board of Examiners has insufficient information to enable an unclassified Honours degree to be conferred on a candidate for Honours, a General or Ordinary degree may be awarded to that candidate where he or she is qualified for such a degree under the existing Regulations. Conferment of an unclassified Honours degree or General or Ordinary degree in these cases is an interim measure: final awards will be confirmed when sufficient information is available to the relevant Board of Examiners.
49. Senatus may authorise the conferment of **posthumous degrees, diplomas and certificates** if proposed by the College and approved by the Curriculum and Student Progression Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.
50. In exceptional circumstances Senatus may authorise the conferment of **aegrotat degrees**, which are unclassified. Each such conferment requires a proposal from the College concerned to be approved by the Curriculum and Student Progression Committee. An *aegrotat* degree is conferred only where the student was nearly qualified to receive the

degree and was unable to complete it due to circumstances beyond his or her control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree *aegrotat*.

B College of Humanities and Social Sciences Undergraduate Degree Regulations: Degree Specific Regulations

51. These degree programme requirements relate to undergraduate programmes in the College of Humanities and Social Science. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to **all** undergraduate programmes, unless otherwise stated.

52. The College Fitness to Practise policy is available at: <http://www.ed.ac.uk/schools-departments/humanities-soc-sci/undergraduate-academic-admin/student-conduct/fitness-to-practise>

General Degrees

53. For the award of the degree of BA (Humanities and Social Science) students must obtain 360 credit points. The 360 credit points must include at least:

- 240 credit points at SCQF level 8 or above.
- 140 credit points in a major subject of study (80 credit points at SCQF level 7 or 8, and 60 at SCQF level 9 or 10), taking courses in this subject each year.
- 200 credit points in College of Humanities and Social Science courses, or under Geography in Schedule N.
- 40 credit points from each of two other subjects of study as listed in Schedules A-Q,T and W. The subject areas must be chosen from two different Schedules.

Merit and Distinction

54. General and Ordinary degrees may be awarded with Merit or Distinction.

- For Merit a student must achieve grade B or above at first attempt, in courses totalling 180 credit points, of which at least 40 credits points must be at level 9 or 10, and at least 80 of the remaining credit points must be at level 8 or higher.
- For Distinction, a student must achieve grade A at first attempt, in courses totalling at least 160 credit points, of which at least 40 credit points must be at level 9 or 10, and at least 80 of the remaining credit points must be at level 8 or higher.

55. The LLB Ordinary, Graduate Entry degree may be awarded with Merit or Distinction.

- For Merit a student must achieve grade B or above at first attempt, in courses totalling 120 credit points.
- For Distinction, a student must achieve grade A at first attempt, in courses totalling

at least 100 credit points.

Distinction in Oral Language

56. Students of the MA with Honours which includes an Honours oral examination in any one of the following languages will be awarded a Distinction in Oral Language if their performance at the oral examination is of first class standard: Arabic, Chinese, Danish, French, German, Italian, Japanese, Norwegian, Persian, Portuguese, Russian, Spanish and Swedish.

Degree of Bachelor of Medical Sciences and Bachelor of Science in Veterinary Science with Honours

57. The degree programme requirements of the Bachelor of Medical Sciences and Bachelor of Science in Veterinary Science are in the College Undergraduate Degree Regulations of the College of Medicine and Veterinary Medicine (Section C).

C College of Medicine and Veterinary Medicine Undergraduate Degree Regulations: Degree Specific Regulations

58. These degree programme requirements relate to undergraduate programmes in the College of Medicine and Veterinary Medicine. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to **all** undergraduate programmes, unless otherwise stated.

59. The College Fitness to Practise policy is available at <http://docstore.mvm.ed.ac.uk/Committees/Fitness-to-Practise.pdf>

MBChB

COMPLIANCE

60. Students should refer to the appropriate Year Study Guides on the Edinburgh Electronic Medical Curriculum (EEMeC) on <https://www.eemec.med.ed.ac.uk> for detailed curriculum and assessment information.

61. Students entering the first year MBChB programme are subject to a check, carried out by Disclosure Scotland, under the Protection of Vulnerable Groups legislation. Admission to the medical profession is excepted from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the MBChB programme are therefore not entitled to withhold information about any conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a relevant conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

62. Students are subject to blood borne virus checks as they are admitted to the MBChB programme. Failure to comply with this regulation may result in exclusion from a

programme of studies.

ATTENDANCE AND PARTICIPATION

63. Students in Years 3, 4 & 5 are required to undertake placements in hospitals outside Edinburgh

64. Students enrolled for Years 3, 4 and 5 of the degrees of MBChB during the Academic Year 2012-2013 are required to attend for compulsory periods throughout the year. Students should consult the Edinburgh Electronic Medical Curriculum (EEMeC) on <http://www.eemec.med.ed.ac.uk> and relevant year study guides for detailed attendance dates and timetable information.

65. In special circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of prolonged or repeated academic failure. Approved study for an intercalated degree does not constitute interrupted progress.

PROGRESSION

66. A student who fails the Professional Examination in Year 4 may be required by the Boards of Examiners to use part or all of the free elective period to undertake one or more guided electives before being permitted to re-sit.

67. A student whose progress in Year 5 is unsatisfactory will be required to undertake a period of remedial study before being permitted to re-sit.

68. No student may proceed to the next year of study for the MBChB programme until he/she has passed all components of the previous year of the programme

AWARDS

Passes with Distinction

69. Students who have attained a sufficiently high standard in any of the Professional Examinations will be recorded as having passed that examination 'with distinction'.

Honours at graduation

70. Students who have displayed special merit in the Professional Examinations over the whole degree programme will be awarded MBChB with Honours at the time of graduation.

BVM&S

COMPLIANCE

71. Students should refer to the appropriate Course Books on the Edinburgh Electronic Veterinary Curriculum (EEVeC) on <https://www.eemec.med.ed.ac.uk> for

detailed curriculum and assessment information.

ATTENDANCE AND PARTICIPATION

72. In special circumstances students may be permitted to interrupt studies or repeat a year of study because of ill-health, service or sporting commitments, or an episode of academic failure. Only in highly exceptional circumstances will students be permitted more than two such years of interrupted progress, whether taken consecutively or at intervals throughout the programme. Exceptions are very unlikely to be considered in the case of prolonged or repeated academic failure. Approved study for an intercalated degree does not constitute interrupted progress.

PROGRESSION

73. Students for the Final Professional Examination must produce satisfactory evidence that they have, subsequent to commencing studies in the Third Year of the degree curriculum, received extra-mural clinical instruction for a total period of not less than 26 weeks, in accordance with arrangements approved by the College of Medicine & Veterinary Medicine. Students shall be required to produce records of extra-mural clinical teaching received, which have been attested by the extra mural teacher or teachers concerned.

74. Before proceeding to the Third Year of the curriculum for the degree a student must normally present satisfactory evidence of having had at least 12 weeks extra-mural experience of livestock husbandry, in accordance with arrangements approved by the College of Medicine & Veterinary Medicine. This should normally be obtained during vacations subsequent to the commencement of the First Year of study, and be completed prior to sitting the Second Professional Examination.

75. Where a student fails to meet this requirement by the end of the session in which they pass the Second Professional Examination, the College of Medicine & Veterinary Medicine will normally recommend to Senatus that they be excluded from further attendance at courses of instruction and examinations in the College of Medicine & Veterinary Medicine.

76. No student may proceed to the next year of study for the BVM&S programme until he/she has passed all components of the previous year of the programme.

AWARDS

Passes with Distinction

77. Students who have attained a sufficiently high standard in any of the Professional Examinations will be recorded as having passed that examination 'with distinction'.

Distinction at graduation

78. Students who have displayed special merit in the Professional Examinations over the whole degree programme will be awarded BVM&S with Distinction at the time of graduation.

Bachelor of Medical Sciences

Honours degree

79. Every student admitted for the degree must also be a student for the degree of MBChB. A student in another University studying for a recognised primary medical undergraduate qualification may be admitted as a student for the degree of Bachelor of Medical Sciences with Honours, subject to the approval of the College of Medicine and Veterinary Medicine.

80. In addition, every student must pursue studies for at least one academic year in the University of Edinburgh in one of the Honours Degree Programmes available at <http://www.ed.ac.uk/schools-departments/medicine-vet-medicine/undergraduate/medicine/mbchb/intercalated-honours>

81. The Bachelor of Medical Sciences degrees are intercalated after Year 2 of the MBChB programme.

82. **Limitation on Courses Taken in Honours Years:** Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.

Ordinary Degree

83. No student shall be admitted to the degree, except on transfer from candidature for the degrees of MBChB. Students are eligible to be considered for a BMedSci (Ordinary) degree if they have successfully achieved 240 credits from the First and Second Professional Examinations and , have attained at least 80 of the available 120 credits in theThird Year MBChB assessments. The Ordinary Degree of Bachelor of Medical Sciences may not be conferred on any student who already holds or is eligible to receive the Degree of Bachelor of Medical Sciences with Honours.

84. The compliance, attendance and participation, and progression requirements for the degrees of MBChB apply.

BSc in Veterinary Science

Honours Degree

85. Every student admitted for the degree must also be a student for the degree of BVM&S, or have obtained the BVM&S degree not more than five years before the date of admission as a student for the Honours Degree. A student in another University studying for a recognised primary veterinary undergraduate qualification may be admitted as a student for the degree of BSc in Veterinary Science, subject to the approval of the College of Medicine & Veterinary Medicine.

86. Every student for the degree must normally attend in the University of Edinburgh during not less than two academic years the courses of instruction in the classes of the first two years of the curriculum for the BVM&S degree and pass the assessments prescribed for these courses.

87. In addition every student must pursue studies for at least one year in the University of Edinburgh in one of Honours Degree Programmes available at: <https://www.eevec.vet.ed.ac.uk/secure/page.asp?ID=in0000id>

88. The year of study in the Honours Degree Programme may be intercalated not earlier than the end of the second year of study, provided that a student has successfully completed the appropriate assessments and satisfied such conditions as the Head of the School concerned may require, subject to the approval of the College of Medicine & Veterinary Medicine.

89. Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours award and classification.

Ordinary Degree

90. No student shall be admitted as a student for the degree, except on transfer from candidature for the degrees of BVM&S 5 year programme or BVM&S 4 year Graduate Entry Programme. Students on the 5 year programme are eligible to be considered for the ordinary degree if they have successfully completed 240 credits from the First and Second Professional Examinations and, have shown sufficient attainment in the Third Year BVM&S assessments. Students on the graduate entry programme are awarded 120 credits of recognised prior learning. The Ordinary Degree of BSc (Veterinary Science) may not be conferred on any student who already holds, or is eligible to receive, the Degree of BSc in Veterinary Science with Honours.

BSc in Oral Health Sciences

COMPLIANCE

91. Students should refer to the appropriate Year Study Guide for detailed curriculum and assessment information.

92. Admission to the profession is excepted from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendments) Order 1986. Students on the BSc in Oral Health Sciences programme are therefore not entitled to withhold information about a previous conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a relevant conviction may result in the withdrawal of an offer of admission or exclusion from a programme of studies.

93. Students are subject to a Hepatitis B, Hepatitis C and HIV status check prior to entering the BSc in Oral Health Sciences. Failure to comply with this regulation or a positive result will lead to admission being refused or to exclusion from studies.

ATTENDANCE AND PARTICIPATION

94. Except in exceptional circumstances, the maximum period of enrolment on the BSc in Oral Health Sciences may not exceed five years, including any period of leave of absence.

PROGRESSION

95. A student whose progress in any year is unsatisfactory may be required to undertake a period of remedial study before being permitted to re-sit.

96. No student may proceed to the next year of study for the BSc programme in Oral Health Sciences until he/she has passed all components of the previous year of the programme.

Bachelor of Science in Medical Sciences

Honours Degree

97. Limitation on Courses Taken in Honours Years: Students in all Honours years may take Honours curriculum courses to a maximum value of 120 credit points, all of which count in the final Honours assessment. Students may attend additional Honours courses on a class-only basis (i.e. not for credit), with the agreement of the Programme Organiser and the approval of the Personal Tutor.

- (a) Where a student takes level 9 courses in year 2, such courses should be regarded as part of the non-Honours curriculum and, if failed, may be repeated as a resit in Junior Honours. These courses will not be included in the degree classification.
- (b) Students intending to graduate with an Ordinary degree may resit a failed level 9 course for the purposes of gaining the required number of credits, as specified in the Undergraduate Assessment Regulations.
- (c) Students in Junior Honours are permitted also to take up to 40 credit points of level 7/8 courses, which do not count towards the Honours assessment, as specified in the Undergraduate Assessment Regulations.
- (d) Students in Junior Honours must take 60 credit points of level 9/10 courses in semester 1 and 60 credit points of level 9/10 courses in semester 2.

Bachelor of Science General Degree

98. To qualify for the award of the degree of BSc (General) students must have obtained 360 credit points from passes (or recognition of prior learning), normally at the rate of 120 credit points per year: 240 credit points in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 200 credit points at SCQF level 8, 9 or 10; 80 credit points at SCQF level 8, 9, 10 in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 60 credit points at SCQF level 9 or 10.

Bachelor of Science Ordinary Degree in Medical Sciences

99. To qualify for the award of the degree of BSc Ordinary Degree in Medical Science students must have obtained 360 credit points from passes (or recognition of prior learning). The overall curriculum must include at least: 240 credit points in courses listed in Medicine and Veterinary Medicine Schedule T, Science and Engineering Schedules K-Q and from subject areas Language Sciences and Psychology in Schedule I; 200 credit points at SCQF level 8, 9 or 10; 80 credit points at SCQF level 9 or 10 in the Schedule T. The courses at SCQF level 9 or 10 are the compulsory or optional courses as indicated in 'Normal Year Taken' (NYT) 3 and 4 of the Honours Degree Programme Table, subject to further restrictions and recommendations that may appear in the School Programme Guide.

D College of Science and Engineering Undergraduate Degree Regulations: Degree Specific Regulations

100. These degree programme requirements relate to undergraduate programmes in the College of Science and Engineering. They are additional to, and should be read in conjunction with, the General Undergraduate Degree Regulations above, which apply to **all** undergraduate programmes, unless otherwise stated.

Qualifications

Bachelor of Science General Degree*

101. For the award of the degree of BSc (General) students must have obtained 360 credit points including at least:

- (a) 180 credit points in courses listed in the School collections of Schools in the College of Science and Engineering.
- (b) 200 credit points at SCQF levels 8, 9 or 10;
- (c) 60 credit points at SCQF level 9 or 10;
- (d) 30 credit points at SCQF level 9 or 10 in courses listed in the School collections of Schools in the College of Science and Engineering.

*The Bachelor of Science: General Degree will not be available to students entering the University from 2012/13 onwards

Bachelor of Science Ordinary Degree in a Designated Discipline or Combined Disciplines

102. To qualify for the award of the BSc Ordinary Degree in a Designated Discipline or Combined Disciplines students must have obtained 360 credit points (or recognition of prior learning, acceptable under General Undergraduate Regulations). The overall curriculum (including any concessions) must have met the requirement for entry to Senior Honours in that Discipline or Combined Disciplines as indicated in years 3 and 4 of the Honours Degree Programme Table, subject to further restrictions and recommendations that may appear in the appropriate School Programme Guide (excluding the requirement for the Honours courses to have been passed at the first sitting, and excluding any elevated hurdles or prerequisites for Honours.)

For those programmes where there is a Schedule of level 9 courses specifically for Ordinary Degrees then the level 9 course may be substituted for the related level 10 course in the DPT for the purpose of eligibility for the Ordinary Degree in a Designated Discipline.

103. The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc, BEng, MA, or Integrated Masters (e.g. MPhys, MInf) Honours degree and with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

- (a) subject specialisations for the BSc Biological Sciences, where the Designated Discipline will be Biological Sciences, i.e. without the subject specialisation;

- (b) subject specialisations within the School of Chemistry, where the Designated Discipline will be either Chemical Sciences or Chemical Sciences with Industrial Experience. The latter may be awarded to students who successfully complete the industrial experience component of the corresponding MChem programme;
- (c) subject specialisations within the discipline of Ecological Science, where the Designated Discipline will be Ecological Science, i.e. without the subject specialisation.

104. In the case of Combined Degree programmes, the Examiners will recommend the award of the BSc Ordinary Degree in single (see requirement 4 above) or combined disciplines in order to best reflect the achievements of the individual student.

Degree of Bachelor of Medical Sciences

105. The Degree Programme Requirements of the Bachelor of Medical Sciences and Bachelor of Science (Veterinary Sciences) are in the College Undergraduate Regulations of the College of Medicine and Veterinary Medicine.

Professional requirements: School of Engineering

106. An Honours student who is eligible for progression or for the award of an Honours degree by the University regulations but who fails an Honours course, for which a pass is required for reasons associated with breadth of professional knowledge and/or the stipulation(s) of one or more of the Professional Accreditation bodies, will be required to “resit for professional purposes” the examination and/or resubmit the course work in the August diet following. However, the first (fail) mark will be recorded for the Honours degree classification.

107. Should the resit or resubmission still fail to achieve a pass, the student will not be eligible to progress or graduate with Honours. In such cases, the student will be required to interrupt for a year and take a further “resit for professional purposes”. A final year student requiring “resit(s) for professional purposes” will be ineligible for the degree of Bachelor of Engineering with Honours / Master of Engineering with Honours until such time as the necessary passes at “resit for professional purposes” are achieved, but may be eligible for the award of the degree of Bachelor of Science (Ordinary) in a Designated Discipline. The maximum number of attempts will be the same as the number normally allowed by undergraduate assessment regulations.

108. It will be for each Discipline within the School of Engineering to identify “courses for which a pass is required...”. This may be done on the basis of individual courses, and/or on the basis of an aggregate. The requirements for each Discipline will be stated in the Degree Programme Handbook.

2. These Regulations, including Assessment Regulations (2012/2013), shall apply to degrees as set out in appendix 1 of this Resolution.

3. This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with undergraduate regulations and assessment regulations for degrees set out in appendix 1 and specifically revokes Resolution 18/2011.

4. This Resolution shall come into force with effect from the commencement of the 2012/2013 academic session on 1 August 2012.

For and on behalf of the University Court

K A WALDRON

University Secretary

Degrees covered by these Regulations

College of Humanities and Social Science

General Degree of Master of Arts
General Degree of Master of Arts with Honours
Degrees of Master of Arts with Honours
Bachelor of Arts in Humanities and Social Science
Bachelor of Music
Bachelor of Music with Honours
Bachelor of Music Technology
Bachelor of Music Technology Honours
Bachelor of Arts (Health Studies)
Bachelor of Arts (Health Studies) with Honours
Bachelor of Nursing with Honours
Bachelor of Science (Social Work)
Bachelor of Science (Social Work) with Honours
Bachelor of Arts
Bachelor of Arts with Honours
Bachelor of Architecture
Bachelor of Architecture with Honours
Master of Arts (Architecture) with Honours
Master of Arts (Architecture in Creative and Cultural Environments) with Honours
Bachelor of Divinity
Bachelor of Divinity (Honours)
Bachelor of Arts (Divinity)
Master of Arts (Divinity) with Honours
Bachelor of Arts Religious Studies
Master of Arts Religious Studies with Honours
Bachelor of Arts (Community Education)
Bachelor of Arts (Community Education) with Honours
Bachelor of Arts (Education Studies)
Bachelor of Arts (Childhood Practice)
Bachelor of Education (Design and Technology) with Honours
Bachelor of Education (Physical Education) with Honours
Bachelor of Education (Primary Education) with Honours
Bachelor of Science (Applied Sport Science)
Bachelor of Science (Applied Sport Science) with Honours
Bachelor of Science (Environmental Archaeology) with Honours
Bachelor of Science (Sport and Recreation Management)
Bachelor of Science (Sport and Recreation Management) with Honours
Bachelor of Science (Psychology) with Honours
Bachelor of Laws
Bachelor of Laws with Honours
Bachelor of Medical Sciences with Honours

College of Science and Engineering

Bachelor of Science: General Degree, Ordinary degree in a designated discipline and Honours degree
Bachelor of Engineering with Honours
Degrees of Master of Arts with Honours

Master of Chemistry with Honours
Master of Chemical Physics with Honours
Master of Earth Science with Honours
Master of Engineering with Honours
Master of Mathematics with Honours
Master of Physics with Honours
Master of Informatics with Honours
Bachelor of Medical Sciences with Honours

College of Medicine and Veterinary Medicine

Bachelor of Medicine and Bachelor of Surgery
Bachelor of Veterinary Medicine and Surgery
Bachelor of Science (Medical Sciences)
Bachelor of Science (Medical Sciences) with Honours
Bachelor of Science (Biomedical Sciences)
Bachelor of Science (Biomedical Sciences) with Honours
Bachelor of Science (Oral Health Sciences)
Bachelor of Science (Oral Health Sciences) with Honours
Bachelor of Science (Veterinary Science)
Bachelor of Science (Veterinary Science) with Honours
Bachelor of Medical Sciences
Bachelor of Medical Sciences with Honours

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 21/2012

Postgraduate Degree Programme Regulations

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Postgraduate Degree Regulations, including Assessment Regulations (2012/2013);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations including Assessment Regulations (2012/2013):

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 and 8 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Postgraduate Degree Regulations are hereby set out:

Introduction

Compliance

1. The degree programme regulations define the types of award, their key characteristics, and their grounds for award. These regulations apply to all categories of postgraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations and the University's Taught Assessment Regulations for the current academic session:

www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

2. Every student must comply with the detailed requirements of the curriculum for the degree as set out in the appropriate Degree Programme Table, the programme handbook, the courses of study, the order in which courses are attended and the assessment for the programme, which are published in the University Degree Regulations and Programmes of Study.

3. When selecting courses, students must comply with the pre-requisite, co-requisite and prohibited combination requirements shown in the Degree Programme Table, unless a concession is approved by the relevant Head of College.

Codes of Practice

4. The degree regulations are supported by the following Codes of Practice:

- Code of Practice for Supervisors and Research Students
- Code of Practice for Taught Postgraduate Programmes

<http://www.ed.ac.uk/schools-departments/academic-services/policies-regulations/codes>

These Codes of Practice, although not regulatory, provide essential information for staff and students.

SCQF Consistency

5. The University's postgraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF, <http://www.scqf.org.uk/>) unless an exemption has been approved by the Curriculum and Student Progression Committee or the award is not included in the SCQF.

Authority Delegated to Colleges

6. In exceptional circumstances a concession to allow relaxation of a specific regulation may be granted by the appropriate Head of College. Where the Head of College does not have authority to award a particular concession then the Curriculum and Student Progression Committee may award the concession. Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their Schools as to the appropriate point of contact, and must not approach the Head of College direct.

Fitness to Practise

7. The relevant College's Fitness to Practise Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College's Fitness to Practise Committee, irrespective of his/her performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld. An appeal against this decision may be submitted to the University's Fitness to Practise Appeal Committee:

http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Fitness_to_Practise.pdf

Disclosure

8. Students must comply with the University's Student Disclosure Assessment process to ensure that students do not pose a risk to those with whom they interact during their students, in particular, vulnerable groups.

[http://www.ed.ac.uk/polopoly_fs/1.7201!/fileManager/Code%20of%20Practice%20for%20Student%20Criminal%20Convictions%20and%20Disclosure%20Assessment%202011%20\(3\).pdf](http://www.ed.ac.uk/polopoly_fs/1.7201!/fileManager/Code%20of%20Practice%20for%20Student%20Criminal%20Convictions%20and%20Disclosure%20Assessment%202011%20(3).pdf)

Postgraduate Awards and Degree Programmes

9. The University awards the following types of postgraduate degrees, diplomas and certificates, with the credit points required as listed below. The University's postgraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF, <http://www.scqf.org.uk/>) unless an exemption has been approved by the Curriculum and Student Progression Committee. The credit levels required for each programme are specified within the appropriate Degree Programme Table.

General Postgraduate Certificate Postgraduate Certificate in a named subject discipline	60 credits
General Postgraduate Diploma Postgraduate Diploma in a named subject discipline	120 credits
Masters in a named subject discipline Master of a named discipline	180 credits
Masters in a named subject discipline Master of a named discipline	240 credits
Masters by research MPhil, MLitt, MMus, ChM	180 credits 240 credits
Doctorate	540 credits
MD, DDS, DVM&S* Doctor of a named discipline	*Note: these awards are not included in the SCQF therefore a credit value has not been included here

A General Postgraduate Degree Regulations

Late Admission

10. No student will be admitted to a postgraduate degree, diploma or certificate programme or a course that is part of their programme more than two weeks after their given start date without the permission of the Head of College. A student who leaves a course after six weeks will be deemed to have withdrawn and the course enrolment remains on the student's record.

Part-time Study

11. Some postgraduate degree programmes may be pursued by part-time study on either a continuous or intermittent basis. Requirements for progression through individual programmes of study are shown in the relevant Degree Programme Table and/or programme handbook. For students registered for part-time study, the College will impose such conditions as it requires ensuring adequate academic contact between the student and the appropriate School within the University.

Registration for University Staff

12. Members of the University staff may only be registered for part-time study.

Conflicting Studies

13. Students at this University must not, except in exceptional cases and with the permission of the Head of College, undertake any concurrent credit bearing studies in this (or in any other) institution other than the one for which they are registered in this University.

Applicants Awaiting Results

14. Applicants for postgraduate study may be studying at this or another institution just prior to the start of their postgraduate studies. Such applicants must have finished these studies before the start of the programme to which they have an offer.

15. If successful completion of this prior study is a requirement of admission, applicants are expected to provide evidence of achievement before the start of the programme. Applicants may be admitted pending formal confirmation of success, but if they do not provide appropriate evidence by the end of Week 4 of Semester 1 they will be formally excluded from their studies at the University of Edinburgh.

Consecutive Registration

16. At the time of application, Masters by Research applicants may be invited to be registered for consecutive Masters by Research, followed by PhD study within the same School. This option may not be available in all Schools. Depending on the outcome of assessment the student will be invited to follow one of three routes:

- (a) Start First Year of Doctoral Programme. If successful in the Masters by Research programme, the student graduates and also registers in the next academic session on the first year of the doctoral programme. With the approval of College, a student may submit his/her doctoral thesis up to 12 months before the end date of the doctoral prescribed period of study; or
- (b) Start Second year of Doctoral Programme. Prior to the completion of the masters dissertation, the School is content that the quality of the student's work merits treating the masters year as the first year of doctoral study. No dissertation is submitted, no masters degree is awarded, and the student registers in the next academic session on the second year of the doctoral programme; or
- (c) Graduate with Masters by Research Degree and Exit. If successful in the Masters by Research programme, the student graduates and permanently withdraws.

Recognition of Prior Learning (RPL)

17. The College has power to recognise a student's prior learning. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. Colleges can approve RPL for research programmes up to a maximum of 360 credits. The maximum number of credits that the Colleges will grant RPL for taught programmes is:

- College of Humanities and Social Science: one-third of the total credits for the award, i.e. 20 credits for a certificate; 40 credits for a diploma; and 60 credits for a master's;
- College of Medicine and Veterinary Medicine: one-third of the total credits for the award, i.e. 20 credits for a certificate; 40 credits for a diploma; and 60 credits for a master's; and
- College of Science and Engineering: a maximum of 40 credits for a master's; no RPL credit are awarded for certificate or diplomas.

18. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. See also, the University's Admissions Policy: http://www.ed.ac.uk/polopoly_fs/1.50158!/fileManager/University%20of%20Edinburgh%20Admissions%20Policy%202010.pdf

19. University of Edinburgh courses which have a substantial curriculum overlap with any of the courses that contributed to a student's admission on the basis of RPL will not count towards the student's degree programme.

20. Credit points awarded for entry with RPL will not contribute to a student's progression within their University of Edinburgh study.

Attending courses not for credit

21. Students may attend courses on a class-only basis (i.e. not for credit), with the approval of the Programme Director and, where relevant, the supervisor. Decisions will be based on the overall load (credit and non-credit bearing) on the student in the year. The additional credits must not be more than one-third of the scheduled number of credits for the year.

Credit Award

22. A student who has previously submitted a body of work for one course must not submit the same work to attempt to achieve academic credit through another course.

23. A student cannot, except under recognition of prior learning or application for associated postgraduate diploma or masters, achieve an award comprising academic credit that contributed (or will contribute) to another award.

Transfer to another Programme

24. College may permit programme transfer in appropriate circumstances. When such permission is granted, the student shall, in addition to satisfying the requirements for the degree to which transfer is made, pursue such further courses of study as the College may require.

Attendance and Participation

25. Students must attend and participate as required in all aspects of their programme of study. This includes being available for assessment, meeting programme directors and

supervisors face-to-face, and examination. The Degree Programme Table sets out programme requirements for on-campus study, placements and distance learning.

26. During a period of study, including authorised interruptions of study and leave of absence, it is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by his or her funding or grant authority, are met. Current students must check their MyEd and University email account frequently for communications from the University.

Leave of Absence

27. For students not on distance learning programmes, leave of absence to undertake study away from Edinburgh requires College approval after consideration of an application by the student's supervisor or programme director. The College will define how all absences will be approved and recorded.

Interruptions of Study

28. A student may apply for an Interruption of Study, and it may be authorised by the Head of College if there is a good reason. Students must provide evidence to support their applications. Any one period of authorised interruption of study will not exceed one year and the total period of authorised interruption of study will not exceed 100% of the prescribed period of study, unless authorised by the Head of College.

Extensions of Study

29. A student must complete the requirements of the degree programme within the maximum period of study. In exceptional circumstances, a student may apply through the supervisor and school postgraduate director to the college for an extension and it may be authorised by the Head of College if there is good reason. The student must provide evidence to support their application. The College may extend a student's period of registration by up to two years. Extensions beyond this time are not permitted.

Withdrawal and Exclusion

30. Any student may withdraw permanently from his/her programme of study at any point in the year. Students may be excluded for unsatisfactory academic progress. The College will follow the procedure for Withdrawal and Exclusion from Studies: http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Withdrawal_Exclusion_from_Study.pdf

ADDITIONAL REGULATIONS FOR DOCTORAL AND MPhil DEGREES BY RESEARCH

Supervision

31. Each student will work under the guidance of at least two supervisors appointed by the College. There are two types of supervisory arrangement: Principal Supervisor plus Assistant Supervisor (or supervisors if more than one), and Co-Supervisors, one of whom is designated the Lead Supervisor. The former option is the usual arrangement, but the latter

option may be chosen when it is clear that the student's work involves interdisciplinary research.

- (a) At least one supervisor (the Principal/Lead Supervisor) must be appointed prior to registration, and the other should be appointed within two months of the programme start date.
- (b) The Principal/Lead Supervisor is responsible to the School's Postgraduate Director for the duties set out in the Code of Practice for Supervisors and Research Students, and must be:
 - a salaried member of the academic staff of the University; or
 - a non-academic member of staff employed by the University who has appropriate expertise in research; or
 - an honorary member of staffThe nomination of non-academic or honorary members of staff to act as Principal/Lead Supervisor for a stated period must be specifically approved by the College. In appropriate cases the other supervisor(s) may not need to be a member of the staff of the University, provided s/he assumes his/her supervisory duties in accordance with university regulations and requirements.
- (c) Supervisors must maintain regular contact with their students who, in turn, have a responsibility to make themselves available at times agreed with their supervisors.
- (d) In certain circumstances when the student is working full time in an Associated Institution the Principal/Lead Supervisor may, if the College Committee with responsibility for postgraduate research matters approves, be a full-time employee of the Associated Institution. In such a case the assistant supervisor(s) must be a University employee. A Principal/Lead Supervisor who is a member of an Associated Institution has exactly the same responsibilities as one working within the university.
- (e) Students, including those on leave of absence, must maintain frequent contact with their supervisor as and when required and at least twice in each three month period.

The Prescribed Period of Study

32. The University defines the prescribed period of study for each authorised programme. These are as follows, unless the Curriculum and Student Progression Committee (CSPC) has approved a different prescribed period of study for the programme. The prescribed period of study for each programme is recorded in the offer of admission.

- Postgraduate Certificate:
 - The period of study prescribed for **full-time** students is 4 months. This period may not be reduced.
 - The period of study prescribed for **part-time continuous** students is 12 months. The College may reduce this by up to 4 months.
 - The period of study prescribed for **part-time intermittent** students is 24 months. The College may reduce this by up to 8 months.
- Postgraduate Diploma:
 - The period of study prescribed for **full-time** students is 9 months. This period may not be reduced.

- The period of study prescribed for **part-time continuous** students is 24 months. The College may reduce this by up to 8 months.
- The period of study prescribed for **part-time intermittent** students 48 months. The College may reduce this by up to 16 months.
- Postgraduate Masters:
 - The period of study prescribed for **full-time** students is 12 months. This period may not be reduced.
 - The period of study prescribed for **part-time continuous** students is 36 months. The College may reduce this by up to 12 months.
 - The period of study prescribed for **part-time intermittent** students is 72 months. The College may reduce this by up to 24 months.
- Postgraduate Doctoral and MPhil:
 - The period of study prescribed for **full-time** PhD students is 36 months (MPhil 24 months).
 - The period of study prescribed for **part-time** PhD students is 72 months (MPhil 48 months).
 - Members of the University staff and students holding a PhD research appointment under the auspices of the University may be registered for a minimum period of 36 months part-time (MPhil 24 months part time) . Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 36 months part-time (MPhil 24 months part time).
 - For full-time students the College may reduce the prescribed period by up to three months (two months for MPhil). The College may reduce the prescribed period by up to 36 months for part-time PhD students (24 months for part-time MPhil). Reductions to the prescribed period are not available to those members of staff who are registered for the minimum period of 36 months (24 months part-time MPhil).

Request for Reinstatement

33. A student who has been excluded for unsatisfactory academic progress may ask the College to reinstate his/her registration at a later date to permit examination of a completed thesis. The College will decide whether or not a student should be reinstated, and factors such as the passage of time and its implications for the topic of study will be taken into account. The student must provide good reason for the previous failure to complete. If, exceptionally, reinstatement is approved, the student's thesis will be examined in accordance with the Postgraduate Assessment Regulations for Research Degrees, subject to payment of a reinstatement and examination fee.

Transfers from Another Institution

34. The research studies of students who apply to transfer from another institution in order to study for the doctoral or MPhil degree of the University of Edinburgh may be counted towards the prescribed period of study for the degree. In such cases the prescribed period of study at the University of Edinburgh must be at least 12 months.

Collaborative Degrees

35. The University of Edinburgh and one or more partner universities can collaboratively offer a research degree programme. This can be awarded jointly. The University maintains a repository of approved collaborative degrees.

FOUNDATIONS FOR THE AWARD OF DOCTORAL AND MPhil RESEARCH DEGREES

Demonstration by Thesis and Oral Exam

36. The student must have demonstrated by the presentation of a thesis and/or portfolio and by performance at an oral examination that the student is capable of pursuing original research making a significant contribution to knowledge or understanding in the field of study, relating particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way. Orals for re-submission may be waived by the Head of College.

Thesis Length – Word Count

37. The thesis must not exceed a maximum word count. There is no minimum word count.

- The PhD thesis must not exceed 100,000 words in CHSS and CMVM.
- The PhD thesis must not exceed 70,000 words in SCE.

The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

Additional Thesis Considerations

38. Taught professional doctorates will have additional entrance, curriculum and examination requirements. Information is provided in relevant Degree Programme Tables and programme handbooks. Students will be required to successfully complete the taught component, submit the thesis and/or portfolio and fulfil any placement requirements.

MPhil by Research

39. The student must have demonstrated by the presentation of a thesis and/or portfolio and by performance at an oral examination (unless, due to exceptional circumstances, this is waived) that the student is capable of pursuing original research making a significant contribution to knowledge or understanding in the field of study, relating particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way.

- The thesis must not exceed a maximum word count. There is no minimum word count.
- The thesis must not exceed 60,000 words in CHSS and CMVM. The thesis must not exceed 50,000 words in SCE. The thesis for the MPhil in Fine Art must not exceed 30,000 words.

- In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

PhD (by Research Publications)

40. Applicants must be either graduates of the University of Edinburgh of at least five years' standing; or members of staff of the University of Edinburgh or of an Associated Institution of not less than three years' standing. Permission to register will not be granted to applicants who are in a position to submit for the PhD by dissertation or who already possess a PhD. Applicants must have been active postgraduate researchers in their field of expertise for a minimum of five years, and they must not submit material published more than ten years prior to the date of registration.

41. The portfolio submitted for the PhD by Research Publications must demonstrate a substantial and coherent body of work which would have taken the equivalent of three years of full-time study to accomplish. The portfolio must demonstrate original research and make a significant contribution to knowledge or understanding in the field of study, and is presented in a critical and scholarly way.

42. Applicants must apply to the relevant College for approval of their candidature. Applicants are required to submit their published work, together with a 500-word abstract and a general critical review of all their submitted work. If College approves registration, it will appoint an adviser to guide the student on the selection, coherence and quality of the portfolio of research work, the abstract and critical review.

43. The portfolio of published work must consist of either one or two books or at least six refereed journal articles or research papers, which are already in the public domain. The total submission, including the critical review should not exceed 100,000 words.

- The critical review must summarise the aims, objectives, methodology, results and conclusions covered by the work submitted in the portfolio. It must also indicate how the publications form a coherent body of work, what contribution the student has made to this work, and how the work contributes significantly to the expansion of knowledge. The critical review must be at least 10,000 words, but not more than 25,000 words in length.
- Students must either be the sole author of the portfolio of published work or must be able to demonstrate in the critical review of the submitted work that they have made a major contribution to all of the work that has been produced by more than one author.

ADDITIONAL REGULATIONS FOR POSTGRADUATE TAUGHT DEGREES AND MASTERS BY RESEARCH, POSTGRADUATE DIPLOMAS AND POSTGRADUATE CERTIFICATES

44. These regulations may be supplemented by certain programme-specific regulations for degrees offered in collaboration with other institutions.

Period of Study

45. The period of study is defined in the Degree Programme Table. This period may not be reduced, and may be extended only in exceptional circumstances.

Assessment

46. Students must comply with any assessment requirements specific to their degree programme and the University's taught or research (as appropriate) assessment regulations for the current academic session: <http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations>

Masters by Research degrees only

47. In addition to any requirements as detailed in the relevant Degree Programme Table, the student must have demonstrated by the presentation of a dissertation and/or portfolio that they are capable of pursuing research, or a critical survey of knowledge in the field of study, or both combined with a satisfactory plan for a more advanced research project. The research must demonstrate competence, knowledge and be presented in a critical and scholarly way. The assessed work, including the dissertation must not exceed 30,000 words. The dissertation must be at least 60 credits out of the total 180 SCQF level 11 credits required for the award of the degree.

Application for Associated Postgraduate Diploma or Masters

48. A candidate who already holds a postgraduate certificate or diploma from the University of Edinburgh may be permitted by the appropriate Head of College to apply for the associated postgraduate diploma or masters degree, provided that not more than five years have elapsed between his or her first graduation and acceptance as a candidate for the subsequent award. Such a candidate will be required to achieve further credit points, as deemed appropriate by the Head of College.

POSTHUMOUS AWARDS

49. Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the College and approved by the Curriculum and Student Progression Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

AEGROTAT AWARDS

50. In exceptional circumstances Senatus may authorise the conferment of *aegrotat* degrees to taught postgraduate students. Each such conferment requires a proposal from the relevant College to be approved by the Curriculum and Student Progression Committee. An *aegrotat* degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond his or her control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree *aegrotat*.

B College of Humanities and Social Science Postgraduate Degree Regulations: Degree Specific Regulations

Doctor of Clinical Psychology (DClinPsychol)

51. The degree specific regulations are:
- i. **Grounds for Award.** Awarded on successful completion of supervised clinical practice, written examination, assessed essay and research portfolio, including thesis, small-scale research projects and experimental case reports.
 - ii. **Mode of Study and Prescribed Period of Study.** The programme can be taken on a full-time or mixed full-time/part-time basis, but the first year is taken on a full-time basis only. The prescribed period of study is 36 months full-time, or between 48 and 60 months on a mixed full-time/part-time basis.
 - iii. **Thesis Length.** The thesis must not exceed 30,000 words unless, in exceptional cases, the college has given permission for a longer thesis.

Doctor of Psychotherapy (DPsychotherapy)

52. The degree specific regulations are:
- (a) **Placement.** Students will undertake a practice placement, consisting of 300 hours of supervised counselling practice and 60 hours of counselling supervision.
 - (b) **Thesis Length** The thesis will be between 35,000 and 45,000 words in length unless in exceptional cases the college has given permission for a longer thesis.
 - (c) **Resits.** A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement if in the opinion of the Board the failure was attributable to illness, hardship or other relevant circumstances beyond the student's control. A repeat placement is to be completed within a further 24 months.
 - (d) **Recognition of Prior Learning (RPL).** In the case of formal, certificated study, up to 60 credits of prior learning at SCQF level 11 may be recognised. In the case of non-certificated study, up to 20 credits of prior learning may be recognised.

Doctor of Education (EdD)

53. The degree specific regulations are:
- (a) **Grounds for Award.** The degree of EdD may be awarded on the basis of successful completion of assessed essays, a research project and a thesis.
 - (b) **Prescribed Period of Study.** The prescribed period of study is 60 months part-time, but this may be increased to a maximum of 72 months.
 - (c) **Thesis Length.** The thesis length should be no more than 75,000 words.

PhD in Composition in Music

54. **Grounds for Award.** The student must compose to a high creative level as demonstrated both by the student presenting a portfolio of compositions as well as attendance at an oral examination. The portfolio of compositions must comprise original work which:

- (a) is suitable for professional performance and worthy of publication;
- (b) shows competence in the ancillary technical skills appropriate to the chosen style;
- (c) contains material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study;
- (d) is presentationally satisfactory & intelligible to any musician who might have to use it.

55. The portfolio of compositions should include at least one major and extended work, except where a shorter submission may be accepted in the case of electronic compositions. If a substantial part of the portfolio was completed before registration for the degree, the student should indicate this and identify the part of the portfolio so completed.

PhD(eca) – submission by portfolio

56. The degree specific regulations, when a student is submitting for award of PhD(eca) by means of a portfolio of artifacts, artworks and other practice-based outputs, are:

- (a) The portfolio of artifacts or artworks must comprise original work of a high creative level which is worthy of public exhibition and also an integral part of the original contribution to knowledge made by the overall work of the candidate submitted in fulfillment of the requirements of the PhD. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
- (b) The portfolio of artifacts and artworks will be accompanied by a thesis of not more than 40,000 words (including bibliography and footnotes but excluding appendices).

MPhil(eca) – submission by portfolio

57. The degree specific regulations, when a student is submitting for award of MPhil(eca) by means of a portfolio of artifacts, artworks and other practice-based outputs, are:

- (a) The portfolio of artifacts or artworks must comprise original work of a high creative level worthy of public exhibition. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of two years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
- (b) The portfolio of artifacts or artworks should normally be accompanied by a thesis of not more than 20,000 words (including bibliography and footnotes but excluding appendices).

Master of Fine Art

58. The Master of Fine Art is gained upon the successful completion of 240 Credits at SCQF Level 11. The degree specific regulations are:

- (a) **Grounds for Award.** Students will be assessed by a combination of practical studio work with theoretical and written studies, including professional practice elements.
- (b) **Prescribed Period of Study.** The period of study will be 21 months full-time.

Master of Social Work/Diploma in Social Work (MSW/DipSW)

59. The degree specific regulations are:

- (a) **Grounds for Award.** Students will undertake two practice placements
- (b) **Prescribed Period of Study.** The period of study will be 21 months full-time.
- (c) **Re-Sit Options.** A student who fails a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment requirements. A student who fails a practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement.

Master of Chinese Studies (MCS)

60. The degree specific regulations are:

- (a) **Grounds for Award.** Students will be assessed by essays, examinations, a placement report and a dissertation. An oral examination will be required in the Chinese language and may be required for other courses. Provided that the dissertation reaches a postgraduate diploma standard, it may be revised in order to reach the masters level within a further maximum period of three months. Students must work in the University of Edinburgh and in a Chinese institution approved by the Programme Director.
- (b) **Prescribed Period of Study.** The period of study will be between 24 and 36 months, full-time.

Master of Teaching

61. The degree specific regulations are:

- (a) **Mode of Study and Prescribed Period of Study.** The period of study is between 36 and 60 months part time.
- (b) **Recognition of Prior Learning.** The total number of exemptions which may be granted for any student is 90 credits.
- (c) **Grounds for Award.** Students will be assessed directly or synoptically on each course taken. In accordance with the national guidelines, courses are assessed on a pass/fail basis. Students who fail a course will be permitted a further attempt to pass

the assessment of that course within three months of the result being made known to the student.

Diploma in Educational Leadership and Management/Scottish Qualification for Headship Programme

62. The degree specific regulations are:

- (a) **Grounds for Award.** Students will be assessed on each course through coursework (assignments, portfolios, reports and oral assessments) and through school visits by SQH field assessors in the case of course 5. In accordance with the national agreement all courses are assessed only on a pass/fail basis. Students who fail a course will be permitted one further attempt to pass the assessment of that course within six weeks of the result being made known to the student.
- (b) **Mode of Study and Prescribed Period of Study.** The programme is available by part-time study only, and the period of study is between 27 and 60 months.

Master of Counselling/Diploma in Counselling (MCouns/DipCouns)

63. The degree specific regulations are:

- (a) **Grounds for Award.** Students will undertake a practice placement, consisting of at least 150 hours of supervised counselling practice and 30 hours of counselling supervision.
- (b) **Mode of Study and Prescribed Period of Study.** The period of study will be 24 months full time or 48 months part-time. Each student must complete the requirements of the degree before the expiry of a further 12 months.
- (c) **Re-Sits.** Students who fail a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment. A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 24 months.

MSc/Dip in Arab World Studies

64. The degree specific regulations are:

- (a) **Collaboration.** The 2-year programme is collaborative, between the universities of Edinburgh, Durham and Manchester, and is funded through the ESRC. The first year of study for all students is taken at Edinburgh. An intensive course is taken in an Arab country during the summer, followed by year two at the primary institution.
- (b) **Progression.** Progression from Year 1 to Year 2 will be decided by the University of Edinburgh's Board of Examiners, after completion of the taught element, and before the students commence their summer placement in an Arab country. Decisions on progression to Year 2 will be conditional on each student's satisfactory completion of the period of residence abroad.

MSc in Architectural Facilities Management (Distance Learning)

65. **Mode of Study and Prescribed Period of Study.** The programme is collaborative with Heriot Watt, delivered by distance learning over a period of 48 to 84 months. Each institution will provide 60 credits of teaching material in addition to a dissertation of 60 credits.

Postgraduate Certificate in Democracy and Public Policy (Edinburgh Hansard Research Scholars Programme)

66. The degree specific regulations are:

(a) **Mode of Study and Prescribed Period of Study.** The period of study is 13 weeks full time.

(b) **Assessment Type.** Students will be assessed on each unit through coursework, examination and a research project linked to a placement. All units are assessed only on a pass/fail basis. Students who fail a unit will be permitted one further attempt to pass the assessment of that unit within six weeks of the result being made known to the student.

MSc in Architectural Project Management

67. **Mode of Study and Prescribed Period of Study.** The programme is delivered by distance learning over a period of 48 to 84 months. Each institution will provide 60 credits of teaching material in addition to a dissertation of 60 credits.

MSc in Advanced Sustainable Design (mixed mode)

68. **Mode of Study and Prescribed Period of Study.** The programme is delivered on campus and by distance learning over a period of 24 months (mixed mode).

PhD in Creative Music Practice

69. **Grounds for Award.** The degree is assessed on a single output that consists of two components:

(a) A text of not more than 50,000 words; and

(b) A portfolio, performance(s), recording(s), and/or other musical output containing original or interpreted pre-existing works such as composition, installation, sound design, interactive music software etc. Such work would be supported by documentation of the process (e.g. video, photographs, recordings, sketches, studies, web pages) by which it was made.

PhD in Trans-Disciplinary Documentary Film

70. **Grounds for Award.** There are three possible variations for final submission, which combine the submission of audio-visual material and a thesis:

(a) audio-visual material to a maximum of 1 hour documentary film or 100 photographs, plus an extended critical essay of 25,000 - 30,000 words; or

- (b) audio-visual material to a maximum of 40 minutes documentary film or 70 photographs, plus an extended critical essay of 45,000 - 50,000 words; or
- (c) audio-visual material to a maximum of 20 minutes documentary film or 40 photographs, plus an extended critical essay of 65,000 - 70,000 words.

PhD in Architecture by Design

71. The thesis for the PhD in Architecture by Design must not exceed 50,000 words. In addition to the thesis the student will be required to submit a body of design work including studies, sketches and maquettes, which will be fully integrated with the text and presented in a format which can be archived.

Master of Architecture

72. **Grounds for Award.** The programme will be delivered by a series of advanced level design exercises and projects, engaging with structural, environmental, cultural, theoretical and aesthetic questions. Students must pass the Academic Portfolio for exemption from ARB/RIBA Part 2.

Master of Public Policy (MPP/DipPP), PG Dip and PG Cert of Public Policy

73. The degree specific regulations are:

- (a) **Prescribed Period of Study - Masters.** The period of study is 15 months.
- (b) **Prescribed Period of Study – PG Dip and PG Cert.** Students on the PG Certificate in Public Policy may complete this full-time over 4 months or part-time over a two year period. On successful completion of the PG Certificate, students may transfer to the PG Diploma in Public Policy (within a three year time period). Students on the PG Diploma in Public Policy may complete this full-time over 9 months or part-time over a four year period. On successful completion of the PG Diploma, students may transfer to the Master Public Policy programme (within a three year time period).
- (c) **Grounds for Award.** Students will complete a compulsory programme of courses in the first and second semesters, comprising eight 15-credit courses, and a three-month placement in a policy organisation on which the Capstone Project/dissertation will be based. Students who decide not to complete the Capstone Project may, at the discretion of the College, be awarded a Postgraduate Diploma in Public Policy.
- (d) **Resits.** Students who fail a unit of academic assessment other than the Capstone Project on the first occasion may be allowed one further attempt to complete the assessment.
- (e) **Placement.** A student who fails the placement component of the Capstone Project may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 12 months.

Diploma in Professional Legal Practice

74. The degree specific regulations are:

- (a) **Grounds for Award.** Students must pass all of the core courses and three elective courses to be awarded the Diploma in Professional Legal Practice. Attaining a mark of 50% or more in the assignments, participation and attendance gives exemption from sitting the examination in Company and Commercial, Financial Services and Related Skills and Professional Responsibility.
- (b) **Assessment Type.** Students will be assessed in writing in each course of the curriculum. Students may only present themselves for examination in a course if they have been certified as having given regular attendance and having successfully completed the requisite work of the class in that course. Students may be permitted a single re-sit examination for each course of the curriculum in which they have failed.

C College of Medicine and Veterinary Medicine Postgraduate Degree Regulations: Degree Specific Regulations

Professional Masters

Master of Clinical Dentistry (MClin Dent) (Orthodontics/ Paediatric Dentistry/ Prosthodontics/ Oral Surgery)

75. Students will pursue an integrated programme of teaching and taught clinical practice. Work for an independent research dissertation will commence during the first year and will be spread over the duration of the programme. Students may be given the opportunity of one resit attempt for the theoretical and practical components. Students who, after resit examinations, have an aggregate mark of less than 40% for the first year will be excluded. The independent research component will be assessed by examination of the written dissertation and subsequent oral examination. The opportunity to resit does not apply to the dissertation.

Masters in Surgical Sciences (MSc)

76. Students may be given the opportunity of one resit attempt for their final written examinations at the end of their year 1 and /or year 2, if they have failed their first attempt. If they pass the resit they will be awarded the Postgraduate Certificate (Year 1) or Postgraduate Diploma (Year 2); they will not progress into Year 3 (Masters Year)."

Master of Surgery (ChM)(General Surgery/Trauma and Orthopaedics/Urology)

77. The ChM is a two year SCQF level 12 programme worth 120 credits.

Masters in Transfusion, Transplantation and Tissue Banking (MSc)

78. Students may be given the opportunity of one resit attempt for their final written examinations at the end of their year 2, if they have failed their first attempt.

Professional Higher Degrees

Doctor of Medicine (MD)

79. An applicant for the degree of Doctor of Medicine (MD) must hold a qualification which is registrable with the General Medical Council and must have been engaged since graduation for at least one year either in scientific work bearing directly on the applicant's profession, or in the practice of Medicine or Surgery, and will perform their work in the South East of Scotland, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh or an Associated Institution or an NHS establishment.

80. The grounds for the award of the degree of MD are:

- (a) A student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
- (b) the thesis must deal with one or more of the subjects of study in the curriculum for the degrees of MB ChB of the University or with subjects arising directly from contemporary medical practice. It must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions. A concise and informative summary should be included with the thesis.

81. To apply an applicant must complete an application form and submit it to the College. This will include:

- (a) a suggested topic and description of the work on which the thesis will be based.
- (b) agreement to undertake the responsibilities of primary and secondary supervisor from at least two supervisors who can demonstrate that they have received up-to-date training in postgraduate student supervision and who are either members of the academic staff of the University or honorary members of staff or employees of the University who have appropriate expertise in research. The supervisors also undertake that they will accommodate the candidate and the project within their research facilities, and obtain permission from line managers as required. Supervisors will be located in the University of Edinburgh or in NHS facilities within the supervision of the NHS Education for Scotland South East Scotland postgraduate deanery.
- (c) details of any bench fees to be charged to the student or their financial sponsor in support of the research.
- (d) references and certificates as detailed in the postgraduate studies application form.

The College Postgraduate Researcher Experience Committee must approve the application before the applicant can be registered as a student. This process should be completed

within one month. The applicant will then matriculate and pay tuition fees on commencement of the research project.

82. Registration may be full-time or part-time.

- (a) Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the MD project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their MD project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research (during which annual tuition fees and bench fees, if applicable, are due), with up to two years to write up the thesis thereafter (during which matriculation fees only are due). Thesis submission is permitted at two years at the earliest and within four years.
- (b) Part-time registration will apply to students who are in employment unrelated to their MD project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the MD research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is 3 years. In either case, annual tuition fees will be charge at a rate reduced pro rata from the full-time fees, and students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

83. Progress will be monitored as follows:

- (a) Students must be in regular contact with their supervisors. They should meet at least once a month to review progress, for example in research group meetings.
- (b) A thesis panel will be convened comprising of the supervisors and at least one other member of academic staff with expertise in the research field but who is not involved directly with the research. The panel will be convened by the primary supervisor and meet within 3 months of the start of the project and at the end of the first year. It may meet during subsequent years if appropriate. On each occasion, a student will submit a written report of progress in the form of a scientific paper containing a future plan, and will give a 10 minute oral presentation. They will have the opportunity for private discussion with the non-supervising panel member. The panel will review not only progress in the research project, but also training received in transferable research skills. Students are expected to attend research training available as appropriate through the Transkills programme of the University, the education programme of the Wellcome Trust Clinical Research Facility and other training opportunities. They should also document their participation in internal and external research seminars and meetings.
- (c) A progress report will be prepared annually and submitted through the relevant local route to the College Postgraduate Researcher Experience Committee. Where significant difficulties are identified, the committee may consider alterations to the student's registration.

84. A student who is registered for a MD may apply to the College Postgraduate Researcher Experience Committee for conversion to an alternative degree, including

abbreviating the prescribed period to 1 year full time equivalent in order to complete a MSc by Research, completing a 2 year full time equivalent prescribed period to complete a MPhil, or extending the prescribed to 3 years full time equivalent in order to complete a PhD. Conversion can only be considered prospectively, in advance of completing the necessary prescribed period of research, and will incur tuition fees applicable for the new degree and any bench fees as agreed with the supervisors.

85. A student must submit a thesis specially written for the degree concerned and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

86. A student must incorporate in the thesis a signed declaration:

- (a) that the thesis has been composed by the student, and
- (b) either that the work is the student's own or, if the student has been a member of a research group, that the student has made a substantial contribution to the work, such contribution being clearly indicated in the declaration, and
- (c) that the student has not submitted the thesis in candidature for any other degree, postgraduate diploma or professional qualification .

87. Two copies of the thesis, three if you are/have been a member of staff, must be submitted to the College Postgraduate Researcher Experience Committee for examination. Copies of the thesis shall remain the property of the University.

88. While author's copyright subsists in the thesis and in the abstract of the thesis, each student will be asked to grant the University the right to publish the abstract of the thesis approved and/or to authorise its publication for any scholarly purpose with proper acknowledgement of authorship.

89. The College will appoint one internal examiner, who shall not have been the student's supervisor, and one external examiner of the thesis. External examiners shall be a recognised authority in the subject matter of the thesis and their appointment shall be subject to the approval of the College. In special circumstances more than one internal or external examiner may be appointed.

90. The examiners report to the College. They may judge a thesis satisfactory subject to specified modifications. In such circumstances the student will be permitted to graduate only after the College has received a statement, signed by the internal examiner, that the modifications have been made.

91. If in the opinion of the examiners the thesis is not of sufficient merit to justify the award of the degree, the student may be given the opportunity to resubmit the thesis provided that effect is given to any recommendation the examiners and the College may make regarding further studies or the format or content of the thesis.

92. If the thesis is deemed to be sufficiently worthy the College may award the Degree of MD be conferred either with Distinction or with Distinction and the award of a Gold Medal.

- (a) The award of Distinction indicates that the thesis contains original research which is of international significance in the field of study. This will usually be confirmed by publication in the leading international journals in the candidate's discipline. In addition, the presentation of the thesis and its defence at the oral examination will be of high quality, at least in the top decile of those submitting MD theses.
- (b) The award of a Gold Medal indicates that the thesis contains original research which is of ground breaking significance in the field of study. This will usually be confirmed by publication in leading generalist international journals. In addition, the presentation of the thesis and its defence at the oral examination will be of high quality, at least in the top decile of those submitting MD theses.

Doctor of Dental Surgery (DDS)

93. An applicant for the degree of Doctor of Dental Surgery (DDS) must:
- (a) be a graduate in Dental Surgery (BDS) of the University of Edinburgh and must have been engaged since graduation for at least one year either in scientific work bearing directly on the student's profession, or in the practice of Dentistry, or
 - (b) hold a qualification which is registrable with the General Dental Council and must have been engaged since graduation for at least one year either in scientific work bearing directly on the student's profession, or in the practice of Dentistry, and will perform their work in the South East of Scotland, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh, or an Associated Institution or an NHS establishment.
94. A thesis for the degree of DDS must deal with one or more subjects of study in the curriculum for the degree of BDS of the University or with subjects arising directly from contemporary dental practice.
95. The grounds for the award of the DDS are:
- (a) the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way. An oral examination will be mandatory for students who do not hold the degree BDS, as appropriate, of the University of Edinburgh.
 - (b) the thesis must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions,

background, methods and conclusions. A concise and informative summary should be included with the thesis.

96. Thesis topic and description.

- (a) An intending student shall submit to the College a suggested topic and description of the work on which the thesis will be based. Students who do not hold the degree BDS, from the University of Edinburgh should submit applications through their identified adviser(s), and receive the approval of the head of an appropriate University School. The College Postgraduate Researcher Experience Committee must approve the thesis proposal before the application is accepted. Where the research proposal involves work on human subjects or animals, proof must be submitted that study protocols have been approved by the appropriate ethical committee or regulatory body. Additionally, in the case of studies involving laboratory animals, the student should confirm that animal care, welfare and procedures will be conducted under an appropriate Home Office Licence. Students will become matriculated students. A fee to cover registration and matriculation is payable when the suggested topic and description of the work have been accepted by the College. A registration fee is paid upon initial registration, an annual advisory fee is paid at the beginning of each year of study (Including the first year) and an examination fee is paid at the time of thesis submission. An annual progress report will be submitted jointly by the adviser, the student and the Head of School or his/her nominee. After formal acceptance of the suggested topic and description normally a period of at least 18 months must elapse before a student may submit a thesis for the degree concerned. It is expected that the thesis would normally be submitted within a period of five years following registration. Late submissions will require approval from the College Postgraduate Researcher Experience Committee.
- (b) A period of two years must have elapsed since obtaining the primary degrees or registrable qualifications referred to above before an intending student may submit a suggested topic and description.

97. When the College accepts a student, an adviser, who will be a member of the academic staff of the University or an honorary member of staff, will normally be appointed from whom the prospective student should seek advice. Students performing work outwith the University would normally have project approval from and an additional adviser in the host institute. These appointments will be subject to ratification by the College Postgraduate Researcher Experience Committee.

98. A student must submit a thesis specially written for the degree concerned and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

99. A student must incorporate in the thesis a signed declaration:

- (a) that the thesis has been composed by the student, and
- (b) either that the work is the student's own or, if the student has been a member of a research group, that the student has made a substantial contribution to the work, such contribution being clearly indicated in the declaration, and

(c) that a student who does not hold the degree of BDS, as appropriate, from the University of Edinburgh has undertaken a substantial proportion of the work (greater than 75%) contributing to the thesis while in post in South-East Scotland *, and

(d) that the student has not submitted the thesis in candidature for any other degree, postgraduate diploma or professional qualification .

** For this purpose, South-East Scotland is the areas covered by the Borders, Fife and Lothian Health Boards.*

100. Two copies of the thesis, three if you are/have been a member of staff, must be submitted to the College Postgraduate Researcher Experience Committee for examination. Copies of the thesis shall remain the property of the University.

101. While author's copyright subsists in the thesis and in the abstract of the thesis, each student will be asked to grant the University the right to publish the abstract of the thesis approved and/or to authorise its publication for any scholarly purpose with proper acknowledgement of authorship.

102. The College shall appoint one internal examiner, who shall not have been the student's adviser, and one external examiner of the thesis. External examiners shall be of recognised eminence in the subject matter of the thesis and their appointment shall be subject to the approval of the College. In special circumstances more than one internal or external examiner may be appointed.

103. The examiners report to the College. They may judge a thesis satisfactory subject to specified modifications. In such circumstances the student will be permitted to graduate only after the College has received a statement, signed by the internal examiner, that the modifications have been made.

104. If in the opinion of the examiners the thesis is not of sufficient merit to justify the award of the degree, the student may be given the opportunity to resubmit the thesis provided that effect is given to any recommendation the examiners and the College may make regarding further studies or the format or content of the thesis.

105. If the thesis is deemed to be sufficiently worthy the College may award the Degree of DDS be conferred either with Distinction or with Distinction and the award of a Gold Medal.

Doctor of Veterinary Medicine and Surgery (DVM&S)

106. An applicant for the degree of Doctor of Veterinary Medicine and Surgery (DVM&S) must normally be:

(a) a graduate of the University of Edinburgh of at least two years' standing, or a graduate of another approved University of at least three years' standing who has served as a member of staff (ordinary or honorary) of the University of Edinburgh for a continuous period of not less than two years, and

(b) registered to practise Veterinary Medicine within the United Kingdom, and

(c) have been engaged since graduation for at least one year either in scientific work bearing directly upon the student's profession or in the practice of Veterinary Medicine and Surgery.

107. A thesis for the degree of DVM&S must deal with one or more of the subjects of study in the curriculum for the degree of BVM&S of the University or with subjects arising directly from contemporary veterinary practice.

108. The grounds for the award of the degree of DVM&S are:

(a) the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by College) that the student is capable of pursuing original research in the field of study relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.

(b) the thesis must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgement with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

109. An intending student shall submit to the College a suggested topic and description of the work on which the thesis will be based. A registration fee is paid upon initial registration, an annual advisory fee is paid at the beginning of each year of study (including the first year) and an examination fee is paid at the time of thesis submission. The student must also matriculate. After formal acceptance of the suggested topic and description, a period of normally at least 18 months must elapse before the thesis is submitted.

110. When the College accepts a student, an adviser, who will be a member of the academic staff or an honorary member of staff, will normally be appointed from whom the prospective student should seek advice.

111. A student must submit a thesis specially written for the degree and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication or take the form of bound publications with appropriate introduction and discussion. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

112. A student must incorporate in the thesis a signed declaration:

(a) that the thesis has been composed by the student and

(b) either that the work is the student's own or, if the student has been a member of a research group, that the student has made a substantial contribution to the work, such contribution being clearly indicated in the declaration, and

(c) that the student has not submitted the thesis in candidature for any other degree, postgraduate diploma or professional qualification.

113. Two copies of the thesis, three if you are/have been a member of staff, must be submitted to the College Postgraduate Researcher Experience Committee for examination. Copies of the thesis shall remain the property of the University. While author's copyright subsists in the thesis and in the abstract of the thesis, each student will be asked to grant the University the right to publish the abstract of the thesis approved and/or to authorise its publication for any scholarly purpose with proper acknowledgement of authorship.

114. The College shall appoint one internal examiner, who shall not have been the student's adviser, and one external examiner of the thesis. External examiners shall be of recognised eminence in the subject matter of the thesis and their appointment shall be subject to the approval of the University Court. In special circumstances more than one internal or external examiner may be appointed.

115. The examiners report to the College. They may judge a thesis satisfactory subject to specified modifications. In such circumstances the student will be permitted to graduate only after the College has received a statement, signed by the internal examiner, that the modifications have been made.

116. If in the opinion of the examiners the thesis is not of sufficient merit to justify the award of the degree, the student may be given the opportunity to resubmit the thesis provided that effect is given to any recommendation the examiners and the College may make regarding further studies or the format or content of the thesis.

D College of Science and Engineering Postgraduate Degree Regulations: Degree Specific Regulations

Doctor of Engineering (EngD)

117. The EngD is a four-year doctoral level research and training programme worth 720 credits which leads to the award of an EngD degree. The EngD degree is equivalent in academic standing to a conventional PhD but is achieved through research which is much more industrially focused and which is designed to produce graduates who have a sound understanding of the business implications of industrial research activity.

Doctor of Engineering (EngD) in System Level Integration

118. The Doctor of Engineering (EngD) in System Level Integration is offered jointly by the University of Edinburgh, the University of Glasgow, Heriot-Watt University and the University of Strathclyde, and the awards are made jointly in the names of all four universities. The University of Glasgow is currently the Administering University and programme regulations will be found under the regulations of that University:
<http://www.gla.ac.uk/>

Doctor of Engineering (EngD) in Offshore Renewable Engineering

119. The Doctor of Engineering (EngD) in Offshore Renewable Engineering is offered jointly by the University of Edinburgh, the University of Strathclyde and the University of Exeter and the awards are made jointly in the names of all three universities. The University of Edinburgh is currently the Administering University and programme regulations and further information about the programme is available on the website of the Industrial Doctoral centre for Offshore Renewable Energy (IDCORE) <http://www.idcore.ac.uk/>

2. These Regulations, including Assessment Regulation (2012/2013), shall apply to degrees as set out in appendix 1 of this Resolution.

3. This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with postgraduate regulations for degrees set out in appendix 1 and specifically revokes Resolution 17/2011.

4. This Resolution shall come into force with effect from the commencement of the 2012/2013 academic session on 1 August 2012.

For and on behalf of the University Court

K A WALDRON

University Secretary

Degrees covered by these Regulations

Research Degrees

Doctor of Philosophy (PhD)
Master of Philosophy (MPhil)
MSc by Research (MScR)
Master of Research (MRes)

College of Humanities and Social Science

Master of Letters (MLitt)
Doctor of Education (EdD)
Master of Theology by Research (MTh by Research)
Master of Laws by Research (LLM by Research)

College of Medicine and Veterinary Medicine

Master of Medical Sciences by Research (MMedSci by Research)
Master of Veterinary Sciences by Research (MVetSci by Research)

College of Science and Engineering

Doctor of Engineering (EngD)

Higher Professional Degrees

College of Medicine and Veterinary Medicine

Doctor of Medicine (MD)
Doctor of Dental Surgery (DDS)
Doctor of Veterinary Medicine and Surgery (DVM&S)

Postgraduate degrees (by coursework)

Master of Science (MSc)

College of Humanities and Social Science

Doctor of Clinical Psychology (DClinPsychol)
Doctor of Psychotherapy and Counselling (DPsychotherapy)
Master of Architecture (MArch)
Master of Art (eca) MA (eca)
Master of Fine Art (MFA)
Masters in Architecture (MArch)
Master of Architecture (Studies) (MArch (Studies))
Master of Landscape Architecture (MLA)
Master of Architecture (Design) (MArch (Design))
Master of Architecture (Digital Media) (MArch (Digital Media))
Master of Architecture (Digital Media Studies) (MArch (Digital Media Studies))
Master of Business Administration (MBA)
Master of Counselling (MCouns)
Master of Chinese Studies (MCS)
Master of Education (MEd)
Master of Laws (LLM)
Master of Music (MMus)
Master of Public Policy (MPP)

Master of Social Work (MSW)
Master of Teaching (MTeach)
Master of Theology (MTh)

College of Medicine and Veterinary Medicine

Master of Clinical Dentistry (MClinDent)
Master of Public Health (MPH)
Master of Surgery (General Surgery) (ChM (General Surgery))
Master of Surgery (Trauma and Orthopaedics) (ChM (Trauma and Orthopaedics))
Master of Surgery (Urology) (ChM (Urology))
Master of Veterinary Sciences (MVetSci)

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 22/2012

Higher Degree Regulations

At Edinburgh, the Second day of July, Two thousand and twelve.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Higher Degree Regulations (2012/2013);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations:

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 and 8 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Higher Degree Regulations are hereby set out:

General Regulations DD, DLitt, LLD, DSc, DMus

1 Criteria

Higher degrees are awarded to eligible candidates who demonstrate through the submission of published work that they have made a significant and original contribution to knowledge over a sustained period. Work submitted for a higher degree is expected to be of international calibre. For the degree of DMus, published or unpublished compositions may be submitted.

2 Eligibility

The following are eligible to apply for candidature for a higher degree:

(a) graduates of The University of Edinburgh of not less than seven years standing; candidates for the degree of DMus must hold an MMus awarded by the University of Edinburgh

(b) graduates of other universities of not less than seven years standing who are members of staff of the University of Edinburgh of not less than four years standing; candidates for the DMus must hold an MMus.

In addition to an undergraduate degree, candidates should normally hold a PhD from the University of Edinburgh or another university.

3 Application process

Application for a higher degree is a two stage process. Firstly, candidates must apply to the Higher Degrees Committee of the relevant College for approval of their candidature.

The application form for approval of candidature, together with guidance on the form of submission, may be obtained from the Secretary to the relevant College Higher Degrees Committee. The application fee must be submitted with the completed application form.

If candidature is approved, the candidate will be invited to move to the second stage of the application process and lodge a submission (three copies) for examination. There is no oral examination for a higher degree.

4 Form of submission

Candidates must submit published work in support of their candidature. Since the contents of a submission are liable to vary considerably depending on the academic discipline, the format of submissions is not prescribed at University level and candidates should seek guidance from the relevant College. Books should be submitted as published. Submissions comprising published papers and similar items should, as far as is practicable in the circumstances, be bound together in a manner that conforms to the Regulatory Standards for the Format and Binding of Theses and Portfolios of Musical Compositions (see the Research Degree Assessment Regulations). If binding is not practicable or if books are being submitted, submitted works should be contained in a box file or similar conforming to these standards. The submission must be accompanied by (a) a typed list of its contents, (b) the declaration required in Regulation 1.4 and (c) six copies of an abstract (see the Research Degree Assessment Regulations). The list of contents, declaration and text of the abstract must be incorporated at the beginning of each copy of a bound or boxed submission. Candidates for the DMus may submit work as musicologists or composers.

5 Certification

All works submitted must be accompanied by a statement, signed by the candidate:

- giving full details of any other degree or postgraduate diploma for which the works, in whole or in part, have been submitted to the University of Edinburgh or elsewhere. Work submitted for another degree will not, in itself, contribute to the award but may be submitted if subsequent work has developed from it and its inclusion assists the examiners in their overall assessment.
- certifying, for each piece of work submitted, either that the work is the candidate's own or, if he/she has been a member of a research group, the precise contribution made by the candidate to each of the works in terms of initiating or leading the research and in writing up the material.

6 Lodging and retention of submissions

Submissions (three copies) must be lodged within 12 months of the approval of candidature. Two copies of successful submissions will remain the property of the University and one will be returned to the candidate.

7 Examination fee

At the time of lodging a submission, the examination fee must be paid. Candidates must also matriculate, but no matriculation fee is charged.

8 Appointment of examiners

The University shall, in the case of each submission, appoint one internal, and, with the agreement of the University Court, two external examiners. Each examiner should be of recognised eminence in the subject of the submission. Names of examiners are confidential to the University.

9 Award of the degree

The degree shall be awarded only if the relevant committee of Senatus, on the recommendation of the examiners, is satisfied that the submission represents both an original and a substantial contribution to advancement of knowledge of the subject and that it constitutes work of high distinction in scholarship and/or research in respect of qualities such as erudition, insight, imagination, innovation and critical balance, such that it has established or confirmed the candidate as a recognised authority in the relevant field. In the case of candidates submitting compositions for the DMus, the degree shall be awarded only if the relevant committee of Senatus, on the recommendation of the examiners, is satisfied that the submission constitutes both an original and a substantial contribution of high distinction.

10 Re-application

A candidate whose application for candidature has not been approved or whose submission has not been recommended for the award of the degree may not reapply for the degree within five years of his/her first candidature unless the period is specially reduced by the relevant committee of Senatus on the recommendation of the examiners.

11 Graduation

Successful candidates will be awarded the degree at the next available graduation ceremony. Candidates who are not already graduates of the University of Edinburgh must also pay the Registration Fee for membership of the General Council before graduating. Candidates for higher degrees may, at the discretion of the University, be permitted to graduate *in absentia*.

2. These Regulations shall apply to degrees as set out in appendix 1 of this Resolution.
3. This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with regulations for higher degrees set out in appendix 1 and specifically sections within Resolution 17/2011.
4. This Resolution shall come into force with effect from the commencement of the 2012/2013 academic session on 1 August 2012.

For and on behalf of the University Court

K A WALDRON

University Secretary

Appendix 1 to Resolution No. 22/2012

Degrees covered by these Regulations

Higher Degrees

Doctor of Science (DSc)

College of Humanities and Social Science

Doctor of Divinity (DD)

Doctor of Laws (LLD)

Doctor of Letters (DLitt)

Doctor of Music (DMus)

The University of Edinburgh

The University Court

2 July 2012

Amendment to SBS Trust Deed

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

This paper seeks approval for a temporary amendment to be made to the Staff Benefits Scheme's Trust Deed to allow for the Trustee Board to maintain continuity of membership during the Scheme's triennial valuation.

Action requested

The Court is asked to approve the amendment to the Trust Deed.

Resource Implications

None

Equality and Diversity Implications

Not applicable

Risk Assessment

Not applicable

Freedom of Information

Can this paper be included in open business? No

Originator of paper

Ann Banks
Pensions Manager

The University of Edinburgh

The University Court

2 July 2012

Office of the Americas – Brazil

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

Stretching from the Antarctic regions of Chile in the south to Mexico in the north, Latin America is an important and dynamic part of the world. With a population expected to reach 625 million people by 2015, its politics are increasingly democratic and it looks set to develop into a global economic powerhouse. From policymakers, ratings agencies to the World Economic Forum the building consensus is that this is Latin America's decade.

There are a range of strategic opportunities for the University with regards to enhanced engagement and collaboration with Latin America. The Office of the Americas, to be located in Sao Paulo, will position the University strongly to fully capitalise on opportunities that are arising across teaching, learning, research and mobility. The Office of the Americas hub will operate out of Sao Paulo (Brazil) with the intention to eventually extend to networked office locations across Mexico City and Santiago (Chile) to enable a strong regional focus.

Action requested

To ensure that the University can legally operate in Brazil and employ a member of staff who will be based in Sao Paulo we are required to register the University in Brazil. As we do not have a Brazilian partner it is proposed that we register via the following law firm who have been recommended by the British Embassy.

ALVES JACOB ADVOGADOS Law Firm

Alessandro Jacob - Brazilian Bar Association/RJ - 128.041 International Bar Association -1008212 - American Bar Association - 1537008 Rua Domingos Ferreira n°147 /1401- CEP- 22050-011 Copacabana - Rio de Janeiro <http://www.alvesjacob.com>

Court approval is sought for this registration process to be completed with Alves Jacob Advogados which will also involve legal registration of the Director of the Office of Americas for a Brazilian work visa.

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? Yes

Originator of the paper

Alan Mackay
Director, International Office
26 June 2012

2 July 2012

Indian Office – Banking arrangements

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

The India Office, University of Edinburgh is a Liaison Office under Reserve Bank of India guidelines. Liaison Offices may open and operate local bank account/s to support activities and personnel locally.

Two accounts were opened with HDFC Bank, with permission of the University Court - the first to pay the salary of the Director - India Office, operated by Director - International Office; the second to pay out running expenses of the India Office and salaries of other team members, operated by the Director - India Office.

Netbanking (operating) access is required for both these accounts to ensure smooth functioning of the office going forward, for which University Court permission is requested via this submission. The initial account opening process only allows for net banking (viewing) access.

Access for HDFC Account No. 05012560004175 for Amrita Sadarangani, Director - India Office

The India Liaison Office under the Reserve Bank of India (RBI) regulations, is required to make Tax Deducted at Source payments as part of payments to vendors – organisations with whom we have a contract for services provided and also with individuals from whom we take service (above a certain amount). This TDS can only be paid online via net banking (operating) access from our HDFC expense account (ending 4175), before the 7th of every month in which the bill is received. If not paid on time, a late payment charge is levied for the same. These payments are currently being managed via our contracted Chartered Accountant (J. K. Doshi)'s client escrow account, but this is not a satisfactory long-term solution and will attract further investigation by the RBI.

The net banking (operating) access will work on the same terms and conditions as paper access to the account with a similar cap on the transaction amount per day.

Access for HDFC Account No/ 05012560004182 for Alan Mackay, Director - International Office

This account was set up to transfer the salary for the Director – India Liaison Office from the University to India for payment to the Director's individual account as per RBI guidelines.

The Director – International Office requires operating access to this account, online, to enable the release of the Director of India Office's salary on a monthly basis, which is currently being processed via signed cheques being couriered to India. These are blank cheques since the amount fluctuates every month based on GBP / INR fluctuations which are quite severe and this process therefore carries risks. A more efficient and secure process would be to have the transfer take place via online transfer, and net banking (operating) access will facilitate this.

Action requested

The University Court is required to approve the two attached resolutions to enable HDFC Bank to grant the Director - International Office and Director - India Office net banking (operating) access to the respective bank accounts.

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk assessment? No

Netbanking (operating) access for the HDFC Bank accounts in India will operate under the same terms and conditions as regular access to these accounts. Regular reporting with bank statements on a monthly basis is carried out, and will continue.

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

Amrita Sadarangani
Director - India Liaison Office
University of Edinburgh
Mumbai

26 June 2012



INDIA LIAISON OFFICE

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Pokhran Road No. 1
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Thane (W)
Mumbai 400 601
India

Telephone +91 22 42284838
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CERTIFIED TRUE COPY OF THE RESOLUTION PASSED AT THE BOARD MEETING HELD ON MONDAY, 2nd JULY 2012, AT THE UNIVERSITY OF EDINBURGH, EDINBURGH.

The Chairman explained the Board the benefits of availing NetBanking Facility provided by HDFC Bank Ltd. In respect of the Current Account of the Company bearing Account no: 05012560004175 with its branch at Industry House. The Board after discussion decided to apply for the NetBanking facility and passed the following resolution :

RESOLVED THAT the consent of the Board be and is hereby given for availing the NetBanking facility in respect of Current Account No: 05012560004175 of the University of Edinburgh – India Liaison Office maintained with HDFC Bank ltd. at its Industry House Branch.

“Resolver Furthur That Ms. Amrita Sadarangani (Director – India Liasion Office, University of Edinburgh) be and is hereby authorised to apply to HDFC Bank Ltd., for and on behalf of the Company and to operate the aforesaid account through Net Banking.”

“Resolver Furthur that Ms. Amrita Sadarangani (Director – India Liasion Office, University of Edinburgh) be and is hereby authorised to furnish a copy of the aforesaid resolution to HDFC Bank Ltd. And to do all such acts, deeds and things as may be necessary to give effect to this resolution.”

For University of Edinburgh

Director – India Liaison Office
Amrita Sadarangani

For University of Edinburgh

Director – International Office
Alan Mackay



INDIA LIAISON OFFICE

The University of Edinburgh
15th Floor, Dev Corpora
Pokhran Road No. 1
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CERTIFIED TRUE COPY OF THE RESOLUTION PASSED AT THE BOARD MEETING HELD ON MONDAY, 2nd JULY 2012, AT THE UNIVERSITY OF EDINBURGH, EDINBURGH.

The Chairman explained the Board the benefits of availing NetBanking Facility provided by HDFC Bank Ltd. In respect of the Current Account of the Company bearing Account no: 05012560004182 with its branch at Industry House. The Board after discussion decided to apply for the NetBanking facility and passed the following resolution :

RESOLVED THAT the consent of the Board be and is hereby given for availing the NetBanking facility in respect of Current Account No: 05012560004182 of the University of Edinburgh – India Liaison Office maintained with HDFC Bank ltd. at its Industry House Branch.

“Resolver Furthur That Mr. Alan Mackay (Director – International Office, University of Edinburgh) be and is hereby authorised to apply to HDFC Bank Ltd., for and on behalf of the Company and to operate the aforesaid account through Net Banking.”

“Resolver Furthur that Mr. Alan Mackay (Director – International Office, University of Edinburgh) be and is hereby authorised to furnish a copy of the aforesaid resolution to HDFC Bank Ltd. And to do all such acts, deeds and things as may be necessary to give effect to this resolution.”

For University of Edinburgh

Director – India Liaison Office
Amrita Sadarangani

For University of Edinburgh

Director – International Office
Alan Mackay

The University of Edinburgh

The University Court

2 July 2012

Change of name of the Edinburgh Consortium for Rural Research

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

The Edinburgh Consortium for Rural Research wishes to reflect the expansion of its membership over recent years by changing its name to the Scottish Consortium for Rural Research. This has been discussed with senior members of the University, who have no objection. The permission of Court is sought.

Action requested

As the authorising body for ECRR governance, Court is requested to approve the change of name to Scottish Consortium for Rural Research.

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

Professor Nigel Brown
Senior Vice-Principal
Chair, ECRR

Change of name of the Edinburgh Consortium for Rural Research

The objectives of the Edinburgh Consortium for Rural Research, as expressed in its constitution, are:

- To act as a co-ordinating body for the University of Edinburgh, other Higher Education Institutes, and research institutions, with a common interest in research and allied scientific matters related to the rural environment whether of national or international dimension
- To promote enterprise, stimulate conjoint research activities and applications among ECRR members, in a strategy consistent with emerging policies for science in Scotland, including connectivity with policy-makers, funders and users of science. This would take account of their wider networks, and national and international partners.
- To foster public engagement on scientific issues and their social relevance.
- To promote the development of science education at all levels.

As agreed at Court on 20 February 2012, the following are currently members of ECRR:

The University of Edinburgh
SAC (Scottish Agricultural College)
Royal Botanic Garden Edinburgh (RBGE)
British Geological Survey (BGS)
The Roslin Institute, The University of Edinburgh
Centre for Ecology & Hydrology, Edinburgh
Forest Research, Northern Research Station
Moredun Research Institute
Science and Advice for Scottish Agriculture (SASA)
Scottish Natural Heritage (SNH)
Heriot Watt University
Edinburgh Napier University, School of Life, Sport & Social Sciences
University of Stirling, Institute of Aquaculture
University of the Highlands and Islands (UHI)
The James Hutton Institute
BioSS - Biomathematics & Statistics Scotland
University Marine Biological Station Millport
National Museums Scotland
Royal Society for the Protection of Birds (RSPB)
SNIFFER (Scotland & Northern Ireland Forum for Environmental Research)
Society, Religion and Technology Project (SRT Project)
The Royal Zoological Society of Scotland (RZSS)

Several of these organisations are based well away from the Edinburgh area, and the ECRR Board is keen to change the name to reflect this newer geographic distribution. Checking of use of the abbreviation SCRR has revealed no confusing or inappropriate conflicts.

Court is invited to:

APPROVE the change of name from Edinburgh Consortium for Rural Research to Scottish Consortium for Rural Research

APPROVE this change in all documentation, including the Constitution

APPROVE use of the abbreviation SCRR in place of ECRR in documentation, including advertising and outreach materials.

The University of Edinburgh

The University Court

2 July 2012

D12

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 13 April 2012 – 25 June 2012, prepared for the meeting of Court on 2 July 2012.

Action requested

For information.

Resource implications

None

Risk Assessment

n/a

Originator of the paper

Mr Alex Hyde-Parker
Deputy Director of Development / Acting Secretary, University of Edinburgh Development Trust

Freedom of information

Can this paper be included in open business?

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