



UNIVERSITY EXECUTIVE
Raeburn Room, Old College
17 December 2019, 10 am

AGENDA

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|----------|---|---------------|
| 1 | Minute
To <u>approve</u> the Minute of the previous meeting held on 19 November 2019. | A1 |
| 2 | Matters Arising & Action Log
To <u>raise</u> any matters arising. | A2 |
| 3 | Principal's Communications
To <u>receive</u> an update from the University Secretary. | Verbal |

DISCUSSION ITEMS

- | | | |
|----------|---|------------------------|
| 4 | Student Experience
To <u>consider</u> the papers from Gavin Douglas, Deputy Secretary Student Experience. <ul style="list-style-type: none">• Annual and Periodic Quality Reviews – Areas for Development• Annual December Examination Venue Requirements from 2020: Provision and Costs | B1
B2 |
| | To <u>consider</u> the paper from James Smith, Vice-Principal International. <ul style="list-style-type: none">• English Language Education | B3 |
| 5 | Implementation of the University Brand (What makes us Edinburgh)
To <u>consider</u> and <u>approve</u> the paper from Theresa Merrick, Director of Communications and Marketing. | C |
| 6 | Edinburgh BioQuarter Update
To <u>note</u> the paper from Hugh Edmiston, Vice-Principal Business Development and Director of Corporate Services. | D |
| 7 | Director of Finance's Report
To <u>consider</u> the paper from Lee Hamill, Director of Finance. | E |

ITEMS FOR FORMAL APPROVAL

- | | | |
|-----------|--|----------|
| 8 | Information Security Guidance for Business Travel to High Risk Countries
To <u>approve</u> . | F |
| 9 | Gaelic Language Plan
To <u>approve</u> . | G |
| 10 | EDMARC Report
To <u>approve</u> . | H |

- | | | |
|----|---|---|
| 11 | The Armed Forces Covenant
To <u>approve</u> . | I |
| 12 | Postgraduate Research Student Fees and Edinburgh PhD Scholarships
To <u>approve</u> . | J |
| 13 | University Collections Facility (UCF) Rainwater Ingress – Report
To <u>approve</u> . | K |

ITEMS FOR NOTING

- | | | |
|----|--|--------|
| 14 | Information Security Essentials & Data Protection User Awareness Training Course – Completion Rates
To <u>note</u> . | L |
| 15 | People Report
To <u>note</u> . | M |
| 16 | Network Replacement – Information Security Control Improvements
To <u>note</u> . | N |
| 17 | University Executive Communications
To <u>consider</u> how the key messages should be communicated. | Verbal |
| 18 | Any Other Business
To <u>consider</u> any other matters by UE members. | Verbal |
| 19 | Date of Next Meeting
Tuesday 21 January 2020 at 10am in the Raeburn Room.
Strategic Away Day on Friday 31 January in St Trinneans Room,
St Leonards Hall | |



UNIVERSITY EXECUTIVE

19 November 2019

[Draft] Minute

Present: Peter Mathieson (Convener)
David Argyle, Leigh Chalmers, Chris Cox, Sarah Cunningham-Burley, Gavin Douglas, Hugh Edmiston, Lee Hamill, Colm Harmon, Gary Jebb, Richard Kenway, Gavin McLachlan, Dorothy Miell, Theresa Merrick, Dave Robertson, James Saville, Jonathan Seckl, Tracey Slaven, James Smith, Sarah Smith, Sandy Tudhope, Andrew Wilson and Moira Whyte.

In attendance: Alan Mackay (for item 7), Fiona Boyd and Kirstie Graham.

Apologies: David Gray, Wendy Loretto and Andrew Morris.

1 Minute Paper A1

The Minute of the meeting held on 22 October 2019 was approved as a correct record.

2 Matters Arising & Review of Action Log Paper A2

There were no matters arising and the action log was noted.

3 Principal's Communications Verbal

The Principal reported:

- The planned UCU industrial action over both pay and pensions with the University seeking to minimise the impact on students;
- The uncertainty in the external environment is reflected in the upcoming General Election and lack of clarity on Brexit;
- The University has recalled its students in Hong Kong and they are all home or on their way home;
- Strategy 2030 had been published and work was now ongoing to translate the vision and values into actions;
- A recent visit to North America, with alumni meetings in New York and Washington and the potential for further engagement;
- Two excellent recruitments, with Shannon Vallor appointed to the Baillie Gifford Chair of the Ethics of Data and Artificial Intelligence and a prestigious appointment to be shortly announced to the Higgs Chair of Theoretical Physics;
- The College of Science and Engineering will be seeking Court approval for capital investment in a proposed FASTBLADE Structural Fatigue Facility in Rosyth, providing an opportunity to build engagement with heavy industry in the region;

- An early update on the current admissions cycle, reminding members of the importance of collectively committing to recruit within the agreed plans while acting to ensure strengthening of intake diversity.

DISCUSSION ITEMS

4 Student Support and Personal Tutor Project - Update

Paper B

The Executive had agreed a review of student support and this had been taken forward with extensive consultation. The Executive was now asked to consider the broad direction of travel to inform the final proposal.

Feedback had identified the value of the academic staff and student relationship while highlighting the need to make best use of specialised professional services. What was emerging was a model that consisted of a baseline that should be applied consistently across all schools. Over and above this, schools could add additional roles and services. The intention was to free up academic time to focus on academic duties; provide greater consistency of support across schools; and provide more specialist support through professional services staff.

There was wide ranging discussion that broadly supported the direction of travel with comments including: the challenge of balancing flexibility with consistency as local flexibility may lead to perceived inconsistency of support; the potential cost of increased professional services and the challenge of realising the academic time savings; the equality and diversity impact assessment needed be integral to developing the model; welfare and support services for students needed to be accessible in terms of location and timing.

The team would continue to develop the details of the model and a prepare a high-level business case, for approval at a future meeting.

5 Sustainable IT: Personal Computing Devices Policy

Paper C

The Executive considered the proposed Sustainable IT: Personal Computing Devices Policy, which aims to ensure staff have the computing devices needed to do their roles while reducing the carbon and environmental damage of the University's personal computing devices and the overall cost to the University of these devices; and the associated software, maintenance and power costs. The Executive approved the Policy, noting the importance of effective communication before implementation and roll out in the new year.

6 Director of Finance's Report

Paper D

The Executive noted the Annual Report and Accounts for 2018-19 prior to submission to Audit and Risk Committee for review and recommendation to Court. There was discussion of the overall sector position, the need to create headroom to deliver the University's strategy and capital plan and the importance of careful messaging of the headline performance.

7 Major International Collaborations Update **Paper P**

The Executive considered an update on the University's current portfolio of major international collaborations, noting the University is involved in a wide range of collaborations and the scale and location of international collaborations of all types continues to grow and diversify. There was discussion of the need for a more strategic approach to international partnerships, to mitigate the risk of exposure and ensure a balanced geographical portfolio of collaborations and it was agreed it may be beneficial to discuss at a future meeting.

8 Original Edinburgh – Old Town Business Improvement District **Paper E**

The Executive noted the proposed Business Improvement District (BID) for the Old Town (Original Edinburgh) and approved the recommendation that the University votes 'yes' in the ballot and supported further engagement with Original Edinburgh should the ballot be successful.

9 Delegated Authority Schedule **Paper F**

The Executive considered proposed updates to the Delegated Authority Schedule (DAS), noting that this was largely a restructure to support core system implementation. There was discussion of the levels for capital authorisation in the light of the capital plan and comments would be considered before progressing to Policy and Resources Committee to recommend to Court for approval.

10 University Internal and External Spend on Hotels **Paper G**

The Executive agreed that all staff should be encouraged to use internal hotel services when booking hotel and conference accommodation in Edinburgh, noting the quality and availability of the offer and that this ensured spend was retained within the University.

ITEMS FOR FORMAL APPROVAL

11 Global Access Edinburgh Scholarships **Paper H**

The Executive approved a pilot widening participation scholarship scheme, using fee remission as the mechanism for the University contribution to the scholarship for up to 15 international undergraduate students.

12 Fee Strategy Group **Paper I**

The Executive approved the student accommodation rents for 2020/21 and noted the indicative rent increase for 2021/22 and 2022/23 and the routine fees approved by Chair's Action. It was noted that Andrew Wilson, EUSA President, did not approve the rent increases and that EUSA welcomed the planned strategic review of accommodation to inform future rent setting.

13 Modern Slavery Statement **Paper J**

The Executive approved the Modern Slavery Statement 2018/19, to progress to Audit and Risk Committee for recommendation to Court.

14 Annual Procurement Report **Paper K**

The Executive approved the Annual Procurement Report 2018/19.

15 Annual Strategic Risk Report Update **Paper L**

The Executive approved the first update to the Annual Strategic Risk Management Report, to progress to Audit and Risk Committee.

ITEMS FOR NOTING

16 Strategic Plan Performance Measurement Framework **Paper M**

The Executive noted the University's performance against the measures for 2018-19 agreed for the Strategic Plan 2016. A new performance framework would be developed to measure progress against the Strategy 2030.

17 Learning Analytics: Pilot of OnTask Data-Driven Feedback Tool **Paper N**

The Executive noted the planned pilot of a data driven feedback tool (OnTask) within distance learning (online) and campus (blended and online) courses.

18 Student Experience Committee Report **Paper O**

The Executive noted an update on the work of the Standing Committee on Student Experience in the current academic year.

19 Outcome Agreement **Paper Q**

The Executive noted the process to be followed and issues for consideration in the production of the University's Outcome Agreement for 2020-21.

20 University Executive Communications

There was discussion on the most effective method of communicating the key messages from the Executive meeting, with further consideration to be given to this.

21 Date of Next Meeting

The next meeting will take place on Tuesday 17 December 2019 at 10 am in the Raeburn Room.



UNIVERSITY EXECUTIVE

17 December 2019

Areas for Further Development from Annual and Periodic Review

Description of paper

1. This paper outlines the areas for further development by the University as identified through annual monitoring, review and reporting processes.

Action requested/Recommendation

2. University Executive is invited to discuss the areas for further development identified and consider how they might feed into future activities to enhance the student experience.

Background and context

3. Senate Quality Assurance Committee (SQAC) considered the outcomes of annual and periodic reviews of academic provision (25 reports from the Schools and Deaneries and 8 internal periodic reviews of teaching/postgraduate programmes) at its meeting in September 2019 (<https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20190918.pdf>, papers C and E).

4. At the December meeting of SQAC the annual College reports and the outcomes of annual reports from student services were considered (<https://www.ed.ac.uk/files/atoms/files/sqac-agendapapers-20191205-web.pdf>, papers E and J).

5. The following discussion items were identified by SQAC as areas for further development.

Discussion

Space

6. Schools continue to identify challenges with accessing suitable learning and teaching accommodation. This included social spaces for students and staff to interact outwith timetabled sessions, appropriate space for postgraduate research students, and study space for students. Some Schools also reported challenges with suitability of staff offices, including a lack of private space to meet with students requiring support, and issues with staff and/or teaching being split across multiple sites. These issues were felt to impact on the ability to build academic communities. The importance on minimising the impact on students of estates developments at King's Building was also noted.

Timetabling

7. The majority of Schools reported increasing issues with timetabling. Individual examples included: significant changes to course timetables; allocation of rooms; consecutive classes timetabled in rooms some distance apart; and communication with the Timetabling Unit. Further investigation will be required to understand the specific issues. It was noted that the complexity of our provision is challenging to timetable. Challenges with the exam timetable, specifically its release date and tight

timescales for marking when examinations with large cohorts happen late in the examination period, were also raised.

Pressure on Staff Time

8. Schools reported that rising student numbers, especially in postgraduate taught programmes, and challenges with staff recruitment (appointing to and replacing posts) are increasing staff workloads and impacting on the student experience.

Assessment and Feedback

9. Some Schools requested that the 15 day feedback turnaround deadline be reconsidered in light of student feedback and challenges staff have in meeting this blanket deadline for different cohort sizes and types of assessments. Recommendations from internal reviews focussed on the quality of feedback and implementing assessment and feedback policy on formative assessment, feedback turnaround times, and scaling of marks.

Student Voice

10. Several Schools questioned the purpose and usefulness of course enhancement questionnaires, particularly in the context of the recent introduction of mid-course feedback, and called for a review of student voice mechanisms.

Widening Participation

11. A number of internal review recommendations related to the need to increase numbers of students from widening participation backgrounds. It was also noted that potential reviews of curriculum and induction arrangements should consider the needs of students from widening participation backgrounds. The importance of better management information on the recruitment, progression, and attainment of students from widening participation backgrounds was also recognised.

Employability and Graduate Attributes

12. There were a number of internal review recommendations related to embedding transferable skills and graduate attributes within the curriculum, extending writing skills support, engagement with alumni and employers, and extending the use of inter-disciplinary projects.

Affordability and Finance

13. The financial challenges students face and resulting barriers to participation was noted as a key concern for students. In particular, there is a need to help develop student financial literacy and understanding of the full cost of their time at Edinburgh. Also, work is required to help overcome the stigma associated with financial problems and encourage students to report problems early.

Resource implications

14. There are no actions proposed in the paper and thus no specific resource implications identified at this stage.

Risk Management

15. The provision of a high quality student experience is covered by the University's Risk Register and actions are ongoing and continue to be managed via Risk Management Committee. Additionally, failure in effectiveness of the quality

assurance framework, including aligning review activity with external expectations and taking action on findings, constitutes an institutional risk.

Equality & Diversity

16. Equality impact assessments are carried out on University quality assurance policies and processes.

Next steps/implications

17. This will be dependent on discussion at University Executive. A progress report on actions is considered by SQAC at an appropriate point later in the academic year.

Consultation

18. Good practice and areas for further development from annual and periodic review were included in the annual report to the Scottish Funding Council which was considered by SQAC, Senate and University Court in September and October 2019.

Further information

19. Assistant Principal Professor Tina Harrison, Academic Standards and Quality Assurance and Nichola Kett, Academic Services can supply further information

20. Author

Professor Tina Harrison
6 December 2019

Presenter

Gavin Douglas
Deputy Secretary, Student Experience

Freedom of Information

21. This paper is open.



UNIVERSITY EXECUTIVE

17 December 2019

**Annual December Examination Venue Requirements from 2020:
Provision and Costs**

Description of paper

1. This paper provides detail on the challenge in delivering suitable space to accommodate University examinations in December annually, and the financial impact emerging from the need to source external venues to accommodate the growth in student numbers and exam sittings.

Action requested/Recommendation

2. University Executive is asked to:

- note that the Edinburgh International Conference Centre (EICC) has been hired for December 2019 Exam period;
- consider the financial and business impact under two options (Para 6 refers) for the interim provision of additional 500 + seat exam venues required for the December exam period from 2020;
- provide a steer in relation to the preferred option to be implemented from 2020 to ensure that the relevant budget holders incorporate the approach into their planning round submissions; and
- note the request for Adam House to be utilised as 500+ exam venue following Edinburgh School of Architecture & Landscape Architecture move to Edinburgh College of Art's (ECA) Lauriston Campus.

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

Risk Management

15. Key risks are the compromise to examination requirements and the use of facilities which precludes its primary purpose, with the further risk of losing the external venue in future years.

Equality & Diversity

16. No EqIA required.

Paragraph 17 has been removed as exempt from release due to FOI.

Consultation

18. University Executive on 29 August 2019 supported the view that core academic activity should take preference over commercial activity in terms of room allocations.

19. Space Strategy Group on 19 November 2019. Stakeholder consultation includes:

- University Executive
- Estates Department

- Timetabling & Examinations Unit
- School of Informatics Directors of Professional Services
- School of Education Directors of Professional Services / Campus facilities Manager
- College Estates
- Sports & Exercise
- Accommodation Catering and Events

Further information

20. Author

Gill Nicoll
 Learning & Teaching Design Manager
 Angela Lewthwaite
 Secretary to Space Strategy Group
 9 December 2019

Presenter

Gavin Douglas,
 Deputy Secretary (Student
 Experience)

Freedom of Information

21. Paper is closed as its disclosure would substantially prejudice the commercial interests of the organisation.



UNIVERSITY EXECUTIVE

17 December 2019

English Language Education at the University of Edinburgh

Description of paper

1. This paper presents an overview of the English language provision offered by ELE (English Language Education), a subject area within the Centre for Open Learning (COL), highlighting opportunities to address risks to the consistency and parity of the student experience across our University. The paper sets out a vision for English Language support and proposes a funding model to facilitate sustainable growth of in-sessional provision across the University's student population, mapped to the student life cycle, both on-line and on-campus.

Action Requested/Recommendation

2. The University Executive is invited to consider the contextual information provided and the recommendations outlined in this paper, and to endorse the proposed vision for English language support for the University's students. The Executive is also asked to approve in principle the use of central funding for the provision of in-sessional English Language support. Should the Executive determine that this funding is not appropriate or possible, they are asked to provide feedback on this to allow an alternative model to be submitted in line with planning cycles.

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

Equality & Diversity

22. The recommendations of this paper support and facilitate the principles of equality and diversity through proposing that EAP development should be an option for any student, regardless of their background or circumstances.

Paragraph 23 has been removed as exempt from release due to FOI.

Consultation

24. The recommendations in this paper were arrived at through discussion with Jenny Hoy (Head of COL), Nicola Davidson (COL DOPS), Professor Dorothy Miell (Head of CAHSS) and Professor James Smith (VP International). ELE academic colleagues were given the opportunity to contribute ideas in a consultation session. The Director of ELE also consulted with colleagues and counterparts in other Russell Group institutions including Bristol, Glasgow, Imperial College London and King's College London.

Further information

25. Author:

Hannah Jones
Director of English Language
Education at the Centre for Open
Learning
3 December 2019

Presenter

James Smith
Vice-Principal International

Freedom of Information

26. This paper is closed.



UNIVERSITY EXECUTIVE

17 December 2019

Implementation of the University Brand (What makes us Edinburgh)

Description of paper

1. This paper provides an update on work undertaken in the last few months on developing the University of Edinburgh brand with a view to providing a stronger foundation to all our Communications Marketing and Stakeholder Relations. It addresses four areas and stages:

- a. The context and necessity for articulating our brand, or 'What makes us Edinburgh';
- b. Research and insight from our stakeholders and definition of brand promise;
- c. Brand implementation using a corporate and devolved approach;
- d. Next steps and commitment required for success.

Action requested/Recommendation

2. University Executive is asked to note the findings, note progress on implementation and endorse the recommendations set out in this paper.

Paragraphs 3-25 have been removed as exempt from release due to FOI.

Recommendations

24. University Executive is asked to support the recommendations:

- Take ownership of strengthening the 'parent' brand of the University of Edinburgh.
- Support with both a corporate and devolved approach within governance terms.
- Remain open to forthcoming proposals to repurpose resources.

Risk

25. While the brand for a large and diverse university like this, will be complex, it should be understood that the current high levels of mixed branding constitutes a risk. An opportunity now exists to change, in line with the development of the Strategy 2030, and specifically its values-based approach.

Equality & Diversity

26. Equality and Diversity will be incorporated into each area of brand development and rollout.

Paragraphs 27-28 have been removed as exempt from release due to FOI.

Consultation

29. The views expressed in this paper are in keeping with those outlined to the Principal and Vice-Principal Strategic Change and Governance; and University Secretary in August 2019. The Brand Governance Group has also engaged in detailed discussion and expressed its support.

Further information

30. Author & Presenter

Theresa Merrick

Director of Communications and Marketing

17 December 2019

Freedom of Information

31. Closed, due to commercial confidentiality.



UNIVERSITY EXECUTIVE

17 December 2019

Edinburgh BioQuarter Update

Description of paper

1. This paper provides a progress update towards formalising the joint venture arrangements amongst the University, Scottish Enterprise, the City of Edinburgh Council and NHS Lothian (“the BioQuarter partners”) only.

Action requested/Recommendation

2. University Executive is asked to note the progress outlined in this paper.

Paragraphs 3-20 have been removed as exempt from release due to FOI.

Equality & Diversity

21. No impacts on the University’s Equality and Diversity policy are anticipated.

Paragraphs 22-23 have been removed as exempt from release due to FOI.

Consultation

24. Regular engagement is ongoing internally across key areas within Corporate Services Group, senior academic colleagues, Legal Services and the Senior Leadership Team. This paper has been reviewed by the Director of Estates, the Director of Legal Services, the Director of Finance and the Vice Principal of Business Development and Director of Corporate Services.

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

Authors and Presenter

26. Author

Ashley Shannon
Director of Operations
Corporate Services

Presenter

Hugh Edmiston
Vice-Principal of Business Development &
Director of Corporate Services

3 December 2019

Freedom of Information

27. Closed paper – commercially sensitive. Disclosure would substantially prejudice the commercial interests of the University and the other BioQuarter partners.



UNIVERSITY EXECUTIVE

17 December 2019

Director of Finance's Report

Description of paper

1. This paper reports the latest¹ University management accounts (excluding Subsidiaries) position up to the end of October (period three), as well as updates on the USS 2019 Interim Valuation, University treasury management following completion of the 2019 Capital Prioritisation exercise and our progress towards divesting from all fossil fuels. Two Special Focus Updates are also provided looking at EBITDA for higher education (earnings before interest, tax, depreciation and amortisation) in Appendix 2 and a summary of a release from the British Universities Finance Directors Group (BUFDG) looking at pensions and their impact on financial statements in Appendix 3.

Action requested/Recommendation

2. The University Executive is asked to review and comment on the latest update.

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

Resource Implications

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

Risk Management

21. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics. The current Finance Strategy provides a target surplus range of 3% - 5% to remain sustainable.

Equality & Diversity

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

Next steps & communication

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

Consultation

24. The paper has been reviewed by Lee Hamill, Director of Finance.

Further information

25. <u>Author</u>	<u>Presenter</u>
Rachael Robertson	Lee Hamill
Deputy Director of Finance	Director of Finance
Stuart Graham	
Head of FIRST (Financial Information, Reporting & Strategy Team)	

¹ At the time of writing full November (period four) management accounts were not available.

29 November 2019

Freedom of Information

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



UNIVERSITY EXECUTIVE

Information Security Guidance for Business Travel to High Risk Countries

17 December 2019

Description of paper

1. This paper provides details of guidance for business travellers to countries where the risk to University information assets is increased, either from the host Nation State or from actors working on their behalf. Such countries are herein described as High Risk.

Action requested

2. University Executive is asked to note the guidance and to promote its adoption for all business travellers from their respective areas. It is also asked to consider if the guidance should be mandated for all business travel to high risk countries or if it should be considered 'optional'.

Paragraphs 3-7 have been removed as exempt from release due to FOI.

Risk Management

8. The guidance has been designed to help Heads of College and Professional Services Groups fulfil their Information Security accountability requirements and improve the University's Information Security risk posture.

Equality & Diversity

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

Further information

10. <u>Author</u>	<u>Presenter</u>
Alistair Fenemore	Gavin McLachlan
CISO	CIO
Information Security Directorate	Information Security Directorate
November 2019	

Freedom of Information

11. This paper is closed as it contains details of information security controls.



UNIVERSITY EXECUTIVE

17 December 2019

Gaelic Language Plan

Description of paper

1. This paper proposes a new Gaelic Language Plan for the University.

Action requested/Recommendation

2. University Executive is asked to note and approve the University's new Gaelic Language Plan.

Paragraphs 3-17 have been removed as exempt from release due to FOI.

Equality & Diversity

18. The new Gaelic Language Plan will contribute positively to equality and diversity at the University by ensuring the institution takes steps to include a minority language group that has been historically excluded from public life in Scotland.

Paragraphs 19-20 have been removed as exempt from release due to FOI.

Consultation

21. The new Gaelic Language Plan was discussed, developed and agreed by the Gaelic Language Plan Working Group and through individual consultation with internal stakeholders.

22. A previous draft of the Plan went out to public consultation for four weeks, with the feedback then taken on board by the Gaelic Officer in the preparation of the latest version

23. The actions in this Plan were endorsed by the Social Responsibility and Sustainability Committee on 24 October 2019. The Committee asked for further information about the residential scheme, resourcing and priorities for implementation. These have been addressed in this paper.

Further information

24. Authors

Bria Mason
Gaelic Officer

Gavin Donoghue
Deputy Director, Stakeholder Relations

Presenter

Theresa Merrick
Director
Communications and Marketing

Freedom of Information

11. This is an open paper.



UNIVERSITY EXECUTIVE

17 Dec 2019

EDMARC Staff and Student Reports 2019

Description of paper

1. The paper presents the eleventh Equality, Diversity Monitoring and Research Committee (EDMARC) reports on staff and student data for the University of Edinburgh.

Action requested/Recommendation

2. The Committee is invited to comment on the paper prior to submission to Court.

Background and context

3. This report focusses on staff and student data for 2018/19 and looks at the demographics by protected equality characteristics for undergraduate, taught postgraduate and research postgraduate students and for academic and professional services staff.

Discussion

4. The Executive Summary identifies the main points from the staff and student reports. The full reports are available as background documents on the wiki site:

5. All data from both the student and staff report will be made available to Heads of School and Professional Services Groups

6. Heads of School and Professional Services Groups will be invited to respond to the EDMARC convenor identifying the equality and diversity priorities for their area, key actions they will take, and what support they require at College or University-level to assist in addressing their priorities. Any actions identified will be monitored by EDMARC and the University Executive as appropriate.

Resource implications

7. None.

Risk Management

8. None.

Equality & Diversity

9. Publication of our annual equality data for staff and students meets our obligations under equality legislation. Maintaining and enhancing the diversity of our students and staff population reflects our strategic priorities, supports excellence in research and teaching and enriches the variety of perspectives and cultural contributions to the University and to the city.

Next steps & Communications

10. The reports will be presented to Court for formal approval. Information contained in the reports will inform the Advancing Gender Equality Steering Group and equality initiatives across the University.

Consultation

10. The attached report has been reviewed by the EDMARC Committee.

Further information

11. Author

Peter Phillips
Deputy Director of Planning
Governance and Strategic Planning

Presenter

Sarah Cunningham-Burley
Convenor

Freedom of Information

12. Open paper



THE UNIVERSITY *of* EDINBURGH

EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

2019 ELEVENTH REPORT EXECUTIVE SUMMARY

1. Introduction

The eleventh EDMARC report provides analyses of student and staff data by the key equality dimensions of gender, age, disability, and ethnicity. The report supports the monitoring of equality and diversity within the University of Edinburgh.

This summary identifies the main points from the staff and student reports. The full reports can be obtained from the following weblink,

<https://www.wiki.ed.ac.uk/display/UCC/University+Executive> or by contacting Barry M^cCluckie in Governance and Strategic Planning, telephone: 0131 651 5579 or email: Barry.Mccluckie@ed.ac.uk.

The University holds an institutional Athena Swan Silver Award, an award held by only eighteen other HE institutions and two research institutes. The University is also a member of Equalities Challenge Unit (ECU) Race Equality Charter; Stonewall; and Business Disability Forum. These activities concentrate on gender and race, sexual orientation and disability issues respectively in more detail than the EDMARC report does, and the findings and action plans are published on the Equality and Diversity website.

2. Students

2.1 Ethnicity

The overall proportion of black and ethnic minority (BME) UG entrants is the highest level recorded by EDMARC. The most recent five years has seen a year by year increase in the proportion of UK-domiciled BME entrants rising from 8.4% to 12.8% and a year on year increase in the overall proportion of non-UK domiciled BME entrants rising from 46.0% to 53.0% in the same period.

The proportion of UK-domiciled PGT entrants from an ethnic minority background has varied between 10.8% and 14.3% over the last five years and the proportion of non-UK PGT BME entrants has increased from 58.2% to 65.0% over the same period. The proportion of UK-domiciled PGT BME entrants is much higher in MVM than the other two Colleges, whereas SCE has a slightly higher proportion of non UK-domiciled PGT BME entrants than the other Colleges.

The proportion of UK-domiciled PGR entrants from an ethnic minority background has risen gently year by year over the last five years from 10.4% to 12.7% and for non-UK entrants it has risen from 41.8% to 45.4%.

Analysis of ethnicity data from peer groups shows that in 2017/18 the University of Edinburgh has a slightly higher proportion of BME entrants at all levels of study in comparison to other institutions in Scotland although is some way off the proportion of BME entrants to Russell Group institutions.

For the analysis of undergraduate outcomes, we use the proportion of entrants who exit with an award as a measure, along with the proportion of students that achieve a First or Upper Second Class Honours degree. While there is little difference between the proportion of white and BME UG students that leave with an exit qualification, there is a divergence of achievement for UK-domiciled BME students where the proportion of students achieving a 1st or 2.1 honours degree has been lower than white students for each of the last five years (range 3.9%-points to 10.3%-points) and for non-UK BME UG students (range 3.8%-points to 12.6%-points). Over a five year average, a lower proportion of BME students achieved a 1st or 2.1 honours degree in 10 out of 21 Schools and Centres (range -1.8%-points to -17.7%-points).

The difference in proportions of UK-domiciled white and BME students attainment in achieving a 1st or 2.1 Honours degree is reported across the sector in both the 2015 HEFCE study and in each country in the UK in the latest AdvanceHE student report. The HEFCE study showed a 15%-points overall difference after modelling other factors, and a difference to a variable degree across all entry qualifications (between 5%-points and 18%-points). The Advanced HE study showed differences of at least 9% across all nations of the United Kingdom.

Over the five year period for PGT a higher proportion of white UK-domiciled entrants exit with a qualification than do BME entrants (range 2.1%-points to 11.7%-points) whereas for non UK-domiciled entrants the proportion of BME students exiting with a qualification was similar to that of white students (range 2.1%-points to -0.8%-points).

In the most recent two years the proportion of UK-domiciled PGR BME students with an exit qualification has been close to that of white students (1.7% lower and 0.7% higher) whereas in the four preceding years the proportion of BME students exiting with an award was lower than that for white students (range from 7.7%-points to 11.6%-points). For non UK-domiciled PGR entrants the proportion of BME entrants achieving an exit qualification is lower than for white students to a lesser degree (range 5.1%-points to -1.7%-points).

2.2 Gender

Intakes of female students remain consistent across the most recent five year period for all levels of study. Since 2010/11 the proportion of female entrants has consistently exceeded 60% (range 60.3% - 65.0%), and places us second highest in the Russell Group universities for this measure in the latest available HESA data. While overall 65.0% of undergraduate (UG)

entrants were female in 2018/19 there remain gender differences between Colleges (linked to subject differences), with both the College of Arts, Humanities and Social Sciences and the College of Medicine and Veterinary Medicine having between 65% and 73% female entrants and the College of Science and Engineering having between 39% and 46% female entrants since 2010/11. The overall proportion of female postgraduate taught (PGT) entrants in 2018/19 was 65.0%. Subject differences remain at postgraduate taught level, with the College of Arts, Humanities and Social Science attracting the highest proportion of female entrants. For Postgraduate Research (PGR) entrants the proportion of female entrants in 2018/19 is 52.3% although there remain subject gender differences between the colleges with CAHSS and CMVM having a majority intake of female students. The proportion of female entrants in 2017/18 for first degree, postgraduate taught and postgraduate research are all above the Russell Group average.

Overall, and consistently over the last ten years females are more likely to exit with a qualification and to achieve a First or Upper Second Class Honours degree than males. Using the most recent five year average, 17 out of 20 Schools and Centres have a higher proportion of female students graduating with a first class or upper second degree (difference ranging between 0.8% and 16.7%).

Outcomes of PGT entrants show that female students are slightly more likely to have a successful outcome from their programme of study than male students. There is no consistent difference between the successful outcomes of women and men on Postgraduate Research programmes.

2.3 Age

The large majority (79%) of our UG entrants continue to be 21 or under on entry, with the relative decrease seen over the period from 87% in 2009/10 to 79% in 2018/19. As reflected in the sector as a whole, students aged 21 or under are more likely to achieve a First or Upper Second Class Honours degree than other age groups. For both PGT and PGR the proportion of students that exit with a qualification decreases with increased age.

2.4 Disability

The proportion of UG students with a registered disability continues to rise and is 12.1% in 2018/19. The proportion of PGT entrants with a declared disability has increased from a low of 4.8% in 2009/10 to a high of 6.8% in 2018/19 and that of PGR entrants has increased from 5.6% in 2009/10 to 7.6% in 2018/19. The University of Edinburgh has one of the lowest proportion of students declaring a disability in the Russell Group at PGR level.

There is little difference between the proportions of students declaring a disability exiting with a qualification compared to students with no declared disability over the seven year period (range 0.0%-points – 3.8%-points lower proportion for students declaring a disability). However, the proportion of students who disclosed a disability exiting with a First or Upper Second Class Honours degree is lower in each of the last five years shown (difference in range 0.3%-points to 5.6%-points lower) than students with no declared disability.

Students with no declared disability at PGT level are slightly more likely to have a successful outcome from their programme of study than students declaring a disability. For PGR students, there is more variability in outcomes for students with a declared disability which is partly influenced by the low numbers compared to students with no declared disability.

3. Staff

3.1 Ethnicity

Staff data is a snapshot of the staff database, as at 31 July 2019. The proportion of UK-nationality academic BME staff is 6.3% and for those staff from outside the UK it is 31.8%, with the proportion non-UK BME staff showing a stronger upward trend over the last six years (increasing year on year from 24.7% to 31.8%) than UK staff (increase from 5.9% in 2013/14 to 6.3% in 2018/19). The proportion of UK BME professional services staff is 3.2% and for non-UK staff is 23.4% with the trend showing small increases over the six year period for UK BME staff and a small decrease of 1.5%-points for non-UK staff. The University of Edinburgh has a higher proportion of both UK-nationality BME academic staff and BME professional services staff than the average for other institutions in Scotland but a lower proportion than that for Russell Group institutions.

There is a tendency for UK staff overall to be on higher grades than non-UK staff, and that within each of the non-UK and UK nationality groups, there tends to be a greater proportion of white ethnicity staff than BME staff on higher grades for both academic and professional services staff.

For academic staff, non-UK nationality BME staff are most likely to be employed on a fixed-term contract and White UK staff the least likely, a pattern has not changed significantly over the last six years. However, the proportion of UK BME academic staff on fixed-term contracts has fallen from 50% in 2013/14 to 32% in 2018/19, and is now a lower proportion than White non-UK academic staff (43% in 2018/19) and has closed the gap considerably with White UK staff (4%-points higher in 2018/19 compared to 18.0%-points in 2013/14). For professional services staff, non-UK BME staff overall are more likely to be on a fixed term contract than their UK counterparts over the last six years, with BME staff being more likely to be on fixed-term contracts than their white counterparts for both UK and non-UK staff.

3.2 Gender

For 2018/19, 44.2% of academic staff and 60.7% of professional services staff are women. There remains an under-representation of women in senior posts as women make up 37% of academic staff at grade UE09 and 26% of academic staff at UE10. For professional services staff women make up 52% of grade UE09 staff and 43% of UE10 staff. Women are more likely to be employed on a fixed-term contract (slightly more pronounced for academic staff than professional services staff) and this pattern has not changed significantly over the last six years.

3.3 Age

Since the removal of the default retirement age the proportion of all staff age 66 & over has increased slightly year-on-year but there remains a consistent spread of staff across all age groups.

3.4 Disability

Staff declaring a disability are presented at an aggregated University level as the figures are too small to be split by staff type and college and support group. The overall headcount of staff declaring a disability has risen from 403 in 2013/14 to 495 in 2018/19 (range 2.9% - 3.5%). The proportion of staff disclosing a disability is slightly lower than the benchmarking data for higher education in Scotland (3.7%, AdvanceHE statistical report 2019).

3.5 Specific Duties from the Equality Act

To meet the Specific Duties for public bodies in Scotland, figures on sexual orientation and religion are included in the EDMARC report. In 2018/19, 7,760 staff (50% of all staff) disclosed their religion or belief. Of those declared, 59% were of no religion. The proportion of staff declaring their religion as Christian (26.5%) is markedly lower than the Scottish (57.9%) and City of Edinburgh (46.7%) 2011 census proportions, and lower than the AdvanceHE 2019 statistical report data for staff across the UK (39.3%). However the small proportions who declared as Muslim, Spiritual, Buddhist, Jewish, Sikh are broadly in line with the census and HESA data making allowances for variability given the small numbers in each of these categories.

In 2018/19 50.4% of our staff declared their sexual orientation. Of those declared, 84% were heterosexual. Full breakdowns of the figures are available in the EDMARC report.

4. EDMARC actions

Following the publication of this EDMARC report, student and staff data broken down by School will be made available to all Colleges and Schools within the University. The EDMARC Staff and Student Reports, alongside the Executive Summary will be made public on the Equality and Diversity website to create greater transparency. By providing a greater granularity of data on entry profiles, the information will be used to inform any further analysis Schools may wish to take forward.

*Professor Sarah Cunningham Burley, Convenor
Peter Phillips, Governance and Strategic Planning
Denise Boyle, Equality, Diversity & Inclusion
10 December 2019*



UNIVERSITY EXECUTIVE

17 December 2019

The Armed Forces Covenant

Description of paper

1. This paper proposes that the University of Edinburgh should sign the Armed Forces Covenant in order to show its support for a community that is sometimes overlooked. The paper covers:

- An explanation of the Armed Forces Covenant
- Some of the challenges faced by veterans and service families
- Potential opportunities for the University

Action requested/Recommendation

2. That the University Executive agrees to support work identifying ways to assist veterans and service families, with a view to the Principal signing the Armed Forces Covenant in Spring 2020 on completion of the initial work to identify the required actions across the University as outlined in Next Steps.

Background and context

3. The Armed Forces Covenant¹, introduced in 2012, is a promise from the nation to those who serve or who have served, and their families, that everything possible will be done to ensure they are treated fairly and not disadvantaged in their day-to-day lives. It gives an undertaking that special consideration will be given in some cases, especially for those who have given most, such as the injured and the bereaved. Many public, private and 3rd sector bodies have signed the Covenant, including all local authorities. On 18 April 2019, the Ministers for Universities and Defence wrote a joint letter to all UK universities, asking them to support armed forces families by signing the Covenant. So far, 57 of the UK's 136 Universities have signed, including, in Scotland: Dundee, Heriot Watt, Edinburgh Napier and all three Glasgow Universities.

Discussion

Service Leavers and Service Families

4. Often, service families reintegrating into civilian life can be disadvantaged as a result of the demands of service life. Commitments, long periods of separation and frequent house moves - sometimes every 2 years – can cause serious disruption to healthcare, family life, education and spousal employment opportunities. The Ministry of Defence (MOD) offers support, including limited financial assistance with resettlement training, but the onus is firmly on an individual to manage his or her return to civilian life. Most transition successfully, but a small, significant minority struggle to find work or housing, or battle alcoholism, health or debt. For some, this may be a consequence of a disadvantaged background: research shows that many who join the military have suffered in childhood, and issues that are hidden within a close-knit, well-structured military community can re-surface later.

¹ <https://www.armedforcescovenant.gov.uk/>

Service Children

5. Some service children struggle with educational attainment, due to moves between different education systems, or stress about separation and the risks a parent might be facing on an operational deployment. Research, such as the University of Winchester's paper on Further and Higher Progression for Service Children², has shown that children from military service families are under-represented in the higher education population. The paper includes a recommendation that higher education institutions could:

- Recognise the uniqueness of service children and include the service child in Access Agreements;
- Understand and provide support for the stresses on service children;
- Actively provide opportunities and support for school children from military families and their teachers for progression to HE.

Government Strategy

6. A new Strategy for our Veterans³, published by the UK Government and the devolved administrations in November 2018, outlines plans for supporting veterans, whether they are gaining skills, searching for employment or housing, or living with the consequences of a life-changing injury. It encourages the private, public and 3rd sectors to help in various ways, including signing the Covenant, and focuses on three principles:

- Veterans are first and foremost civilians and continue to be of benefit to wider society;
- Veterans are encouraged and enabled to maximise their potential as civilians;
- Veterans can access public and voluntary support that meets their needs, when necessary.

7. The Scottish Government's Programme for Scotland 2019-20⁴ acknowledges the value that members of the armed forces, veterans and their families bring to communities and society. An implementation plan for this strategy is due by the end of 2019. Scottish Government is working to ensure that ex-servicemen and women receive the support and advice they need in their transition to civilian life.

Resource implications

8. There are no anticipated resource implications associated with this paper, therefore no funds are being requested.

Risk Management

9. There is no significant risk associated with signing the Armed Forces Covenant. The University already has strong links with the military community in Scotland through its university service units, which operate under the oversight of the

² https://www.scipalliance.org/assets/files/UoW-research-paper_Further-and-Higher-Progression-for-Service-Children.pdf

³ <https://www.gov.uk/government/publications/strategy-for-our-veterans>

⁴ <https://www.gov.scot/publications/protecting-scotlands-future-governments-programme-scotland-2019-20/>

University's Military Education Committee. Any potential for misinterpretation, such as an academic institution being seen to enter into a partnership with the military, can be anticipated and pre-empted by making clear through lines to take/press releases/information on the university website that signing the Covenant means:

- Supporting veterans and families and helping ensure they face no disadvantage;
- Taking advantage of transferable skills offered by veterans, including teamwork, loyalty and resilience;
- Supporting UK and Scottish Governments' strategic outcomes.

Equality & Diversity

10. This paper raises no Equality & Diversity concerns. The University's values stress that we are diverse, inclusive and accessible to all. Signing the Armed Forces Covenant would be a public demonstration of support for a community often overlooked, whose disadvantages are largely hidden from public view.

Next steps/implications

11. Subject to the approval of the University Executive, work will begin to identify ways we might help reduce disadvantage for veterans and service families, considering, for example, opportunities for research projects, employment and access to courses of study, and how this might fit within our widening participation strategy. Once a proposal has been identified and agreed, the University will join other Scottish Universities in signing the Armed Forces Covenant.

Consultation

12. The following have been consulted in the development of this proposal:

- Tracey Slaven, Deputy Secretary, Strategic Planning
- Professor Lesley McAra, Chair of Penology in the School of Law
- Professor Wendy Loretto, Dean of the Edinburgh Business School
- Dr Tina Harrison, Personal Chair of Financial Services Marketing and Consumption at the Edinburgh Business School (and Convenor of Edinburgh University's Military Education Committee)
- Hugh Edmiston, Vice-Principal Business Development and Director of Corporate Services
- Chris Maclean, Head of Risk for the Corporate Services Group

Further information

13. Author

Doug Mackay
Sector Lead for Veterans & Service Families
City Deal Data Driven Innovation Team
2 December 2019

Presenter

Vice-Principal Hugh Edmiston
Corporate Services Group

Freedom of Information

14. This paper can be shared.



UNIVERSITY EXECUTIVE

17 December 2019

Postgraduate Research Student Fees and Edinburgh PhD Scholarships

Description of paper

1. This paper proposes principles for the assigning and charging of fees for doctoral degrees and a rationalization of University funded PhD scholarships.

Action requested / recommendation

2. The Executive is invited to discuss and, if satisfied, accept the proposals in this paper.

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

Risk management

16. To avoid confusion, it is proposed that the terms for students already on programmes are not altered.

Paragraphs 17-19 have been removed as exempt from release due to FOI.

Equality & diversity

19. The proposal will increase the likelihood of consideration of overseas students and so improve our BME ratios because there will be a reduced bias in favour of home students. It opens the way to having WP-targeted scholarships aimed at disadvantaged regions.

Consultation, Next Steps and Communications

20. This paper has been approved by FSG and SRSG. We have widely consulted as part of the approval process: scholarships office, student systems, finance office, College finance officers and registrars, graduate school heads, DoPS and Heads of School. Subsequent dissemination would be via cascade through College offices.

Further information

21. Author

Antony Maciocia
Jonathan Seckl
Stephen Bowd
Robert Semple
Catherine Martin
Andy Mount

Presenter

Antony Maciocia

Freedom of Information

22. Commercially sensitive, CLOSED



UNIVERSITY EXECUTIVE

17 December 2019

University Collections Facility (UCF) Rainwater Ingress - Report

Description of paper

1. This paper outlines the damage to University Collections caused by rainwater ingress over the period 8 to 9 August 2019 and the response in line with the Library & University Collections Disaster Response and Recovery plan.

Action requested/Recommendation

2. The Committee is invited to note the report and endorse the next steps recommendations.

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

Risk Management

16. A series of collections moves is proposed to mitigate future risk by ensuring that as far as possible high-value items are not stored in locations where the internal drainage system presents an elevated level of risk – this has been costed as part of the insurance claim.

17. Estates are to instruct a design team to look at longer-term works to mitigate risk of a repeat event via longer-term drainage and roofing improvements. A leak detection system is also being investigated.

18. Finally, this incident highlights the basic issue that historic collections are being stored in a standard industrial warehouse which cannot comply with environmental and security needs without the same retrofit as has already been completed for Unit 3B.

Equality & Diversity

19. An EqIA on the service impact will be conducted in due course, however the incident is most likely to affect the protected characteristic of Disability if alternative collection items are located elsewhere and require travelling, or are located in inaccessible buildings. There is also a risk of users incurring expenses to access alternative collections (e.g. travel) or requesting digitised material outside the remit of the Inter-Library Loan service

Next steps & Communications

20. Conduct a review with Estates regarding the safety of the heritage collections at the South Gyle UCF facility. In particular the chance of additional water related incidents given the internal water drainage system within the building. Create a costed options appraisal for presentation to Estates and Risk committees to mitigate or prevent further water ingress and damage to the collections.

21. Focus has now moved to the insurance claim for the longer-term repairs needed to return assets, as far as possible, to their previous useable condition

22. We have identified a need to strengthen the local Edinburgh network of intra-institutional support, given that on this occasion external commercial support was not available. Initial conversations have had a positive response

23. Service/repair of the mobile racking affected by water/rust is required.

24. There will also be an incident de-brief to identify improvements as appropriate to the Disaster Response and Recovery Plan. This will also include a review of the relationship with Harwell given their inability to respond to this incident

Further information

25. Author

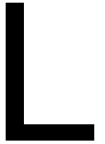
Jacky MacBeath
Head of Museums & Centre for
Research Collections
Jo Craiglee
Head of Knowledge Management &
IS Planning
4 November 2019

Presenter

Gavin McLachlan
VP CIO and Librarian to the University

Freedom of Information

26. This paper is closed.



UNIVERSITY EXECUTIVE

17 December 2019

Information Security Essentials & Data Protection User Awareness Training Course – Completion Rates

Leading by Example

Description of paper

1. This paper provides an update on the completion rates for the Information Security Essentials & Data Protection User Awareness training courses by members of the University Executive.

Action requested

2. University Executive is asked to note the details of the report.

Paragraphs 4-10 have been removed as exempt from release due to FOI.

Risk Management

7. Increased compliance with our own agreed minimum requirements will help mitigate some of the information security and data protection risks facing the University by demonstrating support and personal commitment on the part of the University Executive.

Equality & Diversity

8. There are no equality or diversity impacts associated with this paper.

Paragraph 9 has been removed as exempt from release due to FOI.

Consultation

10. This paper has been reviewed by the CIO.

Further information

11. Author:
Alistair Fenemore
CISO

Presenter:
Gavin McLachlan
Vice-Principal and Chief Information Officer,
and Librarian to the University

Information Security Directorate
2 December 2019

Freedom of Information

12. This paper is closed as it contains details of core information security controls.



UNIVERSITY EXECUTIVE

17 December 2019

People Report

Description of paper

1. This paper provides an update on people related matters being taken forward by Human Resources and other University departments.

Action requested/Recommendation

2. The Committee is requested to note the content of this paper.

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

Risk Management

14. The University has a low risk appetite for both compliance risks and people risks.

Equality & Diversity

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

Next steps & Communications

16. Future reports will be presented to each meeting of University Executive.

Consultation

17. The paper builds on discussion at previous meetings of University Executive and has been reviewed by the Director of HR.

Further information

18. Authors

Linda Criggie
Deputy Director HR – Employee Relations,
Reward, Employment Policy, Equality &
Diversity

Denise Nesbitt
Deputy Director HR – Learning and
Organisation Development and Resourcing

Presenter

James Saville
Director of Human Resources
4 December 2019

Freedom of Information

19. This paper is closed.



UNIVERSITY EXECUTIVE

17 December 2019

Network Replacement – Information Security Control Improvements

Description of paper

1. This paper provides an update on changes and enhancements to information security controls that will be introduced as part of the Network Replacement Project.

Action requested

2. Committee is invited to note the details of the new controls that have been agreed with at the Network Replacement Project Board.

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

Risk Management

7. The introduction of the enhanced and additional controls are designed to help mitigate the information security risks associated with operating an internet connected network.

Equality & Diversity

8. Any identified requirement to undertake an EqIA will be managed via the Network Replacement Project prior to any changes being deployed.

Paragraph 9 has been removed as exempt from release due to FOI.

Consultation

10. This paper has been reviewed by the CIO and core members of the Network Replacement project team.

Further information

11. Authors

Alistair Fenemore

CISO

Information Security Directorate

Gavin McLachlan

Vice Principal and CIO & Librarian to the University

November 2019

Freedom of Information

12. This paper is closed as it contains details of core information security controls.