



UNIVERSITY EXECUTIVE
Raeburn Room, Old College
28 August 2018, 10 am

AGENDA

- 1 **Minute** A
To approve the Minute of the previous meeting held on 11 June 2018.
- 2 **Matters Arising**
To raise any matters arising.
- 3 **Principal's Communications** Verbal
To receive an update from the Principal.

STRATEGIC ITEMS

- 4 **National Student Survey** B
To discuss the paper from the Senior Vice-Principal *To follow*

OPERATIONAL ITEMS

- 5 **Graduate Destinations** C
To discuss the paper from the Deputy Secretary Student Experience
- 6 **Review of Undergraduate Scholarships** D
To endorse the paper by the Deputy Secretary Strategic Planning.
- 7 **REF Joint Submissions** E
To consider and approve a paper by the Vice-Principal Planning, Resources and Research Policy.
- 8 **Finance Director's Update** F
To consider and comment on updates from the Director of Finance.
- 9 **Capital Prioritisation** G
To consider and approve the paper by the Director of Finance.
- 10 **Value for Money Report 2017/18** H
To approve the report by the Director of Finance.
- 11 **Delivering Our Low Carbon Vision- Update on RELCO** I
To note the paper from the Director of Finance.
- 12 **Waste Recycling Strategy** J
To consider and endorse the Strategy from the Director of Estates.
- 13 **Web Estate Review** K
To consider and endorse the paper from the Chief Information Officer.

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|-----------|---|----------|
| 14 | Reimbursement of Immigration Fees
To <u>consider</u> and <u>endorse</u> the paper by the Director of Human Resources. | L |
| 15 | Disclosure of Intimate Relationships Policy
To <u>consider</u> and <u>approve</u> the paper by the Vice-Principal People and Culture. | M |
| 16 | Health and Safety Quarter 3 Report
To <u>consider</u> and <u>note</u> a report from the Director of Corporate Services. | N |

ITEMS FOR NOTING OR FORMAL APPROVAL

- | | | |
|-----------|--|---------------|
| 17 | Reorganisation of endowments in the College of Science and Engineering
To <u>approve</u> . | O |
| 18 | Honorary Degree Committee Guidance
To <u>note</u> . | P |
| 19 | University Executive Communications
To <u>note</u> the key messages to be communicated. | Verbal |
| 20 | Any Other Business
To <u>consider</u> any other matters by UE members. | Verbal |
| 21 | Date of next meeting
Tuesday, 25 September 2018 at 10 am in the Raeburn room, Old College. | |



UNIVERSITY EXECUTIVE

11 June 2018

[Draft] Minute

- Present:** Peter Mathieson (Convener)
David Argyle, Ewen Cameron, Leigh Chalmers, Chris Cox, Gavin Douglas, Hugh Edmiston, David Gray, Gavin McLachlan, Phil McNaull, Theresa Merrick, Dorothy Miell, Andrew Morris, Jane Norman, David Robertson, James Saville, Jonathan Seckl, Tracey Slaven, Sarah Smith and Moira Whyte.
- In attendance:** Pauline Jones, Head of Strategic Performance and Policy Research (for item 6), Eleri Connick, EUSA President and Kai O'Doherty, Vice-President Welfare, EUSA (for item 8), Zoe Tupling, Fiona Boyd and Kirstie Graham.
- Apologies:** Charlie Jeffery, David Robertson, Richard Kenway, Jeremy Robbins, James Smith and Gary Jebb.

Prior to the start of the meeting, the Principal welcomed Theresa Merrick, recently appointed Director of Communications and Marketing to her first meeting of the University Executive and announced that James Saville had been appointed as Director of Human Resources.

1 Minute

Paper A

The Minute of the meeting held on 14 May 2018 was approved.

2 Principal's Communications

The Principal reported on the following: the intention that the University Executive be the main decision making forum of the University; the University and College Union (UCU) and Universities UK (UUK) Joint Expert Panel had been convened with nominated UCU and UUK representatives and independent Chair Joanne Segars OBE; the external environment in relation to Brexit remained uncertain, Edinburgh recently hosted the League of European Universities (LERU) Rectors' meeting which was lobbying for access to EU research funding post Brexit; a combined £55m grant had been awarded by the Medical Research Council to the Institute of Genetics and Molecular Medicine, warm congratulations to all concerned on securing this; and the University was number 18 in the QS World University Rankings 2019.

STRATEGIC ITEMS

4 Student Residential Accommodation Strategy

Paper B

The Director of Corporate Services spoke to his paper setting out the second phase of the residential accommodation strategy, noting that

accommodation was an important component of the overall student experience. The paper set out a practical plan to deliver accommodation for the next five years and also set out the wider context in terms of issues such as engagement with the City and local communities, the student social mix and transportation links.

The Executive reiterated support for the accommodation guarantee for first year undergraduates and postgraduates. There was consensus that there would continue to be significant pressure on the accommodation market in Edinburgh, a recognition that students prefer University owned and run accommodation and discussion of the need to integrate study space and to consider student demographics and transport links in considering accommodation at sites outwith the city, such as at Easter Bush.

The Executive endorsed the direction of travel set out in the paper to supplement the existing residential offer by procuring additional accommodation.

5 Integrated Transport Plan

Paper C

There was discussion of the need to work in partnership with the City and transport providers to develop an integrated approach to transport and a recognition that more work is required on developing a transport strategy. It was noted that a group has been set up to undertake a root and branch review to develop sustainable options and there would be a further report to the Executive in due course.

OPERATIONAL ITEMS

6 Industrial action: addressing student disadvantage

Paper F

The Executive considered a proposal to spend £1.35 million (funds not spent on salaries as a result of strike action) on support for students and it was agreed there should be further discussion with student representatives in agreeing the most effective use of these funds.

7 REF2021 strategy and preparations update

Paper D

The Executive agreed that the University should submit 100% of eligible academic staff to REF2021 and noted the next steps in the process of REF preparation: the development of a Code of Practice on output selection for REF2021 inclusion, the continuation of a Mock REF across the University and the development by the REF Board of a set of criteria for success of joint submissions.

- 8 Teaching Excellence Framework (TEF) Paper E**
- The implications of entering the TEF, as well as proposals to introduce a new subject level element were discussed. Whilst noting the decision not to enter TEF taken by Court in December 2016, scenarios of how the University would fare if it were to enter TEF had been explored. Modelling indicated that a number of areas for improvement still exist, and identified a number of actions which could be taken to improve any likely rating. The Executive concluded that many of these actions around employability and the student experience were good practice that should be undertaken regardless of any decision to enter TEF.
- 9 Gujarat Biotechnology Knowledge Complex Paper G**
- The Executive considered an early discussion paper on negotiations with the Government of Gujarat (GoG) and the Institute of Infrastructure, Technology, Research and Management (IITRAM) to develop a Biotechnology Knowledge Complex (BKC). It was noted that a group led from the College of Science & Engineering was progressing negotiations with GoG and IITRAM and a delegation was visiting the University in the summer to sign a non-binding Memorandum of Understanding. There was discussion of the benefits of linking to industry, the strategic importance of working with India and the need to ensure that there was an understanding of any existing links with India and that inhouse expertise and support was used appropriately to progress this initiative.
- 10 Review of Support for Disabled Students Paper H**
- The Executive considered a progress report on recommendations on the review of support for disabled students which took place in 2016/17. This focused on two areas; the implementation of adjustments which means changing their status from 'recommendation' to 'mandatory requirement', and the accessibility of the estate. It was noted that progress was being made on both of these and that funding had been allocated for an action plan to address any areas of inaccessibility which emerged from the review.
- 11 Finance Director's Report Paper I**
- The Director of Finance spoke to the report, highlighting that the quarterly rolling forecast meetings were proving beneficial in providing a clearer comparison against actual performance.
- 12 Investment Landscape & Supporting Advisory Groups Paper J**
- The Executive noted the paper setting out the governance processes for industry engagement, social and environmental investments.

13 Distance Learning at Scale Programme Business Case **Paper K**

The Executive agreed that the proposed pilots would go ahead, subject to approval via the planning round and noted that there would be further discussion on scalability at a future meeting

14 Risk Management Progress Report **Paper L**

The Executive noted the general update on ongoing work to enhance risk management processes. Members were alerted to the proposed changes to the University's Statement of Risk Appetite. Options were being explored to fund the emerging priorities of the Estates Capital Plan and the Statement of Risk Appetite was being reviewed in parallel in relation to gearing and cash reserves. This would require formal approval through Audit and Risk Committee and Policy and Resources Committee to Court

The following items were considered by email circulation:

15 University Leadership Forum **Paper M**

The proposal to develop and launch a University of Edinburgh Leaders Forum was noted.

16 Corporate Parenting Plan progress report **Paper N**

The Corporate Parenting plan progress report, for publication on the University's website, was noted.

17 Workplace Nurseries **Paper O**

The proposal for the implementation of a Workplace Nursery scheme as set out in the paper was approved.

18 Ethical Fundraising Advisory Group Annual Report **Paper P**

The Ethical Fundraising Advisory Group (EFAG) Annual Report 2017/18 was noted.

19 Prevent Duty Update **Paper Q**

The update on the implementation of the Prevent duty, to be presented to Court on 18 June, was noted.

20 Interim Web Accessibility Policy **Paper R**

The Interim Web Accessibility Policy was approved.

21 Lecture Recording Policy **Paper S**

The Lecture Recording Policy approved by the Senate Learning and Teaching Committee on 23 May 2018 and that the Combined Joint Consultative and Negotiative Committee will be asked to endorse the policy on 12 June 2018 for introduction in 2018/2019 was noted.

22 Learning Analytics Policy **Paper T**

The Learning Analytics Policy was noted.

23 Central Bioresearch Services (CBS)/Veterinary Scientific Services (VSS): merger or services under on new name **Paper U**

That the CBS/VSS departments had recently combined under the name 'Bioresearch & Veterinary Services' (BVS) was noted.

24 Date of next meeting

The University Executive will next meet on Tuesday 28 August at 10.00am in the Project Room, 50 George Square.



THE UNIVERSITY *of* EDINBURGH



National Student Survey (NSS) 2018: Initial Findings

Student Surveys Unit
1 August 2018



Key Findings

- The University of Edinburgh 'Overall Satisfaction' (77.4%) score has decreased by 5.2% in comparison to 2017.
- Double-digit declines in satisfaction within ENG, ECA, EDU and GEO account for 3.9% of the drop at University level.
 - The majority of improvements experienced between 2016 and 2017 at University level for 'Overall Satisfaction' were attributed to sizeable positive shifts from ENG, ECA and EDU.
 - These three Schools have now either returned to the satisfaction levels achieved in 2016 or experienced declines exceeding the gains in 2017.
 - Overall satisfaction is further impacted by decline of GEO (66.7% vs 92% in 2015).
- Issues are not localised to the four Schools referenced above.
 - 14 of 21 Schools reported declines in their level of 'Overall Satisfaction' vs 2017, whilst just six improved.
 - 10 of 14 Schools reported declines of 5% or more, the largest being HEA (-28.1%); two Schools had comparable improvements.
- This suggests that whilst there are issues apparent in ENG, ECA, EDU and GEO that may in some part be localised to these Schools, a University-wide approach should be taken when attempting to address and improve upon these results.

Key Findings

- During semester 2, the University was impacted by a period of UCU Industrial Action. However there is no obvious correlation between strike action and NSS results.
 - The Industrial action was a nationwide issue and, although the sector has experienced a decline in satisfaction, the University of Edinburgh has declined further than the sector average. This has resulted in a fall in both UUK and Russell Group rankings for the majority of Primary Themes.
 - Whilst some disrupted Schools did experience losses (eg estimated 9.57% of final year UG teaching lost in EDU), other impacted Schools saw minimal declines or even improvements in 'Overall Satisfaction' (eg PPL and LLC). Some Schools which experienced minimal or no disruption (eg ENG and MED) reported considerable declines.
 - The first strike actions took place on Monday 26th February 2018, by which time the survey response rate was 25% (final 2018 response rate – 64%).
- The University of Edinburgh now places in the bottom three (of 22) in Russell Group rankings for five of the nine benchmark-able Primary Themes, and in the bottom 15 (of 119) across UUK institutions for six.
- Focusing on improvements, INF experienced the largest positive shift in 'Overall Satisfaction' (11.3% to 84.0%) and VET achieved the highest approval rating overall (99.3%).
- The Student Survey Unit will continue to develop options for enhancing the analysis of this critical data set.
 - This will involve the analysis and reporting of both quantitative and qualitative data in conjunction with other existing University wide data sets to develop an understanding of why this unprecedented decline has taken place.
 - If you require analysis not covered by the standard reporting output available on the Student Surveys wiki, please contact Student.Surveys@ed.ac.uk with details of your request.

Summary

- The University of Edinburgh 'Overall Satisfaction' (77.4%) score is down 5.2% in comparison to 2017. In comparison to the sector for 'Overall Satisfaction', the University of Edinburgh placed at 109th out of 119 UUK institutions and 18th out of 22 Russell Group institutions.
- All Primary Themes saw declines from their 2017 results.
 - 'Organisation and Management' experienced the largest decline – 5.5% to 69.3%
 - 'Learning resources' reported the smallest decline – 0.8% to 85.6% - and remains our strongest metric.
- Other Primary Themes:
 - 'Teaching on my Course' fell by 2.3% to 82.0% remaining however the second best Primary Theme at University level
 - 'Learning Opportunities declined by 1.3% to 77.1%.
 - 'Assessment and Feedback' saw a 2.5% decline from 2017 to 60.8%, remaining our second poorest metric.
 - 'Academic Support' declined by 3.0% from 2017 to 71.1%
 - 'Learning Community' fell by 3.6% to 69.9%.
 - 'Student Voice', declined by 1.2% and remained the poorest performing measure (59.2%).
 - 84% of students fed back they had the right opportunities to provide feedback on their course however only 45% stating they felt it was clear how their feedback had been acted upon.
 - 'Personal Tutor' (63.0%) saw the second largest decline (4.9%) from 2017.
 - 'Employability and Skills', a new measure for 2018, achieved 69.7%.

The National Student Survey (NSS) 2018

The NSS 2018 results were released to institutions on 27th July 2018.

The University of Edinburgh Student Surveys Unit has analysed the data available and this report provides the following information:

- Breakdown of % Agree scores by School based on the Overall rating and Primary Themes – Teaching; Learning Opportunities; Assessment and Feedback; Academic Support; Organisation and Management; Learning Resources; Learning Community; Student Voice; Overall Satisfaction; Employability and Skills, and Personal Tutor.
- Breakdown of % Agree scores by School for all comparable themes present in both 2018 and 2017 surveys.
- Breakdown of % Agree score by School for all comparable themes present in both 2018 and 2017 surveys vs 2018 Russell Group upper quartile results.
- University level % Agree score vs UUK and Russell Group upper quartile results for benchmarkable themes , and league table standings.
- Identifies the impact each School has on the overall institutional rating for Overall Satisfaction

University of Edinburgh vs UUK and Russell Group Upper Quartiles

	2018			UUK Rank	Russell Group Rank
Primary Theme (% Agree)	UoE	vs UUK Upper Quartile	vs RG Upper Quartiles	2018 UUK Out of 119	2018 Russell Group Out of 22
Overall satisfaction	77.4%	-8.7%	-7.8%	109	21
The teaching on my course	82.0%	-4.1%	-2.9%	90	18
Learning opportunities	77.1%	-8.0%	-5.4%	114	20
Assessment and feedback	60.8%	-14.5%	-10.7%	115	21
Academic support	71.1%	-10.8%	-7.6%	112	19
Organisation and management	69.3%	-8.3%	-7.8%	99	21
Learning resources	85.7%	-2.7%	-3.0%	75	15
Learning community	69.9%	-9.9%	-6.4%	108	18
Student Voice	59.6%	-12.8%	-9.9%	114	21

Impact of School Satisfaction Results on Institutional Overall Satisfaction rating

The table to the right shows –

- Schools overall NSS approval rating for 2018
- It's contribution to the sample
- How the overall rating has changed in relation to 2017
- The effect that a 1% rise in the Schools overall score has on the institution wide score
- Effect the difference between 2018 and 2017 scores have had

Last year, changes for ENG, ECA and EDU resulted in a 2.1% rise in 'Overall Satisfaction' at University level vs 2016.

In 2018, ENG returned to score more in line with their 2016 result, whilst both EDU and ECA experienced losses far exceeding their 2017 improvements. GEO continued to fall and are now more than 25% below the result they achieved in 2015.

These losses are responsible for the majority (3.9%) of the 5.2% University level decline.

These declines, coupled with sizable losses from MED and BUS, have resulted in an unprecedented fall in 'Overall Satisfaction' at University level.

School	NSS Overall Satisfaction Rating 2018	Contribution to sample 2018	Change from NSS Overall Satisfaction Rating 2017	For every 1% School rating rises, overall score rises by (%)	Impact of change on Overall Satisfaction Rating
INF	84.0%	3.7%	11.3%	0.04%	0.4%
VET	99.3%	3.4%	6.4%	0.03%	0.2%
BIO	87.7%	3.4%	4.3%	0.03%	0.1%
LLC	78.8%	8.9%	1.5%	0.09%	0.1%
PHY	81.5%	2.4%	2.9%	0.02%	0.1%
ECN	72.5%	4.1%	0.3%	0.04%	0.0%
PPL	82.5%	6.1%	0.0%	0.06%	0.0%
CHE	86.7%	2.3%	-1.2%	0.02%	0.0%
LAW	85.8%	5.0%	-0.7%	0.05%	0.0%
DIV	92.5%	1.9%	-7.6%	0.02%	-0.1%
MAT	79.2%	2.7%	-6.3%	0.03%	-0.2%
BMS	75.8%	3.9%	-4.7%	0.04%	-0.2%
HEA	71.9%	0.8%	-28.1%	0.01%	-0.2%
HCA	75.7%	7.0%	-4.6%	0.07%	-0.3%
SPS	75.3%	6.0%	-6.4%	0.06%	-0.4%
BUS	73.3%	5.4%	-9.8%	0.05%	-0.5%
MED	70.5%	4.8%	-12.7%	0.05%	-0.6%
EDU	72.3%	5.7%	-12.8%	0.06%	-0.7%
GEO	66.7%	5.1%	-16.5%	0.05%	-0.8%
ENG	66.0%	6.8%	-16.1%	0.07%	-1.1%
ECA	72.7%	10.7%	-11.6%	0.11%	-1.2%

University of Edinburgh 2018 vs 2017 Agree %

	2018	2017	Change
The teaching on my course	82.0%	84.3%	-2.3%
1. Staff are good at explaining things.	86.0%	87.7%	-1.7%
2. Staff have made the subject interesting.	80.9%	83.7%	-2.8%
3. The course is intellectually stimulating.	86.9%	88.7%	-1.8%
4. My course has challenged me to achieve my best work.	74.0%	77.1%	-3.1%
Learning opportunities	77.1%	78.4%	-1.3%
5. My course has provided me with opportunities to explore ideas or concepts in depth.	81.1%	82.9%	-1.7%
6. My course has provided me with opportunities to bring information and ideas together from different topics.	78.7%	80.4%	-1.7%
7. My course has provided me with opportunities to apply what I have learnt.	71.4%	71.8%	-0.4%
Assessment and feedback	60.8%	63.3%	-2.5%
8. The criteria used in marking have been clear in advance.	60.7%	62.9%	-2.2%
9. Marking and assessment has been fair.	65.7%	67.2%	-1.5%
10. Feedback on my work has been timely.	56.7%	61.1%	-4.4%
11. I have received helpful comments on my work.	60.0%	62.2%	-2.1%
Academic support	71.1%	74.1%	-3.0%
12. I have been able to contact staff when I needed to.	83.3%	86.6%	-3.4%
13. I have received sufficient advice and guidance in relation to my course.	66.9%	70.7%	-3.8%
14. Good advice was available when I needed to make study choices on my course.	62.9%	64.6%	-1.7%
Organisation and management	69.3%	74.8%	-5.5%
15. The course is well organised and running smoothly.	59.5%	67.5%	-8.0%
16. The timetable works efficiently for me.	78.8%	81.8%	-2.9%
17. Any changes in the course or teaching have been communicated effectively.	70.0%	75.2%	-5.2%
Learning resources	85.7%	86.4%	-0.8%
18. The IT resources and facilities provided have supported my learning well.	80.7%	83.6%	-2.9%
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.	87.9%	88.2%	-0.2%
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	88.4%	87.6%	0.7%
Learning community	69.9%	73.5%	-3.6%
21. I feel part of a community of staff and students.	60.7%	66.3%	-5.6%
22. I have had the right opportunities to work with other students as part of my course.	79.3%	80.8%	-1.5%
Student Voice	59.6%	60.7%	-1.2%
23. I have had the right opportunities to provide feedback on my course.	84.1%	84.7%	-0.6%
24. Staff value students' views and opinions about the course.	65.8%	68.4%	-2.6%
25. It is clear how students' feedback on the course has been acted on.	45.8%	46.9%	-1.1%
26. The students' union (association or guild) effectively represents students' academic interests.	41.6%	41.7%	-0.1%
Overall satisfaction	77.4%	82.6%	-5.2%
Employability and skills	69.7%	-	-
B15.1 My Higher Education experience has helped me plan for my future career.	63.7%	-	-
B15.2 My institution offered activities and resources designed to prepare me for the next step in my career.	65.3%	-	-
B15.3 The skills I have developed during my time in Higher Education will be useful for my future career.	80.0%	-	-
Personal Tutor	63.0%	68.0%	-4.9%

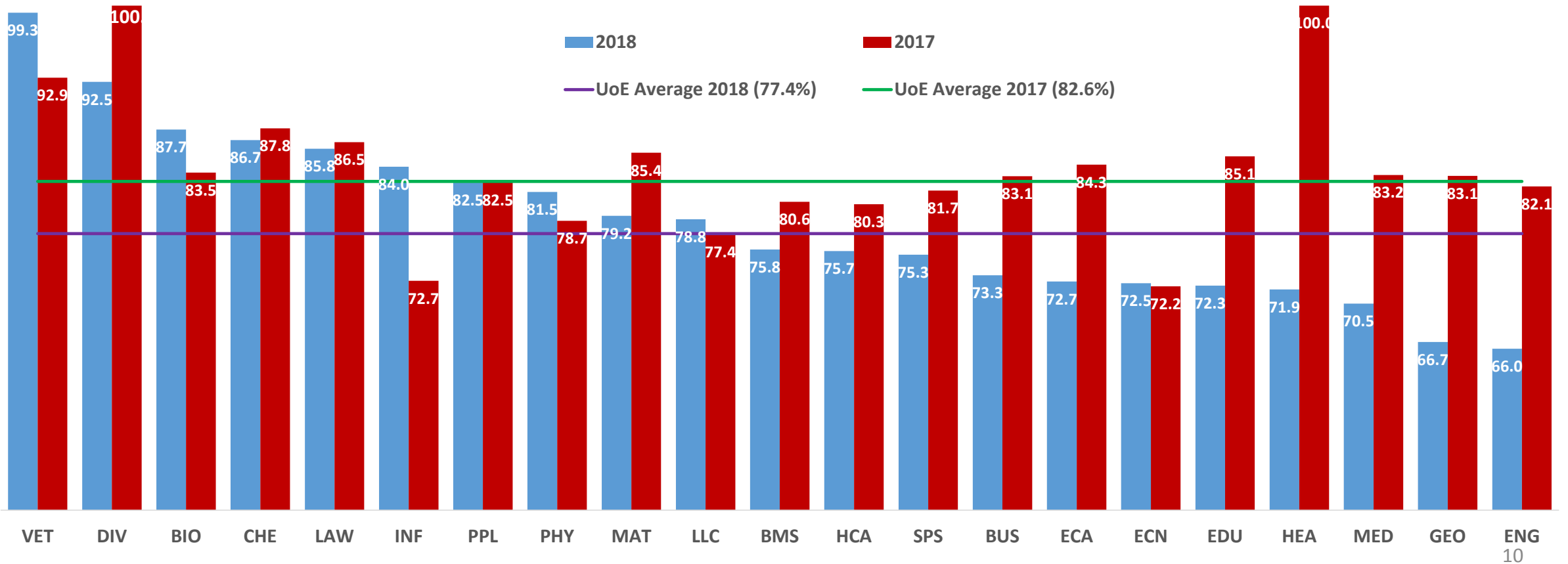
2018 vs 2017 results by School

Overall Satisfaction % Agree - 2018 vs 2017

Overall satisfaction decreased from 82.6% in 2017 to 77.4% in 2018.

6 Schools increased, 14 Schools decreased and 1 School remained the same compared to the previous year

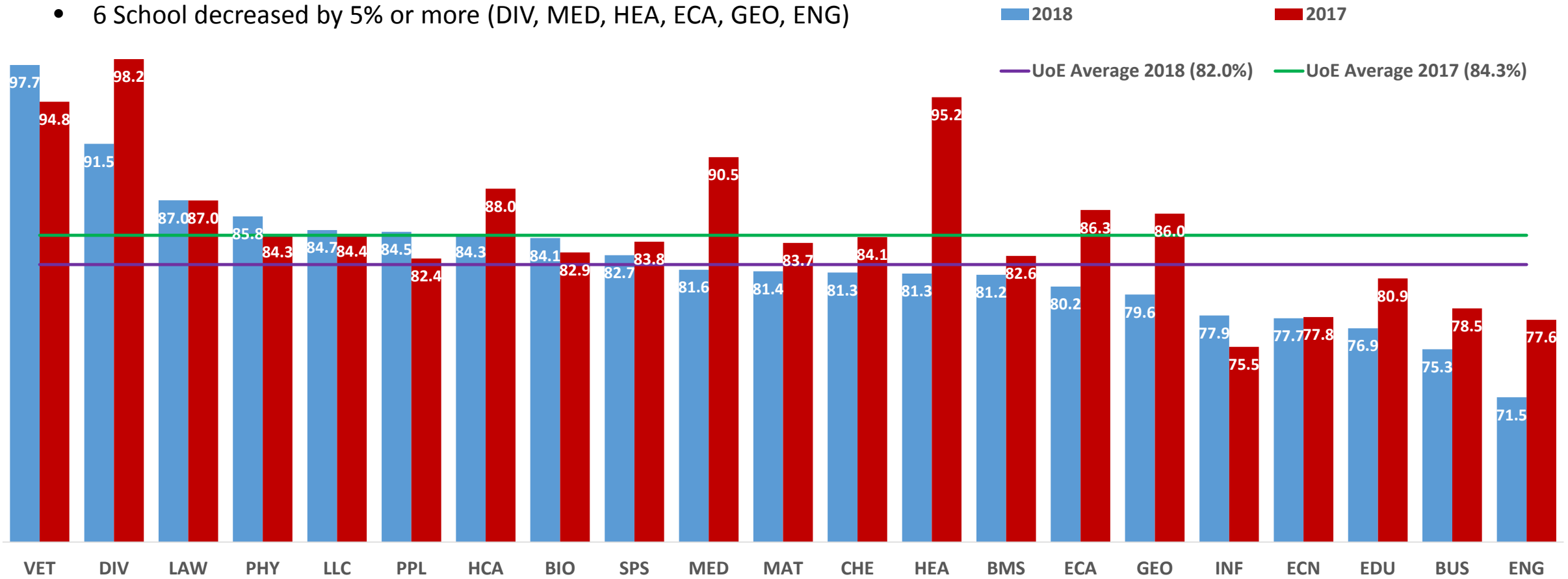
- Largest increase – INF (11.3%)
- Largest decrease – HEA (-28.1%)
- 2 Schools increased by 5% or more (VET, INF)
- 10 Schools decreased by 5% or more (DIV, MAT, SPS, BUS, ECA, EDU, HEA, MED, GEO, ENG)



Teaching on my Course % Agree - 2018 vs 2017

Teaching on my Course fell by 2.3% to 82% in comparison to the equivalent 2017 result (84.3%).

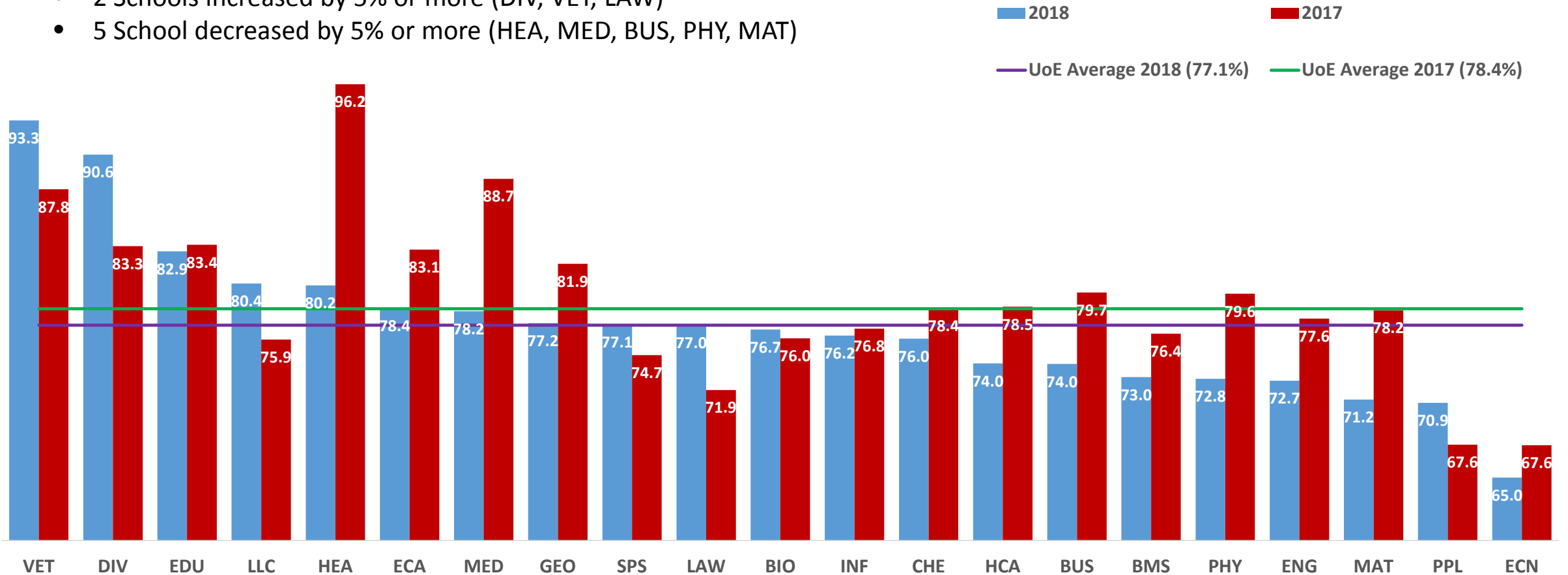
- 6 Schools increased, 14 Schools decreased and 1 School remained the same compared to the previous year.
- Largest increase – VET (2.9%)
- Largest decrease – HEA (-13.9%)
- 0 Schools increased by 5% or more
- 6 School decreased by 5% or more (DIV, MED, HEA, ECA, GEO, ENG)



Learning opportunities % Agree - 2018 vs 2017

Learning opportunities declined by 1.3% to 77.1% in comparison to the equivalent 2017 result (78.4%).

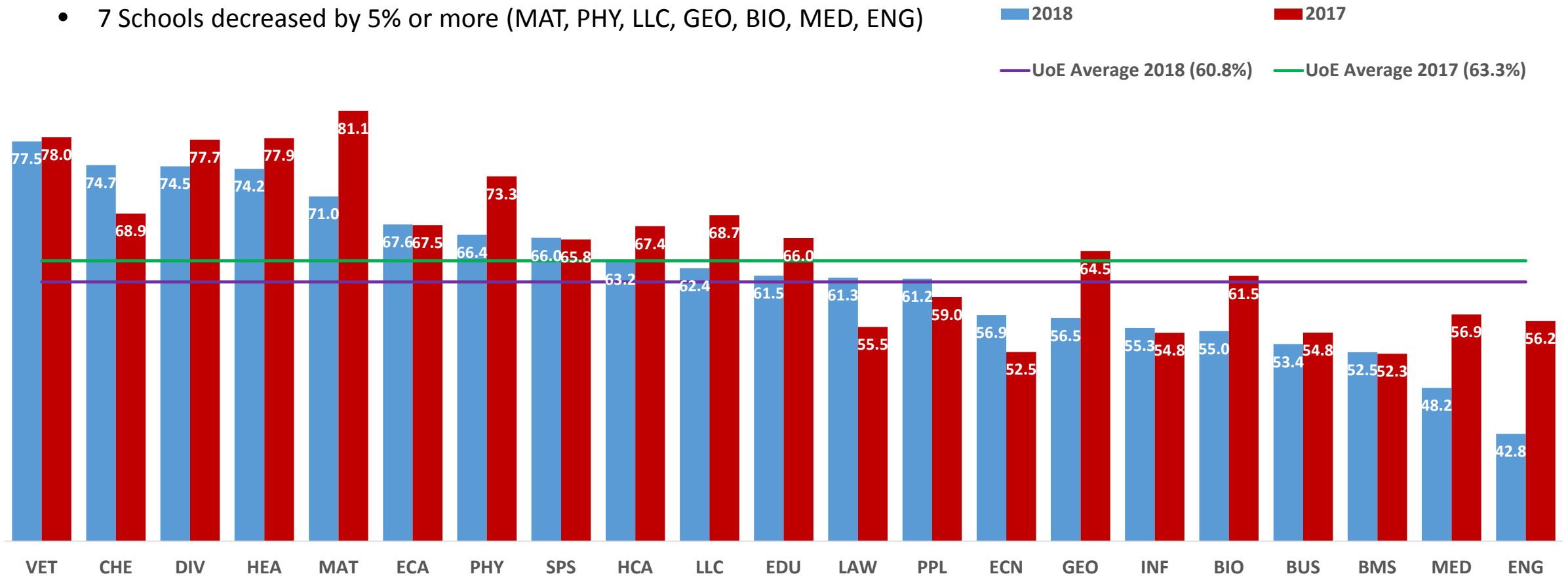
- 7 Schools increased and 14 Schools decreased compared to the previous year.
- Largest increase – DIV (7.2%)
- Largest decrease – HEA (-15.9%)
- 2 Schools increased by 5% or more (DIV, VET, LAW)
- 5 School decreased by 5% or more (HEA, MED, BUS, PHY, MAT)



Assessment and Feedback % Agree - 2018 vs 2017

Assessment and Feedback decreased by 2.5% to 60.8% compared to 2017.

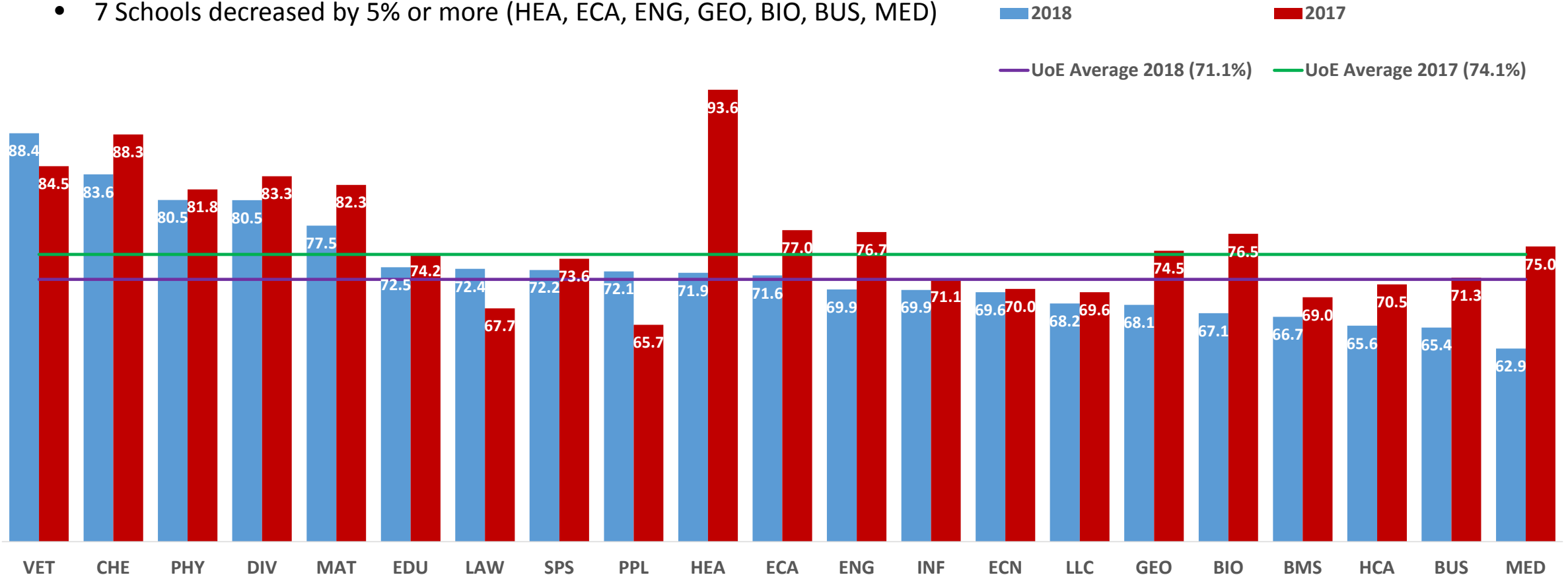
- 8 Schools increased and 13 Schools decreased in comparison to last year.
- Largest increase – CHE and LAW (5.8%)
- Largest decrease – ENG (-13.4%)
- 2 Schools increased by 5% or more (LAW, CHE)
- 7 Schools decreased by 5% or more (MAT, PHY, LLC, GEO, BIO, MED, ENG)



Academic Support % Agree - 2018 vs 2017

Academic Support declined by 3% to 71.1% compared to 74.1%, the figure for 2017.

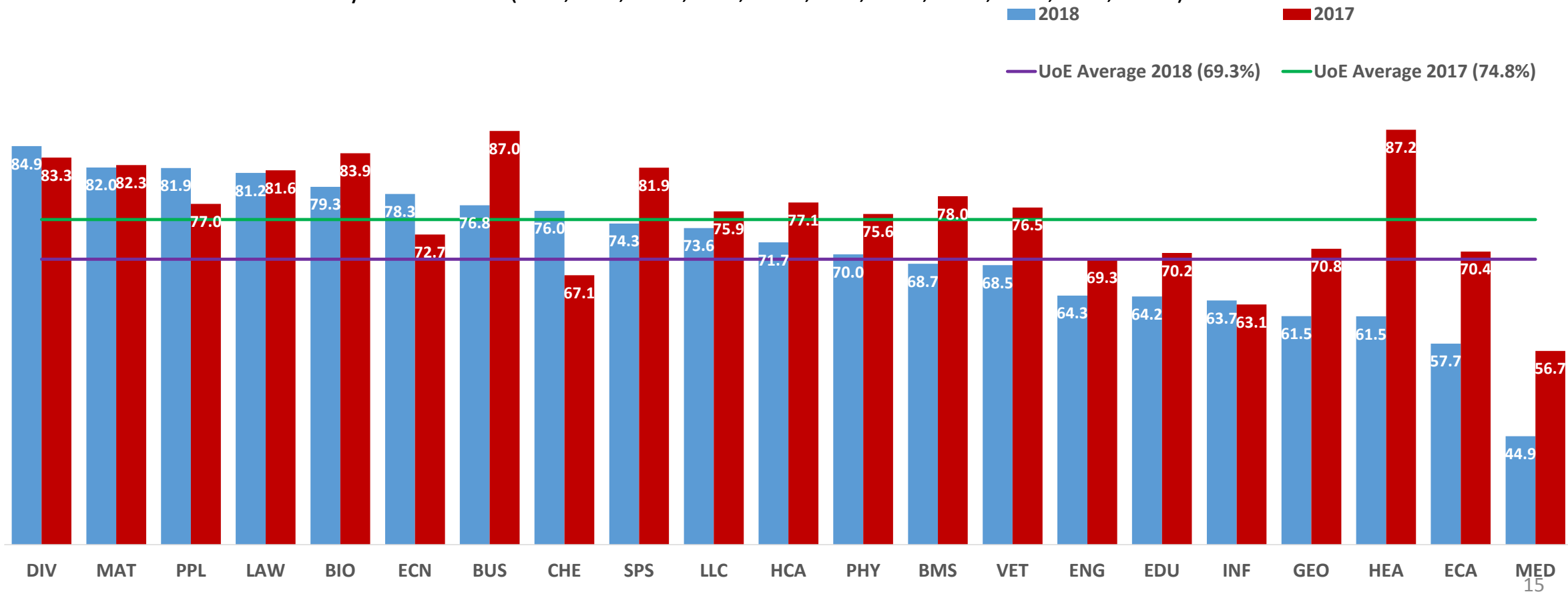
- 3 Schools increased and 18 Schools decreased compared to the previous year
- Largest increase – PPL (6.3%)
- Largest decrease – HEA (-21.7%)
- 1 Schools increased by 5% or more (PPL)
- 7 Schools decreased by 5% or more (HEA, ECA, ENG, GEO, BIO, BUS, MED)



Organisation and Management % Agree - 2018 vs 2017

Organisation and Management decreased by 5.5% to 69.3% compared to 2017.

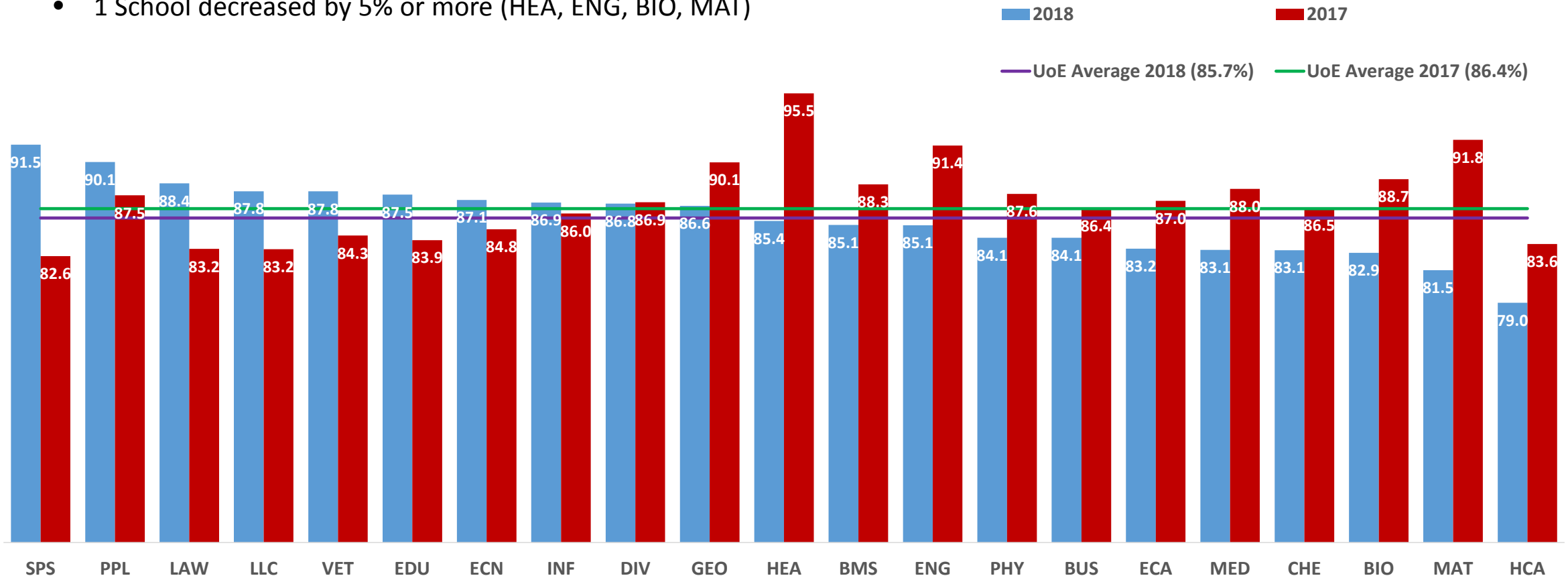
- 5 Schools increased and 16 Schools decreased compared to the previous year.
- Largest increase – CHE (8.9%)
- Largest decrease – HEA (-25.7%)
- 2 Schools increased by 5% or more (ECN, CHE)
- 11 Schools decreased by 5% or more (BUS, SPS, HCA, PHY, BMS, VET, EDU, GEO, HEA, ECA, MED)



Learning Resources % Agree - 2018 vs 2017

Learning Resources decreased by 0.7% to 85.7% compared to 2017.

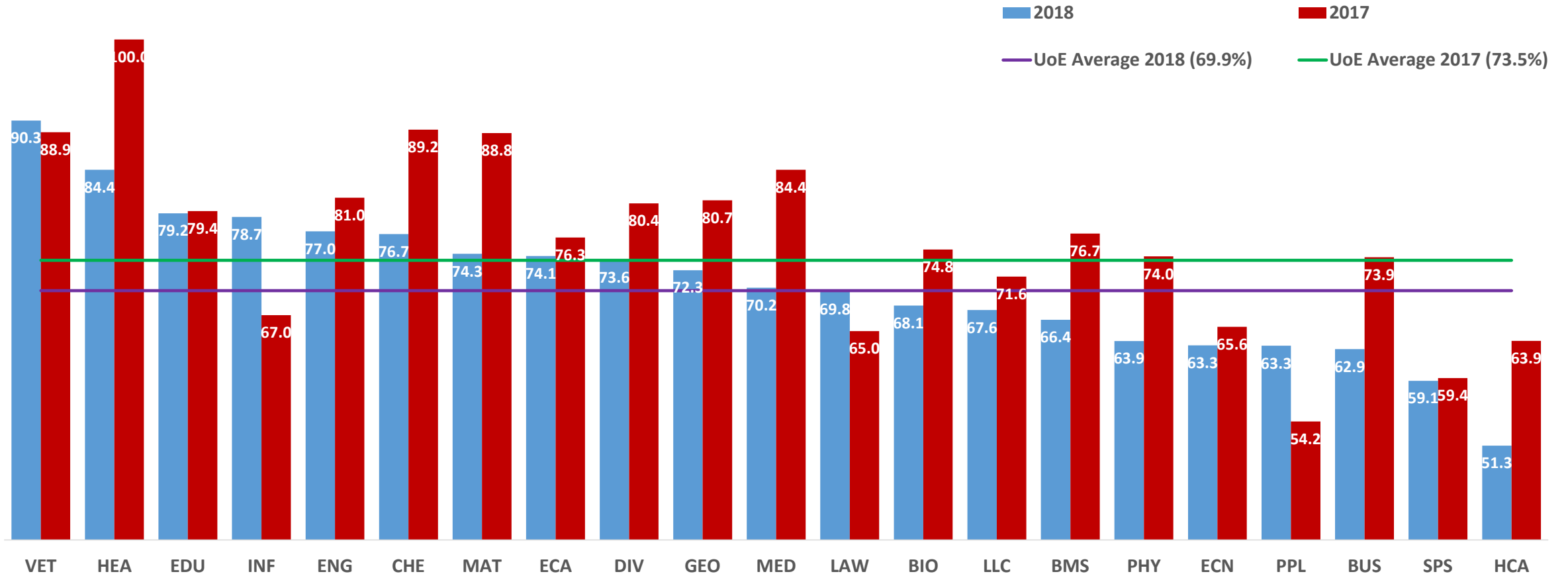
- 8 Schools increased and 13 Schools decreased in comparison to last year.
- Largest increase – SPS (8.8%)
- Largest decrease – MAT (-10.3%)
- 2 School increased by 5% or more (SPS, LAW)
- 1 School decreased by 5% or more (HEA, ENG, BIO, MAT)



Learning Community % Agree - 2018 vs 2017

Learning Community decreased by 3.6% to 69.9% compared to 2017.

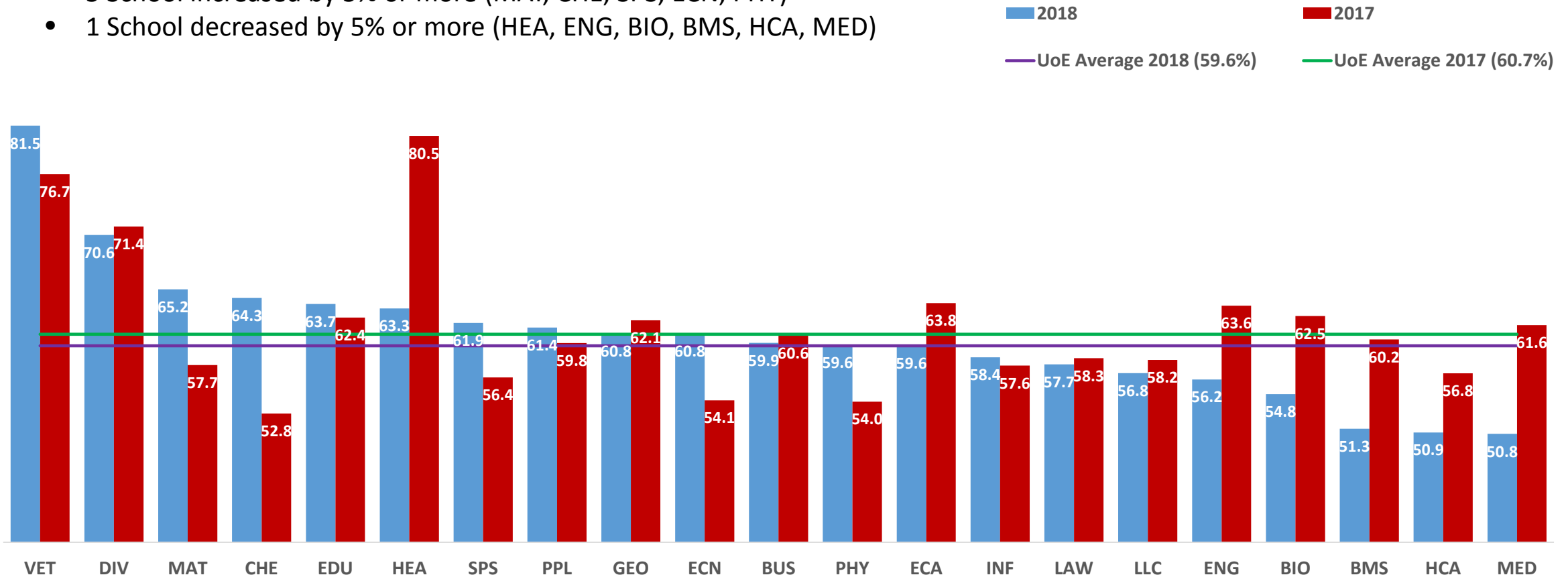
- 4 Schools increased and 17 Schools decreased in comparison to last year.
- Largest increase – INF (11.8%)
- Largest decrease – HEA (-15.6%)
- 2 Schools increased by 5% or more (INF, PPL)
- 11 School decreased by 5% or more (HEA, CHE, MAT, DIV, GEO, MED, BIO, BMS, PHY, BUS, HCA)



Student Voice % Agree - 2018 vs 2017

Student Voice decreased by 1.1% to 59.6% compared to 2017.

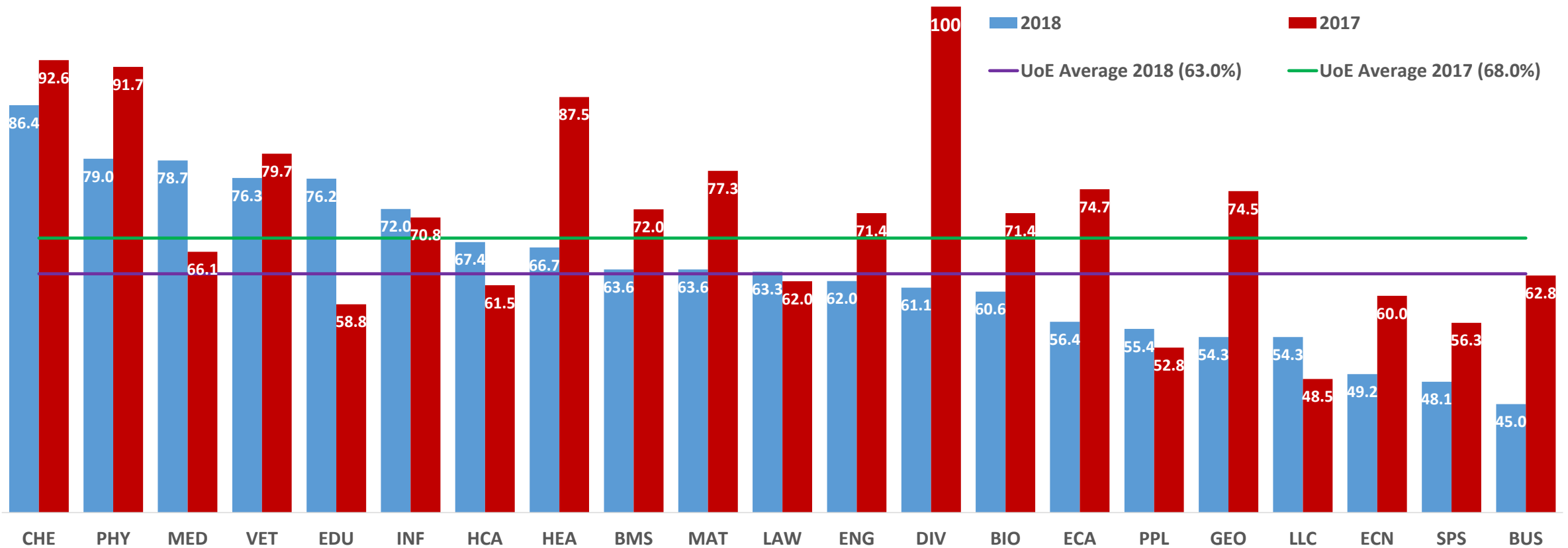
- 9 Schools increased and 12 Schools decreased in comparison to last year.
- Largest increase – CHE (11.5%)
- Largest decrease – HEA (-17.2%)
- 5 School increased by 5% or more (MAT, CHE, SPS, ECN, PHY)
- 1 School decreased by 5% or more (HEA, ENG, BIO, BMS, HCA, MED)



Personal tutor % Agree - 2018 vs 2017

Personal tutor decreased by 5% to 63.0% compared to 2017.

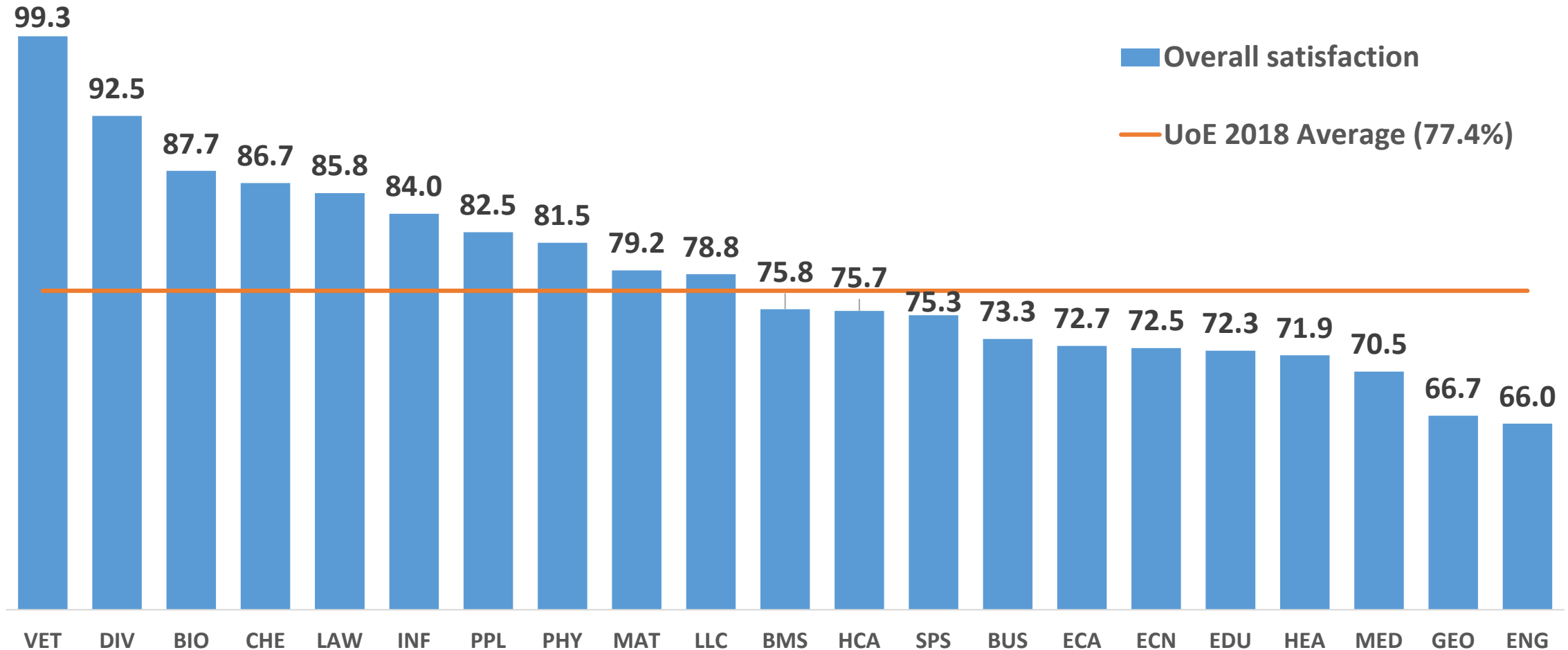
- 7 Schools increased and 14 Schools decreased in comparison to last year.
- Largest increase – EDU (17.4%)
- Largest decrease – DIV (-38.9%)
- 4 School increased by 5% or more (MED, EDU, HCA, LLC)
- 13 School decreased by 5% or more (CHE, PHY, HEA, BMS, MAT, ENG, DIV, BIO, ECA, GEO, ECN, SPS, BUS)



2018 results by School

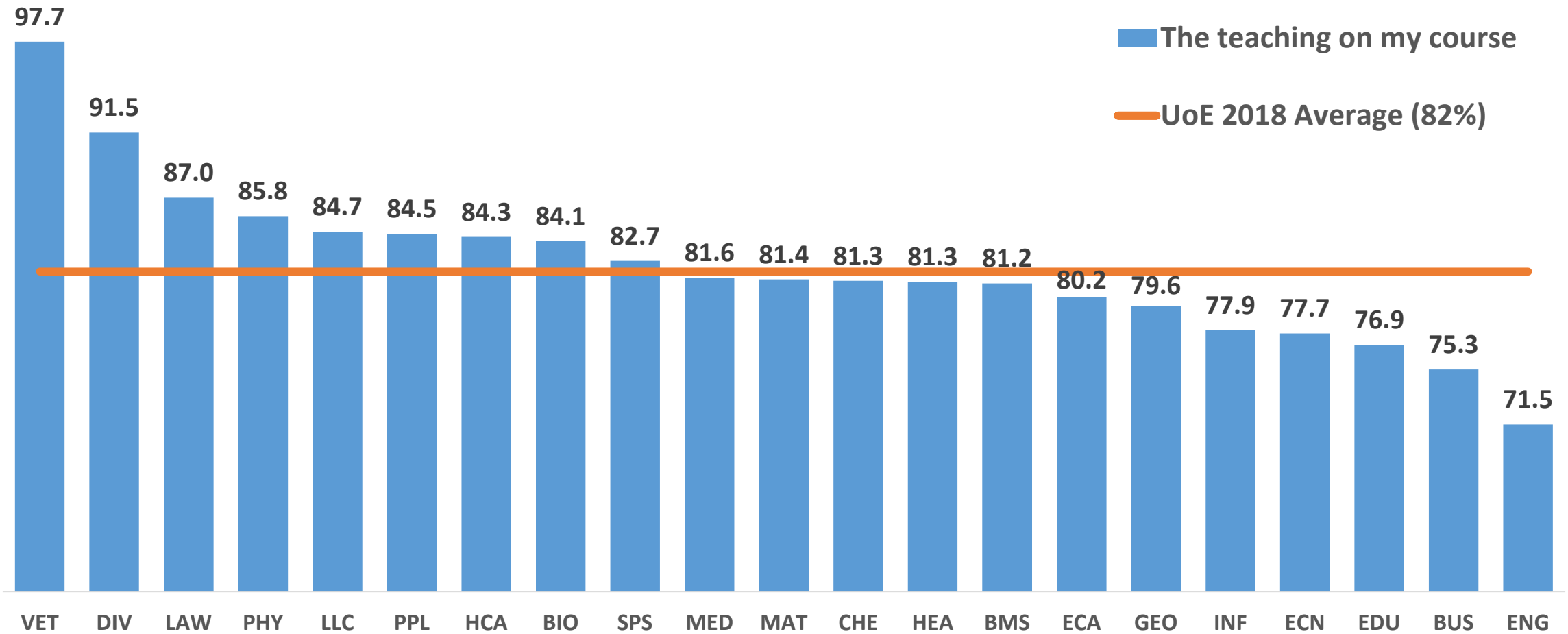
Overall Satisfaction % Agree - 2018

School vs University of Edinburgh Average (77.4%)



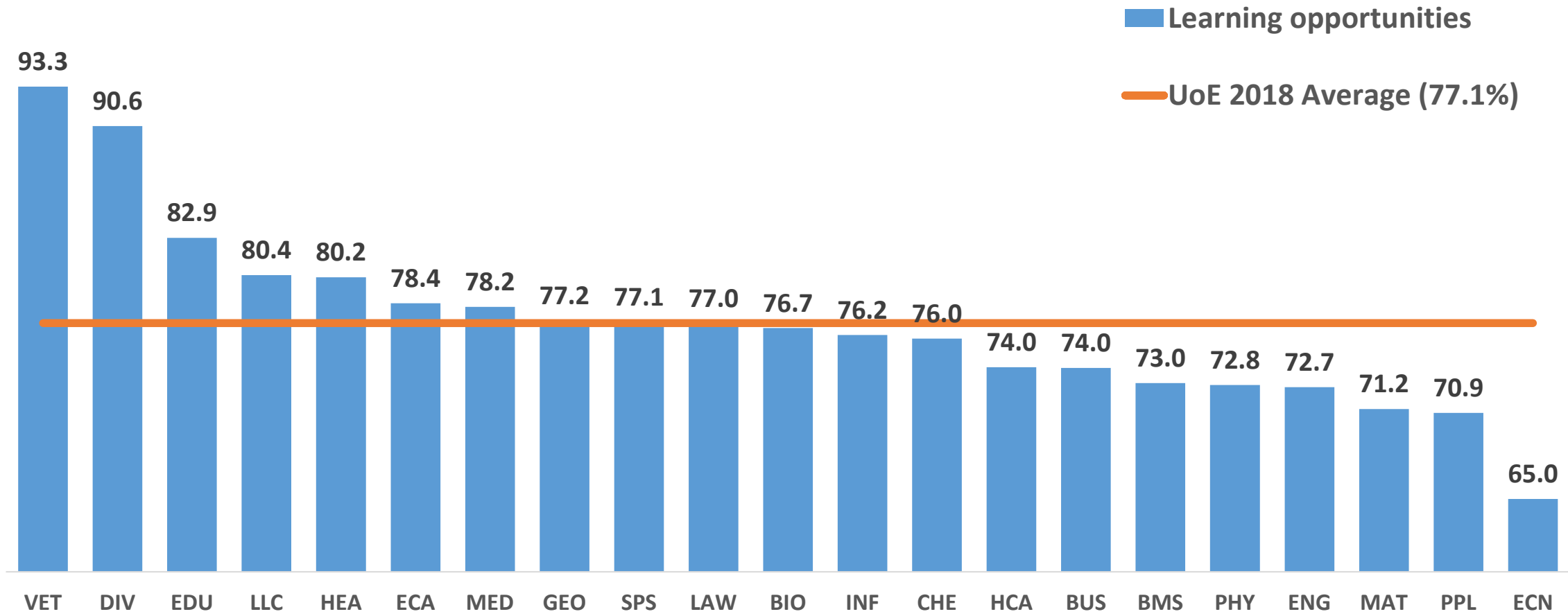
The teaching on my course % Agree - 2018

School vs University of Edinburgh Average (82.0%)



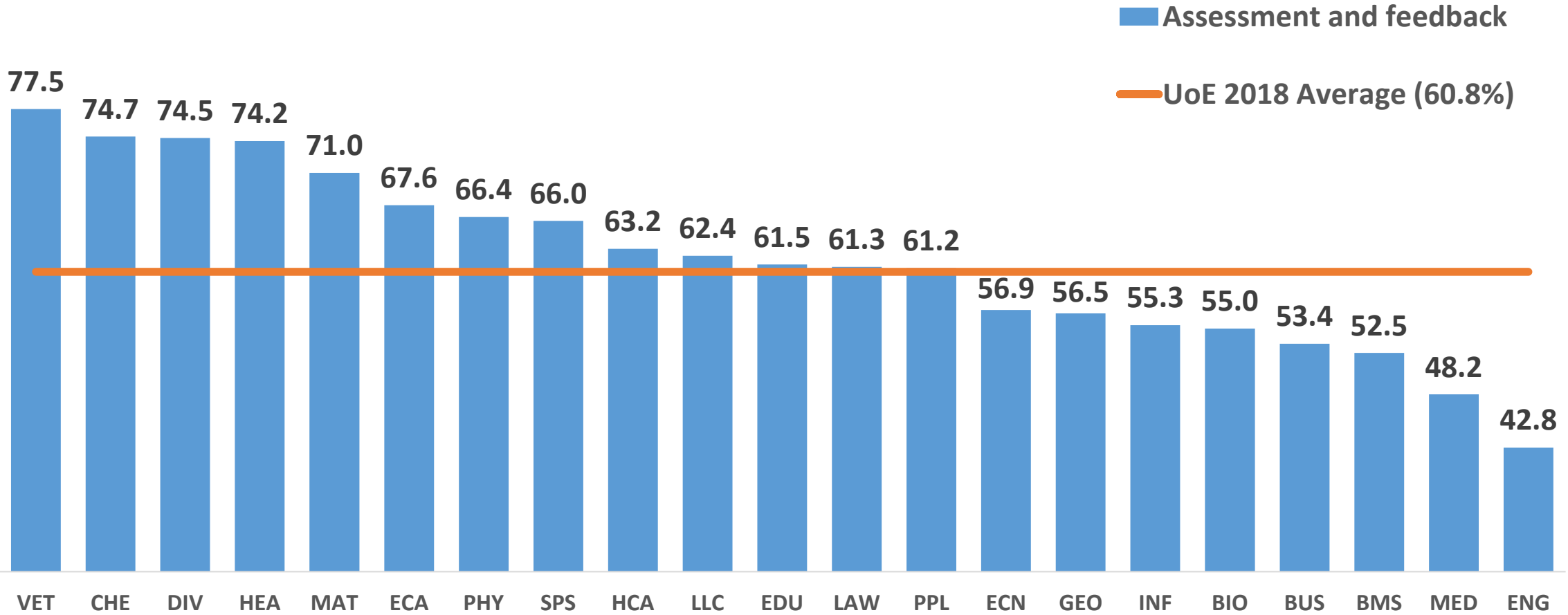
Learning opportunities % Agree - 2018

School vs University of Edinburgh Average (77.1%)



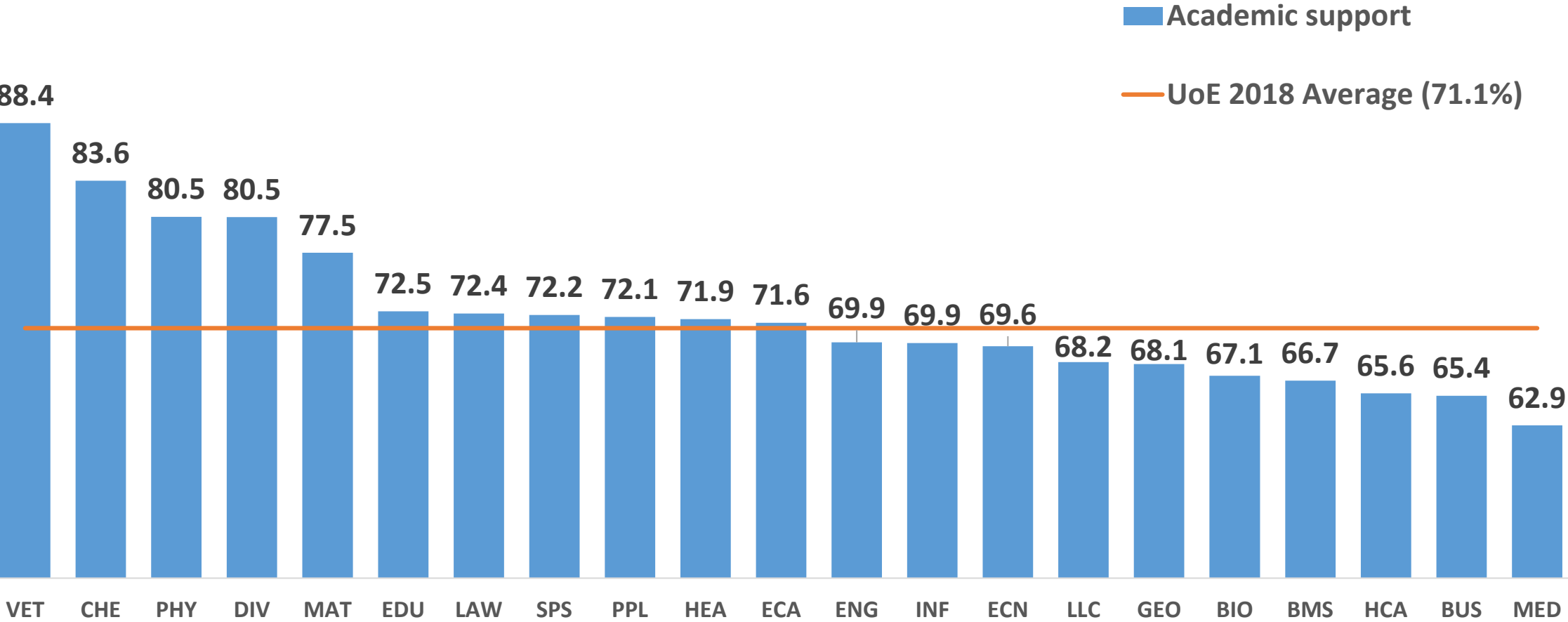
Assessment and feedback % Agree - 2018

School vs University of Edinburgh Average (60.8%)



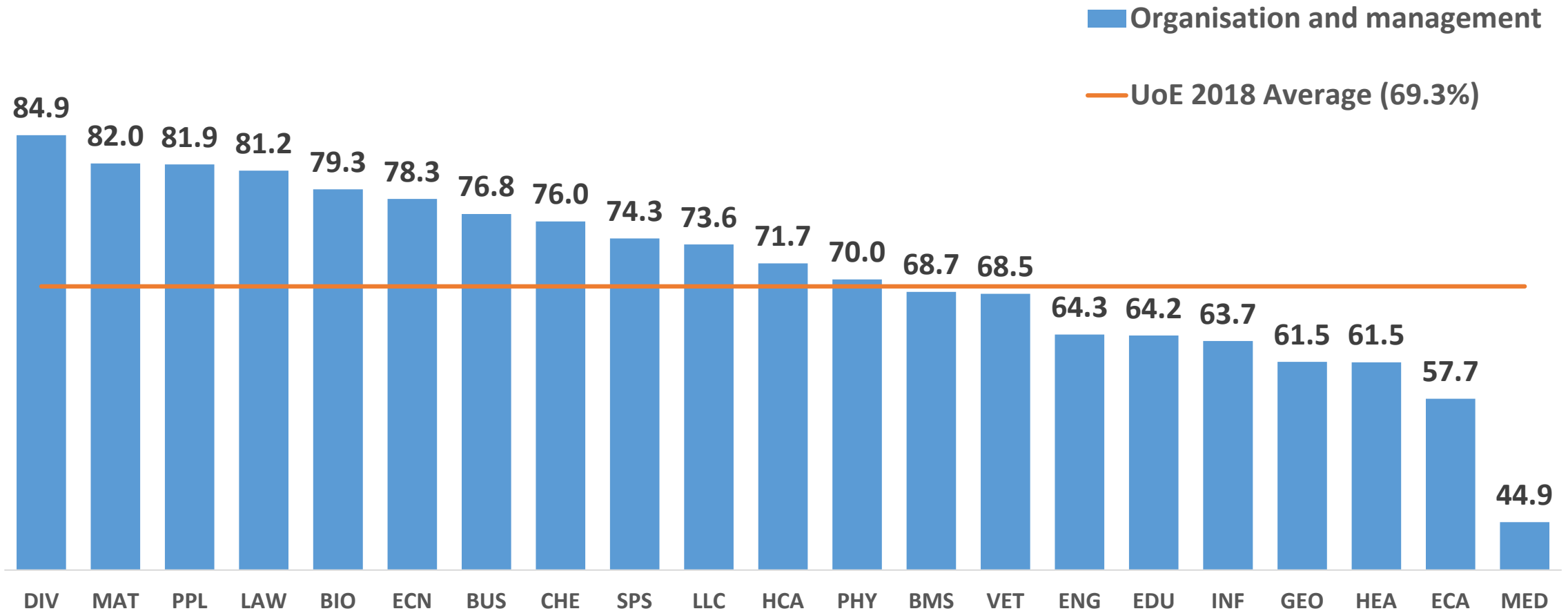
Academic support % Agree - 2018

School vs University of Edinburgh Average (71.1%)



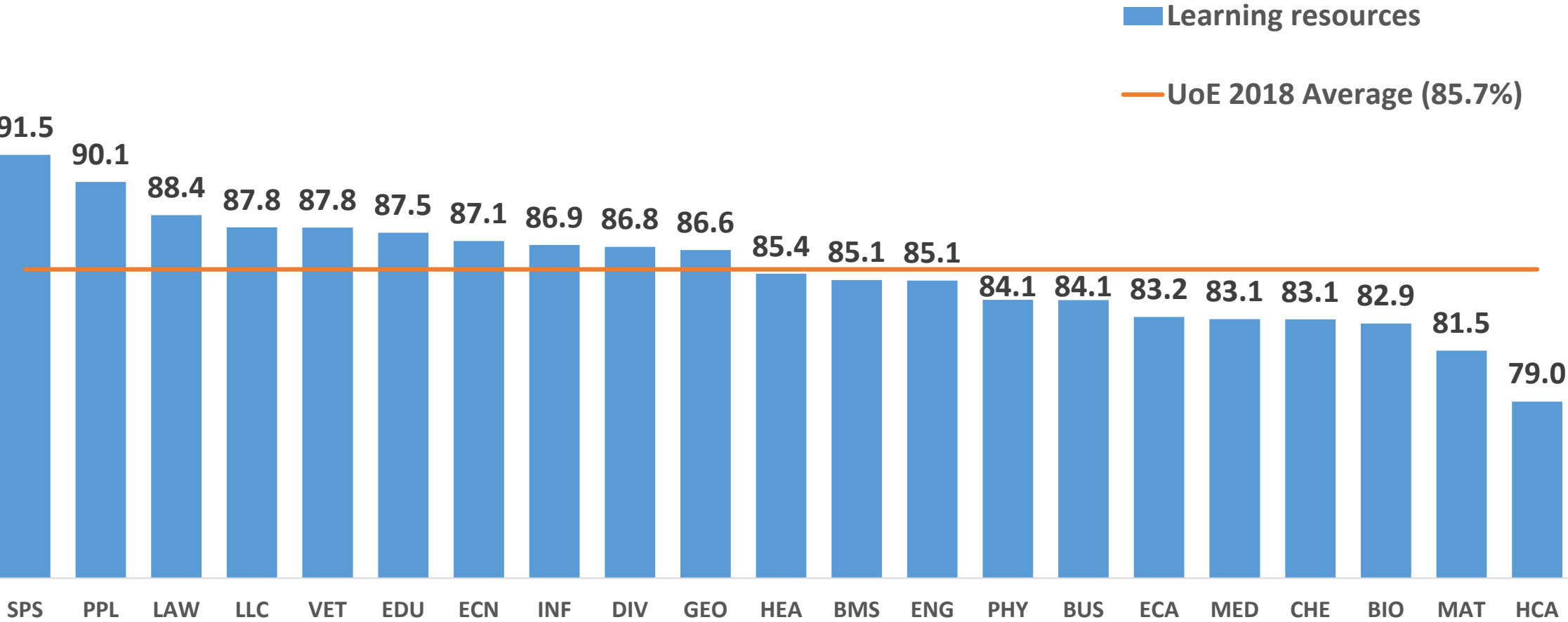
Organisation and management % Agree - 2018

School vs University of Edinburgh Average (69.3%)



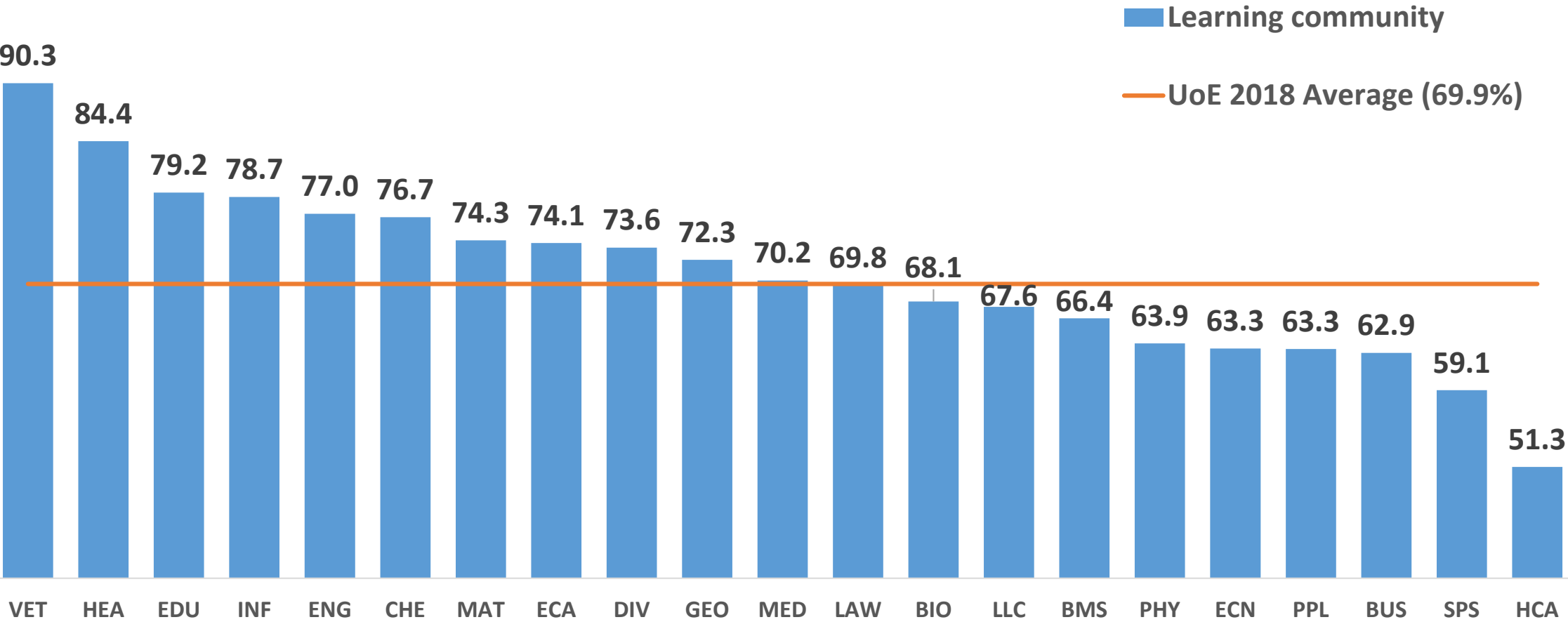
Learning resources % Agree - 2018

School vs University of Edinburgh Average (85.7%)



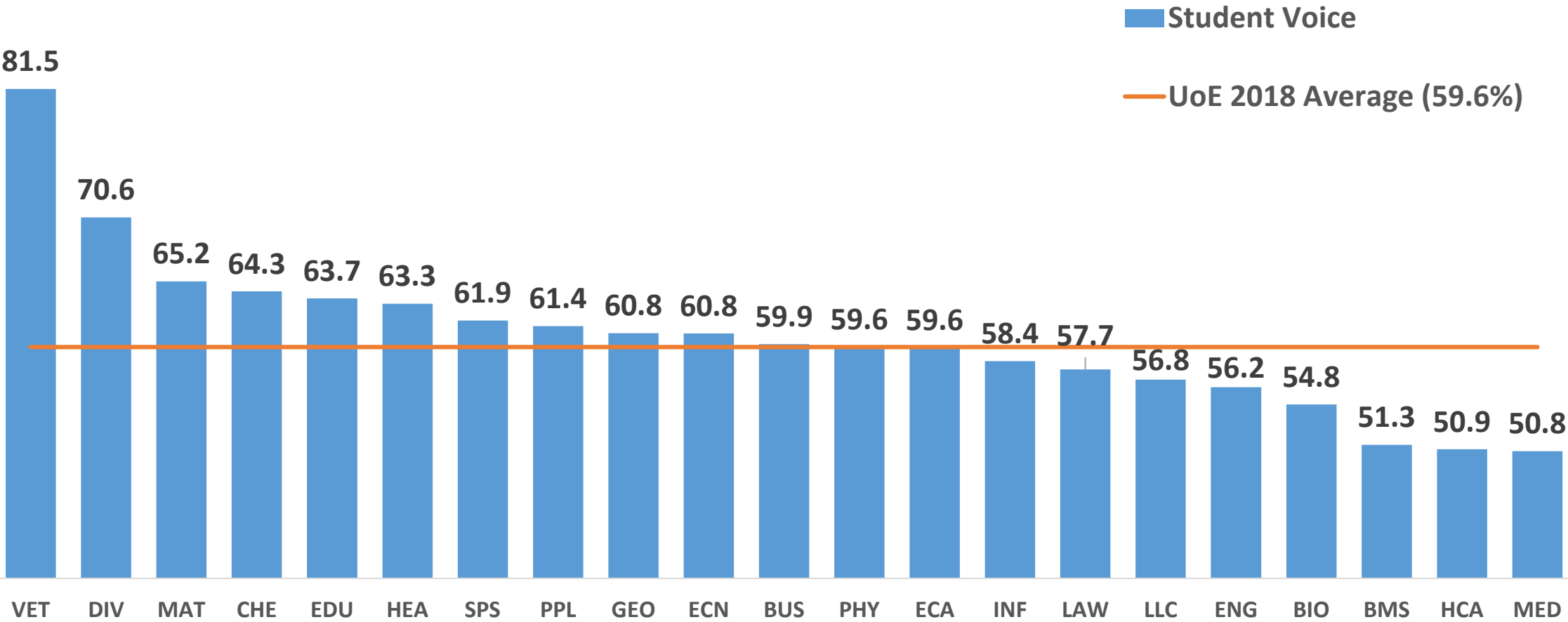
Learning community % Agree - 2018

School vs University of Edinburgh Average (69.9%)



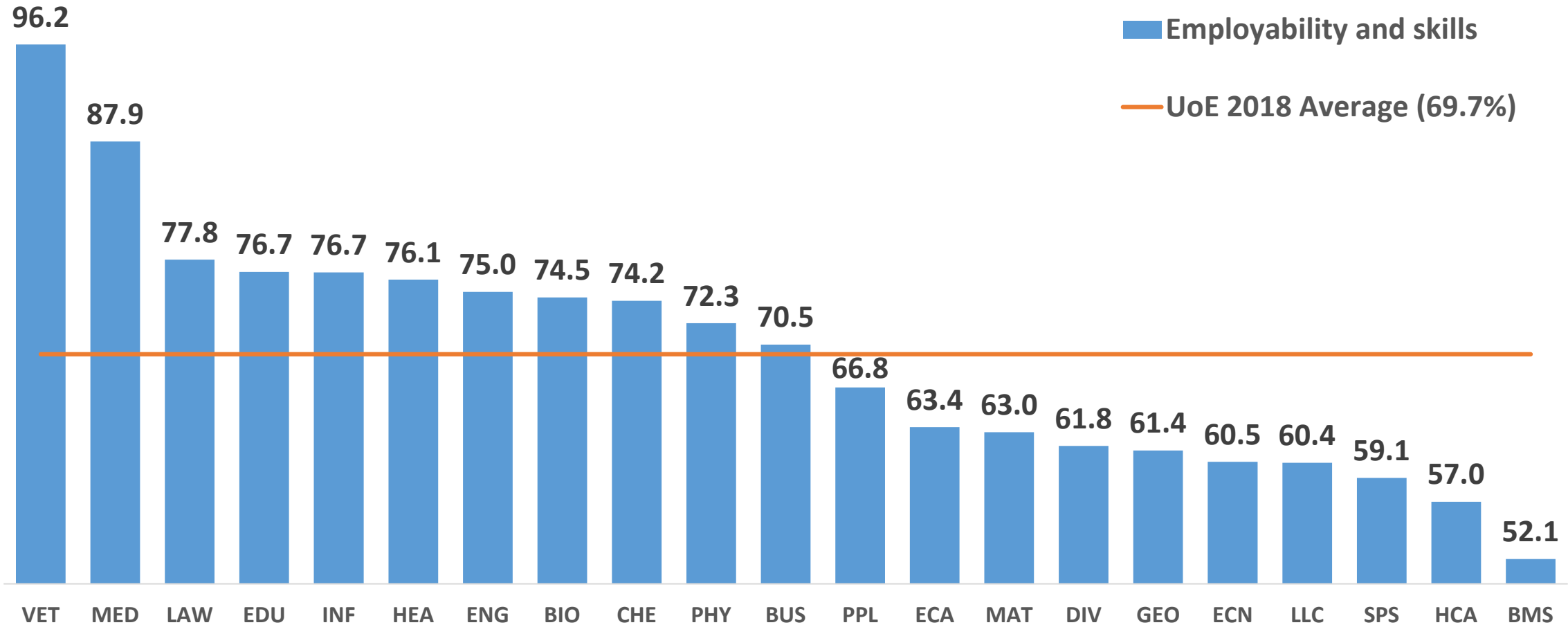
Student Voice % Agree - 2018

School vs University of Edinburgh Average (59.6%)



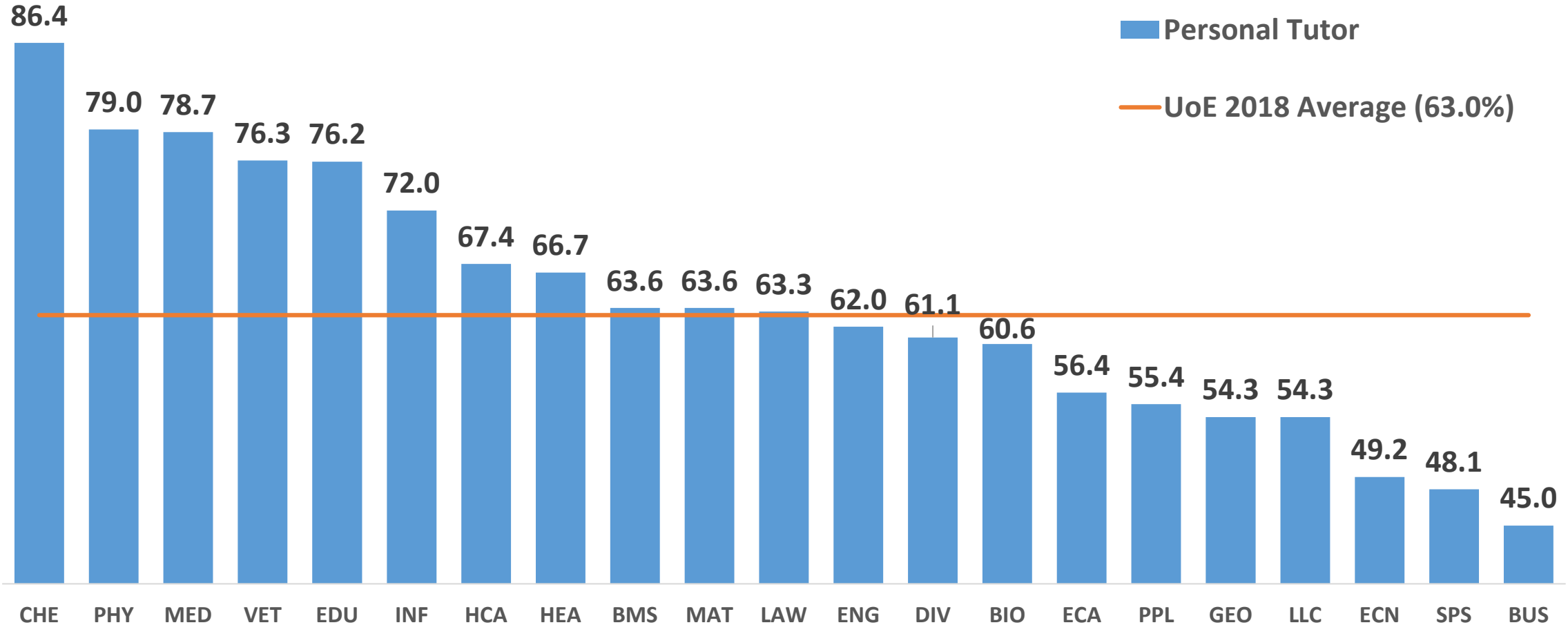
Employability and skills % Agree - 2018

School vs University of Edinburgh Average (69.7%)



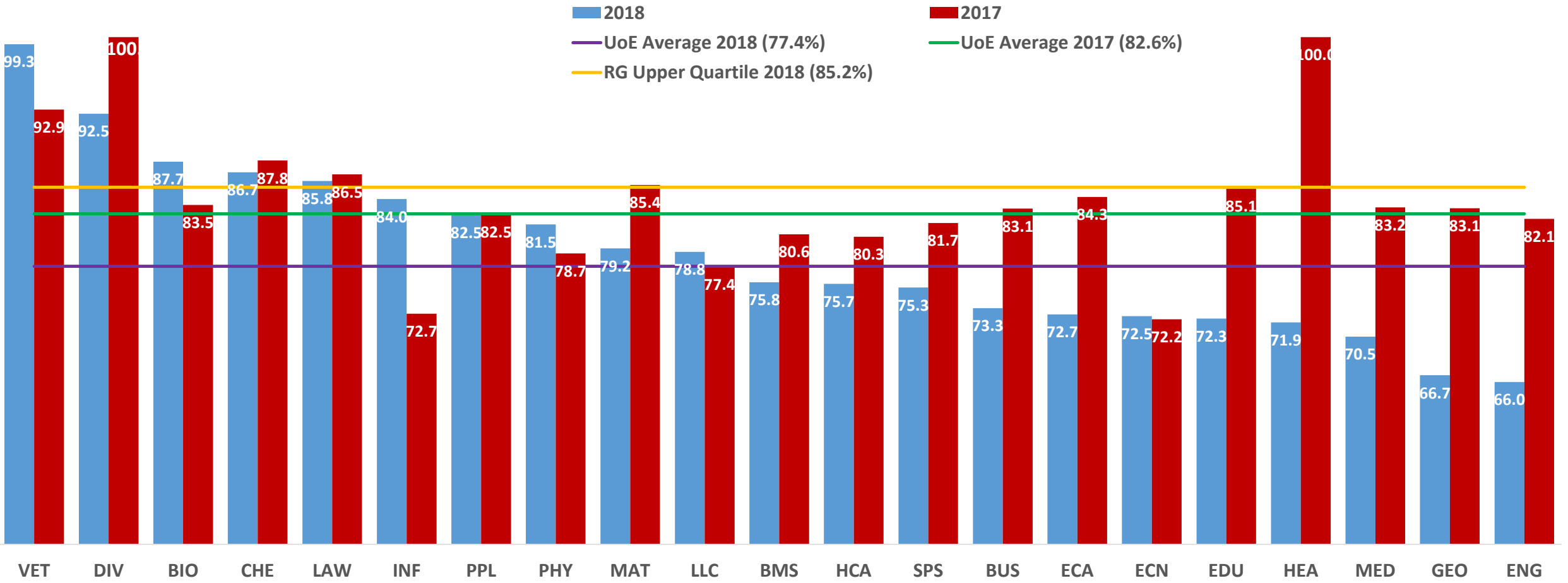
Personal Tutor % Agree - 2018

School vs University of Edinburgh Average (63.0%)

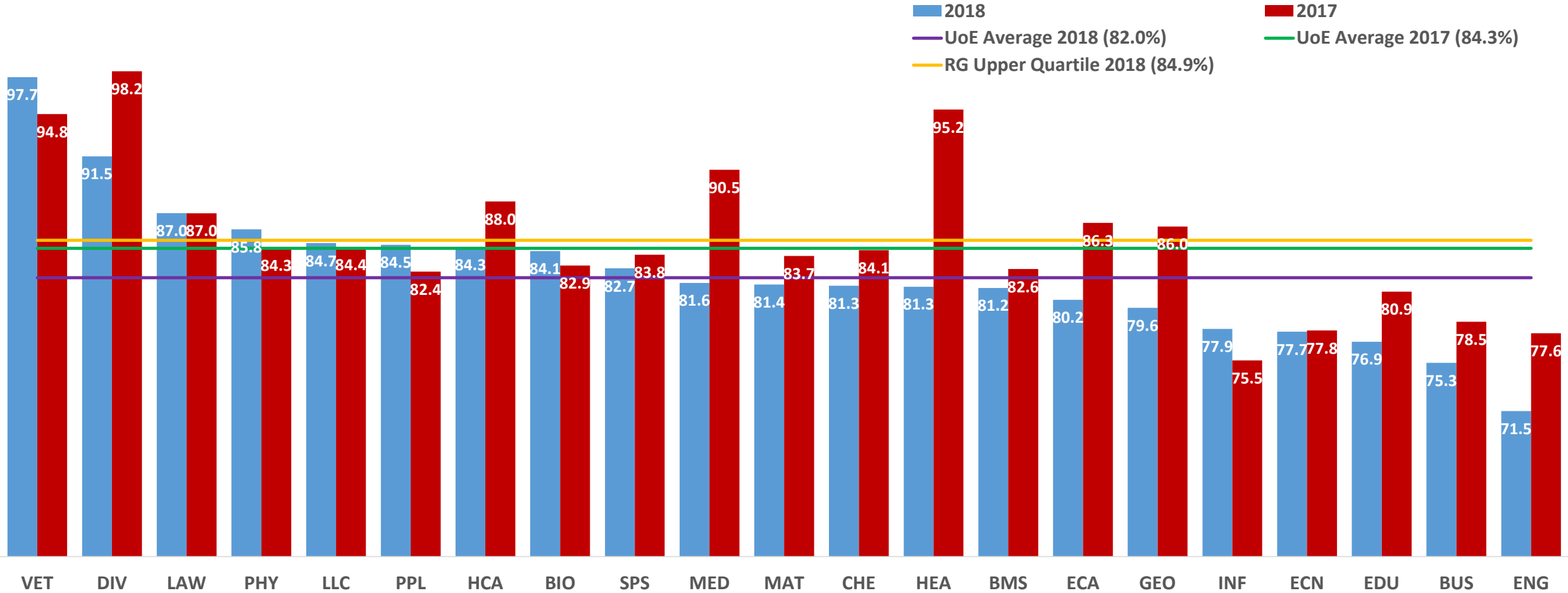


2018 vs 2017 results by School vs Russell Group Upper Quartile

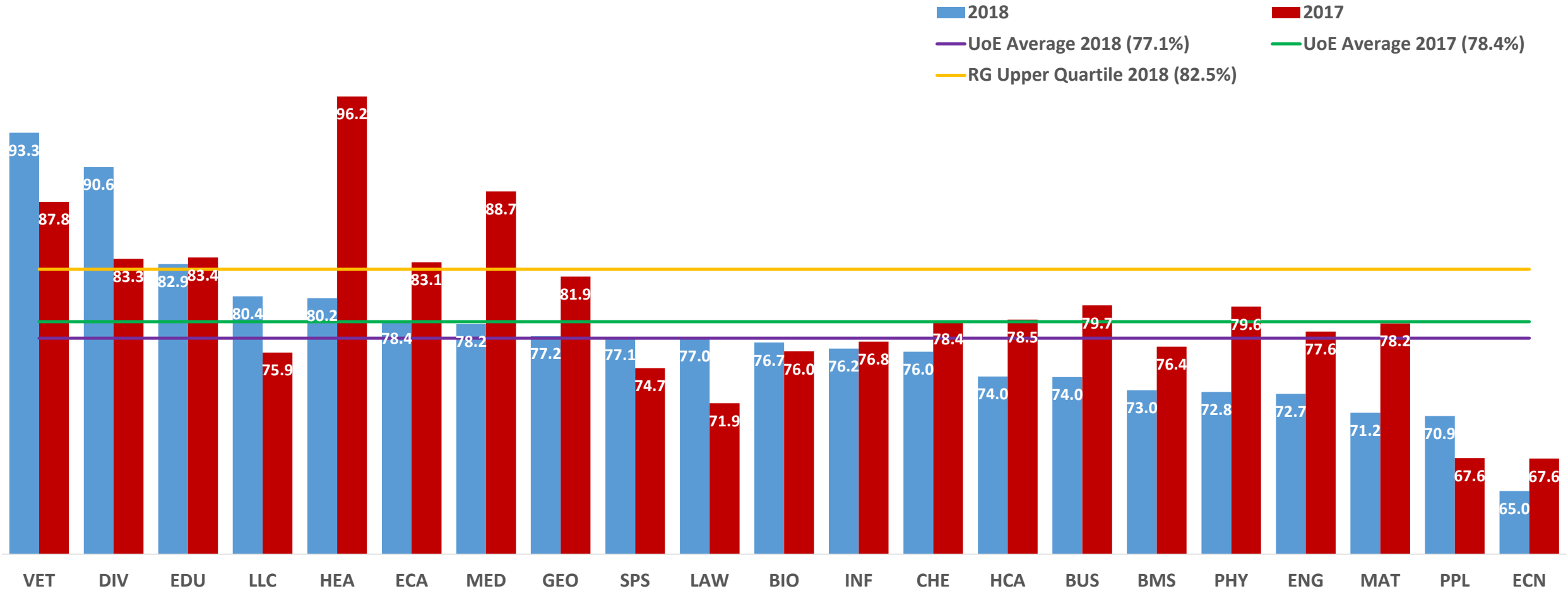
Overall Satisfaction % Agree - 2018 vs 2017



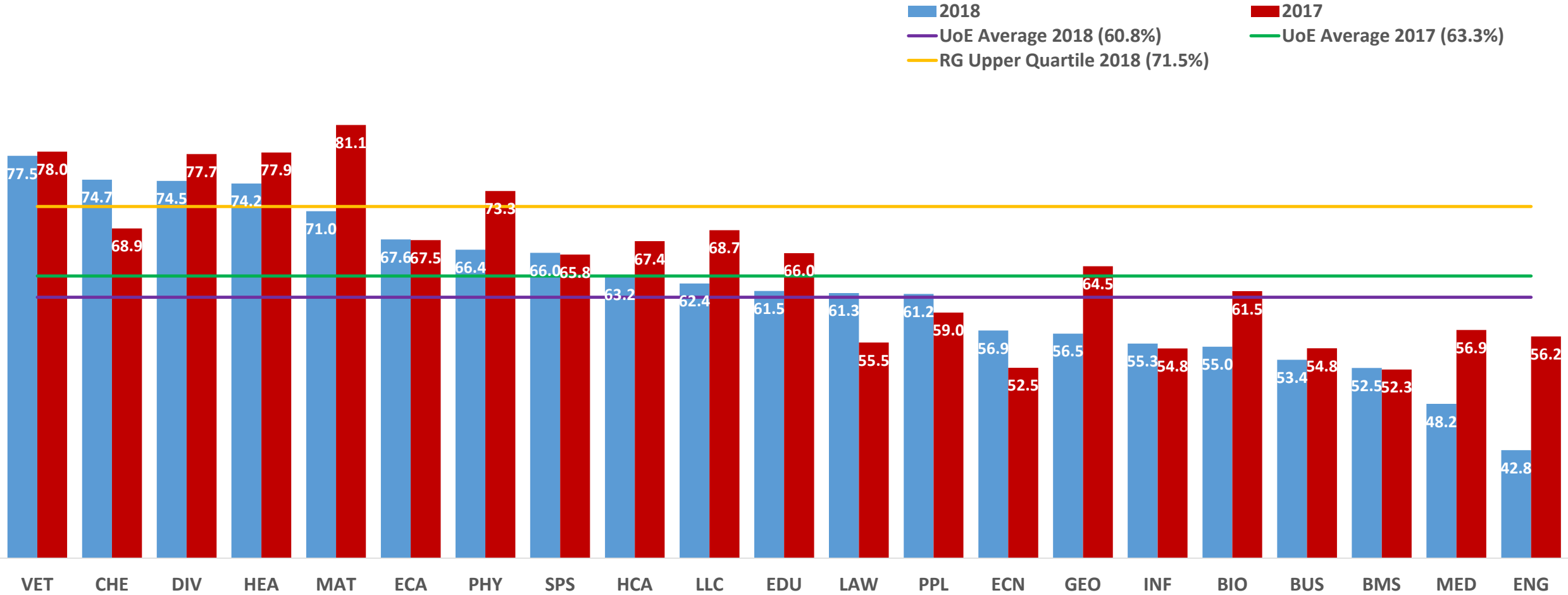
Teaching on my Course % Agree - 2018 vs 2017



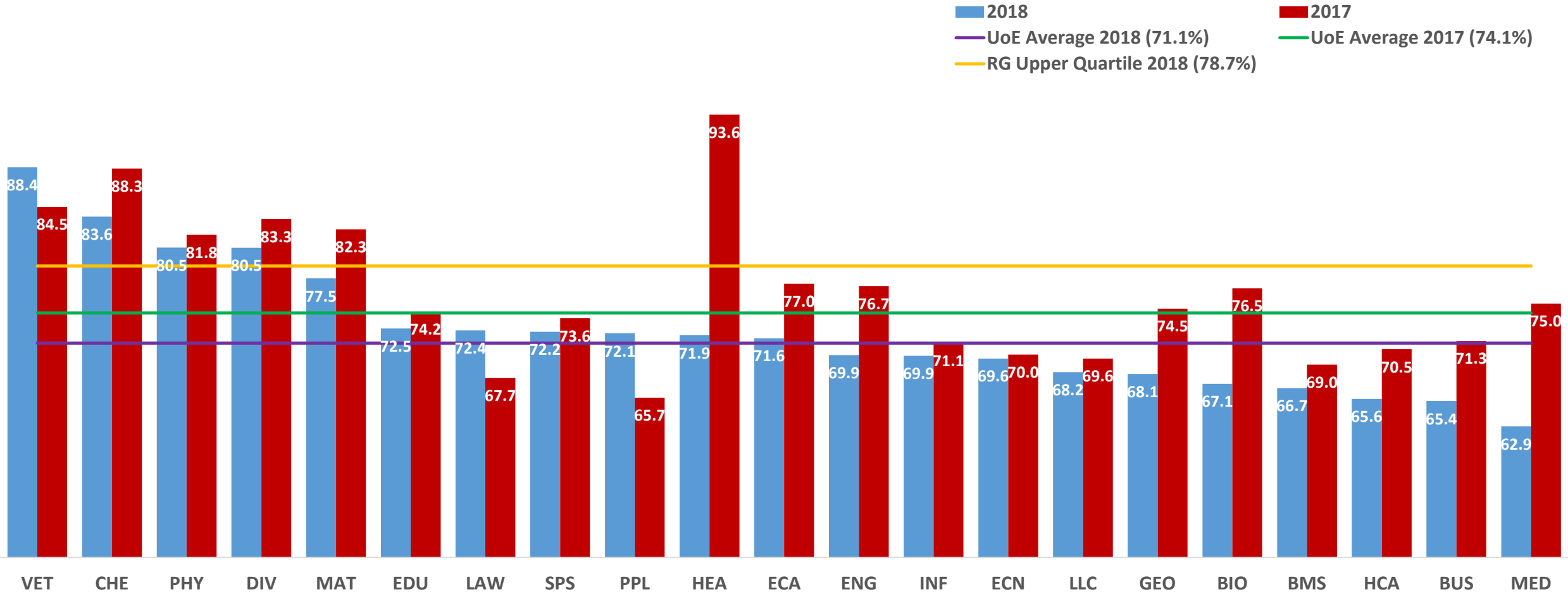
Learning opportunities % Agree – 2018 vs 2017



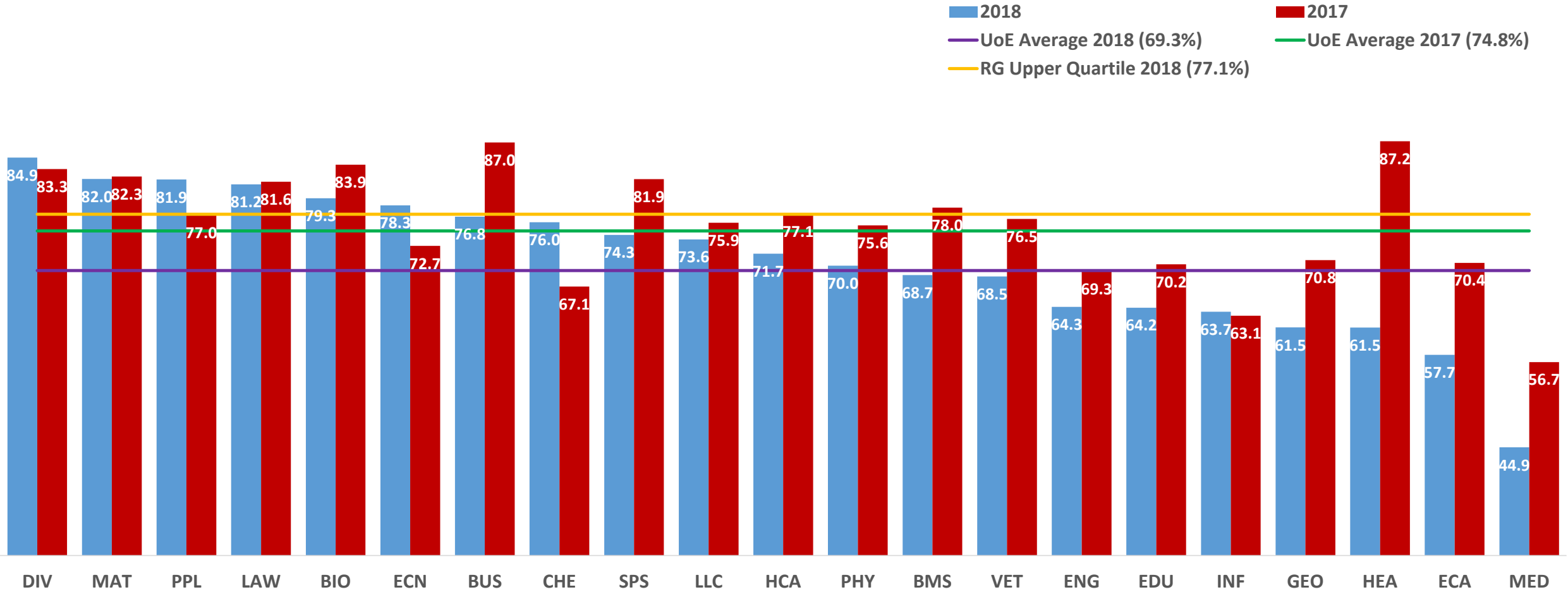
Assessment and Feedback % Agree - 2018 vs 2017



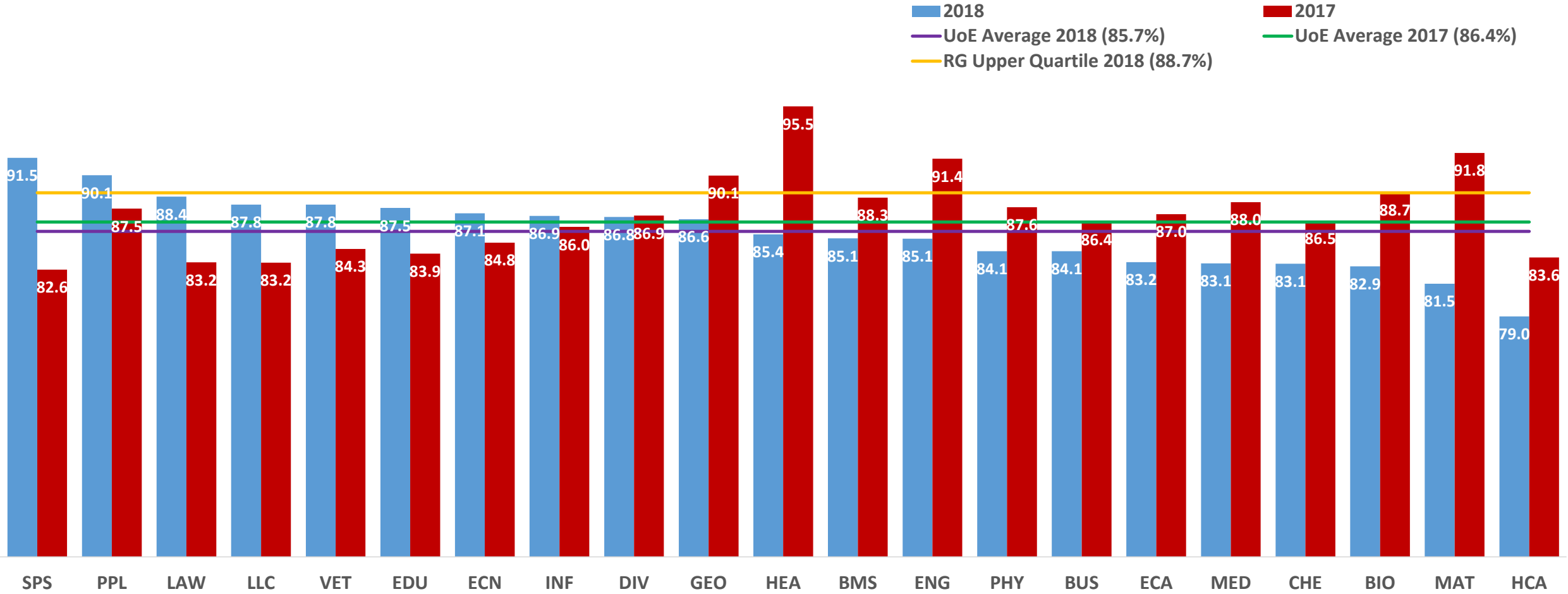
Academic Support % Agree - 2018 vs 2017



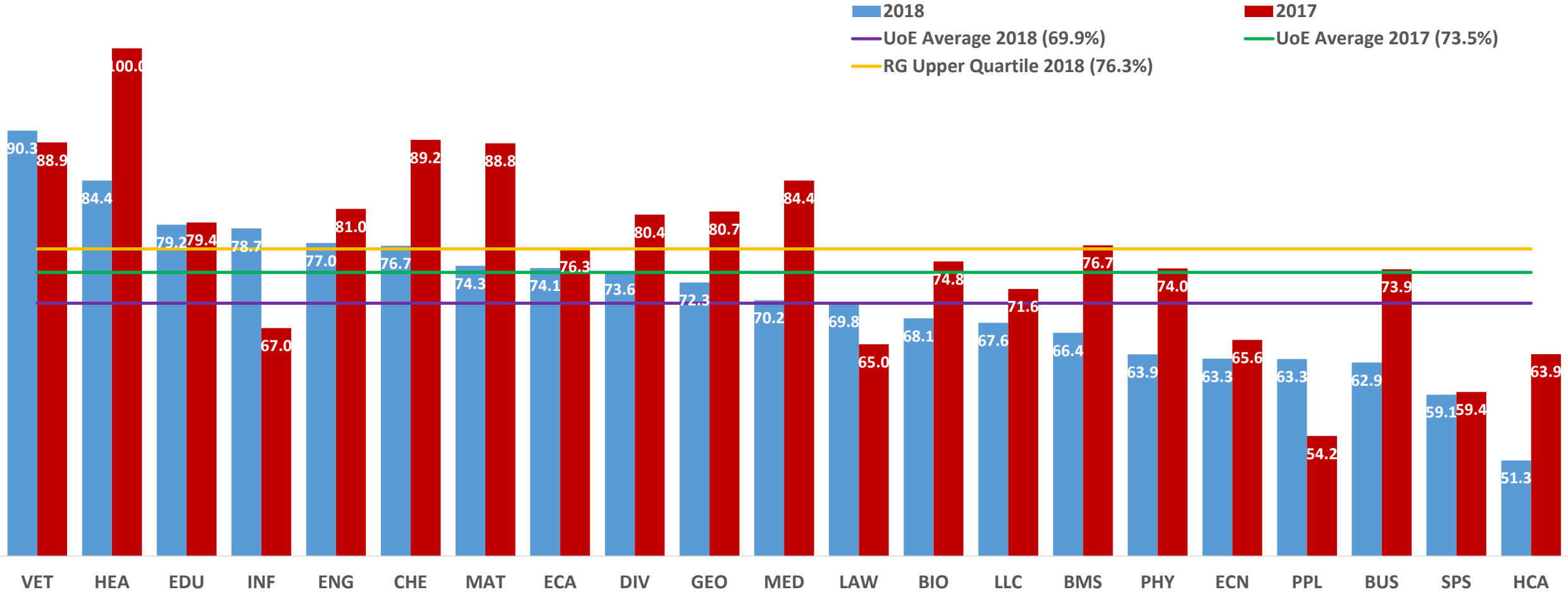
Organisation and Management % Agree - 2018 vs 2017



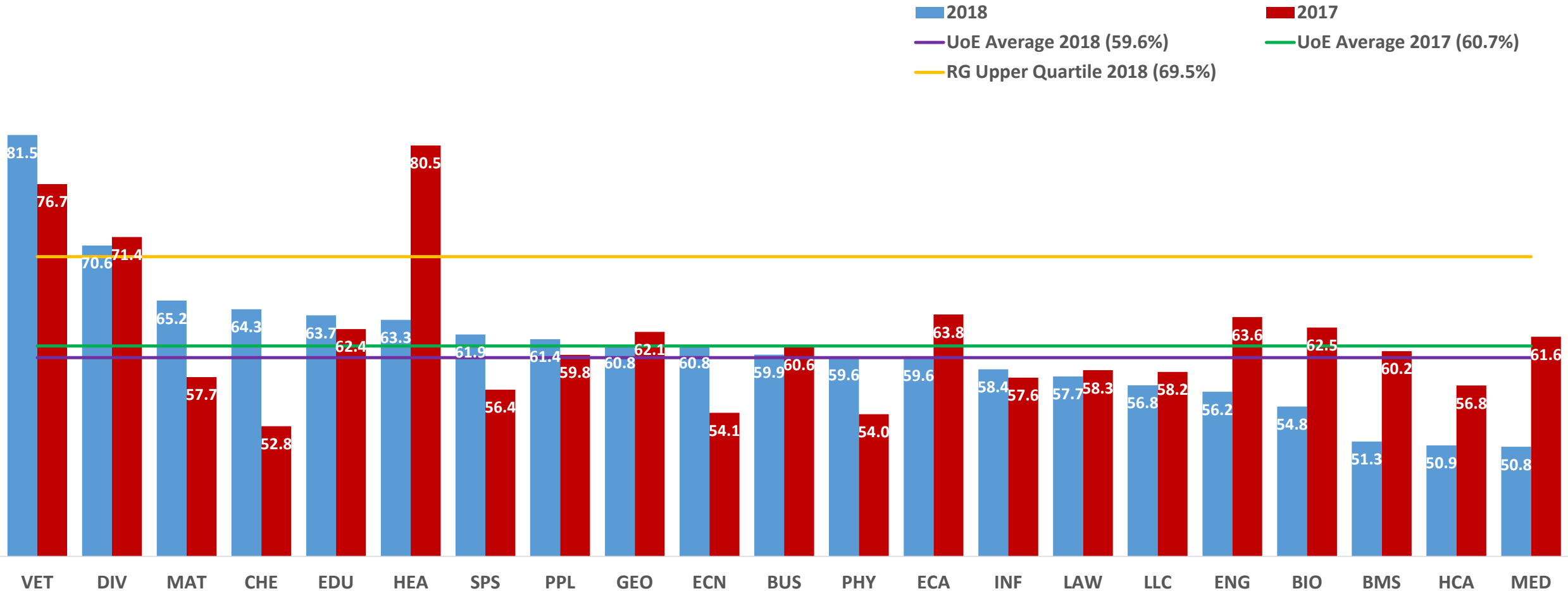
Learning Resources % Agree - 2018 vs 2017



Learning community % Agree – 2018 vs 2017



Student Voice % Agree – 2018 vs 2017



Notes and Definitions

Primary Themes

These are aggregated averages of the questions that fall under that area – the table to the right shows how these are compiled.

Agree%

The combined percentage of respondents answering 4 (mostly agree) or 5 (definitely agree).

The percentage score is the percentage of all responses excluded those who responded N/A

Changes of 5%

Increases and decreases in of 5% or more have been detailed to advise where a notable increase has taken place

Primary Theme	Question
The teaching on my course	1. Staff are good at explaining things. 2. Staff have made the subject interesting. 3. The course is intellectually stimulating. 4. My course has challenged me to achieve my best work.
Learning opportunities	5. My course has provided me with opportunities to explore ideas or concepts in depth. 6. My course has provided me with opportunities to bring information and ideas together from different topics. 7. My course has provided me with opportunities to apply what I have learnt.
Assessment and feedback	8. The criteria used in marking have been clear in advance. 9. Marking and assessment has been fair. 10. Feedback on my work has been timely. 11. I have received helpful comments on my work.
Academic support	12. I have been able to contact staff when I needed to. 13. I have received sufficient advice and guidance in relation to my course. 14. Good advice was available when I needed to make study choices on my course.
Organisation and management	15. The course is well organised and running smoothly. 16. The timetable works efficiently for me. 17. Any changes in the course or teaching have been communicated effectively.
Learning resources	18. The IT resources and facilities provided have supported my learning well. 19. The library resources (e.g. books, online services and learning spaces) have supported my learning well. 20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.
Learning community	21. I feel part of a community of staff and students. 22. I have had the right opportunities to work with other students as part of my course.
Student voice	23. I have had the right opportunities to provide feedback on my course. 24. Staff value students' views and opinions about the course. 25. It is clear how students' feedback on the course has been acted on. 26. The students' union (association or guild) effectively represents students' academic interests.
Overall Satisfaction	27. Overall I am satisfied with the quality of the course.
Personal tutor	B14.1 I am satisfied with the support provided by my Personal Tutor.
Employability and skills	B15.1 My Higher Education experience has helped me plan for my future career B15.2 My institution offered activities and resources designed to prepare me for the next step in my career B15.3 The skills I have developed during my time in Higher Education will be useful for my future career



UNIVERSITY EXECUTIVE

28 August 2018

Graduate Destinations

Description of paper

1. This report provides analysis of the 2016/17 Destinations of Leavers from Higher Education (DELHE) data published by the Higher Education Statistics Agency (HESA) on 5 July 2018, and relevant recent performance in this area.

Action requested/Recommendation

2. University Executive is asked to consider the report and its recommendations.

Background and context

3. Our graduate destination data for 16/17 shows improvement compared to last year but our performance is still below where it should be both against Russell Group and against Scottish comparators. This is particularly true for the numbers of our students entering highly skilled employment or further study, where we come last in the Russell Group.

4. There is some evidence, which requires further analysis, that our Scottish-domiciled students do less well at securing highly skilled employment/further study than their RUK counterparts.

5. With increased focus on “value for money” from a University education, and the role that graduate destinations data now plays in the Teaching Excellence Framework (TEF), there is a need as part of wider work on the student experience to focus more attention across the University on the issue of employability.

6. There is a continued need for greater accountability, senior and strategic buy-in to and support for the employability agenda.

Discussion

7. There are two sets of results to report on –

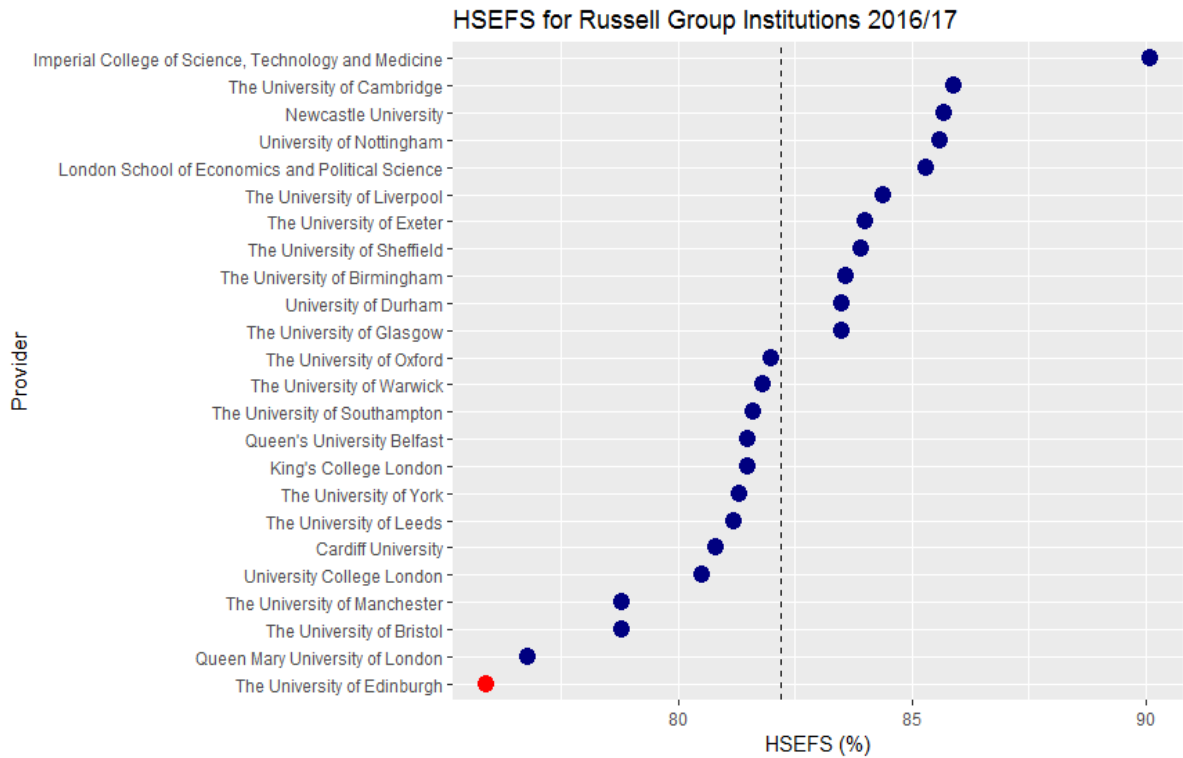
- the percentage of full-time first degree UK domicile graduates in employment or further study, 6 months after graduation (our Performance Indicator [PI]) and
- the percentage of full-time first degree UK domicile graduates entering Highly Skilled Employment and Further Study (HSEFS)

8. Both indicators are important as both feature in the latest version of the Teaching Excellence Framework. However given the quality of students that we admit to the University, we should focus more on graduates entering highly skilled employment (or further study) and so this report focuses on our HSEFS performance first.

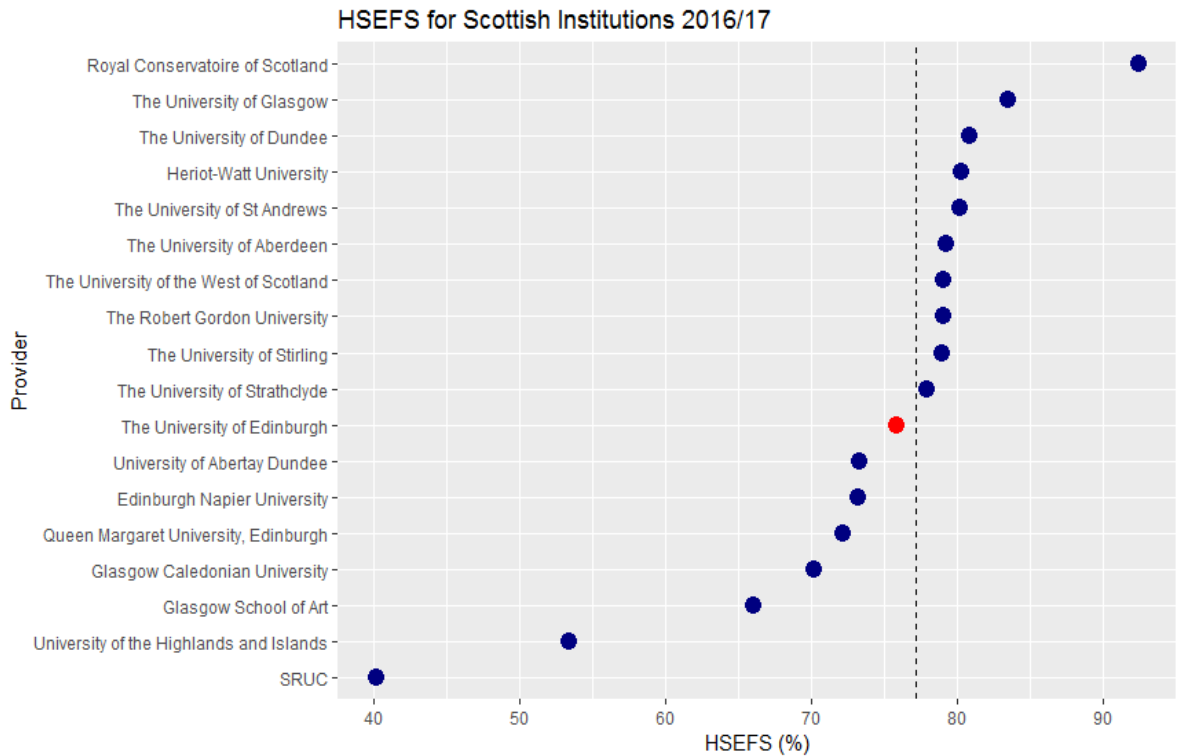
9. The sector wide definition of highly skilled employment is based on Standard Occupational Classification Levels 1-3 i.e. Managers, Directors, Senior Professionals, Professional Occupations and Associate Professional and Technical Occupations.

Highly Skilled Employment and Further Study (HSEFS)

10. The University of Edinburgh HSEFS figure was 75.9%, above the Scottish average of 74.2% but well below the RG average of 82.4%.



11. Our HSEFS figure of 75.9% places us mid-table in Scotland, and well below competitors such as Glasgow (83.5%) and St Andrews (80.2%)



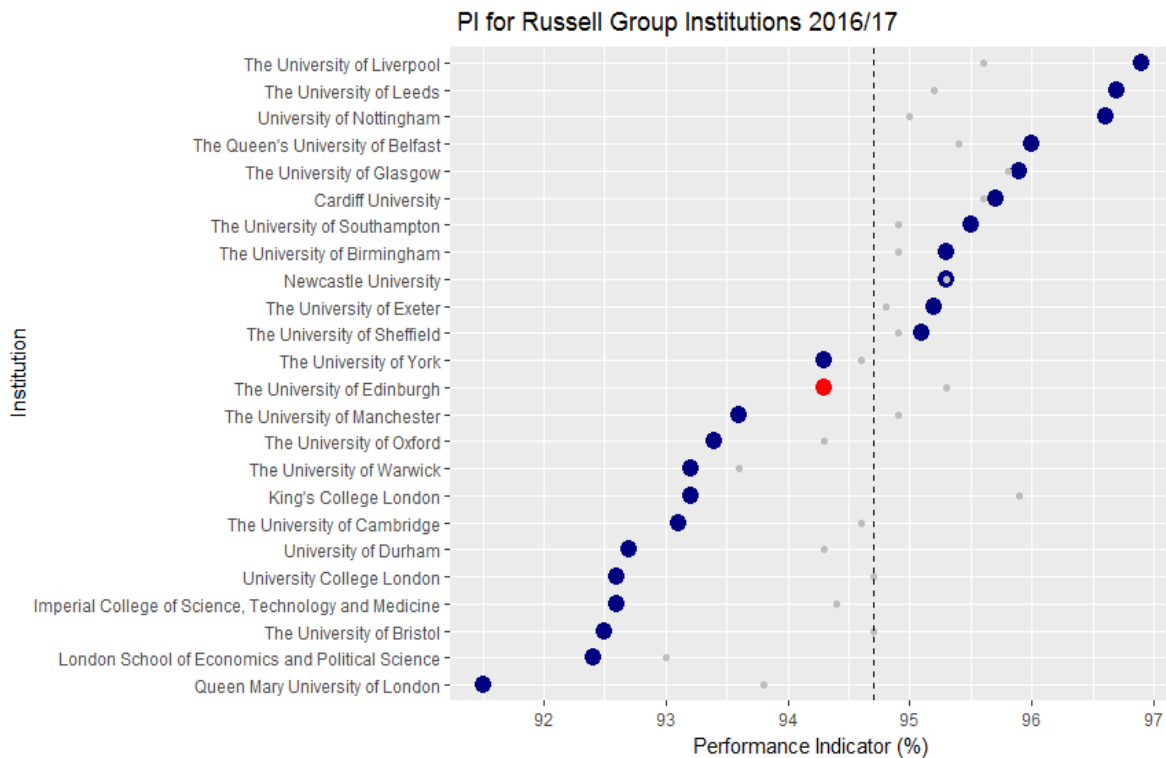
Performance Indicator (PI) Summary

12. Our PI result 2016/17 was 94.3%, compared to a benchmark of 95.3%. This compares to:

- 92.8% last year.
- A Russell Group average of 94.7%
- A Scottish average of 95.3%

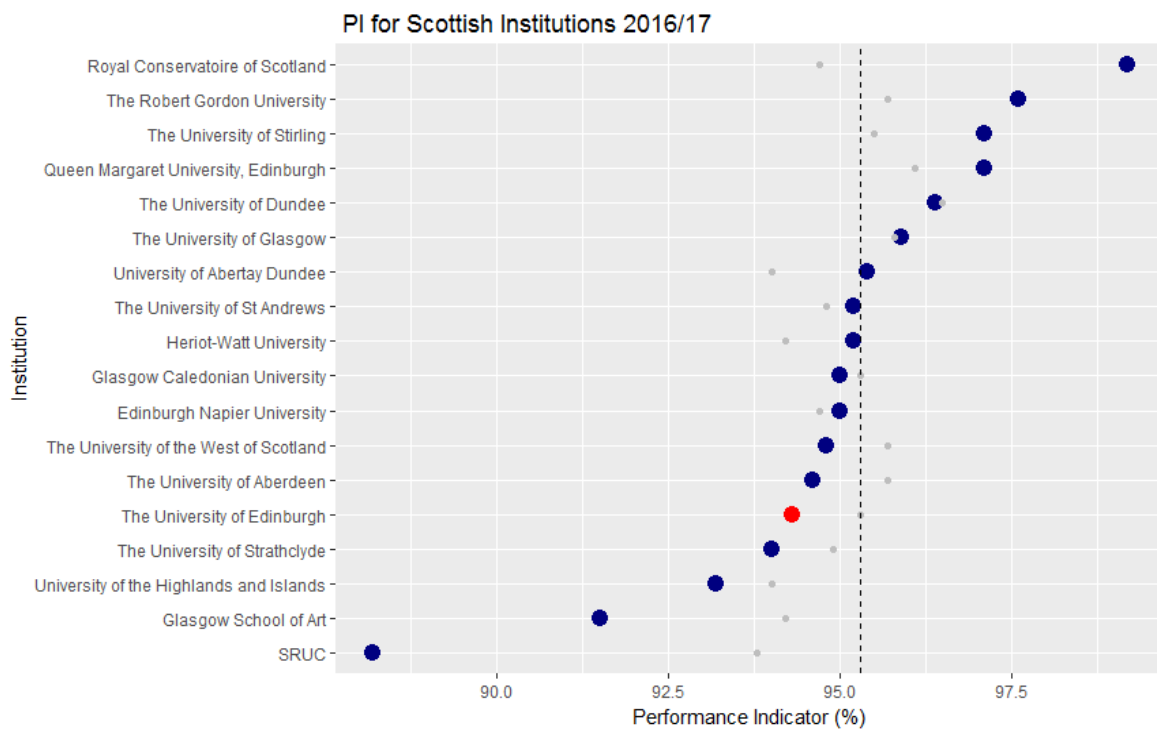
Russell Group (RG)

13. The grey dots give the benchmark and the dotted line gives the RG average. The difference between the indicator and the benchmark is not statistically significant for any of the institutions shown.



Scotland

14. Again, the grey dots give the benchmark and the dotted line gives the Scottish average. The difference between the indicator and the benchmark is not statistically significant for any of the institutions shown.



University of Edinburgh performance over time

15. This table shows the percentage of full-time first degree UK domiciled graduates in Employment or Further Study (EFS), those in Highly Skilled Employment or Further Study (HSEFS) and the percentage of those entering employment going into highly skilled employment (HSE). These data are calculated in-house, using the same defined population as used to calculate the HESA institutional PI, but contain slightly different variables leading to slightly different results.

Survey	n	EFS	HSEFS	HSE
2016/17	2176	94.3	76.5*	75.1
2015/16	2331	92.8	75.0	74.6
2014/15	2124	93.5	72.5	70.8
2013/14	2022	93.5	78.6	79.5
2012/13	2627	94.6	77.5	76.2
2011/12	2481	93.0	74.8	73.7

16. Destinations by School

School	n	EFS	HSEFS	HSE
Business School	116	92.2	76.7	81.4
Deanery of Biomedical Sciences	95	91.6	66.3	55.6
Deanery of Clinical Sciences	7	100.0	100.0	100.0
Edinburgh College of Art	225	93.3	70.2	68.5
Edinburgh Medical School	135	100.0	99.3	99.3
Moray House School of Education	204	98.5	89.2	90.2
Royal (Dick) School of Veterinary Studies	57	96.5	94.7	98.1
School of Biological Sciences	82	93.9	73.2	55.3
School of Chemistry	46	97.8	76.1	66.7
School of Divinity	26	92.3	80.8	81.2
School of Economics	57	96.5	82.5	83.0
School of Engineering	101	94.1	86.1	89.3
School of Geosciences	111	94.6	69.4	61.1
School of Health in Social Science	23	100.0	95.7	95.2
School of History, Classics and Archaeology	157	89.2	61.8	57.0
School of Informatics	32	93.8	93.8	100.0
School of Law	120	95.8	85.8	62.5
School of Literatures, Languages and Cultures	238	93.3	65.5	61.6
School of Mathematics	41	97.6	82.9	71.4
School of Philosophy, Psychology and Language	127	95.3	66.9	62.1
School of Physics and Astronomy	62	87.1	74.2	73.3
School of Social and Political Science	114	92.1	67.5	66.7

*Performance based on graduate domicile on entry**

17. This table gives the EFS, HSEFS and HSE by domicile on entry for each School. Scottish domiciled students* overall fare less well in securing HSEFS than RUK students.

School	EFS			HSEFS			HSE		
	Scotland	RUK	All	Scotland	RUK	All	Scotland	RUK	All
Biological Sciences	96.6	87.5	95.3	77.6	62.5	81.1	60.7	40.0	60.9
Biomedical Sciences	91.5	91.7	94.2	64.8	70.8	74.6	54.8	58.3	58.5
Business School	95.1	85.3	93.7	73.2	85.3	81.8	73.9	100.0	84.8
Chemistry	100.0	93.8	98.5	76.7	75.0	82.1	63.2	72.7	66.7
Clinical Sciences	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Divinity	100.0	89.5	92.3	85.7	78.9	80.8	75.0	83.3	81.2
ECA	91.0	94.9	93.9	66.3	72.8	73.6	63.9	71.2	70.9
Economics	95.2	97.2	95.1	76.2	86.1	82.5	76.5	86.7	81.7
Medical School	100.0	100.0	99.3	100.0	98.4	98.6	100.0	98.3	99.3
Engineering	92.3	100.0	95.5	83.3	95.7	91.0	87.9	94.1	92.7
Geosciences	93.4	96.0	94.4	67.2	72.0	73.2	55.6	66.7	63.4
HCA	85.2	91.7	90.1	45.9	71.9	65.7	31.4	70.8	59.6
H. in Social Science	100.0	100.0	100.0	93.3	100.0	95.7	92.3	100.0	95.2
Informatics	92.9	100.0	93.5	92.9	100.0	93.5	100.0	100.0	100.0
Law	95.4	100.0	96.4	85.2	91.7	87.9	59.3	80.0	67.6
LLC	93.8	93.0	93.7	61.7	67.5	67.5	48.0	67.2	62.8
Mathematics	100.0	95.2	98.2	85.0	81.0	85.7	57.1	78.6	70.8
Moray House	99.4	92.0	98.6	91.6	72.0	88.9	92.0	72.2	89.7
Physics and Astronomy	82.9	92.6	90.2	62.9	88.9	78.0	63.2	90.9	73.7
PPLS	98.4	92.3	95.6	62.9	70.8	70.9	46.3	74.1	64.2
SPS	93.5	90.4	93.6	66.1	69.2	74.3	62.2	71.8	70.5
Veterinary Studies	95.2	97.2	96.1	95.2	94.4	94.8	100.0	97.0	98.6

* Data for undergraduates from all domiciles is included for reference. Those domiciled outside the UK do not feature in the HESA PI, nor in the TEF and league tables.

Issues and priorities

18. There is a continued need for greater accountability, senior and strategic buy-in to and support for the employability agenda.

19. A second priority is to raise awareness amongst staff (and students) of the need to help students develop their employability from an early point in their degree. We have a strong careers service offer, increasing numbers of internship offers within the University and increased support from and links to UoE alumni. However not all staff and students are aware of these services and how to use them. Some of this relates to the role of Personal Tutors and their ability to support this agenda in their 121 meetings with students.

20. A third priority is to embed employability thinking and skills across 4 year degrees

- First priority schools identified Economics, Geosciences, Maths and Informatics (2017/18)
- Work has continued with Business School and HCA, which were previous priorities
- Genuine, active engagement which will impact quickly across programmes remains a challenge.

A note on future graduate outcome returns

21. The current DELHE system has now come to an end and in future data will be collected on graduate outcomes 15 months (rather than 6) after graduation. 2017/18 graduates will be the first cohort to be surveyed. An external contractor will conduct the survey but work closely with the University to procure accurate/current contact details. A significant departure from the DLHE survey is the inclusion of 'graduate voice' questions, which reflect a very different success indicator. This potentially allows for a more nuanced understanding of graduates' career satisfaction and future trajectory. There is some concern about the rather ambitious response rate of 70%, and the ability of universities to maintain contact with their graduating cohorts over a 15 (not 6) month timeframe.

Resource implications

22. There are no resource implications associated with the paper. Any proposals that may come forward for further investment in this area will be submitted through the Planning Round process.

Risk Management

23. Failure to ensure that Edinburgh graduates secure highly skilled employment or enter further study in a timely fashion risks puts the University's reputation in jeopardy, could lead to undue adverse publicity, or could lead to loss of confidence by the Scottish and UK political establishment, and funders of its activities including students themselves and sponsors.

Equality & Diversity

24. While this paper does not propose any new or revised policies or practices, further analysis of graduate destinations by protected characteristic (eg disability, gender) is being undertaken and should inform any future policy and practice changes.

Next steps & Communication

25. The Director of the Careers Service is responsible for co-ordinating further change and communication activity in particular through the activity of the Learning and Teaching Committee's Careers, Employability and Graduate Attributes Task Group.

Consultation

26. The Careers Service has reviewed the paper.

Further information

27. Author

Helen Stringer
Asst Director, Careers Service
August 2018

Presenter

Gavin Douglas
Deputy Secretary, Student Experience

Freedom of Information

28. The paper is Open.



UNIVERSITY EXECUTIVE

28 August 2018

Review of Undergraduate Scholarships

Description of paper

1. This paper reports the findings of the recent evaluation of undergraduate scholarships (Edinburgh Scholarship, the Scotland Scholarship, and Access Bursaries), and presents recommendations for endorsement. The review and potential redesign of our UG scholarships was identified in the action plan to support the Widening Participation Strategy.

Recommendations

2. The University Executive is recommended to endorse the continuation of the scholarship programmes at the current value levels (paragraph 5) but with enhancements to the way in which we promote and communicate this support. Policy and Resources Committee will then consider the recommendations in September 2018.

Paragraphs 3-36 have been removed as exempt from release due to FOI.

Risk Management

37. Effective promotion of scholarships, and the maintenance of the value of those awards, provides mitigation against the political risk that we are perceived to be uncommitted to widening participation.

Equality and Diversity

38. Before undertaking the survey of students, our survey was approved by the University Ethics Committee. We asked students for limited data on nationality, gender, age and whether they were the first in their family to go to university. Just under half the respondents are the first to go to university. 72% of respondents were between the ages of 18 and 21. 32% of respondents were male and 66% were female. Males are slightly underrepresented (37% of students in receipt of a scholarship are male).

Next steps

39. The review findings will be considered by Policy and Resources Committee in September.

40. Subject to feedback from UE and PRC, we will initiate work how best to promote and market our scholarship schemes. In conjunction, the Director of Student Systems and Administration has convened a workshop for interested parties to discuss alignment of scholarships, Student Recruitment and Admissions and Development and Alumni strategy. The workshop will allow us to discuss and consider how we make our scholarships work better for us (communications, process, management of stakeholder relationships, governance and linkages with other University of Edinburgh internal groups).

Further information

41. Author

Jennifer McGregor
Governance and Strategic Planning

Presenter

Tracey Slaven
Deputy Secretary, Strategic Planning

Freedom of information

42. This paper is closed.



UNIVERSITY EXECUTIVE

28 August 2018

Joint REF 2021 Submissions

Description of paper

1. In 2014 the University of Edinburgh made six joint submissions to the Research Excellence Framework (REF). Out of a total of 31 submissions, this was the largest number of joint submissions by any UK university. As a successful approach to bolstering the University's reputation and research partnerships with our submission partners, the REF Board recommends that five of these six be continued for the REF2021 submission.

Action requested/Recommendation

Paragraphs 2-22 have been removed as exempt from release due to FOI.

Risk Management

23. Failure to grow and diversify sources of research income, and to respond to external drivers such as REF2021 and changes in the regulatory infrastructure for research, is a specific risk in the University Risk Register.

24. The performance of the University in REF influences both our reputation and funding, and in both areas the university has a low appetite for risk. It is important that we take action to minimise risks to our performance.

25. Risks and benefits of the joint submissions are outlined in paragraphs 3-16. The criteria for evaluating their success, and the option of withdrawal if we judge that the joint submission would no longer be in our favour, will help to mitigate these risks

Equality & Diversity

26. We will carry out Equality Impact Assessments of our policies and processes at various points in the REF cycle. The 2021 exercise, like its predecessor, will have an emphasis on ensuring that research staff are given equal opportunity to participate, which will be reflected in our Code of Practice. It will also have a greater emphasis in the environment template on specifying what we are doing to support research staff of all characteristics. We have good template for EIAs to draw on from REF2014 but are keen to ensure we are drawing on the most up-to-date best practice.

Next steps & Communication

27. We will:

- Negotiate of joint submission Memoranda of Agreement.
- Align the review and quality assurance requirements for REF submissions with our joint submission partners
- Put in place processes for post-REF evaluation based on the criteria above.

Consultation

28. The April REF Board commented on plans for the joint submissions. Colleges and Schools have contributed evidence to suggest whether we should proceed with these joint submissions.

Further information

Author

Professor Jonathan Seckl
Vice-Principal Planning, Resources and
Research Policy
Pauline Jones, University REF Manager,
Governance and Strategic Planning
7 August 2018

Presenter

Professor Jonathan Seckl
Vice-Principal Planning, Resources and
Research Policy
Principal's Office

Freedom of Information

29. This paper is closed as its disclosure would substantially prejudice the commercial interests of the University.



UNIVERSITY EXECUTIVE

28 August 2018

Finance Director's Report

Description of paper

1. The paper reports on the Period 11 Management Accounts and gives an update on the new external debt raised. The paper also includes a special focus update on financial reporting impact of the University's Staff Benefit Scheme, (EUSBS).

Action requested/Recommendation

2. The University Executive is asked to comment on the latest update and members can use this report to brief their teams on Finance matters.

Background and context

3. The paper provides a regular update on finance related issues for the University Executive.

Paragraphs 4-22 have been removed as exempt from release due to FOI.

Resource implications

23. There are no specific requests for resource in the paper.

Risk Management

24. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics; a key one of these is –that our unrestricted surplus should be at least 2% of gross income (the current Finance Strategy provides a target surplus range of 3% - 5% to remain sustainable). The 2016/17 Financial Reports and the Quarter Three Full Year Forecast demonstrate that we do not expect this indicator to be breached.

25. The continuing health and sustainability of the University depends upon strong direction supported by robust forecasting and we will continue to refine and challenge the assumptions underpinning the Ten Year Forecast.

Equality & Diversity

26. Specific issues of equality and diversity are not relevant to this paper as the content focusses primarily on financial strategy and/or financial project considerations.

Next steps & Communication

27. We would welcome feedback as outlined in the discussion above.

Consultation

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

Further information

29. Author
Lee Hamill

Presenter
Phil McNaull

Deputy Director of Finance
Lorna McLoughlin
Head of FIRST (Financial Information,
Reporting & Strategy Team)
15 August 2018

Finance Director

Freedom of Information

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



UNIVERSITY EXECUTIVE

28 August 2018

Capital Prioritisation Methodology

Description of paper

1. This paper provides an update to the proposed method of supporting the prioritisation of capital expenditure. This is increasingly necessary in an environment of increasing demand and limited resources.

Action requested

2. The University Executive is requested to comment, endorse the proposed approach and recommend its adoption by Estates Committee.

Paragraphs 3-27 have been removed as exempt from release due to FOI.

Risk Management

28. The effectiveness of the model and the approach to scoring should be reviewed regularly to ensure that the objectives are being met. Failure to agree an effective capital prioritisation methodology and process will increase the risk of capital project requests being rejected due to lack of funds.

Equality & Diversity

29. Individual project proposals will address issues of equality and diversity in their Business Case proposals.

Further Information

30. Author
Terry Fox
Director – Finance Specialist Services
10 August 2018

Presenter
Phil McNaul
Director of Finance

Freedom of Information.

31. This is a closed paper.



UNIVERSITY EXECUTIVE

28 August 2018

Value for Money Report

Description of paper

1. This paper reports on Value for Money (VFM) activity for 2017/18, covering both initiatives pursued through the University Executive, and more locally focused work. It is due to be submitted to the Audit and Risk Committee at its next meeting on 13 September 2018.

Action requested/Recommendation

2. Members of the Executive are asked to consider whether the content of this paper meets their needs in satisfying themselves that sound arrangements are in place to promote economy, efficiency and effectiveness in the University. The Executive is asked to endorse this report for forwarding to Court via Audit & Risk Committee as part of the Committee's Annual Report.

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

Risk Management

11. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics; a key one of these is –that our unrestricted surplus should be at least 2% of gross income (the Finance Strategy provide a target surplus range of 3% - 5% to remain sustainable). The 2016/17 Financial Reports and the Quarter Three Full Year Forecast demonstrate that we do not expect this indicator to be breached.

12. The continuing health and sustainability of the University depends upon strong direction supported by robust forecasting and we will continue to refine and challenge the assumptions underpinning the Ten Year Forecast.

Equality & Diversity

13. Specific issues of equality and diversity are not relevant to this paper as the content focusses primarily on financial strategy and/or financial project considerations.

Next steps & Communication

14. We would welcome feedback as outlined in the discussion above.

Consultation

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

Further information

16. Author

Lorna McLoughlin
Head of FIRST (Financial
Information, Reporting & Strategy
Team)

Presenter

Phil McNaull
Finance Director

14 August 2018

Freedom of Information

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



UNIVERSITY EXECUTIVE

28 August 2018

Delivering Our Low Carbon Vision - Report of the Renewable Energy and Low Carbon Options Review (RELCO) Group – August 2018 update

Description of paper

1. This paper provides an update on delivery of the Renewable Energy and Low Carbon Options Review (RELCO) Group recommendations since reporting to Principal's Strategy Group in October 2017 and notes our intention to make a formal request to Policy and Resources Committee for investment in a windfarm project.

Action requested

2. The Executive is requested to note progress towards investment in a windfarm.

Paragraphs 3-36 have been removed as exempt from release due to FOI.

Equality & Diversity

37. Climate change has implications for global equality and diversity. Impacts such as drought, floods, extreme weather events and reduced food and water security, particularly affect the world's poorest, most disadvantaged and disproportionately affect women from the developing world.

Further Information

38. Author & Presenter
Phil McNaull
Director of Finance
14 August 2018

39. **Freedom of Information.** This is a closed paper.



28 August 2018

Waste Strategy 2018/19 – 2022/23

Description of paper

1. This paper presents The University of Edinburgh Waste Strategy 2018/19 – 2022/23 for endorsement prior to submission to the Estates Committee for approval. It sets out how the University will achieve its vision to becoming a zero waste University and supersedes the Recycling & Waste Management Policy 2010.

Action requested/Recommendation

2. The University Executive is asked to endorse The University of Edinburgh Waste Strategy 2018/19 – 2022/23 (Appendix) for approval at Estates Committee on 12 September 2018.

Background and context

3. The Strategy sets out how the University will achieve its vision to becoming a zero waste University by embedding Circular Economy thinking, and putting waste prevention, reuse and recycling at the forefront of our relationship with resources. This is the first time that the University has sought to take a strategic overview of waste management, and set objectives and targets. The Strategy supersedes the Recycling & Waste Management Policy 2010.

Discussion

4. The Strategy sets out objectives and targets for waste management going forward at the University (at the time of writing 2017/18 data was not available, and therefore baseline data from 2016/17 was used). These are based around the principle of Circular Economy and focus on waste reduction, material reuse, recycling and composting, landfill diversion, sustainable procurement, and sustainable estate development.

5. An Implementation Plan (available as a separate document) details actions to meet the objectives and targets: individual actions are identified with further details as to how these actions will be implemented.

Resource Implications

6. There are no immediate resource implications; however, additional funding from Estates budgets for waste management initiatives outlined in the Strategy may need to be requested, subject to business cases.

Equality & Diversity

7. Equality and Diversity issues will be considered throughout the implementation of the specific actions outlined in the Strategy.

Next steps/implications

8. Following endorsement by the University Executive, The University of Edinburgh Waste Strategy 2018/19 – 2022/23 will be presented to the Estates Committee for approval.

Consultation

9. In the development of this paper and the Strategy, consultations have taken place with EUSA Sabbatical Officers, Staff, Accommodation, Catering and Events, Estates Development and the Department of SRS.

Further information

10. Author

Kate Fitzpatrick
Waste Manager

Presenter

Gary Jebb
Director of Estates

David Brook
Head of Support Services
10 August 2018

Freedom of Information

11. This paper is open.



The University of Edinburgh Waste Strategy 2018/19 – 2022/23

1. Introduction

This Strategy sets out how The University of Edinburgh will achieve its vision of becoming a zero waste¹ University by embedding Circular Economy thinking, and putting waste prevention, reuse and recycling at the forefront of our relationship with resources.

The Strategy provides a direction for the University to manage its material resources more effectively by thinking of waste as a resource, with the aim of achieving increased efficiency, cost savings, lower environmental impact and positive carbon reductions. The aim is to reduce the unnecessary use of raw materials, encourage reuse of products, and reduce waste to landfill through recycling, composting or energy recovery.

2. Context

The University has a large number of staff and students involved in a wide range of research and teaching activities (36,500 students and 13,500 academic and support staff (9,500 FTE)² across five main Campuses) and almost 2,000 beds at Pollock Halls of Residence, and is therefore one of the larger producers of waste in Edinburgh, producing a number of waste streams³. The Waste Office sits within Estates Operations in the Estates Department and are responsible for the management of all University waste streams by procuring, managing and monitoring centralised contracts for general waste and recycling streams, and for high risk or hazardous streams (e.g. hazardous waste, clinical and biological waste, waste electrical and electronic equipment (WEEE), etc).

The University of Edinburgh's academic structure is based on three Colleges containing a total of 20 Schools, plus three Support Groups. The University has a broad spectrum of activities across its estate including general teaching spaces, offices, laboratories, halls of residences, conference and catering facilities, student unions and trades workshops. Many of these see significant variations in the amount of waste produced during the year but in general the quantities of waste produced is dependent on student term-times. The Edinburgh Festival Fringe, which is held annually during August, also affects the quantity of waste generated as many University venues are used during this period.

The University's Strategic Plan 2016⁴ clearly outlines the University's commitment to sustainability and social responsibility through the inclusion of a dedicated vision. The Plan

¹ The University will aim to become zero waste as far as practically possible. Some waste will always need to be managed for disposal of for environmental, health and safety, or technical reasons.

² 2016/17 data (at the time of writing 2017/18 data was not available, and therefore baseline data from 2016/17 was used).

³ The majority of the waste produced at The University of Edinburgh falls under the following categories: general, dry mixed recyclables, food, clinical and biological, radioactive, confidential, hazardous, and WEEE. However, the type of waste arising from the University operations are wide and varied.

⁴ <https://www.ed.ac.uk/governance-strategic-planning/strategic-planning/strategic-plan/get-your-copy>

states that *'As a truly global university, rooted in Scotland's capital city, we make a significant, sustainable and socially responsible contribution to the world.'*

The Strategy supports our Estates Vision 2017-2027⁵ with regards to *'planning an optimal, accessible estate to meet the future requirements of our students and staff'*. The University has also committed to become carbon neutral by 2040, and the Climate Strategy 2016-26⁶ lays out a comprehensive whole institution approach to climate change mitigation and adaptation in order to achieve this ambitious target, and recognises that waste management contributes to our carbon footprint. In adopting an integrated approach to reporting including natural capital, The University's Annual Report and Accounts for the year to 31 July 2017⁷ states a long-term value to *'embrace the circular economy'*.

The throwaway culture in the UK has received increasing interest over the past couple of years, and this is a subject which The University of Edinburgh must address. In January 2018, the UK Government launched their 25 Year Environment Plan which aims to improve the UK environment over a generation. The paper is wide-ranging including resource management, plastics recycling, sustainability and energy management. Of note, is that avoidable plastic waste should be eliminated by 2042⁸. As well as single-use plastics e.g. cups, straws, etc, another symbol of our throwaway society are disposable cups. In January 2018, the Government announced that they will consider a 25p levy on disposable cups, but effectiveness of such a policy would need to be considered before it is implemented across the UK.

The Scottish Government's 'A Circular Economy Strategy for Scotland'⁹ sets out the ambition for a circular economy, where products and materials are kept in high value use for as long as possible. There are significant environmental benefits to a more circular economy: from reducing greenhouse gas emissions, relieving pressure on water resources, virgin materials and habitats, and limiting pollution of air, soils and watercourses. The Scottish Government's Climate Change Plan¹⁰ highlights the desire for second hand goods to be seen as a good value, mainstream option and for products to be designed for longer lifetimes. The following Scottish Government targets are set out in the Plan and this Strategy aims to support these:

- Ending landfilling of biodegradable municipal waste by January 2021 and reducing the percentage of all waste sent to landfill to 5% by 2025.
- By 2025, reduce food waste by 33%, and recycle 70% of all waste.
- By 2035, aim to be delivering emissions reductions through a circular economy approach.

Extensive waste management legislation exists at Scottish, UK and European level and various technical documents produced by the UK or Scottish Government and/or the Regulator, must to be adhered to (as detailed in Appendix 1).

⁵ <https://www.edweb.ed.ac.uk/estates/staff/info-est-dept-staff/estates-vision>

⁶ <https://www.ed.ac.uk/about/sustainability/themes/climate-change/climate-strategy/read>

⁷ https://www.ed.ac.uk/files/atoms/files/uoae_annual_report_and_accounts_2016-17_0.pdf

⁸ China banned 24 types of solid waste material (including unsorted paper and plastics) on 1 January 2018, meaning that recyclables may have to be temporarily stockpiled, or even landfilled, as recycling companies may find it difficult to find alternative markets.

⁹ <http://www.gov.scot/Resource/0049/00494471.pdf>

¹⁰ <http://www.gov.scot/Resource/0053/00532096.pdf>

3. Scope

The scope of this Strategy is based on operational control: targets include all The University of Edinburgh managed waste on our academic estate (including waste from Accommodation, Catering and Events (ACE) retail catering), as well as those for ACE managed student accommodation¹¹ and catering¹² at Pollock Halls.

The Estates Department Waste Office manage all waste from across the estate (including Edinburgh University Students' Association (EUSA)). As the Waste Office manages the contracts for ACE retail catering, this is included in the Strategy targets for the academic estate. ACE manages waste arising from University managed accommodation and catering at Pollock Halls and targets are included for these arisings ((term-time arisings only (September to May inclusive). ACE also has numerous other managed sites across the City (approximately 8,000 beds in total in 2016/17¹³) for which the City of Edinburgh Council collect waste and therefore have operational control, and therefore targets cannot be set for these properties. However, the Strategy principles, values and approach are relevant for all ACE managed student accommodation as well as any contractors working on the University estate and affiliated University companies.

4. Objective and Targets

The University's approach to waste is an area which students, staff and wider community stakeholders are increasingly interested in. Circular economy research carried out in 2015¹⁴ highlighted that Higher Education Institutions such as The University of Edinburgh play a pivotal role in a transformation to a circular economy. They can supply cutting edge research that promotes the adoption of circular economy initiatives and educate designers, engineers, future business leaders, procurement decision makers, potential market influencers, policy makers, and many others; in addition, they have leverage in their own supply chains and operations.

Development and promotion of practical initiatives relating to circular economy is essential in order to fulfil the vision of becoming a zero carbon University, alongside supporting research and teaching on circular economy thinking through collaborative projects with industry.

Researchers found that a range of research and teaching on circular economy thinking is taking place at the University, and some practical initiatives exist which could be developed and promoted further – including current practices and policies within the University, initiatives such as world-leading research by the School of Chemistry on urban mining, the Warp It re-use portal for staff, the student led reuse cooperative SHRUB (Swap and Reuse Hub), activities of the UK Biochar Research Centre (which uses waste to enhance soils), reuse of furniture across the estate by the Furniture Office, the PC Reuse Project (which reuses PCs and other IT equipment internally), and a trial coffee ground collection service with an ecoprise who process it to create an all-natural, 100% recycled plant food. In addition, ACE continues to promote and support reuse, and partners with local community groups and charities. Seeing the University as a 'Living Lab' by connecting our research, learning, teaching and operations, can provide

¹¹ Baird, Ewing, Grant, Lee, Turner, Holland, John Burnett Houses and Chancellor's Court.

¹² JMCC.

¹³ At the time of writing 2017/18 data was not available, and therefore baseline data from 2016/17 was used.

¹⁴ https://www.ed.ac.uk/files/atoms/files/zws_uae_circular_economy_report_-_final_may_2015.pdf

opportunities for funding and industry engagement as well as enhancing the student experience.

Robust, flexible and acceptable targets are required that suit the University's changing business needs and performance. The strategic targets for 2021/22 are detailed in the table below, with the background to our waste management performance detailed in Appendix 2¹⁵.

	Academic Estate¹⁶	ACE Managed Student Accommodation at Pollock Halls¹⁷	ACE Managed Student Catering at Pollock Halls¹⁷
Waste reduction	10% reduction in waste arising per capita (FTE staff and students) from a baseline of 73 kg in 2016/17 to 66 kg.	10% reduction in waste arising per student from a baseline of 66 kg in 2016/17 to 59 kg.	10% reduction in waste arising per student from a baseline of 71 kg in 2016/17 to 63 kg.
Reuse	Increase reuse rate to 10% against a 2016/17 baseline of 5%.	Reuse at least 90% of furniture and equipment resulting from accommodation refurbishments.	<i>Target not appropriate as no scope for reuse.</i>
Recycling and composting¹⁸	Increase recycling/composting rate to 80% against a 2016/17 baseline of 52%.	Increase recycling rate to 80% against a 2016/17 baseline of 41%.	Increase recycling/composting rate to 80% against a 2016/17 baseline of 66%.
Composting/AD	Reduce food waste by 40% to 36 tonnes in 2021/22 (against a baseline of 60 tonnes in 2016/17).	<i>Target not appropriate as food waste is not collected separately within student accommodation.</i>	Reduce food waste by 40% to 34 tonnes in 2021/22 (against a baseline of 57 tonnes in 2016/17).
Landfill diversion	Maintain percentage diverted from landfill at 99%.		
Sustainable procurement	Support improvement and innovation in supply chain waste to contribute to Scottish and global circular economy ambitions.		
Sustainable estate development	Promote resource efficiency via the effective management and reduction of construction waste with targets specified, monitored and reported in site specific management plans.		

The following sections introduce the targets; an Implementation Plan detailing how these targets will be met is available as a separate document.

¹⁵ At the time of writing 2017/18 data was not available, and therefore baseline data from 2016/17 was used.

¹⁶ Based on total academic waste arisings in 2016/17, and FTE staff and students numbers (at the time of writing 2017/18 data was not available, and therefore baseline data from 2016/17 was used).

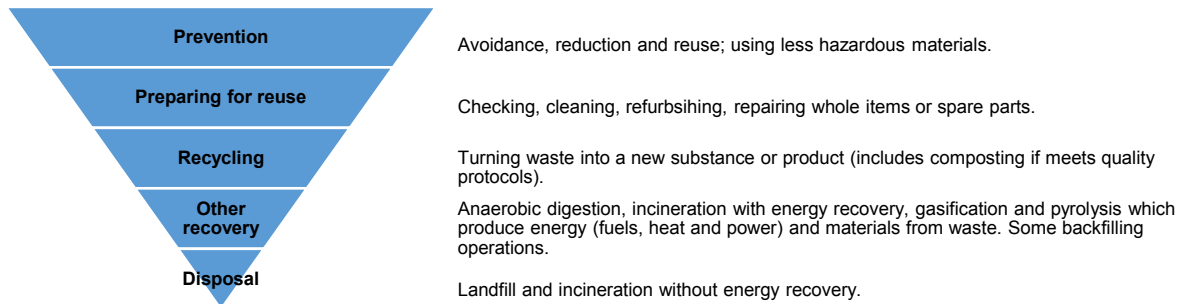
¹⁷ Based on total term-time waste arisings in 2016/17 (September to May inclusive), and 1,979 beds at Pollock Halls (at the time of writing 2017/18 data was not available, and therefore baseline data from 2016/17 was used).

¹⁸ Includes anaerobic digestion.

4.1 Waste Reduction, Reuse, Recycling and Composting

The University has a commitment to follow the waste hierarchy and implement initiatives that encourage waste producers to reduce the overall waste that they produce, and prevent waste production wherever possible.

The waste hierarchy ranks waste management options according to the best environmental outcome taking into consideration the lifecycle of the material i.e. the principal of treatment of waste in the following order: prevention, preparing for reuse, recycling, other recovery and disposal.



4.2 Sustainable Procurement

The University's sustainable procurement goal is to procure goods and services in ways that maximise efficiency and effectiveness while minimising social, environmental and other risks. When buying through the University's purchasing systems, or using other University contracted suppliers, students and staff can be confident that environmental and social issues have been taken into account. Priority is given to social responsibility and sustainability and whole life costs when selecting suppliers and awarding contracts. The University has adopted Scottish Government tools to embed environmental, economic and social sustainability into our public procurement activity. These robust measures help the University to meet its sustainability commitments and fulfil the Sustainable Procurement Duty by analysing each spend area and linking practical guidance for each procurement stage.

4.3 Sustainable Estate Development

An extensive programme of new buildings and estates improvements is planned for the University over the coming decade, therefore it is imperative to embed sustainability in the design process and practice.

The construction of new University buildings and refurbishment of our existing estate are important contributors to University sustainability. Key objectives are BREEAM Excellent, whole life costing and the City of Edinburgh Council Edinburgh Standards for Sustainable Building Supplementary Planning Guidance. The Estates Department T46 Sustainability Strategy is being redeveloped to reflect the priorities for the University. The current version¹⁹ states that all BREEAM waste credits must be achieved in terms of construction waste (percentage of construction site waste diverted from landfill, reduction of construction and demolition waste to

¹⁹ http://www.ed.ac.uk/files/atoms/files/t46_sustain_strategy_110303.doc

landfill, and provision for recycling during occupation). Targets for materials are also included stating that design and specifications should ensure a minimum recycled content of at least 20% by value, and that the embodied lifetime environmental impact of all materials should be reduced by selecting on the basis of environmental preference, e.g. recycled content, low maintenance, etc.

The consultation process represents the most important aspect of project delivery and a Project Delivery Collaboration, Communication and Consultation Schedule is implemented for every project. This process aligns with the current RIBA stage structure as incorporated in the new Estates Project Delivery Process Map, and the Waste Office is consulted at various stages from concept design through to fit out. Sustainable development design principles are incorporated into all projects from conception through to construction and operation. Tender documents and contracts embed these through unambiguously worded requirements and project management will ensure the designs are delivered through all stages of projects, with commissioning demonstrating compliance against performance targets.

Contractors should develop a Site Waste Management Plan on any project before construction work begins which would include the following:

- A description of each waste type expected to be produced in the course of the project
- An estimate of the quantity of each different waste type expected to be produced
- Identification of the waste management action proposed for each different waste type, including reusing, recycling, recovery and disposal

5. Monitoring and Review

The Waste Office will manage the delivery of the Waste Strategy to ensure it remains current and relevant with the local, national and European context, as well as to ensure compliance with government policy and guidance. The University requires all staff, students, Service Providers and anyone else making use of University premises to comply with this Strategy; standards expected are detailed further in Appendix 3, with responsibilities and organisational arrangements detailed in Appendix 4.

Reporting will be to the Estates Management Group and SRS Committee, with input from the Sustainability Strategy Advisory Group (SSAG), under which a Waste Sub-group will sit; this will consist of staff from the Estates Department, Department for Social Responsibility and Sustainability (SRS), Procurement Office, Health and Safety Department, ACE and EUSA.

The Waste Strategy will be reviewed in 2021.

The Waste Sub-group will review the following quarterly:

- Progress against objectives and targets – a report will be delivered by the Waste Manager for each target.
- Recommendations on changes required to objectives or targets – upon discussing each objective, the relevance will be evaluated and changes discussed.
- Legislation, policy and targets – a review of any significant changes in policy that may affect the objectives or indeed may require the addition of new ones.

- Operational infrastructure – any changes to the estate or operations that have been made that will have an effect on objectives or any additional operations that may be considered to assist the delivery of the objectives.
- Resourcing – a review of resourcing in order to meet objectives.
- Waste producers – consideration of any changes in waste arisings.
- Strategy refresh decisions – if changes are required, these will be proposed to the Estates Management Group.

Appendix 1 – Legislation

The University has a legal obligation, a Duty of Care, to be able to demonstrate that it knows how its waste is being managed. Waste movements are tracked through SEPA Waste Transfer Notes (non-hazardous waste) and Consignment Notes (hazardous waste); these ensure that all waste is managed responsibly from where it is produced to the authorised recovery or disposal facility.

Extensive waste management legislation exists at Scottish, UK and European level. In addition, various technical documents produced by the UK or Scottish Government and/or the Regulator, must to be adhered to. The key legislation related to this Strategy are as follows:

- The Waste (Scotland) Regulations 2012
- The Landfill (Scotland) Amendment Regulations 2013
- The Waste Electrical and Electronic Equipment (Amendment) Regulations 2015
- Environmental Protection Act 1990
- The Environmental Protection (Duty of Care) (Scotland) Regulations 2014
- Special Waste Amendment (Scotland) Regulations 2004
- Animal By-Products (Enforcement) (Scotland) Regulations 2013
- The Waste Batteries and Accumulators (Amendment) Regulations 2015

Appendix 2 – Background Performance

The University of Edinburgh has made significant progress in terms of waste management since 2014/15²⁰ across the estate as highlighted in the figures below.

The University produces over 3,500 tonnes of waste annually, and already undertakes numerous waste reduction and reuse initiatives. There is a commitment to encouraging and enabling the reuse of University-owned resources by helping staff and students locate and make further use of items which have been identified as redundant by their primary user group. Reuse rate is difficult to capture, and in all likelihood the rate will be higher as reuse will be occurring organically within the University and therefore this data will not be captured.

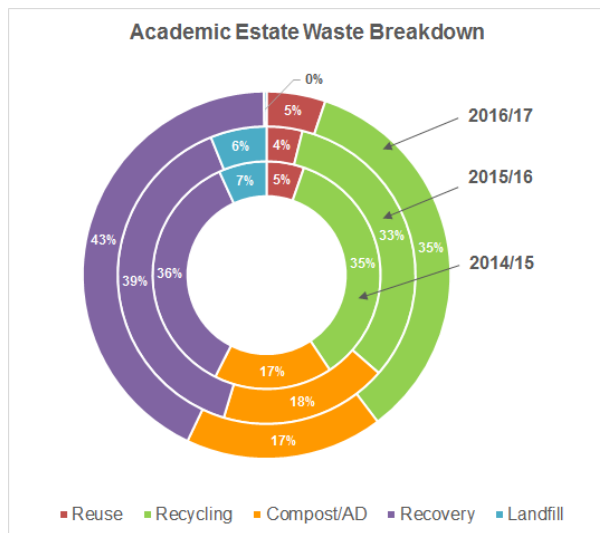
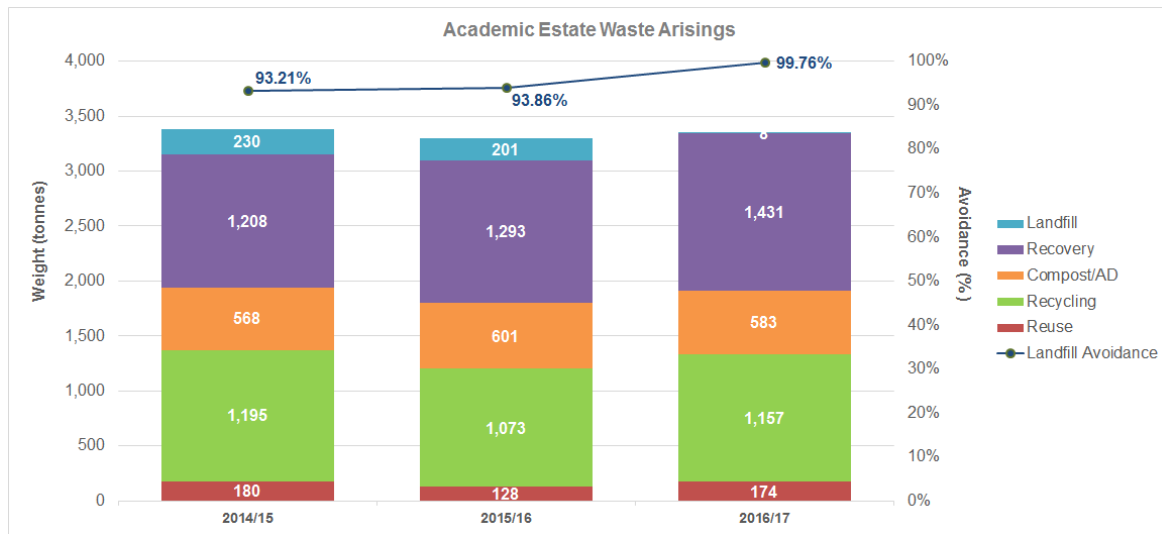
Within ACE managed student accommodation at Pollock Halls, as much equipment and furniture as possible is reused internally, and where this is not possible they have partnerships with local charities so that others can benefit from their waste. At the end of term, all students' waste is collected and stored over the summer months and offered free of charge to new students at the beginning of the academic year in a Free Shop. Any items not claimed in the Free Shop are redistributed to local charities.

There is an objective to provide means across the University to recycle and compost as many materials as possible in order to produce an output which is clean and free from food waste contamination, thereby providing a valuable resource for market recovery of plastics, metals, paper, card and glass.

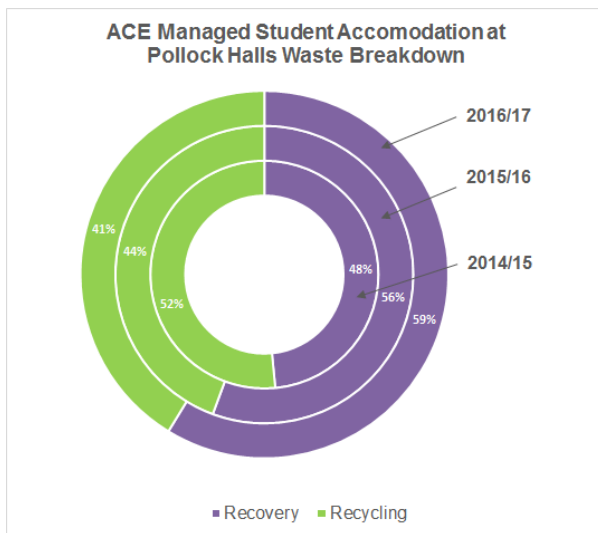
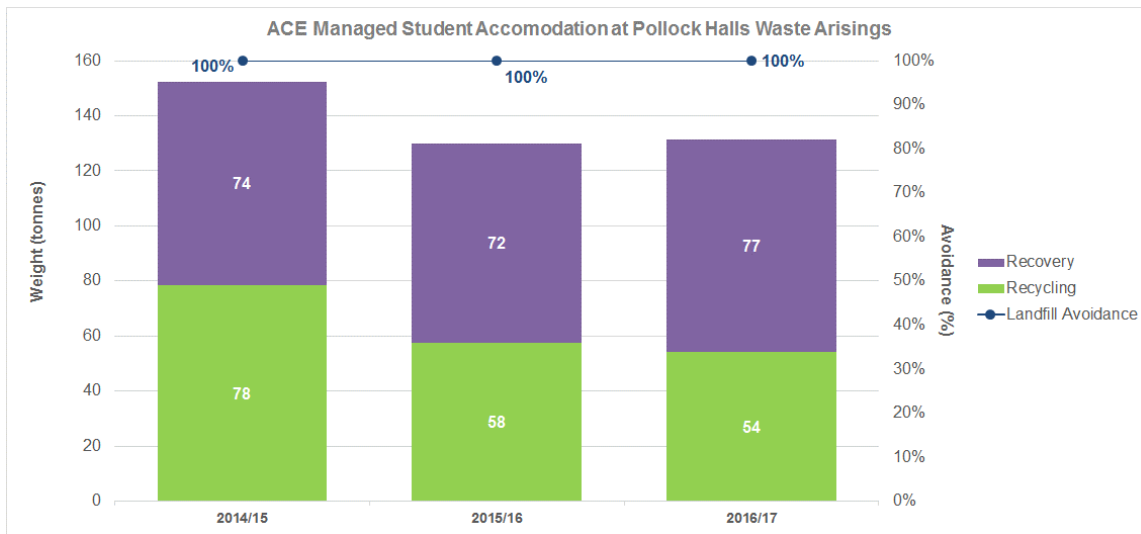
The University already achieves a high diversion from landfill rate. General waste is collected by our waste contractor to produce RDF (refuse derived fuel) for use in energy recovery facilities, and therefore is diverted from landfill. Other wastes such as clinical and biological, radioactive, and hazardous, are collected via our licensed Contractors for further treatment.

²⁰ In 2014, the University embarked on a new waste contract which resulted in the need to re-stream high volume waste types. Additionally, the then pending legislative changes (which came into effect on 1 January 2014) resulted in an early requirement of third party receivers of our recyclate for a level of quality higher than we were producing. Therefore the data prior to this date is not comparable and is not reported.

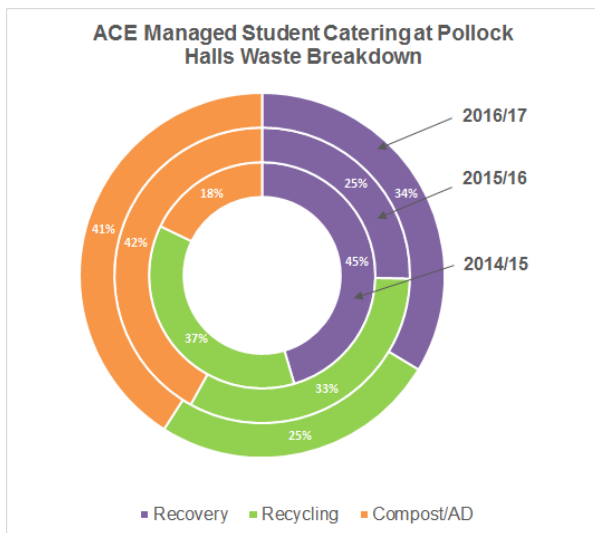
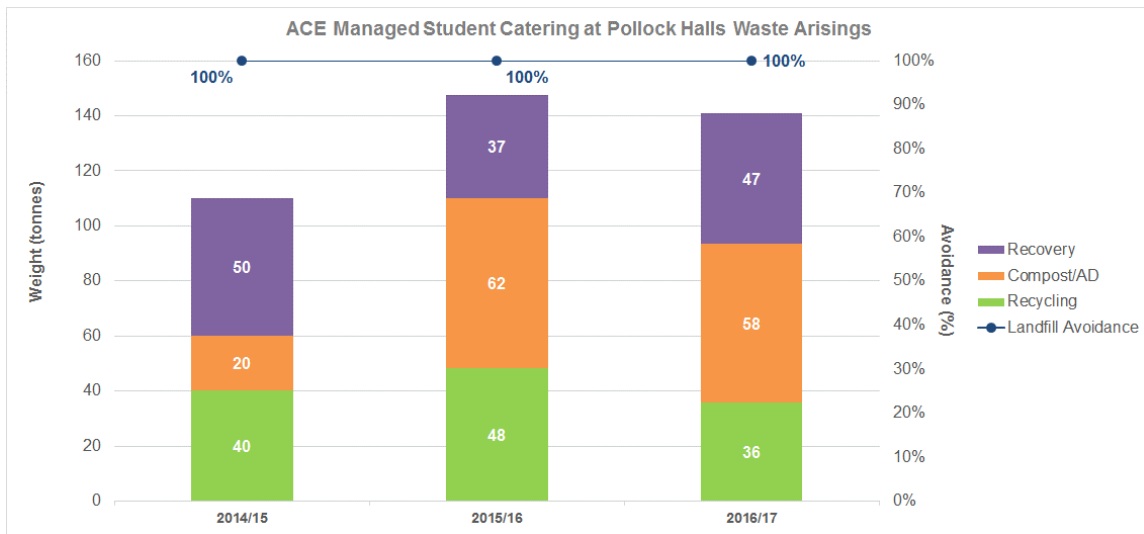
Academic Estate



ACE Managed Student Accommodation at Pollock Halls



ACE Managed Student Catering at Pollock Halls



Appendix 3 – Standards Expected

The University requires all staff, students, Service Providers and anyone else making use of University premises to comply with this Strategy. In particular, it is expected that all members of the University community, tenants in University premises and University appointed Service Providers will adhere to the following standards:

1. Waste should be prevented or minimised wherever possible. If produced, opportunities for repair, composting and reuse should be enabled when appropriate, and only then should recycling or energy recovery be considered.
2. Waste must be stored, carried, processed, treated or disposed of in accordance with the principles of Duty of Care.
3. Waste must be securely stored in compliant and suitable containers and locations pending uplift. In particular:
 - The fabric and construction of the container must be resistant to the nature of the waste (e.g. corrosive, sharps, etc.) and suitable for the storage environment.
 - The container will be securely sealed to prevent accidental spillage/leakage.
 - Adequate security precautions should be taken to prevent loss, theft, vandalism, or unauthorised access.
 - Segregation of waste should take place to prevent mixing of incompatible materials and to allow for recycling.
 - Waste collections should not prevent safe access or egress of people.
 - Waste should not be stored in plant or electrical switch rooms, near to heat or ignition sources, or hinder access to equipment.
4. Waste removed from University premises must only be transported by persons or Service Providers who are authorised to do so and subsequently treated, processed or disposed of in suitably authorised and approved facilities.
5. Any discharge to sewer from University premises that may present a substantially greater risk than domestic sewage must have the prior agreement of the statutory responsible bodies via the Estates Department.
6. Where it is shown that this Strategy has not been adhered to, (potentially) resulting in the University becoming legally vulnerable or its reputation being adversely affected, the Director of Estates shall take such steps as may be necessary to bring the situation back into compliance as soon as possible. Associated costs incurred in carrying this out may be recovered from the College, School, Unit or tenant concerned.

Appendix 4 – Organisation and Management

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

The University Court has overall legal responsibility for Waste Management at the University.

Within waste legislation (in particular the Duty of Care), individuals also retain a responsibility for disposal of wastes within their control.

The responsibilities and organisational arrangements for this Strategy are further defined in the following sections.

All Heads of Schools/Units

Responsible for:

1. Ensuring that this Strategy is disseminated within their area of responsibility.
2. Ensuring that School members are equipped to implement this Strategy, including identifying training needs and ensuring training appropriate to each individual's responsibility is available and attained.
3. Ensuring that all staff, students, visitors and School/Unit purchase goods or services from Service Providers who comply with this Strategy.
4. Ensuring either that only authorised central waste contract services are used or, if it is necessary to procure School/Unit contract services, ensuring that they fulfil our Sustainable Procurement Duty agreed by the Director of Procurement, and comply with this Strategy, and that an record is sent to the Waste Manager annually and/or when requested.
5. Non-hazardous wastes (central contracts):
 - Ensuring that all redundant IT equipment, and other suitable equipment, is reused/cascaded where possible.
 - Ensuring that non-hazardous waste is removed from University premises via centralised contracts.
6. Hazardous wastes:
 - Ensuring that no hazardous wastes are disposed of through the general waste or recycling streams or to drains.
 - Ensuring Duty of Care compliance including appropriate segregation, inventorying, recording, describing and storage.
 - Nomination of 'Responsible Person(s)' to coordinate waste disposal for any radioactive, clinical and biological, chemical or otherwise hazardous wastes.
 - Informing the Waste Manager who the nominated 'Responsible Person(s)' is and updating records when the 'Responsible Person(s)' changes.
7. Ensuring that waste management practices and procedures within the School/Unit are audited regularly and that any changes that may be required as a result of these reviews are carried into effect.
8. Encouraging staff, students and visitors to cooperate with associated campaigns, projects and initiatives.
9. Enabling the investigation of any incidents or accidents relating to waste management.

Director of Estates

Responsible for:

1. Provision of an overall framework of guidance to the University on waste management.
2. Provision of an overall framework of advice to the University on waste management procurement.

Waste Manager

Responsible for:

1. Provision of advice and guidance to the University community on waste management.
2. Coordinating the procurement and provision of appropriate and authorised central waste contract services for the University and where appropriate, tenants within University buildings.
3. Implementation, monitoring and auditing of centralised waste management systems, and overseeing the day-to-day delivery of centralised waste management services.
4. Maintaining a list of all Service Providers appointed to carry out waste-related activities and ensuring that they are procured in compliance with the our Sustainable Procurement Duty.
5. Advising all Service Providers that they must comply with the Duty of Care; that they must comply with this Strategy, or, satisfy the University that their own procedures will achieve legal compliance.
6. Auditing all waste management Service Providers working for the University.
7. Setting performance indicators and targets for waste management, and compiling data and statistics to enable annual benchmarking against established performance indicators and reporting against agreed targets.
8. Reporting to the University on progress against the performance indicators and targets.
9. Provision of appropriate training for Estates Department personnel who have responsibilities for waste management and assisting in the specification of relevant goods or services.
10. Coordinating the gathering of, and supplying of, all relevant information to appropriate enforcement agencies when information relating to waste management is requested.
11. Attaining and reporting on waste Management Permits/Licences/Exemptions as required.
12. Investigation and resolution of any incidents or accidents relating to waste management.
13. Liaising with appropriate enforcement agencies.
14. Signing annual Waste Transfer Notes for central contracts on behalf of the University.
15. Compiling and holding annual Waste Transfer Notes and Special Waste Consignment Notes for centrally managed waste collections.
16. Monitoring the performance of the Service Providers against Service Level Agreements.
17. Maintaining a contact list of Responsible Persons as provided by Heads of Schools.
18. Reviewing this Strategy.

Nominated Responsible Persons

Responsible for:

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

Staff/Students/Researchers/University Tenants

Responsible for:

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

Service Providers

Responsible for:

1. Legal and technical compliance with all relevant statutory waste legislation or Scottish Government policy.
2. Arranging for the safe and compliant storage and collection of wastes generated through their own activities on University premises or as appropriate, where acting on behalf of the University under relevant supply or service contracts.
3. Reusing, recycling and/or disposing of waste responsibly in accordance with University policy and procedures, or, through a scheme approved by the University.
4. Making available to the University copies of Waste Transfer Notes, Special Waste Consignment Notes and other waste related records if required.
5. Providing service levels, activity reports/statistics or risk analyses, as specified under service contracts or supply agreements with the University.
6. Informing the University appointed contract manager of any risk of breach of legislation identified whilst working for the University or on our premises.

Appendix 5 – Integration with School Procedures and Documentation

All Colleges and Schools/Units should use this Strategy either to produce their own area specific procedures or directly in the induction and training of staff, researchers and students. Where local guidance is being produced, it must meet the standards and requirements set out in this Strategy and be approved by the Waste Manager.

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

School procurement procedures must also include relevant waste management statements.

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



UNIVERSITY EXECUTIVE

28 August 2018

University Web Estate review: Risks identified and proposed activity plan

Description of paper

1. The purpose of this paper is to provide an update on the University's Web Estate and outline the action being taken to better manage websites across the institution and mitigate associated risks.

Action requested

2. The University Executive is asked to:

- note the risks associated to the University's web estate (**Appendix 1**),
- endorse the activity plan to manage risks associated with 'orphan' websites - those for which an accountable person is not recorded (**Appendix 2**),
- endorse the nomination of owners at Professional Services Group and College level for orphan websites and,
- provide support in communicating the importance of this task to colleagues across the institution.

Paragraphs 3-21 have been removed as exempt from release due to FOI.

Risk management

22. As noted in sections 7 and 8 above, the audit identified that almost half of the web estate carries 'amber' risk indicators that expose the University to reputational, legislative or financial risk. Additionally, the Web Estate risk register reflects the gaps in corporate knowledge, with 'red' risks in the areas of compliance with privacy and data legislation and the potential exploitation of security vulnerabilities. The definitive register of websites, allied to implementation of the website scanning tool, will allow the University to better manage security, legislative, reputational and financial risks through enhanced corporate knowledge.

Equality & diversity

23. An Equality Impact Assessment has been completed.

Next steps/ implications

24. Following endorsement from the University Executive, the activities detailed in the plan will be implemented and further briefing conducted with accountable owners for orphan websites.

25. Support is sought from members of the University Executive in communicating the importance of this task to colleagues across the institution.

Consultation

26. Consultation has taken place with colleagues from across the University, including WGG; Strategic Programmes; College IT Teams; Information Security; Internal Audit; and Professional Services Groups. Full details are available in the Web Strategy Wiki – visit <https://edin.ac/2LBvjBh> for further information.

Further information

27. Author

Colan Mehaffey
Head of Web Strategy & Technologies
Learning, Teaching & Web Division
Information Services Group
13 August 2018

Presenter

Gavin McLachlan
Chief Information Officer

28. **Freedom of Information**

This paper is closed.



UNIVERSITY EXECUTIVE

28 August 2018

Reimbursement of UK visa, indefinite leave to remain and settled status fees

Description of paper

1. This Paper proposes enhancements to the University's policy on the reimbursement of visa fees which has been in place since April 2016.

Action requested/Recommendation

2. University Executive is asked to note the drivers for reviewing and proposing change to the policy at this time, most specifically the need to:

- retain key, often rare and internationally renowned, expertise and talent. As detailed below we will lose c400 non-EEA staff over the next five years if they do not obtain UK Home Office permission to remain in the UK
- attract new talent - particularly at a time of tightening UK immigration policy
- practically demonstrate how much the University values its international staff
- ensure there is no difference in the University's approach to any group of staff who originate from outside the UK
- respond to the staff 'petition' regarding indefinite leave to remain fees.

Paragraphs 3-43 have been removed as exempt from release due to FOI.

Risk Management

44. A full life-cycle reimbursement policy (i.e. one which supports staff through time-limited leave to indefinite leave to remain in the UK) will help the University to mitigate the risks attached to attracting and retaining non-EEA, for whom living and working in the UK is being made increasingly difficult by UK Government immigration policy.

45. Extending financial support to EEA staff may help alleviate the anxieties and uncertainties such staff face in the run up to Brexit and again help the University to retain key skills and talent and mitigate the costs associated with staff turnover.

46. The main risk associated with enhancing the current policy to the degree proposed is that of cost. However this needs to be weighed against the cost of losing and replacing key skills and talent, estimated by Acas at between 25% and 30% of salary, to which, for the University, has to be added the cost of, for example, repeat Tier 2 sponsorship costs and visa support.

Equality & Diversity

47. These proposals help to address the University's need to attract and retain a diverse workforce.

Paragraphs 48-51 have been removed as exempt from release due to FOI.

Consultation

52. The recommendations set out in this Paper have been informed by discussions at the Principal's strategic retreat and have been approved by the Vice Principal - International and Vice Principal - People and Culture.

Further information

53. For further information please contact either the Author or Presenter

Author

Linda Criggie
Deputy Director of HR
(Employee Relations)
13 August 2018

Presenter

James Saville
Director of Human Resources

Freedom of Information

54. This paper is closed as it could prejudice our commercial interests.



UNIVERSITY EXECUTIVE

28 August 2018

Disclosure of Intimate Relationships Policy

Description of paper

1. This paper proposes the implementation of a policy requiring staff members to disclose if they are, or have been, in an intimate relationship with a current student or other staff member with whom they have a line management/connection.

Action requested

2. University Executive is asked to endorse the draft policy attached as Appendix A and to note and comment on next steps as outlined in Sections 14 and 15 below.

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

Resource implications

9. Mandatory disclosure will have a time impact on Heads of Schools and others to whom disclosures are made and who have to undertake risk assessments and plan and put in place mitigating measures.

10. Appropriate time will need to be invested by Heads of College/Professional Services, supported by HR and others (e.g. Academic Services, Communications and Marketing) to ensure the policy is communicated and implemented well.

11. Legal Services and Academic Services will need to invest time to ensure the final articulation of the policy is appropriately referenced/reflected in student focussed policies and procedures.

Risk Management

12. The attached policy will help the University to minimise risk to staff and students and to its reputation.

Equality & Diversity

13. This policy emphasises the University's commitment to equality, diversity and inclusion and zero tolerance of harassment. An equality impact assessment will be carried out to support final consultation with the trade unions.

Next steps & Communication

14. Subject to University Executive's endorsement and comment, the policy will be further discussed with all three trade unions on 29 August, submitted for approval by the Policy and Resources Committee at its meeting on 10 September and by correspondence by CJCNC.

15. In parallel, a communications plan will be developed to enable the policy to be published and in place by the end of September 2018

Consultation

16. The attached policy has been informed by discussions at People Committee, the work of the Short Life Working Group and informal discussions between the Vice Principal, People and Culture and the Heads of College. It has been approved by the Vice Principal - People and Culture and Director of HR.

Further information

17. For further information please contact either the Author or Presenter

Author

Linda Criggie
Deputy Director of HR (Employee
Relations)

10 August 2018

Presenter

Jane Norman
Vice Principal, People and Culture

Freedom of Information

18. This paper is closed until the policy has been formally agreed by CJCNC.



UNIVERSITY EXECUTIVE

28 August 2018

Health and Safety Quarterly Report: Quarter 3: 1 March 2018 – 31 May 2018

Description of paper

1. This paper provides a summary of health and safety related incidents that took place during the period 1 March 2018 to 31 May 2018, as well as relevant health and safety issues and developments, to provide information and assurance to the University Executive (UE) on the management of health and safety matters. This is the first paper submitted by the new Director of Health and Safety, Suzanne Thompson.

Action requested/Recommendation

2. The Executive is asked to note the contents of the report, the statistics included in the Appendices as illustrative of the University's accident and incident experience and the issues and developments which are also described in the Report for this Quarter.

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

Risk management

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

Equality & Diversity

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

Consultation

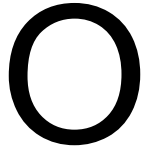
15. This paper, with minor alterations, will also be presented to the next appropriate meeting of the Audit and Risk Committee.

Further information

16.	<u>Author</u>	<u>Presenter</u>
	Suzanne Thompson	Hugh Edmiston
	Director of Health and Safety	Director of Corporate Services
	13 August 2018	

Freedom of Information

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



UNIVERSITY EXECUTIVE

28 August 2018

College of Science and Engineering: Reorganisation of Endowments

Description of paper

1. The College of Science & Engineering has 118 endowment funds with a total capital value of £31.8m which provide the College with an average annual dividend income of £1.2m. The total of accumulated dividend income which has been received but not been spent was £7.4m at the end of June 2018.
2. The College is looking to change the conditions of 37 of these endowments which have been accumulating unspent dividend income because their original terms either restrict the use of the dividend funds, or mean that funds cannot be used at all. If the conditions are changed, this will ensure that funds can be used by our Schools to support teaching and research, both through full utilisation of future dividend income and release of c.£2.8m of accumulated dividend income (38% of the accumulated total held in the College's endowments at the end June 2018).
3. The University is empowered to vary the conditions on these endowments without seeking consent from the original donors, because they are over 25 years and we have been given the power to make these changes through the University of Edinburgh Ordinance No.209.

Action requested/Recommendation

4. The University Executive is asked to consider and endorse the proposal that Court is invited to exercise its power under Ordinance 209 and adopt the reform detailed at Appendix Two with regard to the application of endowment funds which have been held in excess of 25 years.

Paragraphs 5-15 have been removed as exempt from release due to FOI.

Risk Management

16. It is considered that risk in regard to Court's Trustee responsibilities, legal and other compliance obligations has been managed adequately through adherence to the provisions of Ordinance 209.
17. There is a higher likelihood of risk in doing nothing, leading to continuation of an inefficient system, poor use of resources, embarrassment in relation to previous donors and discouragement of potential donors. The reforms proposed aim to avoid these by demonstrating transparently efficient use of funds on the Teaching, Learning and Research objectives of the College.

Paragraph 18 has been removed as exempt from release due to FOI.

Consultation

19. The recommendations in this paper have been subject to consultation with the Head of College, Director of Finance and the Director of Legal Services.

20. The reforms recommended take into account the advice of External Auditors KPMG, in 2012/13, that review should be accelerated to take advantage of the powers made available under Ordinance 209.

Further information

21. Author

Andy Davis
Head of Finance and Planning
& Deputy College Registrar,
College of Science & Engineering

Presenter

Dave Robertson
Head of College
College of Science & Engineering

Freedom of Information

22. This paper is closed.



UNIVERSITY EXECUTIVE

28 August 2018

Honorary Degree Information

Description of paper

1. This paper provides a summary of the discussion at the meeting of the Honorary Degree Committee on 4 May 2018. It is provided in order that members of the University Executive can update interested parties in their departments on the approach to awarding Honorary Degrees that has been agreed by the Committee.

Action requested/Recommendation

2. Colleagues from across the University are encouraged to propose candidates for an Honorary Degree and members of the University Executive are asked to note the following guidance and bring it to the attention of key people across their Colleges, Schools and Departments.

Background and context

3. At their meeting on 4 May 2018 the Honorary Degrees Committee discussed the approach that they will take when considering candidates for an honorary degree. A summary of their discussion is provided below.

General principles

4. To note:

- Conferring one Honorary Degree at each graduation ceremony is considered the ideal number.
- The first choice is always to confer Honorary Degrees at one of our own graduation ceremonies rather than a special ceremony at a different time of year.
- Only in exceptional circumstances will we confer out of cycle, such proposals must demonstrate a compulsive case and should be checked at an early stage with Principal's Office (Head of Stakeholder Relations & Senior Executive Officer).
- If degrees are conferred at special events, such as the International Book Festival, then the proceedings should be recorded, where possible, so that parts can be played at the relevant graduation ceremony.

Nominators should consider 3 key questions and seek to answer them when putting together the information on the nomination form:

- i. Why am I nominating this particular person?
- ii. Why is it important to the University of Edinburgh?
- iii. Why at this specific point in time?

Indication of priorities

5. The committee will consider:

- Excellence in the candidates' chosen field.
- The relevance of the candidate to the graduating students and the strength of their ability to be a role model for the students.
- Connections to/with our University or, occasionally, the city itself. The committee will look for an element that makes the nomination unique to Edinburgh. If this is

not evident then the other criteria, such as the extent to which the nominee will be seen as a strong role model, must be particularly evident.

- The number of Honorary Degrees already held by the individual, a high number not being desirable as there is a sense that this may negate the argument for the degree being unique to Edinburgh.

6. Other considerations the Committee will take into account:

- The distinction between University Benefactor status and that of awarding an Honorary Degree.
- Diversity matters.

Resource implications

7. The costs relating to honorary degrees are met from existing budget provision, there are no additional costs associated with this information.

Risk Management

8. No additional risk identified.

Equality & Diversity

9. Equality and Diversity matters are considered by the Committee during their deliberations. We do not consider that an EIA is necessary.

Next steps & Communication

10. Guidelines should be shared across Colleges, Schools and key Professional Services Departments such as Edinburgh Global, Communications and Marketing and Development and Alumni.

Consultation

11. The guidelines were discussed at the Honorary Degree Committee meeting and approved by the Principal, Professor Peter Mathieson.

Further information

12. Author

Fiona Boyd
Head of Stakeholder Relations
Principal's Office
6 August 2018

Freedom of Information

13. Open paper.