

THE UNIVERSITY OF EDINBURGH

**BUSINESS FOR MEETING OF THE UNIVERSITY COURT
to be held in the Raeburn Room, Old College
on Monday 19 October 2009 2.00 p.m.**

A buffet lunch will be available in the Lord Provost Elder Room, Old College from 1 p.m.

This meeting of Court will be preceded by a presentation by the Director of Planning and Deputy Secretary titled "International Benchmarking Collaboration"

A FORMAL BUSINESS

- | | |
|---|-----------|
| 1. Minute of the meeting held on 22 June 2009 | A1 |
| 2. Vacation Court | A2 |
| 3. Rector's Assessor | A3 |

B PRINCIPAL'S BUSINESS

- | | |
|--|-----------|
| 1. Principal's Communications | |
| 2. Vice-Principal and Head of College of Humanities and Social Science | |
| 3. Honorary Vice-Principal and Assistant Principal | B3 |

C SUBSTANTIVE ITEMS

- | | |
|--|-------------|
| 1. Report of the Finance and General Purposes Committee | |
| .1 Comments on the Report of the Central Management Group | C1.1 |
| .2 Report on Other Items | C1.2 |
| 2. Report of Estates Advisory Group | C2 |
| 3. Report of Audit Committee | C3 |
| 4. Report of Nominations Committee | C4 |
| 5. Proposed repeal of the Commissioners' Ordinance and Promulgation of a new Ordinance on the Employment of Academic Staff | C5 |
| 6. Draft Corporate Governance Statement | C6 |
| 7. Summary of outcome of discussions with Court Members | C7 |
| 8. Annual Review | C8 |

D ITEMS FOR FORMAL APPROVAL OR NOTE

- | | |
|---------------------------|-----------|
| 1. Academic Report | D1 |
| 2. Format of Court Minute | D2 |
| 3. Resolution | D3 |
| 4. Draft Resolution | D4 |
| 5. Donations and Legacies | D5 |
| 6. Banking arrangements | D6 |
| 7. Use of the Seal | |

MINUTE OF A MEETING of the University Court of the University of Edinburgh held in Room 1.07, Easter Bush Veterinary Centre on Monday 22 June 2009.

Present -

The Rector (in the chair)
The Principal
Mrs M TAIT
Professor D FINNEGAN
Professor P MUNN
Professor L YELLOWLEES
Dr J MARKLAND
Mr P BUDD
Professor S MONRO
Mr M MURRAY
Ms J GLOVER
Mr T GRAHAM, President Students' Representative Council
Mr E BESWICK, Vice-President Students' Representative Council

In attendance -

Vice-Principal Professor S Chapman
Vice-Principal Professor J Haywood
Vice-Principal Professor A McMahon
Mr M D Cornish, University Secretary
Mr N Paul, Director of Corporate Services
Dr A R Cornish, Director of Planning
Mr I Conn, Director of Communications, Marketing and External Affairs
Mr A Currie, Director of Estates and Buildings
Mr J Gorringe, Director of Finance
Ms S Gupta, Director of Human Resources
Mr D Brook, Non-Teaching Staff Assessor, Elect
Dr K J Novosel, Head of Court Services

Apologies -

The Rt Hon Lord CAMERON of LOCHBROOM
Mr D CONNELL
Professor A M SMYTH
Dr M ALIOTTA
The Rt Hon G GRUBB, Lord Provost
Professor J BARBOUR
Ms A RICHARDS
Ms G STEWART
Mr D WORKMAN
Mr A RAMSAY

22 June 2009

Presentation by Director of Estates and Buildings The Court received a presentation from Mr Angus Currie, Director of Estates and Buildings entitled "Estate Strategy 2005-2015 – Midlothian Implementation" assisted by Ms Anna Stamp, Estate Development Manager.

FORMAL BUSINESS

Minute of the Meeting held on 25 May 2009 The Minute of the meeting held on 25 May 2009 was approved as a correct record.

Court noted that information on the role and remit of the Rector's Assessor had been circulated to Court members as requested at its last meeting on 25 May 2009.

Court Membership Court noted that this would be the last meeting attended by Ms Jenie Glover and warmly thanked her for her commitment and service to the University and wished her well for the future. Court further noted that this would also be the last meeting attended by Vice-Principal Professor Chapman; Court warmly thanked him for his many services to the University and wished him well in his new post.

Court warmly welcomed Mr David Brook, Non-Teaching Staff Assessor elect, who was in attendance at this meeting.

Election of Non-Teaching Staff Assessor Court noted that 7 candidates had stood for the position of Non-Teaching Staff Court Assessor in the 2009 election which had been conducted by means of a postal vote. Mr David Brook, Support Services Area Manager, Corporate Services Group had received the highest number of votes and had therefore been duly declared elected to serve for a period of 4 years commencing on 1 September 2009.

PRINCIPAL'S BUSINESS

Principal's Business The Principal reported as follows:

Merger of UK Government Departments On 5 June 2009 it had been announced that the UK Government's Department of Innovation, Universities and Skills was to merge with the Department for Business, Enterprise and Regulatory Reform to form the new Department of Business, Innovation and Skills; this new department was to be headed up by the Business Secretary Lord Mandelson with a focus to improve the economic position of the UK.

Funding There continued to be uncertainties at UK and Scottish levels on future funding for the sector. It was noted that HEFCE grants for 2009/10 had been reduced and it was uncertain if a similar approach would be taken forward within Scotland. The sector was engaged in significant lobbying to preserve resources and the University was closely monitoring the position; financial contingency planning would be undertaken over the summer.

Pensions The USS Trustee Company had issued a statement on 18 June 2009 to its members intimating the funding challenges affecting the scheme including; longevity of members, levels of salary increases and investment returns, resulting in a possible funding deficit. The University had e-mailed staff to draw their attention to this announcement and to indicate that any questions

or queries should be directed to their local HR team. The Finance and General Purposes Committee's report to Court proposed the establishment of a group consisting of lay members of Court to consider the University's way forward on pension matters. Court further noted that consideration would also be required in respect of the University's own SBS pension scheme.

Calman Report	Court noted the content of the final report of the Commission on Scottish Devolution (Calman Report) which had been published last week. Of particular interest to the sector were recommendations regarding funding relating to animal health, charitable registration and the approach of Research Councils UK to ensure equal access to research funding.
H1N1 Flu	The University was currently undertaking contingency planning for possible outbreaks of H1N1 Flu in the new academic session.
UK Border Agency	Although the sector had been successful in lobbying to amend the proposed legislation, the sector was now experiencing operational problems around the issue of visas to new international students. Students in some areas were experiencing delays in processing and rejection of visa applications and others were facing unexpected additional costs to secure visas. Court further noted that the UK Border Agency was undertaking validity inspections of some UK universities, requesting various documentation. There were proposals that the sector raise these difficulties with the National Audit Office given the potential funding impact on the sector.
Enterprise Expo	A successful Enterprise Expo event had been held on 2 June 2009. This annual event had showcased some of the 21 new companies established as the result of research within the University in 2008.
Cancer Centre at Easter Bush	The £3 million Cancer Centre at Easter Bush had been officially opened by the Duchess of Hamilton on 9 June 2009. The Centre is the first facility of its kind in Scotland and is anticipated will treat up to 20 cases of animal cancer a week.
Media Articles	The University continued to attract positive media interest in a number of research areas including: mapping of a previously unexplored mountain range in the middle of east Antarctica; and a study by the Tommy's Centre for Maternal and Fetal Health Research into treatments to prevent preterm births in women expecting more than one child.
Scottish Universities Life Science Alliance	The first meeting of the Scottish Universities Life Sciences Alliance (SULSA) had been held on 10 June 2009; the £77 million funded 5 year project, a collaboration of researchers from the Universities of Aberdeen, Dundee, Edinburgh, Glasgow, St Andrews and Strathclyde will investigate fundamental research into cell biology and drug discovery programmes with the potential to create health and economic benefits for society.
Edinburgh Fringe	The University will again be heavily involved in this year's Edinburgh Fringe with the University being the largest venue provider. Appleton Tower has also been chosen as the location of "Fringe Central", the main contact point for all Fringe activities this year.
Universitas 21	A successful annual network meeting had been held in Seoul in May 2009 with 14 members of U21 signing an innovative Memorandum of Understanding to take forward jointly awarded PhD programmes.

Senate Meeting	There had been a very successful meeting of Senate on 3 June 2009 at which there had been debate and agreement to amending the academic year: introducing 2 additional weeks, one for teaching and one for assessment.
External Recognition	Two members of staff had been recognised in Her Majesty The Queen's Birthday Honours List: Professor Peter Grant, Regius Professor of Engineering and Professor Ian Ralston, Professor of Late European Pre-History had each been awarded an OBE.
Potterrow Development	The Potterrow Development (Informatics Forum) had been named the Scottish Building Project of the Year 2009 by the Royal Institution of Chartered Surveyors in Scotland.
Robertson Medal	Research Student Laura Bonsall had received the prestigious Robertson Medal from the Carnegie Trust for the Universities of Scotland for presenting the best Carnegie scholarship application in 2008. This is the second year in succession that an Edinburgh student has won this Medal.
Interim Arrangements for Head of College of Humanities and Social Science	Court had previously agreed arrangements to take forward a public advertisement process to recruit a new Head of the College of Humanities and Social Science following approval that Professor McMahon be designated Vice-Principal Planning, Resources and Research Policy with effect from 1 September 2009. It was anticipated that there could be a period between Professor McMahon demitting her current office and her successor taking up the post of at least four months. Court therefore approved, on the recommendation of the Principal, that Professor David Fergusson, currently Professor of Divinity and Principal of New College be designated Acting Vice-Principal and Acting Head of the College of Humanities and Social Science until such time as the new appointee took up this post.

SUBSTANTIVE ITEMS

Report of Finance and General Purposes Committee	Dr Markland introduced the papers previously circulated.
Report from Central Management Group Meeting of 26 May 2009 (Appendix I)	Court approved and welcomed the timely revised Code of Practice on Receipt of Gifts and Hospitality noting that this Code applied to all members of staff.
Report on other Items (Appendix II)	<p>Court noted the continuing strong research and commercialisation performance of the University while observing the difficulties now becoming evident to attract external funding to support new company formation and the difficulties some existing companies were currently experiencing given the present economic environment.</p> <p>The approval of the allocation of resources for 2009/2010 was welcomed and endorsed by Court. It was particularly noted that the allocation was aligned with delivering the Strategic Plan 2008/2012 and was consistent with the recently approved Financial Strategy. Court further welcomed the progress report on the EUCLID Project and that a final plan for the re-scoped project would be available shortly which would take cognisance of the £1.6 million now allocated to complete the project in 2009/2010.</p>

Court approved the Strategic Plan Forecasts 2009/2010 to 2011/2012 which were consistent with the University's understanding of the projected Scottish Funding Council's grant funding uplifts, took cognisance of the University's Strategic Plan and Financial Strategy and took a considered prudent long term sustainability approach to the University's financial position. Court authorised the submission of this document to the Scottish Funding Council.

The Finance and General Purposes Committee debate on issues around the future provision of pensions was welcomed. Court fully endorsed the proposal to establish a small group of lay members of Court comprising the Conveners of the Finance and General Purposes and Audit Committees and the Chair of the SBS Pension Scheme Trustees to consider in detail current issues in respect of pension provision and specifically to recommend to the Finance and General Purposes Committee and thereon to Court this University's response to the USS Group of the Employers' Pensions Forum. The complexity of the issues was noted and the desire of the University to ensure as far as possible equality on pension provision across different categories of staff.

Court noted the other items in the report.

**University Risk Register
(Appendix III)**

Court noted that on an annual basis the University reviewed its high level Register to ensure that it remained appropriate. The Risk Management Committee, the Central Management Group, the Audit Committee and the Finance and General Purposes Committee had all reviewed and suggested amendments to the University Risk Register which had been appropriately incorporated into the document presented to Court for approval.

Court approved the revised University Risk Register noting the additional risk on changes in staff terms and conditions (risk 2) and the removal of the previous risk which had covered issues arising from national pay bargaining.

**Report of Estates
Advisory Group Meeting
(Appendix IV)**

The various recommendations as listed on the cover sheet to the paper were approved by Court noting that work to take forward the extension of the Centre for Sports and Exercise and the first phase of the work on JCMB to create a learning and teaching cluster had now commenced. In addition to these two significant projects, Court further noted that agreement had been given to take forward the next phase of the Main Library refurbishment. The update information on the Easter Bush redevelopment and the additional funding allocated to allow the infrastructure to be put in place to create in effect a new campus at Easter Bush was welcomed. Court also took cognisance of the current volatile position in securing capital investment, favourable construction costs and the intention to include capital issues as part of the financial scenario planning being undertaken over the summer.

**Report of Audit
Committee
(Appendix V)**

Court approved the Strategic Internal Audit Plan 2009/2012 and the Annual Internal Audit Plan 2009/2010 noting that the Audit Committee was satisfied with the methodology adopted and that Internal Audit was content with the current risk status of the University. Court further approved the External Auditors' fees to take forward the 2008/2009 Audit noting that these were in accordance with the fees agreed as part of the External Audit tendering process.

It was noted that the Audit Committee had commenced a process to assess the

performance of Internal and External Auditors and that further information would be available to Court in due course on the outcome of the Committee's assessments. The draft Minute of the Audit Committee meeting held on 11 June 2009 was also noted.

Report of Nominations Committee

On the recommendations of the Nominations Committee, Court approved the following appointments:

Mrs Margaret Tait to be re-appointed a member of the Committee on University Benefactors for a period of four years with effect from the start of the 2009/2010 session.

Ms Pamela Gray to be appointed as an external member of the Estates Advisory Group with effect from 1 June 2009 until 31 August 2011.

Professor Stuart Monro to be appointed a member of the Finance and General Purposes Committee for one year with effect from 1 September 2009.

Ms Maxine Cuffe, Mr Bill Hughes and Mr Alan McFarlane to be appointed external members of the Investment Committee with effect from 1 January 2010 for three years.

Court noted and was assured of the robust process undertaken to identify the three new external members of the Investment Committee following an external advert process which had attracted a high calibre of appropriately qualified individuals; issues around conflict of interests had been and would continue to be fully addressed in taking forward the work of the Investment Committee.

ITEMS FOR NOTING AND FORMAL APPROVAL

Academic Report (Appendix VI)

Court noted the report from the Senatus Academicus of its meetings held in May and June 2009 particularly noting the continuing success of the revised Senate structure. Court further noted the approval of the proposals for the implementation of a revised academic year commencing in 2011/2012.

Resolutions

Court approved the following Resolutions:

- Resolution No. 13/2009: Foundation of a Chair of Vascular Regeneration
- Resolution No. 14/2009: Foundation of a Chair of Exploration Geophysics
- Resolution No. 15/2009: Foundation of a Chair of Innovation in the Life Sciences
- Resolution No. 16/2009: Foundation of a Personal Chair of Mammalian Molecular Genetics
- Resolution No. 17/2009: Foundation of a Personal Chair of Synthetic Inorganic Chemistry
- Resolution No. 18/2009: Foundation of a Personal Chair of Animal Disease Genetics
- Resolution No. 19/2009: Foundation of a Personal Chair of Early Prehistory
- Resolution No. 20/2009: Foundation of a Personal Chair of Comparative Genomics
- Resolution No. 21/2009: Foundation of a Personal Chair of Architecture and Urbanism

- Resolution No. 22/2009: Foundation of a Personal Chair of Mathematical Geoscience
- Resolution No. 23/2009: Foundation of a Personal Chair of Cellular Pharmacology
- Resolution No. 24/2009: Foundation of a Personal Chair of Telomere Biology
- Resolution No. 25/2009: Foundation of a Personal Chair of Climate System Science
- Resolution No. 26/2009: Foundation of a Personal Chair of Neuropathogenesis
- Resolution No. 27/2009: Foundation of a Personal Chair of Computational Fluid Dynamics
- Resolution No. 28/2009: Foundation of a Personal Chair of Developmental Neuroscience
- Resolution No. 29/2009: Foundation of a Personal Chair of Language Evolution
- Resolution No. 30/2009: Foundation of a Personal Chair of Evolutionary Ecology
- Resolution No. 31/2009: Foundation of a Personal Chair of Student Learning (Clinical Pharmacology and Prescribing)
- Resolution No. 32/2009: Foundation of a Personal Chair of Penology
- Resolution No. 33/2009: Foundation of a Personal Chair of Developmental Psychiatry
- Resolution No. 34/2009: Foundation of a Personal Chair of Leadership and Professional Learning
- Resolution No. 35/2009: Foundation of a Personal Chair of Quantitative Earth Observation
- Resolution No. 36/2009: Foundation of a Personal Chair of Molecular Medicine
- Resolution No. 37/2009: Foundation of a Personal Chair of Nonlinear Waves
- Resolution No. 38/2009: Foundation of a Personal Chair of Microelectronics Technology
- Resolution No. 39/2009: Foundation of a Personal Chair of Childhood Policy
- Resolution No. 40/2009: Foundation of a Personal Chair of Linguistic Phonetics
- Resolution No. 41/2009: Foundation of a Personal Chair of Neurodegenerative Disease
- Resolution No. 42/2009: Foundation of a Personal Chair of Mathematical Genetics
- Resolution No. 43/2009: Degree of Bachelor of Science in Oral Health Sciences
- Resolution No. 45/2009: Postgraduate Degree Programme Regulations
- Resolution No. 46/2009: Undergraduate Degree Programme Regulations

Court noted that there was no Resolution 44/2009 it having been withdrawn at the last meeting of Court.

**Donations and Legacies
to be notified
(Appendix VII)**

Court was pleased to note donations and legacies, to be notified, received by the University of Edinburgh Development Trust during May 2009.

**Court Seminars
2009/2010**

Court approved the proposals that the Court Seminar to be held on 12 October 2009 should focus on commercialisation and knowledge exchange and the seminar on 22 March 2010 on the University's infrastructure

including the revision of the University's current Estate Strategy.

Use of the Seal

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

Vacation Court

In accordance with normal practice Court appointed a Vacation Court comprising the Rector, failing whom the Vice-Convener of Court, the Principal and the University Secretary to deal with any urgent formal matters over the summer vacation.

The University of Edinburgh

The University Court

19 October 2009

Vacation Court

The Vacation Court on the 11 August 2009 considered and approved a request for authorisation for the University to open a bank account outwith the UK and arrangements have now been put in place to set up such an account with HBOS based in the Isle of Man. This request was as a result of a specific condition of a benefaction.

Court is asked to note approval of this request.

Dr Katherine Novosel
8 October 2009

The University of Edinburgh

University Court

19 October 2009

Rector's Assessor

The Court is invited to note that with effect from 7 September 2009 the Rector has appointed as his Assessor Ms Sarah Beattie-Smith to succeed Mr Adam Ramsay. Mr Ramsay has now taken up employment in the south of England and is therefore unable to meet the responsibilities of this position.

Ms Beattie-Smith studied Sculpture at Edinburgh College of Art, graduating in 2006 and went on to serve two terms as President of the Students Union, leading campaigns, representing the student body on the Board of Governors and strengthening the College's position within the National Union of Students. In 2008, Sarah was elected to the Steering Committee of NUS Scotland which she now chairs. She is currently working in the Communications and Campaigns team at the Scottish Council for Voluntary Organisations,

Dr Katherine Novosel
8 October 2009

The University of Edinburgh

University Court

19 October 2009

Designation of an Honorary Vice Principal and an Assistant Principal

Honorary Vice Principal

Court will be aware that in recent years the University has been working increasingly closely with colleagues at the Edinburgh College of Art (eca). Eca has been an accredited institution of the University of Edinburgh since 2004 and in September 2007 an academic federation was established between our two institutions, providing a framework for continued close collaboration.

The close working relationship has benefited both the University and the College. The most notable development to date has been the recent major alignment in architectural education and research, resulting in a successful joint architectural submission to RAE2008 and the establishment of The Edinburgh School of Architecture and Landscape Architecture.

In recognition of the partnership between our two institutions, and in order to facilitate more extensive and effective joint working in the future, I would like to propose to the Court that Professor Ian Howard, Principal of the Edinburgh College of Art, be designated an honorary Vice Principal of the University of Edinburgh for an initial period of three years. This honorary role would support greater involvement by Professor Howard in relevant strategic discussions at the University and in relevant senior appointments (Professor Howard was a member of the panel which recently appointed the new Head of the College of Humanities & Social Science).

Professor Howard has been Principal of eca since 2001. He was educated at the University of Edinburgh and Edinburgh College of Art. Professor Howard was formerly Dean of Duncan of Jordanstone College of Art, University of Dundee and, prior to that, a Professor in the School of Fine Art there. He has been a member of the Faculty of Fine Art at the British School at Rome, and a visiting professor at many art and design institutions worldwide. Professor Howard is an academician of the Royal Scottish Academy, and is a painter and printmaker of international standing.

Assistant Principal for Energy and Climate Change

Court will also be aware of the University's many projects that relate to energy and the environment and on plans to establish a Climate Change Centre. The Centre, which is led by Edinburgh and involves colleagues from Heriot-Watt, will build upon the University's international reputation for innovative research relevant to climate change and will place Scotland at the forefront of research in this area.

In order to maintain momentum and to ensure that the various projects and plans are achieve their full potential, I am of the view that it will be highly beneficial to designate an appropriate senior colleague as Assistant Principal with responsibility for leading in this area. To that end, I would wish to propose to the Court that Professor Martin Siegart, Head of the School of GeoSciences, is designated Assistant Principal for Energy and Climate Change.

Professor Siegert's part time role (20%) would be to lead on cross college aspects of energy research and the establishment of the Climate Change Centre. His designation would be for a limited period of two years and he will retain his existing academic duties and his role as Head of School. Any additional costs would be met from within existing budgets.

Professor Siegert was appointed Head of the School of GeoSciences in August 2006. He moved to Edinburgh from the Bristol Glaciology Centre where he was Director. He read Geological Geophysics at the University of Reading between 1986 and 1989, and later undertook his Ph.D. at the Scott Polar Research Institute, University of Cambridge. His research expertise is highly relevant to climate changes and includes glaciology and quaternary science, the study of Antarctic subglacial lakes and Antarctic climate evolution.

I should be grateful for Court's approval of these proposals.

TMMO'S
October 2009

The University of Edinburgh

The University Court

19 October 2009

**Report of the Finance and General Purposes Committee
(Comments on the Report of the Central Management Group's meetings of 17 June and
23 September 2009)**

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

This paper comprises the Report to the Finance and General Purposes Committee at its meeting on 5 October 2009 from the Central Management Group of its meetings of 17 June and 23 September 2009. Comments made by the F&GP Committee are incorporated in boxes within the report at relevant points.

Action requested

The Court is invited to approve the adoption of the Scottish Government's Procurement Handbook and APUC's Procurement Manual for Universities and Colleges at item 3 (17 June 2009), to consider and comment on the draft Policy on Dignity and Respect at item 2 (23 September 2009), to approve the revised Terms of Reference of the Staff Committee at item 3.2 (23 September 2009) and to note the remaining items with comments, as it considers appropriate.

Resource implications

As outlined in the paper.

Risk Assessment

As outlined in the paper.

Equality and Diversity

As outlined where appropriate in the paper.

Freedom of information

Can this paper be included in open business? Yes

Originators of the paper

Dr Alexis Cornish
Dr Katherine Novosel
13 October 2009

Central Management Group meeting

of 17 June 2009

1 NOMINATION OF CMG MEMBER ON F&GPC

CMG agreed to recommend to Court the appointment of Vice-Principal Professor April McMahon as the CMG representative on the F&GPC with effect from 1 September 2009 for as long as she holds the planning and resources portfolio.

2 PRINCIPAL'S STRATEGY GROUP

The establishment of an Admission and Recruitment Executive to be convened by the Director of Student Recruitment and Admissions was noted. Discussions had commenced on how to take this group forward.

3 PROCUREMENT IN THE UNIVERSITY

CMG agreed to recommend to F&GPC and to Court adoption of the Scottish Government's Procurement Handbook, www.scotland.gov.uk/Publications/2008/12/23151017/0 and of the APUC's Procurement Manual for Universities and Colleges: www.apuc-scot.ac.uk/procmanual.htm and to approve the revised internal procurement controls. It was noted that these actions were required in order for the University to be compliant with European Union and Scots Law; procurement being defined as acquisition of goods, services and works from a third party with or without a formal contract. The Scottish Government was taking a particular interest in ensuring that the sector secured value for money and operated best practice in the area of procurement.

CMG further endorsed the suggestion to update the current Delegated Authorisation Scheme.

<p>The Finance and General Purposes Committee endorsed these actions which were required in order for the University to be legally compliant.</p>

4 POSTGRADUATE RESEARCH RECRUITMENT TASKFORCE PROGRESS REPORT

The production of this document which detailed the range of activities being undertaken and performance information was welcomed. It was suggested that a shorter executive summary should be prepared for external circulation and that the full document should be made available internally subject to any further comments.

5 FEES STRATEGY GROUP: FEE RATES AGREED BY CORRESPONDENCE

CMG approved the proposed 2009/2010 (Home/EU& Overseas) fee rate of £675 for Early Leadership Development programme.

Central Management Group meeting

of 23 September 2009

1 CONTINGENCY PLANNING – PANDEMIC FLU (Appendix 1)

CMG welcomed the paper and its assurances on the University's preparedness on this issue particularly noting the University's involvement in taking the lead in the SFC's CHASTE project (Co-ordinating Health & Safety in Tertiary Education) which had held a successful seminar on pandemic flu to share experiences across the sector. It was noted that to date there had been no reports of returning students having contracted the H1N1 influenza strain.

2 DRAFT POLICY ON DIGNITY AND RESPECT (Appendix 2)

CMG endorsed the draft Policy subject to minor amendments which have been incorporated as appropriate in the attached document. It was noted that comment from F&GPC and Court would now be sought on this initial draft Policy prior to wider consultation with Colleges, Support Groups, trade unions and other relevant parties with a view to bringing a final document before Court for formal approval at its December meeting.

This draft Policy was commended.

3 STAFF COMMITTEE

3.1 Report from Staff Committee (Appendix 3)

The proposals to introduce a University – wide approach to performance and development reviews for professorial staff in line with the requirements of the Remuneration Committee that salary decisions must be evidence based was noted and that it was not the intention to duplicate current processes but rather to complement existing practice. The need to improve nursery provision was also noted

The significant areas of work being taken forward by the Staff Committee were noted and in particular the Finance and General Purposes Committee welcomed the developments on staff performance reviews.

3.2 Revised Terms of Reference (Appendix 4)

Subject to consideration of suggested amendments which have been incorporated as appropriate within the attached document, CMG commended approval of the revised Terms of Reference of the Staff Committee to Court.

The Committee endorsed the revised Terms of Reference.

4 REPORT FROM SPACE MANAGEMENT GROUP

CMG endorsed the proposal to increase the room cancellation charges with effect from 3 August 2009 from £80 to £90 and the revised NPRAS policy in respect of space management

issues subject to clarification of point 4(iv) which had now been resolved.

5 HEALTH AND SAFETY REPORT (Appendix 5)

CMG was satisfied that there had been appropriate and thorough investigation into the incidents reported and that there were no issues requiring further action. The arrangements for the University's involvement in this year's Edinburgh Festival had been very successful with no significant incidents reported and CMG endorsed the continued need for a temporary appointment of an events health and safety co-ordinator during this period in future years.

Report to Central Management Group on Pandemic Flu Preparedness

Introduction

In response to growing concerns in the disease epidemiology and public health arenas, the University of Edinburgh began planning for a flu pandemic in 2005/06, when the Avian/Pandemic Flu Working Group was instituted, under the convenorship of the Director of Corporate Services (DoCS).

As the Group's name suggests, concern was at that time focussed upon the potential for the world's next influenza pandemic to result from mutation of the virulent H5N1 avian flu strain, which was causing serious morbidity and mortality in the Far East, and was perceived as the most likely candidate. An Academic Impact Group was also set up, under the convenership of a Vice Principal, to assist Senate to look at the potential for disruption to the University's teaching and examinations.

The DoCS identified the Director of Health and Safety (DoH&S) as having a key role in leading on pandemic planning, in liaison with colleagues across Corporate Services Group, and all other Support Groups and Schools. Planning has always been on the basis of "business as usual", so far as that is practicable, with worst case scenarios considered as a long stop.

H1N1 Mexican Swine Influenza

Preparedness was ramped up in April 2009, when the new H1N1 influenza strain emerged in Mexico, apparently causing multiple fatalities, and increased further when WHO declared a world-wide pandemic in June 2009.

The University's Pandemic Flu Plan was published, and an anti-viral strategy was also implemented, both of which have been publicly available on the Health and Safety www site for some time now. Communications on the main University www site have been kept to a minimum, with the bulk of the communications, which have grown out of the original plan and anti-viral strategy, being published on the Health and Safety www site. Access to comprehensive information, and links to other authoritative sources, are available at the link below, and on the pandemic flu channel in MyEd: <http://www.safety.ed.ac.uk/resources/general/pandemic.shtm>

Growing out of the successful partnership auditing of health and safety management at School and Support Unit level, carried out in tandem by Health and Safety and the University's insurance brokers (Aon), a key element in the successful raising of awareness of the importance of pandemic planning, identification of essential services and personnel etc., in the Support Groups and in the Schools, has been a comprehensive programme of desk top exercises. This programme commenced before events in April 2009, and has evolved to reflect the developing situation over the intervening months. Inclusion of mixed groups of corporate and School personnel has contributed to the success of the programme.

In April 2009, two further Groups were established within the University to direct various aspects of pandemic preparedness, the Pandemic Flu Communications Group, chaired by the DoH&S, which reports to the Pandemic Flu Executive Group, chaired by the DoCS. These Groups have met at very regular intervals since April, with the frequency of meetings stepped up as we approached business critical periods such as Coming-up Weekend, Freshers' Week, and registration/matriculation. The focus of the work to date has included

- managing specific cases of flu/flu-like symptoms both in our residences and students/staff working overseas
- communications to staff students and prospective students (both UK and overseas), and available to parents
- desktop contingency planning exercises as indicated above
- establishing monitoring processes for the incidence of flu/flu-like cases (see below)
- contingency planning for the arrival of students in the event of a flu "wave" coinciding with the coming up period
- promoting contingency planning in Schools/Support Groups such that organisations are prepared for an increased element of local disruption, as we move through the autumn
- posters etc around the University promoting good hygiene practice
- increased availability of cleaning and hand cleanser stocks to be utilised as required

Monitoring of staff absence due to flu/flu-like symptoms has been put in place, and linkages to Colleges/Schools, Accommodation Services and the University's GP practice have been established to monitor trends in student incidence of flu/flu-like infection. In addition linkages to the Students Union and staff unions have been established to allow prompt communication of plans and developments.

The DoCS and DoH&S have developed good lines of communication with the Lothian Health Public Health Team, which were cemented during the management of a number of suspected cases of H1N1 infection, in the early days of the pandemic, and have developed further through the CHASTE Project. We maintain close contact with our local NHS Public Health colleagues, to ensure that consistent information is provided to all members of our community, and that we can assist the Public Health effort wherever possible. NHS Public Health colleagues have attended the PF Executive Group periodically. Contact is now also maintained with the Scottish Government Pandemic Flu Team.

There is ongoing discussion between the College of Medicine and Veterinary Medicine and the School of Health in Social Science with NHS and the Government Health Department regarding the possible participation of medical students and nursing students in supporting the management of a pandemic wave. The nature of any involvement is unclear at present. If the severity of the flu for most people remains at the current mild level and the government policy on vaccination is to undertake vaccination solely via GP practices and targeted at specific vulnerable groups (which appears to be the policy that is emerging), then involvement of students is unlikely or would be at a minimal level. However contingency planning has to take into account the possibility that the virus might mutate into a more virulent form, in which case a significantly increased or accelerated vaccination programme would be

required as well as a increased medical and nursing support for patients. In such circumstances there is an increased likelihood that NHS support from medical/nursing students might be sought.

The PF Executive Group takes advice from the University Biological Safety Adviser, regarding developments relating to the biology of the virus, and the epidemiology of the disease, which are under constant scrutiny, so that informed decisions can be made which relate directly to the circumstances prevailing at a given time, and projected to occur in the near future - these responses require to have built-in flexibility, rather than being set in tablets of stone.

Scottish HEIs and pandemic preparedness

Each Scottish University has its own specific plans, strategies and procedures, and institutions are also co-operating to share these, and to share experiences, on an ongoing basis. The SFC CHASTE Project (led by the University of Edinburgh) and the Scottish Universities Business Continuity Management Group, led by Heriot Watt University, are facilitating this exchange, which also includes all of Scotland's Colleges.

The nature of the disease as it currently manifests leads the PF Executive Group to believe that the "business as usual" approach will be sustainable; however, we continue to plan for a potentially worse scenario come autumn and winter 2009. As noted earlier, much attention has been given to the business critical period of "coming up" and matriculation/registration given the large movements of young people who arrive at HEIs and Colleges, some having left home for the first time, and to the large numbers of students who will present themselves to relevant staff at this time.

Tertiary education institutions are in the spotlight, due to the movement and presence of large numbers of young people; however, these institutions benefit from excellent communication routes and systems, and contain a great deal of expertise which can assist with the management of this public health issue.

CHASTE held a successful seminar on pandemic flu preparedness, on 8th September, which was attended by 60 delegates from Scotland's Universities and Colleges, and from the Scottish Government. Delegates participated in a desk top exercise, and each left with a pandemic flu toolkit tailored to the tertiary education sector, as practical assistance for ongoing planning and action.

It should be noted that the University has also recently assisted the Spanish Ministry of Education, which is developing a top-down pandemic flu preparedness structure, to a tight timescale, for Spain's 50 Universities, by supplying this University's pandemic flu documentation, as an example of good practice in UK Higher Education.

University of Edinburgh
Central Management Group
Policy on Dignity and Respect
23rd September 2009

1. Introduction

The University identified a need for a Policy on Dignity and Respect to update its approach to dealing with cases of harassment and bullying and also to go much further in fostering a culture in which our community of staff and students feel best able to work and study. This approach is very much in keeping with the type of policies that other research-led institutions have embraced and reflects good practice, not just in the UK, but in the Ivy League institutions in the US as well.

2. Background and contextual factors

- 2.1 The debate shaping our policy has been taking place over a period of some years and it seems appropriate to ensure that the themes from these discussions are not lost in the final document that has been produced. For these reasons, a summary of the relevant contextual factors are recounted below to provide a sense of the thinking that has influenced and informed the ethos reflected in the policy.
- 2.2 Academic Policy Committee and Staff Committee have both provided helpful advice and guidance that has been taken into account in formulating the policy which will apply to both staff and students. In particular, the concept of introducing a Dignity and Respect Framework comprising:
- a) a set of guiding principles informing the way we behave as members of the University community;
 - b) definitions of the roles and responsibilities of individuals, managers and the University to promote a culture of respect in the University community;
 - c) the development of a clear procedure to guide students, staff and managers in dealing with behaviour by either staff or students which may have breached these guiding principles;
 - d) advice on good practice through improved communication, awareness raising and development & training.

3. Timelines for delivery

- 3.1. The overarching Policy document, including the definitions of roles and responsibilities, is attached for CMG to comment and advise upon. It will be supplemented with formal Procedural Guidance on how to deal with incidents or complaints ranging from the informal to the formal. The emphasis will be on early resolution and the provision of practical guidance that staff and students can access easily. Much of this will be made available on the web, but there will also be the opportunity for training and development as well access to

advice from experienced members of the staff and student communities, including HR, Contact Officers and EUSA Officers.

- 3.2 The Procedural Guidance is currently being drafted and will be ready for consultation at the end of September. Both the Policy and the Procedural Guidance will then be the subject of consultation with staff, students, managers, trade unions, EUSA and other relevant colleagues. It will also be progressed through the relevant committees of the University for final consideration by Court.
- 3.3 The final element of the framework will be the communication, training and development advice and this will be promulgated in October. It is important to note that much of the work in relation to the good practice advice, will continue to be expanded and enhanced as more information becomes available. There are several established sources for such information and resources, including the Chartered Institute for Personnel and Development, the Department for Business, Innovation and Skills and the Equality Challenge Unit.
- 3.4 It is intended that the full consultation phase should be completed by December 2009 for the Policy and Procedural Guidance to be ready for promulgation in January, subject to approval by Court in December.

4. Action Requested

- 4.1 CMG is asked to comment on and approve the Policy on Dignity and Respect.

DRAFT Dignity and Respect Policy



1. Policy Statement

1.1 The University Community is made up of its staff, students and visitors, all of whom are highly valued for the knowledge, skills, experience, talents, commitment and creativity they bring to the University community. The purpose of the Dignity and Respect Policy is to promote a positive culture for working and studying, in which all members of that community treat each other with dignity and respect. This policy builds on existing approaches and seeks to prevent problems from arising through applying the concepts of dignity and respect and by stating the expectations which this brings to us all.

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

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

2. Overview

2.1 This policy should be read in the context of the University's core Mission, Strategic Plan and related strategies.

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

- maximise the success of the University, recognising the importance of staff's and students' direct contribution;
- provide a supportive and enabling working environment which encourages good morale, a positive student experience, good employee relations and excellent performance in all that we do;
- create the environment for a positive student experience of University life;
- meet the requirements of a complex and evolving legal framework including, for example, a statutory obligation regarding discrimination and a general legal responsibility to provide a duty of care to staff in respect of their mental and physical wellbeing;
- apply the principles of good governance and good management practice across all our activities.

3. Scope

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

4. Guiding Principles

- The University seeks to promote a positive culture for working and studying to which every student and member of staff contributes and within which they are able to develop to their full potential.

- Freedom of expression within the law is central to the concept of a university. To this end, the University seeks to continue to foster a culture which permits freedom of thought and expression within a framework of respect for the rights of other persons.
- Ideas and views are open to rational discussion and challenge, in a rigorous, collegial and constructive manner, with a view to creating knowledge and improving and deepening understanding.

5. Responsibilities

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

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

5.2 University managers (including Head of College/Support Group, Heads of School/Support Department and others with responsibility for areas of work or study) have a duty to take timely, relevant action to resolve concerns, as outlined in the procedural guidance.

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

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

6. Monitoring

The University monitors and reviews its performance on promoting dignity and respect on an ongoing basis. Information on key performance indicators and other data can be found in the Monitoring section of the Dignity and Respect Framework. Formal reports are provided at regular intervals to Staff Committee and other relevant committees.

7. Information, advice and resources

Further advice and information on good practice is available in the supporting guidelines and procedures which may be found at:

ADD LINK TO GOOD PRACTICE AND PROCEDURE (To be drafted by the end of September)

The University's Strategic Plan and related strategies are available at http://www.planning.ed.ac.uk/Strategic_Planning/SP2008-12/index.htm.

8. Policy creation

“This policy was approved by [e.g. CJCNC, Staff Committee, Court] on [Date] and takes effect from [date].” And replaces the previous Code of Harassment for Staff. To be reviewed on....

University of Edinburgh
Central Management Group
Report from Staff Committee
23rd September 2009

1. Introduction

This paper summarises the key issues discussed and decisions reached at the meeting of Staff Committee held on 2nd June 2009.

2. Matters Arising

2.1 Moving Forward in Addressing Leadership Challenges and Associated Development Needs

2.1.1 The Committee received some comparative data about the level of investment that other Russell Group (RG) institutions were making in their leadership development provision. Variation in practice across the RG made it difficult to make clear comparisons across all institutions. There is a range of expenditure, and it is not always clear what is being counted, but Edinburgh is to the lower end of the spectrum.

2.1.2 The Committee expressed an interest in learning more about the type of leadership development provision that was offered by RG institutions in order to gain a sense of the aims of such programmes, their cost-effectiveness and their impact on institutional performance. Members of the Committee were particularly interested to learn if other institutions use their budgets to enhance management skills and knowledge of those staff engaged in leadership roles or whether they seek to promote cultural change through their activities and interventions. It was agreed to obtain more information and bring a further report to the next meeting of the Committee.

2.2 Update on National Pay Negotiations

The Committee received a brief update on the national pay negotiations.

3. Main Agenda Items

3.0.1 Professor April McMahon gave a brief presentation, in which she provided the Committee with an account of her own perspective of people management policy and practice at the University from her position as an incoming and outgoing Head of College. The insights and analyses that Professor McMahon shared with the Committee generated a wide ranging discussion in which the following points were made:

- That the most appropriate policy framework for a large, diverse organisation such as the University, was one that was clear, up to date and permitted variation in processes, subject to the existence of clear principles at the level of policy.

- It was acknowledged that the external legal environment presented the University with considerable challenges in seeking to operate as a modern business. However, even within these constraints, there was a strong commitment to identify flexible solutions to meet prevailing business needs, such as, the work on modernising the Commissioners Ordinances.
- The frustrations of having to operate within a complex and often contradictory legal framework were recognised and shared across the different business areas of the University. However, there were positive examples of difficult issues where we have found innovative solutions, which show what can be achieved by working together. Particular examples include the introduction of Development Scholarships for postgraduate students and the very positive change in culture across the institution in relation to Leadership Development, which is now valued and actively supported. These initiatives help to meet important business needs in a cost effective way and ensure that we have sound approaches to the appropriate management of our risks.
- The benefits of introducing a clear statement defining the responsibilities carried out at corporate and devolved levels would further enhance the governance and decision-making processes relating to people management practices across the University.

3.1 Performance Review for Professors

3.1.1 A joint paper was presented by Professor McMahon and Ms Gupta in which it was proposed to introduce a more evidence-based model for professorial staff with respect to performance and development review. This approach would also dovetail well with the Grade 10 Promotion and Salary Review processes. The proposal was to incorporate the introduction of an annual report which would be submitted by all Professorial staff to their Head of School, in line with the timings of the Grade 10 salary review, so that an individual's achievements could be considered fully as part of that process. The purpose of the report would also be to meet the requirements of the Court Remuneration Committee (CRC) that all salary decisions must be evidence-based. The CRC decision would mean that robust, transparent and equitable performance review processes need to be in place in order to ensure that a clear record exists of the performance and achievements of staff. It was recognised that whilst these processes were well embedded in many areas of the University, the situation was not universal, and a clear expectation on staff and managers alike would be important in fostering a culture in which records of objectives and achievements were the norm. The paper clarified that the proposal should not be an impediment to current processes that work well, nor should it be an extra burden for colleagues. Thus, it was agreed that if the proposal was introduced, it should compliment or enhance existing processes and would not be seen as necessary where these were working well.

3.1.2 Members of Staff Committee were asked for their comments on this proposal and whether a similar model would represent a suitable approach for senior professional services staff.

3.1.3 A wide ranging discussion took place, with the following key points:

- There was strong support for Performance and Development Review (P&DR) processes that applied equally to all staff. P&DR should be standard, and it should happen on a regular basis for every member of staff.

- If introduced, the timing of the process would be aligned to the Grade 10 Salary Review round. It was agreed that any new process should not present added burdens, for example adding to the already onerous processes for P&DR that are in place for clinical professors. To this extent, Members of the committee agreed the principle that the new proposal should compliment existing processes.
- Members expressed differing views about the merits of having a single document or two separate documents for submission as part of the promotion and salary review processes. Ultimately, the balance of opinion favoured a single document as being worthy of consideration as part of either promotion or salary review processes.
- Members proposed that a statement of annual objectives would be extremely useful as a standard part of the documents for P&DR. A summary CV was seen as a very useful document, and a set of agreed objectives would be an extension to the information provided in it.
- Members also considered that an automatic P&DR process was key to addressing issues of equality, where some colleagues were hesitant to put themselves forward for promotion or salary review. An evidence-based approach that examined the performance of all staff every year, was more robust transparent and fair. The underlyingly constant is robustness.

3.1.4 The Convenor, Professor Waterhouse, concluded the discussion by commending the very useful principles that had been proposed as providing a sound foundation for progressing P&DR and embedding it firmly across the University.

3.1.5 The Committee looked at a framework for integrating HR processes related to performance, development and reward and welcomed the need to achieve much closer integration across HR policies. There was a clear concern that because many HR Policies had all been developed at different points in time, they lacked synergy and a new single integrated policy framework would offer a helpful way of addressing the current shortcomings of present policies. It was agreed to revisit this model once further work had been conducted on it.

3.2 Reward and Recognition for Teaching

3.2.1 The Committee received a paper which was based on a debate at the meeting of the Senatus Undergraduate Studies Committee (SUSC) held on 4th March 2009, in which some changes to institutional policy were proposed in order to enhance further the University's strategies for recognising and rewarding teaching.

3.2.2 The SUSC provided several proposals for the Committee's consideration which are enumerated below:

- That teaching should be an integral feature of the process for academic appointments including induction. This would ensure that there was absolute clarity from the outset about the expectations upon staff to engage in teaching as part of their role. The allocation of a mentor for teaching may also be appropriate for those staff new to teaching.
- Ensuring that staff in leadership roles promote a culture that values teaching. One practical way of addressing this issue would be to ensure that the University's programme for leadership development covered issues about how to foster such a culture. It was also important to reward leadership in teaching across the University.

- Another important way of embedding cultural change would be to incorporate consideration of the quality of teaching into the annual P&DR process, which would both raise the profile and importance of learning and teaching and provide a systematic way to embed change across all areas of the University by establishing a clear link between PRD, promotion and reward.
- Greater sharing of good practice on the development and implementation of workload models across Schools was seen as a helpful way to provide support to staff.
- A fundamental challenge in rewarding excellence in teaching was seen as the need to be able to recognise it in the first place. Obtaining structured feedback from, for example, students, experienced colleagues and Heads of School would allow for a more comprehensive evidence base to be developed.
- Making Higher Education Academy accreditation within three years of appointment to the University a requirement for all academic staff would ensure that all levels of staff who were engaged in teaching had achieved the necessary level of proficiency in their teaching to fulfil their responsibilities. By adopting this more flexible approach to replace the current requirement for staff new to teaching to follow elements of the Post Graduate Certificate in University Teaching would mean that all staff would have a choice about how they achieved accreditation and it would not limit this requirement to only new staff.
- Consideration was given to whether to weight the various criteria across teaching, research and knowledge exchange and commercialisation and whether to introduce a minimum threshold for acceptable teaching as an integral part of the promotion process. It was agreed to look at other models to inform the Committee's thinking.

3.2.3 The Committee was asked to advise on the proposals made and to give general guidance. The following key points were made during the discussion:

- Staff should be rewarded for excellence across all areas of their work, comprising research, teaching, knowledge exchange and, where appropriate, leadership and not for excelling in purely one aspect.
- More advice and guidance on the types of evidence that might help recognise good teaching would be helpful.
- The promotions process needs to ask staff to provide evidence of their actual achievements rather than simply list the roles that they have held. What counts is that staff have demonstrated leadership and impact in teaching, research or leadership and management.
- It was recommended that the promotion criteria should encourage staff to make reference to any awards that they have gained, such as the recent EUSA Awards for Teaching excellence.

3.3 Workforce Performance Indicators

3.3.1 The Committee received a detailed paper, which was now part of a series of papers that provided benchmark data to help the University measure the impact of human capital on the business. By using metrics as part of a more structured approach to informing and developing institutional strategy and policy with respect to our people management activities, we can assess, for example, the impact that sickness absence may be having on the business in terms of working days lost each year. This can in turn inform whether we need to introduce changes to our policies or

our management development programmes to improve upon present practice and reduce absence rates.

3.3.2 Research work undertaken by the CIPD along with Bath University, has highlighted that:

- People-management policies and practices can create better performing organisations.
- People data can help line managers understand what factors are likely to have a direct impact on their performance.¹

3.3.3 The report provided a commentary on some issues that Staff Committee might wish to consider as important areas in which to enhance our institutional practice. In this regard a range of data was presented relating to workforce diversity. These covered: the age profile of the workforce, the percentage of employees from Black or Minority Ethnic (BME) backgrounds, the percentage of the workforce who are female, this included an analysis of the top 5% of earners who are female, the percentage of disabled staff and those on fixed term contracts. Data on the impact of sickness absence on the business and staff turnover and retention rates were also considered. A summary of the key considerations were that:

- the percentage of the workforce who are female at 51.05% is lower than both the HE average and median. The issue about the recruitment and promotion of women has been raised by the University Court and strategies for addressing the lower percentage of women across the workforce at Edinburgh are being addressed by the Vice-Principal for Equality and Diversity and the Director of Human Resources in discussions with Heads of College and soon, will be explored with Heads of Support Groups. Staff Committee will receive a report with recommendations based on the themes and advice obtained from these discussions. It is clear from discussions thus far that P&DR and mentoring are seen as important and effective strategies for providing enhanced career opportunities for all and which also ensure that women have equal access to development and promotion opportunities;
- the percentage of the top 5% of earners who are female is lower at Edinburgh at 19.92% than the HE average (26.9%) and median (25.0%). The University conducts annual equal pay audits in order to monitor the equity of our pay policies and these provide useful data to inform our approach to pay and reward across the University;
- the percentage of the workforce at Edinburgh that are recorded as having a disability stands at 0.79%. Whilst this is low, the HE average is only 2.6% and the median 2.2%. On a positive note, the results from a recent staff survey suggest that we have had an improved return. This may reveal more information about the percentage of our staff with a disability and at least provide the basis for further analysis;
- the percentage of the workforce employed on fixed term contracts at 20.86% is consistent with the sector average and median of 20.4% and 18.2% respectively. These figures will continue to be monitored and any significant changes analysed in more depth;
- the workforce composition suggests that there is good scope for succession planning because of the even spread of staff across the different age ranges. In

¹ DLA Piper (2009), *HR Benchmark: Workforce Performance Indicators, Higher Education Report – 2008*.

fact, subject to the distribution of staff across the University by age, balanced against the level of their experience, the University may be well positioned to further enhance its opportunities for capacity building and nurturing our next generation of successful academics, researchers and managers;

- the percentage of black and minority ethnic staff at Edinburgh falls below the HE average and median statistics for all categories of employee, with the most pronounced gaps occurring amongst the operational and support staff, where only 4.61% of staff come from BME groups. One reason for this may be that these staff are often drawn from the local population, who would be from predominantly Scottish and white backgrounds. Staff turnover in these professions is also quite low. The largest concentration of black and minority ethnic staff (11.9%)² are employed in research, reflecting the international market for these roles. The new Race Equality Action Group may wish to provide advice on strategies for addressing the current low percentage of BME staff as part of a broader approach to effective talent management;
- in general, it was seen that three areas benefit the organisation through the successful implementation of diversity policies: people issues, market competitiveness and corporate reputation;
- the data on the level of sickness absence illustrate that overall, Edinburgh compares favourably in terms of working days lost per employee per annum, where at 5.03 days, this statistic falls well below the HE average and median at 6.8 days and 6.6 days respectively. These trends are also reflected across the different staff categories, where the statistics for Edinburgh show that the number of working days lost per employee per annum are consistently below the sector averages;
- the percentage of voluntary staff turnover is healthy for Edinburgh. A detailed debate followed on this subject, focusing on the need to achieve a balance between a healthy rate of staff turnover and the opportunity to ensure new blood against the need for a level of organisational stability. The following points were made in relation to staff turnover;
- members suggested that the fairly low turnover rate at the University offered good opportunities for looking at how we may wish to invest in the development of our staff, e.g. through secondments and other initiatives that would enable staff to broaden their experiences. This to ensure that we had ways of bringing in new ideas and new thinking to support the goals of the business;
- it was considered useful to establish the turnover rate for staff at Cambridge and Oxford as a comparison.

3.3.2 Members agreed that it would be important not to replicate the reporting and analysis of data currently covered by EOTAG. It was agreed to compare the nature of the reports that were produced by EOTAG to ensure there was not duplication.

3.4 Draft Quality People Development Plan

3.4.1 The Committee received a paper on a draft Quality People Development Plan, representing the range of strategic activity in support of staff development across the University.

3.4.2 The paper proposed that initial discussions should focus on a Plan that would:

² EOTAG Seventh Report 2007/2008

- Address the need for a more strategic and integrated approach to staff development matters across the University;
- Provide the basis for aligning the University's priorities for 'organisational development' and 'individual development';
- Establish a framework for fostering clearer links between development activities that are undertaken at Corporate, College/Support Group and School/unit levels;
- Provide a clearer focus for further discussions on the best ways of sustaining a 'high performance culture' in a world class research led institution;
- Inform the best way to use the University's key resources – its people and its money – in the context of the University's Strategic Objectives;
- In the longer term, broaden the scope, depth and impact of the University's talent management capability.

3.4.3 The following comments were made regarding practical outputs:

- The focus for 2009/2010 would be to build a web-based service supported by briefing sessions for managers and staff on Performance and Development Review.
- In particular, the Staff Development website would be reconfigured to locate all relevant information about staff development in one place.

3.4.4 It was concluded that the HR website would be further developed in line with the advice from Committee members.

3.5 Feedback on the Leadership Questionnaire

3.5.1 Ms Gupta thanked the Heads of College and Support Groups for the very helpful feedback that Professor Waterhouse and she had received on the Leadership Questionnaire from their attendance at Policy and Resource Committees. Ms Gupta advised the Committee that careful thought was now being given to how best to take this work forward and confirmed that the committee would be kept updated on progress with this project.

3.6 Feedback on Discussions with Heads of College

3.6.1 Professor Waterhouse thanked the three Heads of College for the very helpful discussions they have had with both Professor Waterhouse and Ms Gupta about their analysis of people management priorities for their Colleges and the University. The summary of these discussions would be collated in a paper for future consideration at Staff Committee.

4. Any Other Business:

4.0.1 Professor Nigel Brown stated that there had been discussions with early career staff in the College of Science and Engineering with respect to the issue of nursery provision, which was regarded by many staff as offering an important benefit. Professor Brown felt that encouraging early career staff was important and therefore saw this as an issue for Staff Committee to consider. Professor Waterhouse reported her understanding that a paper concerning this issue would be published soon

arising from a separate discussion, but that this could provide a basis for a future debate at Staff Committee.

5. Action

CMG is asked to note and comment on the report.

Staff Committee – Terms of Reference

1. Purpose

It is the role of Staff Committee to exercise strategic oversight of the University's approach to human resource policy and practice, to ensure that it is managing its HR issues effectively, in keeping with good practice, and monitoring how HR strategies contribute to improved organisational performance. To this end, to provide advice and guidance to the Central Management Group and Court, with respect to the University's strategic priorities in relation to people management.

2. Composition

- 2.1. The Committee shall consist of 18 members:
 - 2.1.1 Members of the Staff Committee will be appointed by Court on the recommendations of the Nominations Committee, which will take cognisance of ex officio membership and will endeavour to achieve a balance in membership with regard to equality and diversity characteristics.
 - 2.1.2 All members of the Staff Committee shall comply with the University's Code of Conduct and require to declare any interests which may conflict with their responsibilities as members of the Staff Committee (particularly important for external members).
 - 2.1.3 Those members who serve on the Committee and who are not ex officio, will initially be appointed for 3 years with eligibility to be reappointed for normally one further period of office.
- 2.2. Two members of Court shall be members of the Committee one of whom shall be a lay member of Court.
- 2.3. The Heads of Colleges and Support Groups shall be members of the Committee and if unable to attend meetings may send a representative to be in attendance to represent the views of the College or the Support Group.
- 2.4. Other members of the Committee shall be:
 - i) The Head of a major research institute within the University
 - ii) The Director of Human Resources
 - iii) An external Director of HR from industry commerce or the professions
 - iv) One external member drawn from such bodies as: an employer's organisation, a Leadership Organisation, or a significant stakeholder body such as RCUK.
- 2.5. The Vice-Principals and Assistant Principals with responsibility for:
 - i) Academic Enhancement;
 - ii) Equality and Diversity;
 - iii) Internationalisation;
 - iv) Planning, Resources and Research Policy;
 - v) Research Training and Community Relations; and
 - vi) Taught Postgraduate Programmes

shall also be members of the Committee.

- 2.6 A Head of Human Resources shall always be invited to be in attendance at meetings as a representative of the senior HR community and shall receive all papers unless otherwise determined.
- 2.7 The Convener of the Committee shall be the Vice-Principal for Equality and Diversity.

3. Meetings

- 3.1 The Committee shall meet as required to fulfil its remit and will meet at least three times in each academic session. The Committee may consider urgent matters through correspondence.
- 3.2 Minutes, agendas and papers will normally be circulated to members of the Committee at least five days in advance of the meeting. Late papers may be circulated up to two days before the meeting. Only in the case of extreme urgency and with the agreement of the Convener will papers be tabled at meetings of the Committee.
- 3.3 Non-contentious or urgent matters not on the agenda may be considered at a meeting subject to the agreement of the Convener of the meeting and the majority of members present.
- 3.4 Papers will indicate the originator/s and purpose of the paper, the matter/s which the Committee is being asked to consider and any action/s required and confirm the status of the paper in respect of freedom of information legislation.
- 3.5 Six members of the Committee shall be a quorum. The Convener or Director of Human Resources must be present at all meetings for the meeting to be quorate.
- 3.6 A formal minute will be kept of proceedings and submitted for approval at the next meeting of the Committee. The draft minute will be agreed with the Convener of the Committee prior to circulation and in the case of the absence of the Convener at a meeting the Committee member appointed to act as Convener for the duration of that specific meeting. The Director of HR will normally Chair the meeting in the absence of the Convener.
- 3.7 The agenda and papers will be sent as appropriate to all those in attendance, normally five days in advance of the meeting.

4. Remit

- 4.1 To be proactive in providing advice and guidance on the strategic direction of the University's overall human resource objectives and the policies designed to achieve them.
- 4.2 To encourage innovation with respect to the University's employment policies.
- 4.3 To receive advice from and provide support to the Director of HR in relation to matters of corporate interest and provide a forum for input, discussion and feedback on contemporary HR practice.

- 4.4 To identify external and internal developments and drivers which are relevant to the University's success to help inform its strategic HR priorities.
- 4.5 To keep under review arrangements for monitoring staff attitudes and opinions and to advise the Court accordingly.
- 4.6 To ensure the University's HR strategies and their implementation continue to be consistent with stakeholder expectations.
- 4.7 To give due consideration to issues of diversity in all areas of work.
- 4.8 To monitor the University's key performance indicators with regard to its strategic HR objectives as agreed by Court.
- 4.9 To provide advice on the effective management of the key risks the University is seeking to manage in the context of realising its HR Strategy.

5. Other

- 5.1 The Staff Committee shall report to Court via the Central Management Group and the Finance and General Purposes Committee because of its remit to ensure the effective management of the University's resources. A report on issues discussed at each meeting will be provided to the subsequent meeting of Court.
- 5.2 The Committee will from time to time undertake a review of its own performance and effectiveness as part of the overall review of the effectiveness of Court and its Committees and report thereon to Court.
- 5.3 In order to fulfil its remit the Committee may obtain external professional advice as necessary.
- 5.4 Agenda, papers and approved minutes will be published on the University's internet in accordance with the University's agreed publication scheme and status of the above in respect of the freedom of information legislation. This will include details on the membership of the Committee.

Health and Safety Quarterly Report 2008/2009

Quarterly reporting period: 1st April 2009 – 30th June 2009

Accidents and Incidents

Type of Accident/Incident	Qtr 1 Apr' 09 – 30 June '09	Qtr 1 Apr '08 – 30 June '08	Year to Date 1 Oct '08 – 30 June '09	Year to Date 1 Oct '07 – 30 June '08
Fatality	0	0	0	0
Specified Major Injury	2	0	2	3
> 3 day Absence	7	3	17	11
Public to Hospital	2	8	8	16
Reportable Dangerous Occurrences	0	0	0	2
Total Reportable Accidents / Incidents	11	12	27	32
Total Non-Reportable Accidents / Incidents	72	102	281	346
Total Accidents / Incidents	83	114	308	378

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

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

- Postgraduate splashed a mixture of dimethyl sulphoxide, propylene glycol and spirinolactone in eye, as syringe was blocked. Attended A&E as a precaution, no injury. (*Public to Hospital*).
- Employee was bitten by a dog whilst attempting to muzzle it. Dog was known to be aggressive and procedures were followed. IP was kept in hospital overnight and received IV antibiotics. Owner was asked to remove dog. (*SMI*).
- Postgraduate cut finger with scalpel whilst cutting dog tissue. Went to A&E for tetanus inoculation as a precaution. Full training had been received. (*Public to Hospital*).
- Employee tripped on slightly uneven footpath outside Darwin Building. IP was in foot support after recent foot surgery. Footpath inspected – minor misalignment of slabs repaired by E&B. (*>3 day injury*).
- Employee rose after cleaning shower and jerked knee. The injury occurred on the 3rd June after which the IP continued to work with no apparent ill effect until she attended her GP on the 19th June, when a torn ligament was diagnosed. (*>3 day injury*).
- Employee fractured wrist after falling on broken path outside Grant House. Area cordoned off and repaired. Construction vehicles had been seen parked on these slabs. Contractors reminded not to park there and additional checks undertaken by security staff during the construction period. (*SMI*).
- Employee pulled fridge forward to clean behind and injured back. Refresher manual handling training had only recently been undertaken and IP stated she was following procedures. Procedures for this task reviewed. (*>3 day injury*).

- Employee slipped on muddy footpath next to John Burnett House, Pollock Halls. Bruised and swollen ankle. Footpath inspected more frequently and cleaned as appropriate, during construction works. (*>3 day injury*).
- Employee lifted lid on a large Euro bin and jerked her shoulder when inserting rubbish bag. Bin lids are supposed to be opened first thing in the morning and remain open for cleaners. Situation will be monitored. (*>3 day injury*).
- Employee pulled out fridge to perform PAT test. Fridge was on carpet which may have contributed to unexpected resistance, and caused IP to jerk shoulder. IP will receive manual handling refresher. (*>3 day injury*).
- Employee was attempting to hang a heavy door when it slipped and he strained his left arm. Risk assessment has been reviewed and task is now defined as a two-man job. (*>3 day injury*).

Further Developments and Issues

Pandemic flu preparedness

The advent of Mexican swine (H1N1) flu in April 2009, and the subsequent declaration of a level 6 pandemic by WHO in June, caused an inevitable ramping up of the University's pandemic flu preparedness measures, planning for which had begun in academic year 2005/06.

Much work on this public health issue has been done over the period of this Quarterly Report. Pandemic flu preparedness is the subject of a separate Paper to this meeting of CMG.

Needlestick injuries and campaign

Despite a fairly recent campaign to draw attention to, and raise awareness of, this issue, some incidents persist, and a cluster of needlestick injuries occasioned investigations. Of particular concern are needlestick injuries which have the potential for infection with biological agents, or chemical contamination.

A fresh needlestick awareness campaign is being formulated, which will utilise a range of media to press home this message once more.

Counter-terrorism legislation – work with Schedule 5 materials

The UK Home Office has indicated to the Northern Biological Safety Officers Group that the current system for control of the storage and use of Schedule 5 (Ant-terrorism Act) biological agents and toxins is being significantly amended. The Schedule 5 list is to be split into high, medium and low risk categories of material, with appropriate physical and personnel precautions relating to each category, rather than the current blanket approach.

The Home Office is to offer institutions desk top exercises to introduce the new system. We await this development, following which the physical precautions aspect of activities involving Schedule 5 materials will likely need to be reviewed, and the personnel precautions aspect revisited in the light of the new arrangements.

Scottish/Northern Centre for Biosafety Training

Following the last annual conference of the European Biological Safety Association (EBSA), the organisation which is pioneering the introduction of formal competence standards for biosafety and biosecurity practitioners in Europe, the University of Edinburgh has agreed to lead on the setting up of a Scottish/Northern Biosafety Training Centre. This Centre will serve the northern UK in providing a programme which will train practitioners to the appropriate competence level.

An initial planning meeting has been held in Edinburgh and arrangements will progress, with a number of colleagues at other Scottish Universities contributing to planning, implementation and delivery of this programme.

Safety during the Edinburgh Festival/Fringe

New arrangements for the co-ordination of health and safety management on University property, during the Edinburgh Festival/Fringe period, were put in place prior to the 2009 event. These arrangements involved closer teamwork between Edinburgh First, Estates and Buildings, Health and Safety, EUSA, venue controllers and production companies, including the appointment of a temporary events co-ordinator for health and safety, by Edinburgh First.

The 2009 Festival/ Fringe passed off without significant reported accidents, or health and safety related incidents. Human and vehicle traffic management in the Bristo Square area was greatly improved, with a significant lessening in risk exposure in this area of activity.

Some valuable lessons were still thrown up by this year's event, however, and plans are moving forward to further tighten the control of health and safety management, as one element in the ongoing formalisation of the University's relationship with the Festival/Fringe.

UoE/CHASTE collaboration with Spanish Universities

The Director of Health Safety was approached in early August by the Technical Adviser to the Secretary General of Universities, in the Spanish Ministry of Education, and meeting took place on 11th August in Old College to discuss (a) a collaboration with the Spanish Universities, and other hand-picked European partners, on helping bring consistency to health and safety management across Spain's 50 Universities, in response to a Royal Declaration; (b) the success of the Scottish Funding Council's CHASTE Project and its relevance to the Spanish HE sector; (c) assistance from this University to the Ministry in its preparation of a top-down pandemic flu preparedness structure, to a tight timescale.

A further meeting specifically on the CHASTE Project will take place shortly, and we look forward to taking forward this collaboration with the Spanish government, under both the University of Edinburgh and the CHASTE Project banners.

Alastair Reid
Director of Health and Safety
14th September 2009

Accidents & Incidents

Quarterly period: 01/04/2009 – 30/06/2009

Year to Date Period: 01/10/2008 – 30/06/2009

(Third Quarter)

COLLEGE / GROUP	REPORTABLE (TO HSE) ACCIDENTS / INCIDENTS														TOTAL Non-Reportable Accidents / Incidents		TOTAL ACCIDENTS / INCIDENTS	
	Fatality		Specified Major Injury		>3 day absence		Public to Hospital		Dangerous Occurrences		Reportable Fires		TOTAL Reportable Acc / Inc		Qtr	Ytd	Qtr	Ytd
	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd	Qtr	Ytd				
Humanities & Social Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	23	2	23
Science & Engineering	-	-	-	-	1	3	-	1	-	-	-	-	1	4	10	64	11	68
Medicine & Veterinary Med.	-	-	1	1	-	2	2	4	-	-	-	-	3	7	29	86	32	93
SASG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	4	2	4
Corporate Services Group	-	-	1	1	6	12	-	3	-	-	-	-	7	16	29	98	36	114
ISG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	6	0	6
Other Units	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
UNIVERSITY	-	-	2	2	7	17	2	8	-	-	-	-	11	27	72	281	83	308

* Units noted below taken from organisational hierarchy report 09/10 - http://www.planning.ed.ac.uk/edin/orghier/versions/Version12_0.xls

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

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

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

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

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C1.2

The University of Edinburgh

The University Court

19 October 2009

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

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

This paper reports on the meeting of the Finance and General Purposes Committee held on 5 October 2009 covering items other than the CMG report. Detailed papers not included in the appendices are available from Dr Novosel.

Action requested

The Court is invited to note the items with comments as it considers appropriate.

Resource implications

If applicable, as noted in the report.

Risk Assessment

Where applicable, risk is covered in the report.

Equality and Diversity

No implications.

Freedom of Information

Can this paper be included in open business? Yes

Except for items 3 - 7

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

Originator of the paper

Dr Katherine Novosel
13 October 2009

University Court, Meeting on 19 October 2009

**Report of the Finance and General Purposes Committee
5 October 2009**

(Report on Other Items)

1 SUMMARY RESEARCH AND COMMERCIALISATION REPORT FOR THE 12 MONTHS TO 31 JULY 2009 **Appendix 1**

ERI was congratulated on another record breaking year with significantly increases in the levels of awards secured and number of applications submitted. The considerable impact of the merger with the Roslin Institute was noted. In the area of commercialisation, overall it had also been a very successful year with increases in the number of disclosures and patents filed, and 26 companies created; there had been a slight decrease in the number of licences.

The Committee noted that there was evidence of funding becoming more difficult to secure from UK government and charity sources with the Science and Technology Facilities Council (STFC) announcing a re-prioritisation exercise. ERI would continue to identify other non-traditional sources of funds. It was also noted that funding beyond the initial start up stage for new companies was becoming more demanding. The training and mentoring offered by colleagues in ERI to new Principal Investigators to assist in securing external funding was commended by the Committee.

2 EUCLID PROGRESS REPORT

The progress since the last meeting of the Committee was noted. In addition to the re-scoped EUCLID project to be completed by the end of 2010 a number of satellite projects, now fully funded, had been identified which were intended to ensure that the University's essential business needs for student and course administration were met. Further development beyond 2010 to meet business requirements would be pursued via existing planning mechanisms.

The first phase of the restructuring of the EUCLID team had been achieved over the summer through a voluntary process with the help of colleagues in Human Resources and arrangements were in place with IS and Registry to assist in ensuring that the skill requirements of the team would be met. It was noted that the Strategic Quality Assurance Group (SQAG) was closely monitoring the implementation of the project plan and applying strict criteria on progress and that a risk register for the main and satellite projects had now been approved.

The Committee asked to receive exception reports at future meetings with an update report prepared for its February 2010 meeting.

FINANCE AND GENERAL PURPOSES COMMITTEE RESEARCH AND COMMERCIALISATION REPORT FULL YEAR 2008/09

1. RESEARCH APPLICATIONS AND AWARDS

1.1 Introduction

Despite predictions to the contrary, 2008/09 proved an excellent research funding year for Edinburgh. A record-breaking 1,064 awards were secured worth £249m, a 17% increase on 2007/08.

2008/09 saw a strong recovery for Science and Engineering (CSE), and the recent merger with the Roslin Institute made a significant contribution to the College of Medicine and Veterinary Medicine (CMVM). Unfortunately but as predicted, the College of Humanities and Social Science (CHSS) fared less well, with a significant reduction in awards value, much, if not most, attributable to the squeeze on public funds, most felt in the arts and humanities sector.

Application activity during the year attained record levels, with all three Colleges submitting more applications than last year, an increase of 10% resulting in 2,512 applications in total with a combined value of £906m.

1.2 Applications

1.2.1 Number

CHSS continued to show strong double-digit growth in terms of the number of applications submitted (totalling 704), continuing from Q3 the 15% lead over 2007/08, an additional 93 applications. Strongest performers were Philosophy, Psychology and Language Sciences (PPLS) (with an additional 50 applications), Moray House (+22) and Arts Culture and Environment (ACE) (+18).

CMVM strengthened its position from 1% ahead as reported in the last quarter to 8% ahead of last year, due in the main to continuing strong performance from the Royal Dick School of Veterinary Studies/Roslin Institute alliance, resulting in some 64 more applications than last year for this School¹. Clinical Sciences and Community Health, however, which submits more applications than any other School in the University, applied for an additional 41 grants this year to bring its total to 378. The College tally for the year-end was 780 applications submitted.

CSE ended the year 7% ahead of last year, with 1,012 applications submitted. Strongest performers were Informatics (with 50 more applications than 2007/08) and Biological Sciences (+33). Engineering and Geosciences too submitted more applications than the previous year.

1.2.2 Value

CMVM enjoyed a strong year, ending some 35% ahead of last year with applications worth £384m. 34% of this figure comprises applications made by the R(D)SVS/Roslin alliance. Indeed the 'Roslin effect' has resulted in an *additional* £108m of applications being submitted this year by that School². Biomedical Sciences continued to strengthen its position from +21% reported in our Q3 report to +24%, realising as an additional £8m of application value. Clinical Sciences and Community Health (CSCH), improved its position from -16% reported in Q3 to just 2% behind in value, ending the year at £125m. 2007/08 saw something of a

FINANCE AND GENERAL PURPOSES COMMITTEE RESEARCH AND COMMERCIALISATION REPORT FULL YEAR 2008/09

spike for this School, seeing an increase of £29m over 2006/07; taken in the context of a longer timeframe, then, this School has performed extremely well. This is a similar story for Molecular and Clinical Medicine (MCM), which has improved its position from -31% reported in Q3 to -14%, ending the year with applications valued at £86m. In 2007/08, MCM experienced a 'spike' of £28m more than the previous year, their 2008/09 total well exceeding £71m reported for 2006/07 and £56m reported for 2005/06.

For CSE the year ended very slightly (-1%) down on the previous year, not in any way statistically significant but slightly disappointing given the strong lead reported in the previous three quarters of the year. The College filed applications worth £436m over the course of the year. Informatics applied for some £22m more than the previous year (+32%), with strong performances also from Biological Sciences (+10%), Geosciences (+26%) and Mathematics (+44%). Despite submitting 4% more applications than the previous year, Engineering saw quite a reduction in application value to the tune of £24m, but 2007/08 was an abnormal year by some measure, and if one takes into account the previous two years, last year's tally of £68m was strong. Total application values for Chemistry and Physics were also lower, both down by 18%, but the story is the same as for Engineering- good performance overall.

In HSS, while application value is down on 2007/08, it should be noted that the variance of -11% reported in Q3 has not further eroded. Further, this negative picture was not reflected in all Schools, with ACE, Health in Social Science (HiSS), History, Classics and Archaeology (HCA) and Social and Political Science (SPS) all ending the year showing positive variances. As previously reported, several Schools last year experienced a 'spike' in total application value, so consideration of 2006/07 and 2005/06 academic years shows creditable performance from PPLS, Moray House, Law, Divinity and Business and Economics (B&E).

1.3 Awards

1.3.1 Number

CMVM saw the most growth this year with their award numbers increasing from 348 to 411 (+18%). This significant increase is solely down to the R(D)SVS/Roslin³ alliance which secured 93 more awards than the previous year. The other Schools all secured fewer awards, but not to a significant degree. For Biomedical Sciences, 2007/08 saw a significant spike over the previous year, to the tune of some 24 more awards. Their 2008/09 total of 50 awards, taken in the context of the 3 years preceding, then, shows good performance.

CSE secured 10 more awards (+3%) than the previous year (410 vs 400 for 2007/08), so growth was modest as could be expected in the current climate. Informatics secured 12 more awards than the previous year with all other Schools, apart from Engineering and Geosciences, securing single digit increases. While Geosciences and Engineering received less awards than the previous year, 2007/08 was an exceptional year and taken in the context of a longer timeframe, their performance has been good.

In CHSS, it was encouraging to see some end-of-year recovery in the award numbers after Q3's worrying report, moving from -14% to -9% and ending the year with 235 awards (compared to 259 last year). Remarkably, however, PPLS bucked the trend, securing 8 awards more than last year (although last year they did experience a slight dip). ACE, Law and Moray House also secured slightly more than, or the same number of awards as, last year. The other Schools experienced slight dips in award numbers, although most of these are low, single-digit variances and therefore not statistically significant.

FINANCE AND GENERAL PURPOSES COMMITTEE

RESEARCH AND COMMERCIALISATION REPORT

FULL YEAR 2008/09

1.3.2 Value

2007/08 saw a fairly significant dip in awards secured by CSE (£83m) compared to the previous year's high of £108m, so, at £106m it is good to report a return to near-2006/07 figures. The College's largest School, Biological Sciences, grew its awards by 12% to just under £36m, contributing around 35% of CSE's award total. However Physics, Chemistry and Mathematics all experienced more dramatic increases this year: Physics saw growth of 130% to £20m (up from £9m)⁴, while on a slightly smaller scale Chemistry awards almost doubled from £6m to £11m. The highest percentage increase, however, goes to Mathematics, some 692%, with awards secured this year of £6m compared with £770k the previous year. The College's third largest grants recipient was Informatics, which saw 10% growth to £13m. While the award values for Geosciences and Engineering were lower than 2007/08, the position for both Schools has markedly improved since Q3, showing some indication of recovery here.

The 'Roslin effect'⁵ has continued to ensure that CMVM's award values remain healthy, although one should recall that £33.6m of the R(D)SVS award total of £60m comprises a single Programme award from BBSRC. Also, as a large percentage of this year's Roslin awards are transfers from the old Roslin Institute, these, combined with the large BBSRC award, are likely to have created a significant spike for the College which may be hard to replicate in future years. The Roslin effect also masks somewhat the reduction in award values experienced in two of the other Schools, most notably Clinical Sciences and Community Health, which has seen a 42% year-on-year reduction in award value from £56m to £33m; it should be noted, however, that in 2007/08 this School saw a significant increase in awards of some £31m over 2006/07, so in this context, the School's performance is very reasonable. Molecular and Clinical Medicine saw a £6m reduction over 2007/08, slightly disappointing compared to the previous two years. On the other hand, the College's smallest School, Biomedical Sciences continued its steady year on year improvement to show an increase in award value of 8% to £10m.

While Q4 for CHSS (down 25% compared to 2007/08) showed a much improved position compared to Q3 (-38%), the deteriorating picture in arts, humanities and social science funding first experienced in February has continued, with the year-end award total standing at £21m. This takes the College back to around the 2006/07 levels (£21m). Despite this, Law, B&E and HCA all finished the year with award values in excess of last year, significantly so in the case of the first two. Awards in Moray House, SPS and PPLS, while down compared to last year, are perhaps returning to the more normal levels experienced in previous years. ACE, Divinity, HiSS and LLC are finding the current climate rather more challenging.

1.4 Sponsor type profile

Sponsor type profiles are plotted for the University as a whole and for each College (Appendix 1). These depict awards by sector type, comparing last year's total award value with the previous (2007/08) year's total year figures. Assuming 2007/08's total year figures as last year's targets, they show the percentage of 'target' achieved. The pie charts show the percentage share for each sponsor type proportionate to the whole, comparing 2008/09 with 2007/08.

For the University as a whole, all sectors with the exception of charities have achieved their 'targets', with particularly strong growth from Research Councils and EU. Both these sectors have gained market share at the expense of charities, with Research Councils now providing

FINANCE AND GENERAL PURPOSES COMMITTEE RESEARCH AND COMMERCIALISATION REPORT FULL YEAR 2008/09

50% of the University's research funding. This presents a healthier funder mix than last year, increasing the proportion of sponsors paying Full Economic Costing (fEC).

In Science and Engineering, however, there is some variance from this. The College has exceeded last year's charity income by nearly 50%. Indeed in all sectors, with the exception of Government and Universities⁶ the College has exceeded its targets. This has had the effect of reducing the Research Council share from 56% to 51% (still 1% above the University average, and a much improved position from earlier in the year) and increasing the charity share from 18% to 21%. EU and UK industry have also grown market share, however, which is positive.

The success story in HSS has been EU funding, which provided 20% of the College's total award value last year, up from 6% in 2007/08. Less funding was forthcoming this year from the traditional heartlands of ESRC and AHRC, together down by nearly £5M and somewhat conflicting with the University picture for Research Councils. Charities, Government and non-EU international awards were also down, portraying a rather different pie chart to that of last year.

In MVM, international, Government, EU and Research Council sectors have all exceeded their last year's targets by some measure, with a major drop in charity awards, and less so, UK industry and contracts from other universities. The pie chart which has shown most change year on year is that for MVM, with the marked increase in Research Council market share (31% to 48%) and an even more marked decrease in charity share (47% to 23%).

1.5 Country Analysis

Appendix 2 plots award value by sponsor country, comparing last year with the previous year's total year figures. Rather than list every sponsor country, which would make for a somewhat confusing chart, we have selected the 4 largest sponsor countries – UK (excluding Scottish funders), 'European Commission' (awarded from Belgium), Scotland and USA. All other countries have been grouped together but collectively they represent a very small percentage as the charts show. As part of our strategy to increase awards from overseas sponsors, linked in to the University's internationalisation strategy, we would, over time, hope to be able to introduce more countries to this chart, making it a rather more useful tool.

The main point to note for the University as a whole is the significant growth in EU funding, double that of last year, resulting in a market-share gain at the expense of UK sponsors. HSS gained most from EU funds, last year seeing one-fifth of award value coming from EU sources. HSS also secured the largest slice of Scottish funding (16%).

1.6 Comparative Analysis

An analysis of the Research Council Awards 2008-09 table published in a recent (3 September 2009) edition of Times Higher Education places Edinburgh 6th as regards the number of awards secured from the 6 Research Councils featured⁷, and 7th in terms of total value of awards secured from these funders. Our key 'competitors' continue to be University College London, Cambridge, Oxford, Imperial and Manchester, although Nottingham performed very well last year in terms of total award value. Edinburgh was similarly placed 6th in terms of number of applications submitted overall and 4th as regards overall success rate. Edinburgh's success rate average is a reasonable 27% as compared with the 23% sector average. Only Cambridge (32%), Nottingham and Warwick (both 29%) have a higher success rate, and ERI will be looking into why this might be, but it is thought that both institutions might have introduced internal peer review.

FINANCE AND GENERAL PURPOSES COMMITTEE RESEARCH AND COMMERCIALISATION REPORT FULL YEAR 2008/09

There is of course some variance looking at the individual Research Councils, our strongest performance to be found in applications to AHRC, NERC, ESRC and MRC. Edinburgh secured the most awards in the sector from AHRC this past year, an improved position from the previous year, where Edinburgh came 4th. In terms of award value, though, we were edged out by Cambridge (£3,355k as opposed to Edinburgh's £2,261k), still allowing us to claim a 'market share' of 5.8% of the total award value granted by this Research Council. Most significantly last year saw Edinburgh's success rate for this Council improve from 25% to 30%, well ahead of the 18% sector average.

Edinburgh continued to perform well with its applications to NERC, securing 20 awards last year, just behind Leeds and Oxford in terms of number, but leading the field in terms of value with an excellent market share of 6.7%. Like AHRC, we saw real quality improvement over the previous year, with our success rate moving from 26% to 32%.

Edinburgh continues to be a major beneficiary of ESRC funding, securing 11 responsive mode grants, just one behind Glasgow and two behind UCL. Compared to the sector average of 19% for responsive mode grants, Edinburgh's success rate is 33%, in fourth position behind UCL, Reading and Glasgow.

This past year, Edinburgh secured more awards from MRC compared to 2007/08 (32 as opposed to 24) but this sadly did not affect our 'chart position' of 5th place. UCL (with 70 awards worth £44,310k) dominates the picture as regards number and value of awards, with Imperial, Cambridge and Oxford in the next tier. It should be noted, though, that with the £20,130k of awards received this past year, Edinburgh secured an impressive market share of some 7.3%. While our success rate has slightly dropped year on year (28% to 26%), this has been significantly less than the sector average (27% to 22%) which we still outperform by some measure, and indeed our success rate 'chart position' has improved from 9⁼ to 6⁼.

This past year, Edinburgh secured fewer awards than in 2007/08 from BBSRC and EPSRC, although interestingly our 'chart position' improved for both. Edinburgh submitted more applications to BBSRC this past year, although our success rate dropped from 32% to 19%, as compared with the sector average, which reduced from 29% to 21%. There are some quality issues here which the College of Science and Engineering are addressing. With EPSRC, Edinburgh's market share of awards is comparatively small (2.9%) with a total award value of £16,222k, which places us 12th. Edinburgh's success rate has, however, improved by one percentage point from 29% to 30%, moving from one point behind the sector average two years ago to 4 points ahead this past year. This has had the effect of improving our success rate chart position from 14⁼ to 8⁼.

1.6 Conclusion

The University has in general performed very well this year as regards research funding.

Taking into account the University's steadily increasing performance over the last few years, it is in quite a good place for research expenditure for the next couple of years at any rate where there will be much uncertainty.

The applications pipeline is generally healthy, and it is crucial that this continues to be 'fed'. Indeed, we anticipate that the volume of application activity should continue to grow during 2009/10, although any plans to introduce internal peer review may temper this, not of course in itself a bad thing. Traditional reliance on Research Councils and charities may need to change, with greater focus placed on EU and other non-traditional sources of funding. ERI's

**FINANCE AND GENERAL PURPOSES COMMITTEE
RESEARCH AND COMMERCIALISATION REPORT
FULL YEAR 2008/09**

Research Development team will continue to explore widening of, and access to, a broader funder portfolio and this autumn we started an awareness programme looking at overseas sources of funding.

In terms of awards, then, we would anticipate further deterioration in Government funding in general as public sector budgets are significantly trimmed to pay off the largesse of the banking sector. It is anticipated that science, engineering and medicine should fare better than the arts, humanities and social sciences from public sector funding, and indeed we are already starting to see signs of 'clipped' awards (cash-limited grants, shorter timeframe etc). Charities will continue to take a cautious approach to research funding for the foreseeable future, with the markets determining their speed of recovery. EU funding is anticipated to be more stable, at least in the short term.

Footnotes:

¹ Of the 139 applications submitted by R(D)SVS in 2008/09, 107 were from the Roslin Institute

² Of the £130,838k applied for by R(D)SVS, £119,544k are attributed to the Roslin Institute

³ Of the 131 awards secured by R(D)SVS, 119 are attributed to the Roslin Institute

⁴ this statement should be borne in the context of the fact that 2007/08 saw a dip in award value for Physics compared to the previous two years where the School received awards of £23,321k for 2006/07 and £16,934k for 2005/06.

⁵ Of the £59,762k total award value for R(D)SVS, £57,602k is attributed to the Roslin Institute.

⁶ Projects that fall into this category tend to be sub-awards from other universities where there is a third party sponsor providing the funds, eg a research council

⁷ BBSRC, NERC, ESRC, MRC, AHRC and EPSRC.

2. RESEARCH DEVELOPMENT ACTIVITIES

2.1 Events

The Learning Lunches and the '*Integrated University of Edinburgh Research Funding Event*' programmes continued to run in the last quarter. Notably three courses ran for CSE, with 45 attendees. Other one-off workshops for CHSS included '*Framework 7 – Socio-economic Science and Humanities call for 2010*', and '*AHRC Fellowships*'.

An EPSRC (Engineering and Physical Sciences Research Council) Study Visit also took place during this period, incorporating a mock panel session, with a range of topics covered, including 'impact'. 32 Edinburgh staff took part in these sessions; in addition there were a number of one to one meetings with senior academic staff and representatives from ERI.

2.2 Development

In the last quarter the team has been expanding the 'Dossier of Successful Applications', which previously only provided examples of successful applications for CHSS. A number of successful applications are now available and relevant to CSE and CMVM colleagues, including Research Councils and EU.

2.3 International Strategy

A series of meetings focused on promoting international funding opportunities is now underway, with the first event, '*US Funding Opportunities*', having taken place in early September. 25 people attended this event. Similar sessions covering Europe, India and China will run during October and November. Each session will be supported by the launch of dedicated web pages providing further information on funding opportunities, whilst regular email alerts will highlight specific international funding calls.

During the month of July, the Deputy Head of Research Support & Development visited Washington. Meetings were held with the National Science Foundation (NSF), National Institute of Health (NIH), and with the Science Innovation Network (SIN). The purpose of the visit was to establish links and identify all streams of funding open to the University. Intelligence gathered during the trip informed the '*US Funding Opportunities*' event.

2.4 Activities going forward

2.4.1 Events

Specific EU funding opportunities will be a focus for promotion in the next quarter in anticipation of Framework 7 2009/10 autumn and winter deadlines. These will include:

- *European Council Starting Grant Briefing (September)*
- *International Research Collaborations – Europe (September)*
- *Framework 7 – Initial Training Networks Briefing (to be run by the UK Research Office (UKRO), October)*

2.4.2 Other

An evaluation of the *'Integrated University of Edinburgh Research Funding Event Programme'* will take place in October, with a view to planning and implementing a new programme for 2010.

The team will also focus on contacting the University's 15 postgraduate societies, with the offer to give a presentation on funding opportunities and the assistance available from ERI.

3. UNIVERSITY RESEARCH INCOME

In terms of actual research funds received, The University claimed £169m during 2008/09, a 20% increase on 2007/08.

Income for CMVM grew 35% year on year, amounting to £77m. CSE saw slightly more modest growth of 8%, resulting in income of £74m, and HSS claimed £17m, a 15% increase on 2007/08.

4. INVENTION DISCLOSURES

In the year to 31 July 2009, 215 disclosures were made compared to 121 for the previous year, an increase of 78%.

5. PATENT FILINGS

In the year to 31 July 2009, 89 patents were filed on technologies compared to 82 for the previous year, an increase of 9%. Of these 89, 40 related to new priority filings (py 36)

6. LICENCES

In the year to 31 July 2009, 38 licence deals were signed compared to 47 for the previous year, a decrease of 19%. The drop in this figure reflects difficult current market conditions for doing such deals.

7. COMPANY FORMATION

University staff or students created a total of 26 companies, the highest number formed in one year by a Scottish university.

The firms include Rev Drive, whose revolutionary bicycle gearbox won the 2009 Scottish Institute for Enterprise New Ventures competition, and Hoodeasy, a custom clothing company that finished second in the same contest.

8. CONSULTANCY

Despite the difficult global economic climate, the University also increased its income from consultancy work processed through ERI to a record £4.5 million, up from £3.6 million in 2007/08.

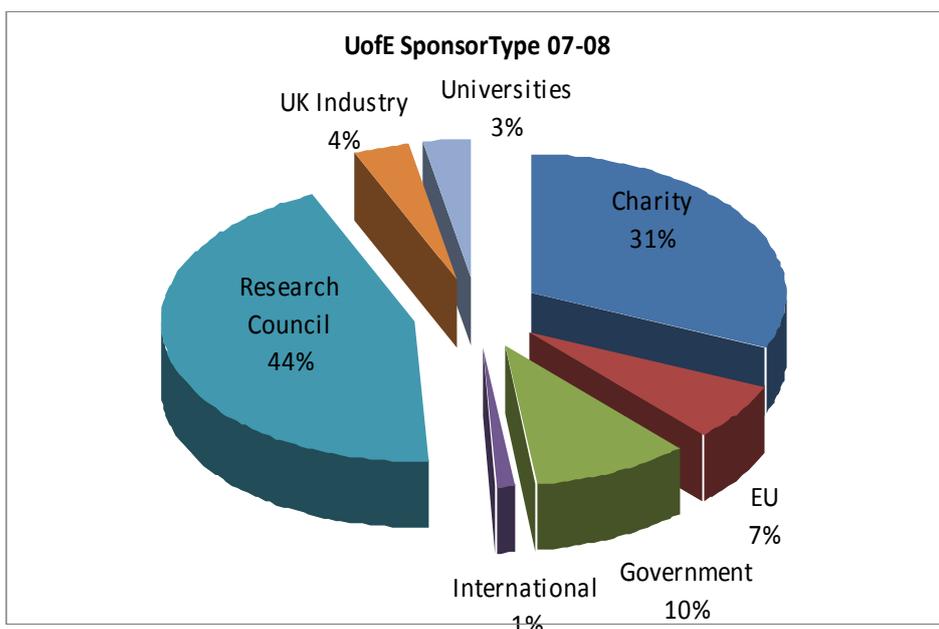
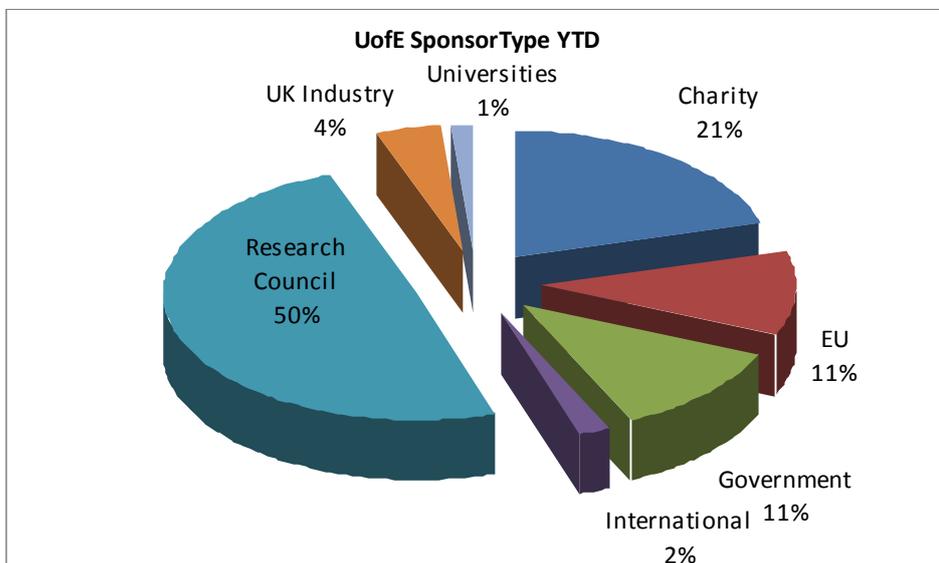
Of that figure, £1.7 million came from 143 contracts with Scottish organisations.

Hamish Macandrew, Carolyn Brock, Ian Lamb
ERI – 17 September 2009

Appendix 1
Full Year Analysis of Awards by Sponsor Type

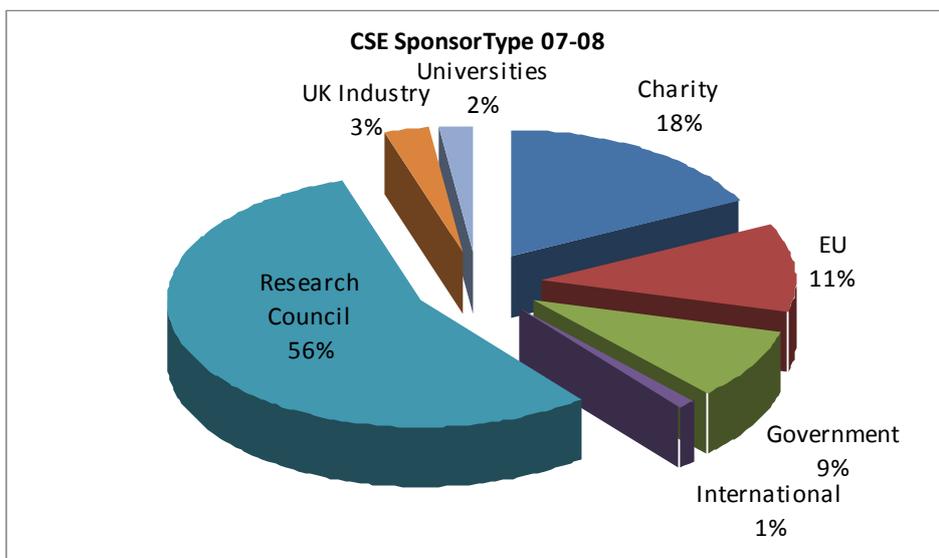
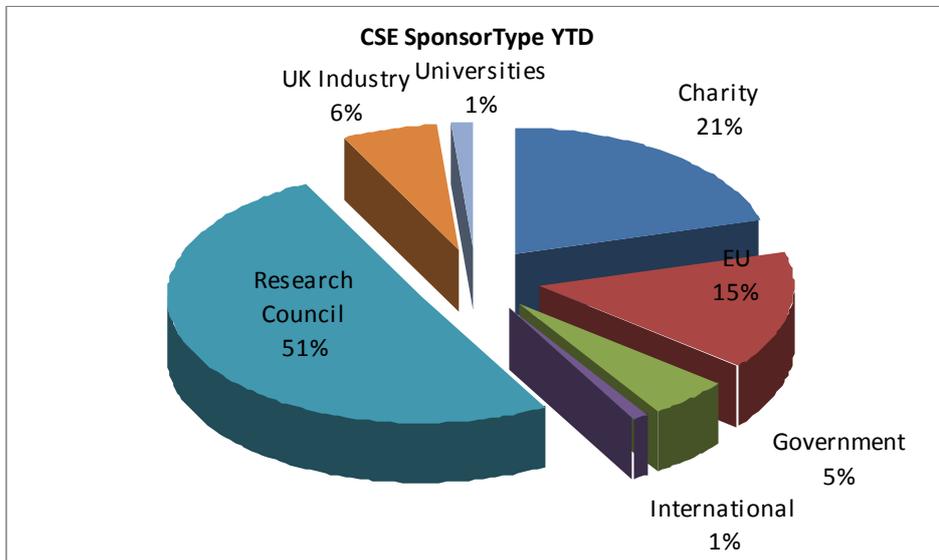
University of Edinburgh

	YTD	07-08	% of Target
Charity	£51,426,942	£66,715,484	77%
EU	£26,997,829	£14,247,294	189%
Government	£28,543,618	£21,168,735	135%
International	£4,768,057	£2,466,189	193%
Research Council	£123,492,343	£93,744,654	132%
UK Industry	£10,574,113	£7,429,145	142%
Universities	£3,134,896	£6,445,816	49%



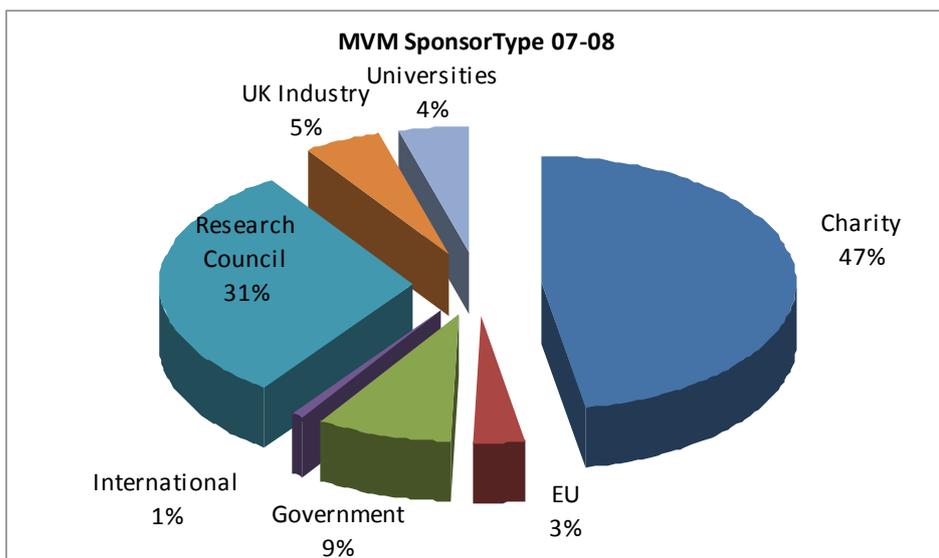
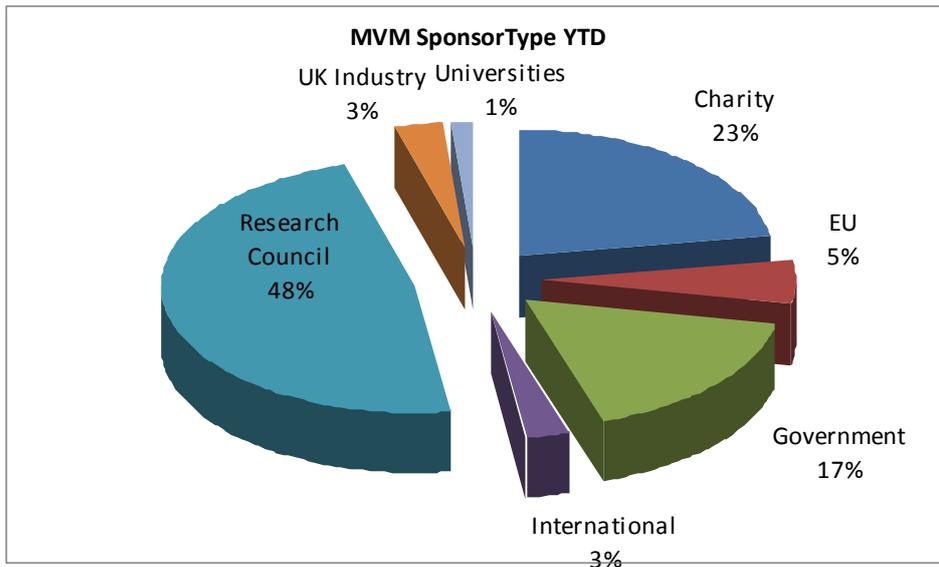
College of Science and Engineering

	YTD	07-08	% of Target
Charity	£21,859,906	£14,702,475	149%
EU	£15,958,449	£9,383,294	170%
Government	£5,336,916	£7,609,929	70%
International	£1,192,154	£1,041,248	114%
Research Council	£53,532,002	£46,375,337	115%
UK Industry	£6,596,635	£2,385,166	277%
Universities	£1,331,036	£1,842,013	72%



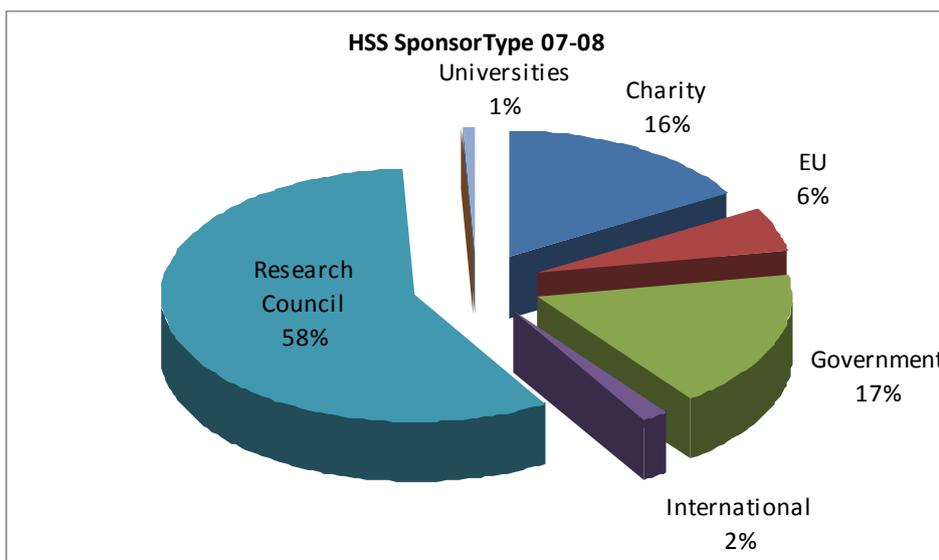
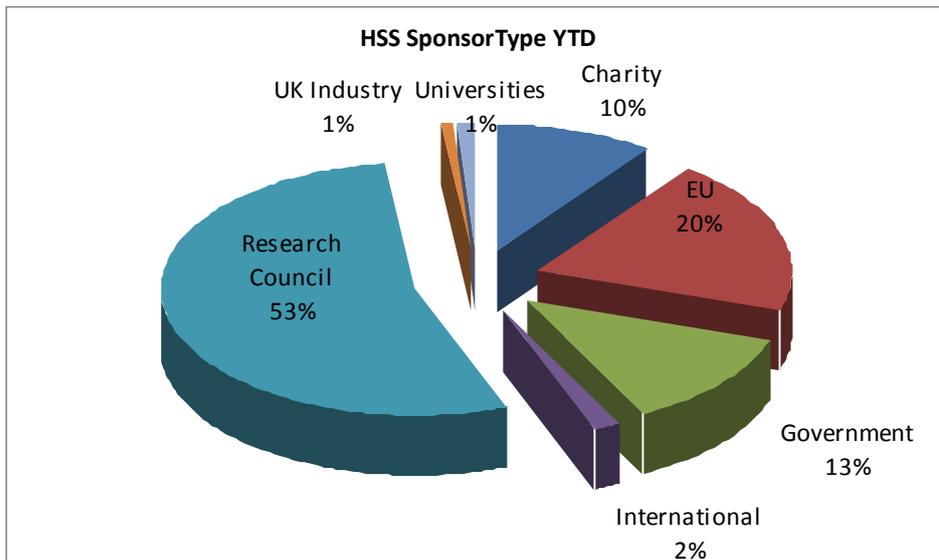
College of Medicine and Veterinary Medicine

	YTD	07-08	% of Target
Charity	£27,275,251	£47,365,411	58%
EU	£6,591,827	£3,150,032	209%
Government	£20,459,006	£8,628,944	237%
International	£3,244,422	£892,542	364%
Research Council	£57,838,580	£30,664,335	189%
UK Industry	£3,778,702	£5,009,679	75%
Universities	£1,569,662	£4,393,357	36%



College of Humanities and Social Science

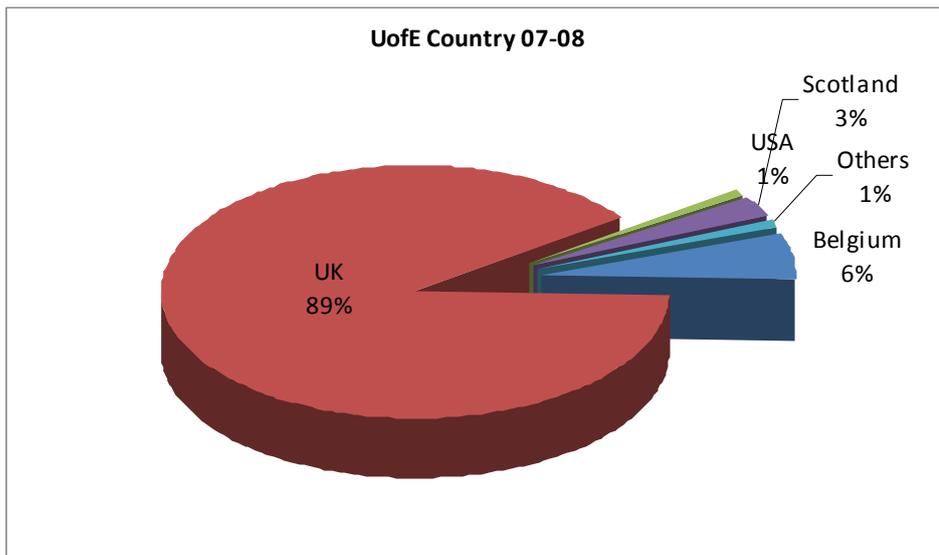
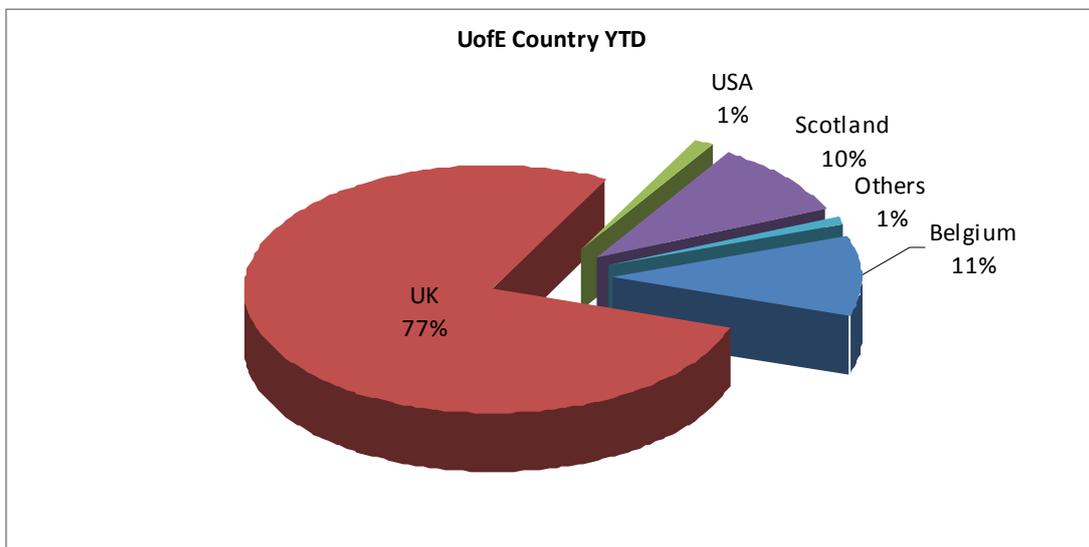
	YTD	07-08	% of Target
Charity	£2,133,052	£4,647,598	46%
EU	£4,264,114	£1,713,968	249%
Government	£2,698,533	£4,929,862	55%
International	£331,481	£532,399	62%
Research Council	£11,535,499	£16,439,918	70%
UK Industry	£198,776	£34,300	580%
Universities	£211,688	£198,611	107%



Appendix 2
Full Year Analysis of Awards by Country

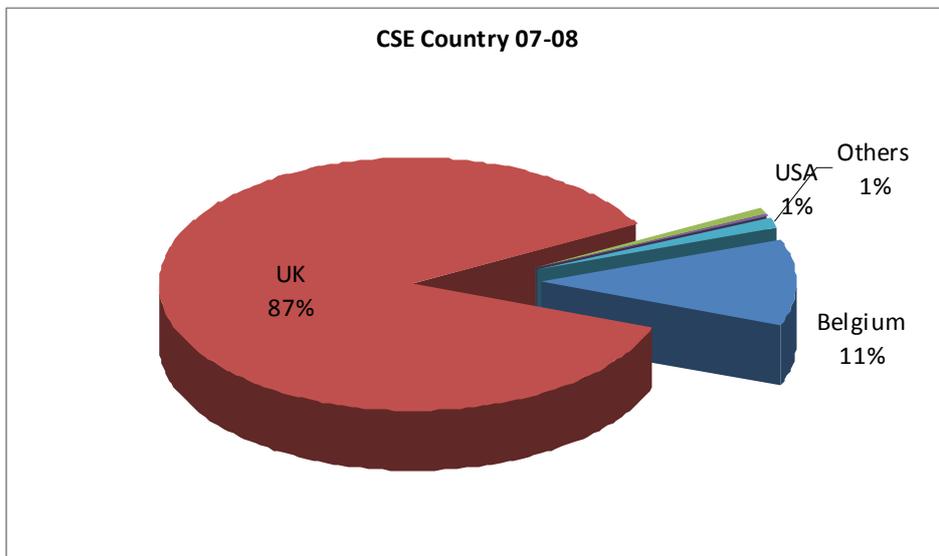
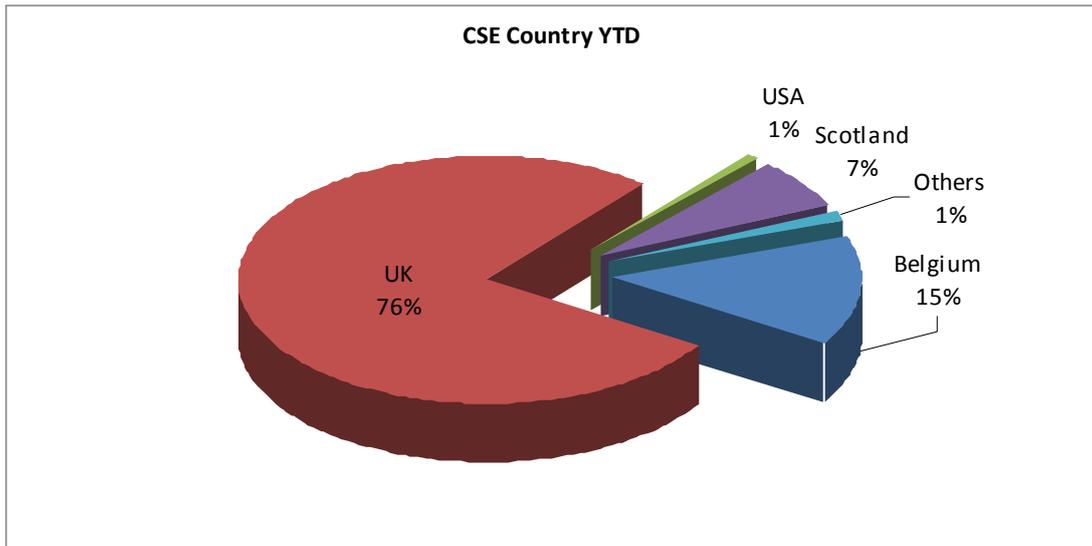
University of Edinburgh

	YTD	07-08	% of Target
Belgium	£26,498,886	£13,208,650	201%
UK	£192,853,837	£189,284,544	102%
USA	£3,010,039	£1,965,012	153%
Scotland	£24,222,670	£5,880,624	412%
Others	£2,352,366.00	£1,878,487	125%



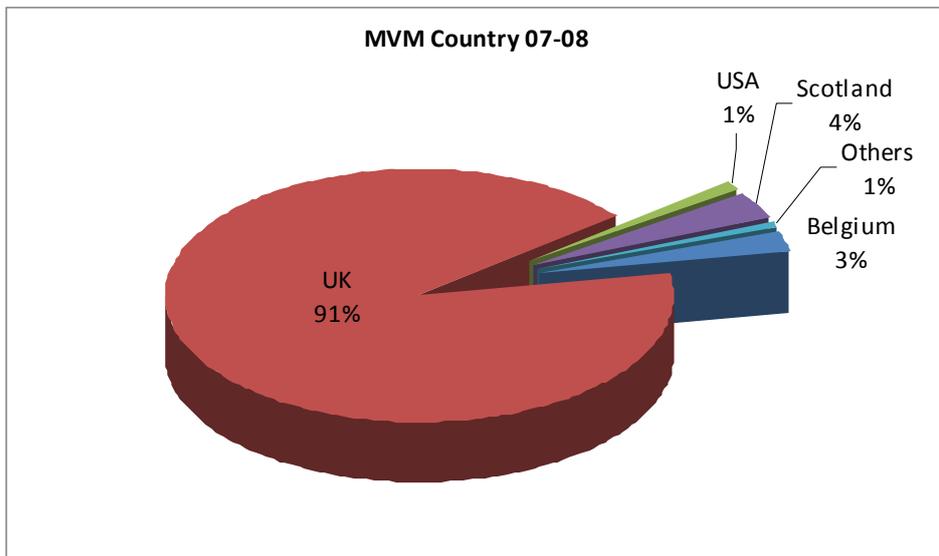
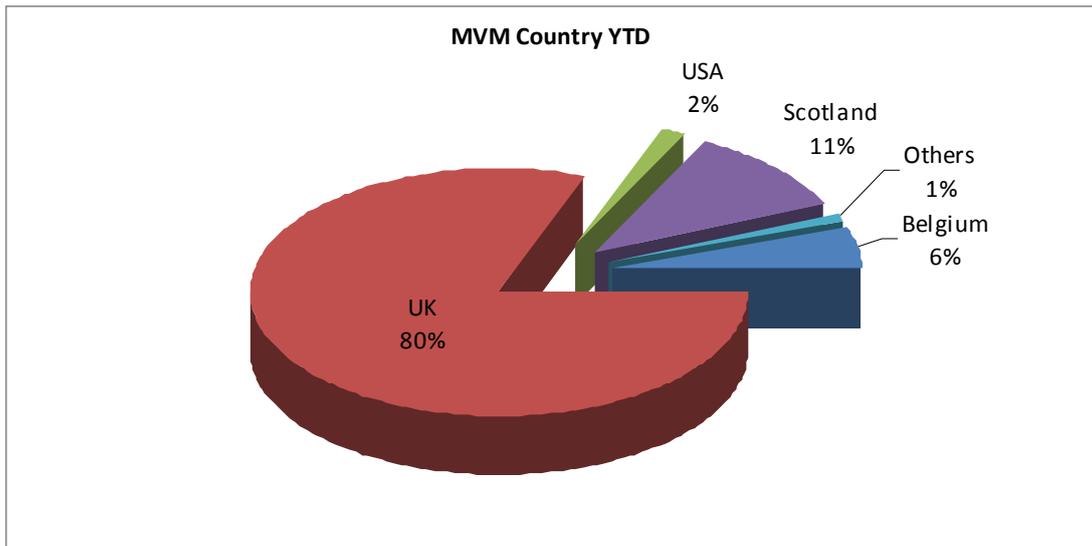
College of Science and Engineering

	YTD	07-08	% of Target
Belgium	£15,355,662	£9,200,772	167%
UK	£81,299,808	£72,329,186	112%
USA	£1,030,300	£671,540	153%
Scotland	£7,027,932	£313,824	2239%
Others	£1,093,396.00	£824,140	133%



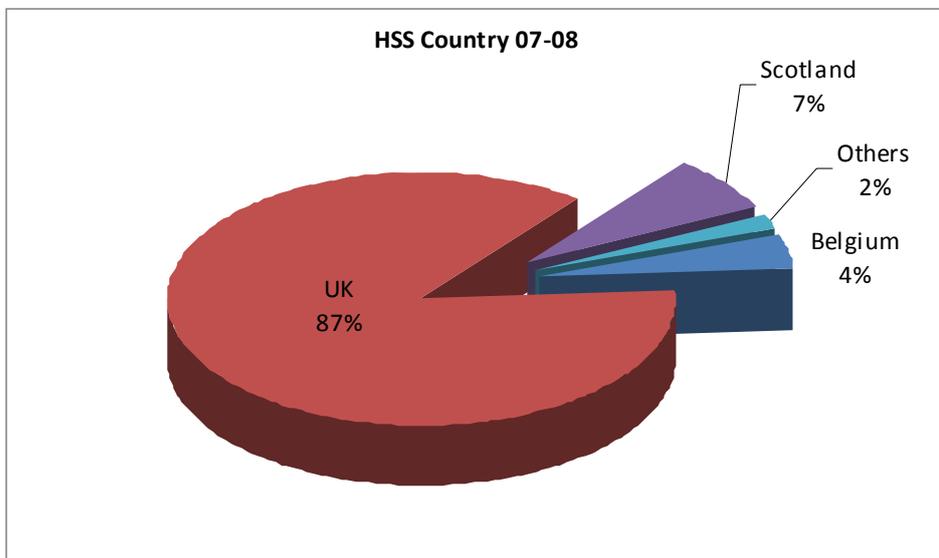
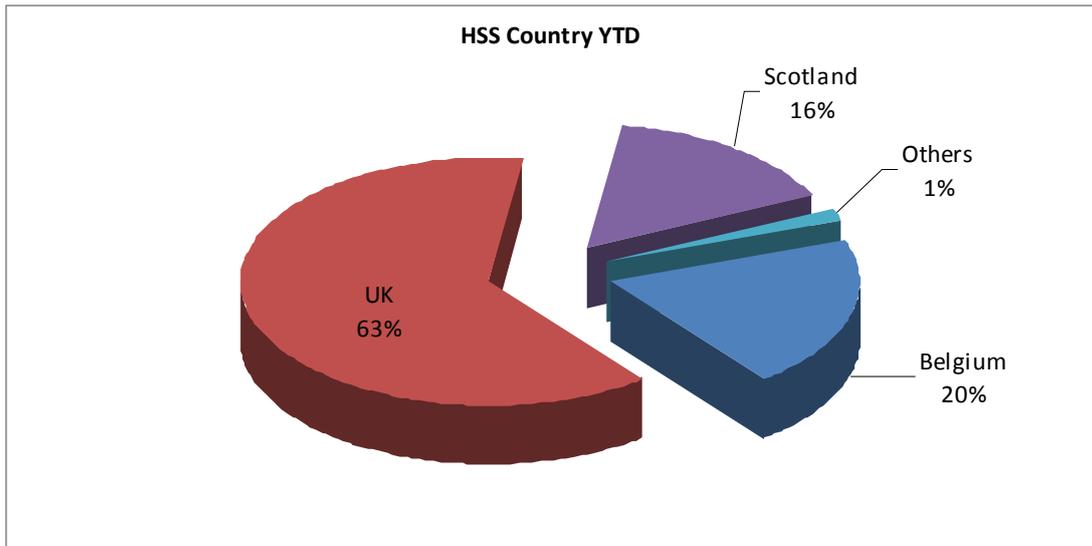
College of Medicine and Veterinary Medicine

	YTD	07-08	% of Target
Belgium	£6,695,671	£2,750,994	243%
UK	£97,321,494	£91,953,631	106%
USA	£1,974,611	£1,293,472	153%
Scotland	£13,805,869	£3,518,236	392%
Others	£959,805.00	£587,967	163%



College of Humanities and Social Science

	YTD	07-08	% of Target
Belgium	£4,264,114	£1,256,884	339%
UK	£13,438,377	£24,724,828	54%
USA	£5,128	£0	#DIV/0!
Scotland	£3,366,359	£2,048,564	164%
Others	£299,165.00	£464,380	64%



EDINBURGH RESEARCH AND INNOVATION LIMITED
RESEARCH AND COMMERCIALISATION REPORT
FOR THE 12 MONTHS TO 31 JULY 2009

TABLE 1
RESEARCH APPLICATIONS, AWARDS AND INCOME BY COLLEGE

RESEARCH ACTIVITY	Current Year		Previous Year			Variance	
	Month	YTD	Month	YTD	Full Year	Month	YTD
All Research Applications - number							
CHSS	39	704	45	611	611	(13%)	15%
CMVM	76	780	80	722	722	(5%)	8%
CS&E	66	1,012	76	942	942	(13%)	7%
Support Services (EUCS, Library etc)	-	16	1	12	12	(100%)	33%
Total - number	181	2,512	202	2,287	2,287	(10%)	10%
All Research Applications - value - 100% PROJECT VALUE							
CHSS	2,713	83,813	7,324	94,683	94,683	(63%)	(11%)
CMVM	34,663	384,244	31,786	283,912	283,912	9%	35%
CS&E	24,271	436,072	39,675	441,135	441,135	(39%)	(1%)
Support Services (EUCS, Library etc)	-	1,860	49	1,764	1,764	(100%)	5%
Total - value £'000	61,647	905,989	78,834	821,494	821,494	(22%)	10%
All Research Awards - number							
CHSS	42	235	47	259	259	(11%)	(9%)
CMVM	42	411	58	348	348	(28%)	18%
CS&E	64	410	61	400	400	5%	3%
Support Services (EUCS, Library etc)	2	8	1	3	3	100%	167%
Total - number	150	1,064	167	1,010	1,010	(10%)	5%
All Research Awards - value - 100% PROJECT VALUE							
CHSS	2,990	21,373	5,474	28,497	28,497	(45%)	(25%)
CMVM	11,843	120,758	26,072	100,104	100,104	(55%)	21%
CS&E	14,183	105,807	12,081	83,339	83,339	17%	27%
Support Services (EUCS, Library etc)	67	1,000	177	277	277	(62%)	261%
Total - value £'000	29,083	248,938	43,804	212,217	212,217	(34%)	17%
All Research Awards - value - SPONSOR CONTRIBUTION							
CHSS	2,599	19,132	5,043	25,449	25,449	(48%)	(25%)
CMVM	10,811	113,973	22,373	91,034	91,034	(52%)	25%
CS&E	12,097	92,962	10,391	72,180	72,180	16%	29%
Support Services (EUCS, Library etc)	67	883	141	224	224	(52%)	294%
Total - value £'000	25,574	226,950	37,948	188,887	188,887	(33%)	20%
Industrial Research Applications - number	3	61	3	79	79	0%	(23%)
Industrial Research Applications - value £'000 (100%)	481	10,125	150	12,601	12,601	221%	(20%)
Industrial Research Awards - number	4	80	17	92	92	(76%)	(13%)
Industrial Research Awards - value £'000 (100%)	141	11,161	820	8,099	8,099	(83%)	38%
Research Income £'000							
CHSS	1,560	16,609	1,414	14,458	14,458	10%	15%
CMVM	10,008	76,736	10,752	56,813	56,813	(7%)	35%
CS&E	8,929	73,744	8,216	68,155	68,155	9%	8%
Support Services (EUCS, Library etc)	273	1,986	182	1,396	1,396	50%	42%
Total - value £'000	20,770	169,075	20,564	140,822	140,822	1%	20%

EDINBURGH RESEARCH AND INNOVATION LIMITED
RESEARCH AND COMMERCIALISATION REPORT
FOR THE 12 MONTHS TO 31 JULY 2009

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

APPLICATIONS	Current Year				Previous Year						YTD Variance	
	Month		YTD		Month		YTD		Full Year		Number	Value
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000		
Charity	46	9,591	699	142,234	55	19,957	592	175,428	592	175,428	18%	(19%)
European Union - Government	6	1,286	165	89,420	22	14,220	172	68,609	172	68,609	(4%)	30%
European Union - Industry	-	-	6	308	1	27	3	57	3	57	100%	440%
European Union - Other	3	176	17	2,365	1	67	7	1,589	7	1,589	143%	49%
Government	28	3,997	383	77,785	21	1,766	361	56,740	361	56,740	6%	37%
Health Authorities	6	6,743	34	24,985	3	4,121	29	21,578	29	21,578	17%	16%
Industry - UK	3	481	52	9,511	2	123	72	12,050	72	12,050	(28%)	(21%)
Overseas Charities	2	149	26	1,494	3	540	19	3,619	19	3,619	37%	(59%)
Overseas Government	-	-	7	3,718	1	449	10	13,281	10	13,281	(30%)	(72%)
Overseas Industry	-	-	3	306	-	-	4	495	4	495	(25%)	(38%)
Overseas Other	-	-	18	1,859	-	-	14	2,479	14	2,479	29%	(25%)
Overseas Universities	1	20	8	1,894	-	-	8	388	8	388	0%	388%
Research Council	74	35,937	1,047	544,660	90	37,388	952	455,527	952	455,527	10%	20%
Universities etc.	12	3,267	47	5,450	3	176	44	9,654	44	9,654	7%	(44%)
	181	61,647	2,512	905,989	202	78,834	2,287	821,494	2,287	821,494	10%	10%

AWARDS	Current Year				Previous Year						YTD Variance	
	Month		YTD		Month		YTD		Full Year		Number	Value
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000		
Charity	49	7,177	304	51,427	30	6,599	297	66,715	297	66,715	2%	(23%)
European Union - Government	10	2,218	100	25,709	27	6,976	71	13,338	71	13,338	41%	93%
European Union - Industry	-	-	5	191	1	29	3	102	3	102	67%	87%
European Union - Other	2	375	7	1,098	-	-	6	807	6	807	17%	36%
Government	20	4,207	154	25,803	20	2,921	160	17,028	160	17,028	(4%)	52%
Health Authorities	-	-	11	2,740	2	1,429	11	4,141	11	4,141	0%	(34%)
Industry - UK	3	139	72	10,574	15	759	81	7,429	81	7,429	(11%)	42%
Overseas Charities	2	70	19	2,611	1	445	14	790	14	790	36%	231%
Overseas Government	-	-	8	902	-	-	2	174	2	174	300%	418%
Overseas Industry	-	-	3	396	1	32	8	568	8	568	(63%)	(30%)
Overseas Other	1	87	18	771	-	-	10	536	10	536	80%	44%
Overseas Universities	1	20	5	88	-	-	8	398	8	398	(38%)	(78%)
Research Council	52	14,221	304	123,493	62	24,202	297	93,745	297	93,745	2%	32%
Universities etc.	10	569	54	3,135	8	412	42	6,446	42	6,446	29%	(51%)
	150	29,083	1,064	248,938	167	43,804	1,010	212,217	1,010	212,217	5%	17%

**EDINBURGH RESEARCH AND INNOVATION LIMITED
RESEARCH AND COMMERCIALISATION REPORT
FOR THE 12 MONTHS TO 31 JULY 2009**

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

APPLICATIONS	Current Year				Previous Year				YTD Variance				
	Month		YTD		Month		YTD		Full Year				
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value			
Arts, Culture and Environment	2	37	38	3,932	1	5	20	3,163	20	3,163	90%	24%	
Business and Economics	6	251	36	2,961	1	590	28	5,021	28	5,021	29%	(41%)	
Divinity	1	3	21	1,475	1	77	19	2,290	19	2,290	11%	(36%)	
Health in Social Science	1	92	23	3,384	5	462	24	3,244	24	3,244	(4%)	4%	
History, Classics and Archaeology	1	2	88	6,366	4	380	82	5,534	82	5,534	7%	15%	
Law	-	-	30	3,776	5	435	43	6,969	43	6,969	(30%)	(46%)	
Literatures, Languages and Cultures	4	103	81	3,901	6	645	86	6,625	86	6,625	(6%)	(41%)	
Moray House School of Education	10	624	94	11,072	10	2,195	72	12,374	72	12,374	31%	(11%)	
Philosophy, Psychology and Language Sciences	10	922	157	25,307	7	1,689	107	31,184	107	31,184	47%	(19%)	
Social and Political Science	4	679	136	21,639	5	846	130	18,279	130	18,279	5%	18%	
TOTAL CHSS	39	2,713	704	83,813	45	7,324	611	94,683	611	94,683	15%	(11%)	
Biomedical Sciences	4	293	100	42,428	8	2,579	103	34,250	103	34,250	(3%)	24%	
Clinical Sciences and Community Health	37	15,606	378	125,282	39	12,707	337	127,227	337	127,227	12%	(2%)	
Molecular and Clinical Medicine	14	10,179	163	85,696	14	6,980	207	99,174	207	99,174	(21%)	(14%)	
Royal (Dick) School of Veterinary Studies	21	8,585	139	130,838	19	9,520	75	23,261	75	23,261	85%	462%	
TOTAL CMVM	76	34,663	780	384,244	80	31,786	722	283,912	722	283,912	8%	35%	
Biological Sciences	11	6,052	218	96,677	15	10,074	185	87,946	185	87,946	18%	10%	
Chemistry	7	2,229	136	61,441	10	8,870	148	74,563	148	74,563	(8%)	(18%)	
Engineering	9	2,816	163	68,481	4	1,935	157	92,659	157	92,659	4%	(26%)	
Geosciences	31	10,318	180	34,034	25	6,657	171	26,994	171	26,994	5%	26%	
Informatics	7	2,315	157	90,193	15	10,959	117	68,109	117	68,109	34%	32%	
Mathematics	-	-	43	24,608	3	72	45	17,146	45	17,146	(4%)	44%	
College General	-	-	-	-	4	-	-	-	-	-	-	-	-
Physics	1	541	115	60,638	4	1,108	119	73,718	119	73,718	(3%)	(18%)	
TOTAL CSE	66	24,271	1,012	436,072	76	39,675	942	441,135	942	441,135	7%	(1%)	
Support Services	-	-	16	1,860	1	49	12	1,764	12	1,764	33%	5%	
Grand Total	181	61,647	2,512	905,989	202	78,834	2,287	821,494	2,287	821,494	10%	10%	

AWARDS	Current Year				Previous Year				YTD Variance				
	Month		YTD		Month		YTD		Full Year				
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value			
Arts, Culture and Environment	1	1	11	286	3	50	10	804	10	804	10%	(64%)	
Business and Economics	4	966	14	2,578	4	146	18	1,489	18	1,489	(22%)	73%	
Divinity	2	43	6	86	5	525	12	632	12	632	(50%)	(86%)	
Health in Social Science	1	40	7	176	1	62	9	446	9	446	(22%)	(61%)	
History, Classics and Archaeology	7	55	37	860	7	94	40	850	40	850	(8%)	-1%	
Law	3	31	15	3,360	1	7	15	267	15	267	0%	1158%	
Literatures, Languages and Cultures	4	37	24	527	5	178	29	969	29	969	(17%)	(46%)	
Moray House School of Education	4	60	38	3,121	5	1,625	37	4,625	37	4,625	3%	(33%)	
Philosophy, Psychology and Language Sciences	7	253	37	5,509	3	731	29	6,935	29	6,935	28%	(21%)	
Social and Political Science	9	1,504	46	4,870	13	2,056	60	11,480	60	11,480	(23%)	(58%)	
TOTAL CHSS	42	2,990	235	21,373	47	5,474	259	28,497	259	28,497	(9%)	(25%)	
Biomedical Sciences	6	996	41	9,680	4	1,310	50	8,949	50	8,949	(18%)	8%	
Clinical Sciences and Community Health	16	3,693	144	32,562	28	11,918	150	56,132	150	56,132	(4%)	(42%)	
Molecular and Clinical Medicine	8	2,769	95	18,754	13	5,024	110	24,795	110	24,795	(14%)	(24%)	
Royal (Dick) School of Veterinary Studies	12	4,385	131	59,762	13	7,820	38	10,228	38	10,228	245%	484%	
TOTAL CMVM	42	11,843	411	120,758	58	26,072	348	100,104	348	100,104	18%	21%	
Biological Sciences	13	5,784	98	35,997	15	4,474	95	32,123	95	32,123	3%	12%	
Chemistry	5	1,044	49	11,265	8	1,898	47	5,890	47	5,890	4%	91%	
Engineering	9	1,535	54	9,910	7	1,522	61	10,674	61	10,674	(11%)	(7%)	
Geosciences	24	3,657	86	9,731	22	1,755	98	13,671	98	13,671	(12%)	(29%)	
Informatics	5	661	53	12,627	3	806	41	11,496	41	11,496	29%	10%	
Mathematics	1	50	18	6,102	-	-	10	770	10	770	80%	692%	
College General	-	-	1	107	-	-	-	-	-	-	-	-	-
Physics	7	1,452	51	20,068	6	1,626	48	8,715	48	8,715	6%	130%	
TOTAL CSE	64	14,183	410	105,807	61	12,081	400	83,339	400	83,339	3%	27%	
Support Services	2	67	8	1,000	1	177	3	277	3	277	167%	261%	
Grand Total	150	29,083	1,064	248,938	167	43,804	1,010	212,217	1,010	212,217	5%	17%	

EDINBURGH RESEARCH AND INNOVATION LIMITED
RESEARCH AND COMMERCIALISATION REPORT
FOR THE 12 MONTHS TO 31 JULY 2009

TABLE 4
COMMERCIALISATION ACTIVITY

	Current Year		Previous Year			Variance	
	Month	YTD	Month	YTD	Full Year	Month	YTD
Disclosure Interviews							
CHSS	-	3	-	-	-	-	-
CMVM	3	114	-	34	34	-	235%
CS&E	14	98	20	87	87	(30%)	13%
Total - number	17	215	20	121	121	(15%)	78%
Patents filed on Technologies - by College							
CHSS	-	-	-	1	1	-	(100%)
CMVM	3	31	6	36	36	(50%)	(14%)
CS&E	17	58	10	45	45	70%	29%
Total - number	20	89	16	82	82	25%	9%
Patents filed on Technologies - by Type of filing							
Priority Filings	15	40	8	36	36	88%	11%
PCT Filings	2	21	5	17	17	(60%)	24%
Other/National Filings	3	28	3	29	29	0%	(3%)
Total - number	20	89	16	82	82	25%	9%
Licences signed							
CHSS	-	1	-	4	4	-	(75%)
CMVM	2	11	-	11	11	-	0%
CS&E	3	26	9	32	32	(67%)	(19%)
Total - number	5	38	9	47	47	(44%)	(19%)
Spin-out companies created							
- Number	1	1	5	6	6	(60%)	(67%)
Start-up companies created (inc EPIS companies)							
- Number	4	25	10	20	20	(50%)	30%

TABLE 5
CONSULTANCY

	Current Year		Previous Year			Variance	
	Month	YTD	Month	YTD	Full Year	Month	YTD
By Business Type - Invoiced value £'000							
Scotland - Commerce	29	999	40	729	729	(28%)	37%
Scotland - Government	71	666	3	395	395	2267%	69%
Rest of UK - Commerce	100	834	125	1,302	1,302	(20%)	(36%)
Rest of UK - Government	98	652	21	256	256	367%	155%
International - Commerce	64	1,308	59	957	956	8%	37%
International - Government	8	73	-	(1)	-	-	-
Total - value £'000	370	4,532	248	3,638	3,638	49%	25%
By College - Invoiced value £'000							
CHSS	95	1,049	38	654	654	150%	60%
CMVM	100	1,479	71	1,058	1,058	41%	40%
CS&E	137	1,954	137	1,843	1,843	0%	6%
Support Services	38	50	2	83	83	1800%	(40%)
Total - value £'000	370	4,532	248	3,638	3,638	49%	25%

EDINBURGH RESEARCH AND INNOVATION LIMITED
RESEARCH AND COMMERCIALISATION REPORT
FOR THE 12 MONTHS TO 31 JULY 2009

TABLE 6
CONSULTANCY INCOME BY SCHOOL

	CURRENT YEAR		PREVIOUS YEAR			YTD Variance %
	Month	YTD	Month	YTD	Full Year	
	Value £	Value £	Value £	Value £	Value £	
Arts, Culture and Environment	-	15,328	-	900	900	1603%
Business and Economics	11,429	514,009	25,953	370,938	370,938	39%
Divinity	-	-	-	-	-	-
Health in Social Science	-	37,088	543	4,499	4,499	724%
History, Classics And Archaeology	4,346	19,029	4,000	4,000	4,000	376%
Law	10,590	54,604	3,000	28,191	28,191	94%
Literatures, Languages and Cultures	-	-	-	-	-	-
Moray House School of Education	(2,320)	72,702	4,800	79,427	79,427	(8%)
Philosophy, Psychology and Language Sciences	-	2,487	-	-	-	-
Social and Political Science	71,256	334,133	-	166,346	166,346	101%
College Central	-	-	-	-	-	-
TOTAL CHSS	95,300	1,049,380	38,296	654,300	654,300	60%
Biomedical Sciences	-	338,783	-	157,943	157,943	114%
Clinical Sciences and Community Health	6,478	290,808	33,792	128,392	128,392	126%
Molecular and Clinical Medicine	19,786	405,662	22,631	457,527	457,527	(11%)
Royal (Dick) School of Veterinary Studies	15,147	300,221	15,029	313,663	313,663	(4%)
College Central	58,625	143,497	-	-	-	-
TOTAL CMVM	100,035	1,478,972	71,452	1,057,526	1,057,526	40%
Biological Sciences	16,600	121,715	4,330	79,287	79,287	54%
Chemistry	168	40,484	2,327	168,808	168,808	(76%)
Engineering	37,961	790,069	94,723	1,217,857	1,217,857	(35%)
Geosciences	22,183	300,946	22,072	186,209	186,209	62%
Informatics	57,738	678,915	12,571	164,873	164,873	312%
Mathematics	400	4,445	-	10,800	10,800	(59%)
Physics	979	16,834	-	15,320	15,320	10%
College Central	-	-	-	-	-	-
TOTAL CSE	136,029	1,953,407	136,023	1,843,154	1,843,154	6%
Support Services	38,255	49,618	2,240	83,082	83,082	(40%)
Grand Total	369,619	4,531,376	248,011	3,638,062	3,638,062	25%
	-	-	-	-	-	

EDINBURGH RESEARCH AND INNOVATION LIMITED
RESEARCH AND COMMERCIALISATION REPORT
FOR THE 12 MONTHS TO 31 JULY 2009

TABLE 7
DISCLOSURE INTERVIEWS BY SCHOOL

	CURRENT YEAR		PREVIOUS YEAR			YTD Variance %
	Month	YTD	Month	YTD	Full Year	
	No	No	No	No	No	
Arts, Culture and Environment	-	1	-	-	-	-
Business and Economics	-	1	-	-	-	-
Divinity	-	-	-	-	-	-
Health in Social Science	-	-	-	-	-	-
History, Classics And Archaeology	-	-	-	-	-	-
Law	-	-	-	-	-	-
Literatures, Languages and Cultures	-	1	-	-	-	-
Moray House School of Education	-	-	-	-	-	-
Philosophy, Psychology and Language Sciences	-	-	-	-	-	-
Social and Political Science	-	-	-	-	-	-
College Central	-	-	-	-	-	-
TOTAL CHSS	-	3	-	-	-	-
Biomedical Sciences	1	7	-	4	4	75%
Clinical Sciences and Community Health	-	62	-	17	17	265%
Molecular and Clinical Medicine	1	10	-	10	10	0%
Royal (Dick) School of Veterinary Studies	-	7	-	-	-	-
R(D)VS - Roslin Institute	1	28	-	-	-	-
College Central	-	-	-	3	3	(100%)
TOTAL CMVM	3	114	-	34	34	235%
Biological Sciences	-	-	-	-	-	-
Chemistry	2	20	2	17	17	18%
Engineering	1	15	1	11	11	36%
Engineering	4	26	7	24	24	8%
Geosciences	-	9	3	13	13	(31%)
Informatics	7	20	3	17	17	18%
Mathematics	-	1	-	-	-	-
Physics	-	7	4	5	5	40%
College Central	-	-	-	-	-	-
TOTAL CSE	14	98	20	87	87	13%
Support Services	-	-	-	-	-	-
Grand Total	17	215	20	121	121	78%

**EDINBURGH RESEARCH AND INNOVATION LIMITED
RESEARCH AND COMMERCIALISATION REPORT
FOR THE 12 MONTHS TO 31 JULY 2009**

**TABLE 8
PATENT FILINGS BY SCHOOL**

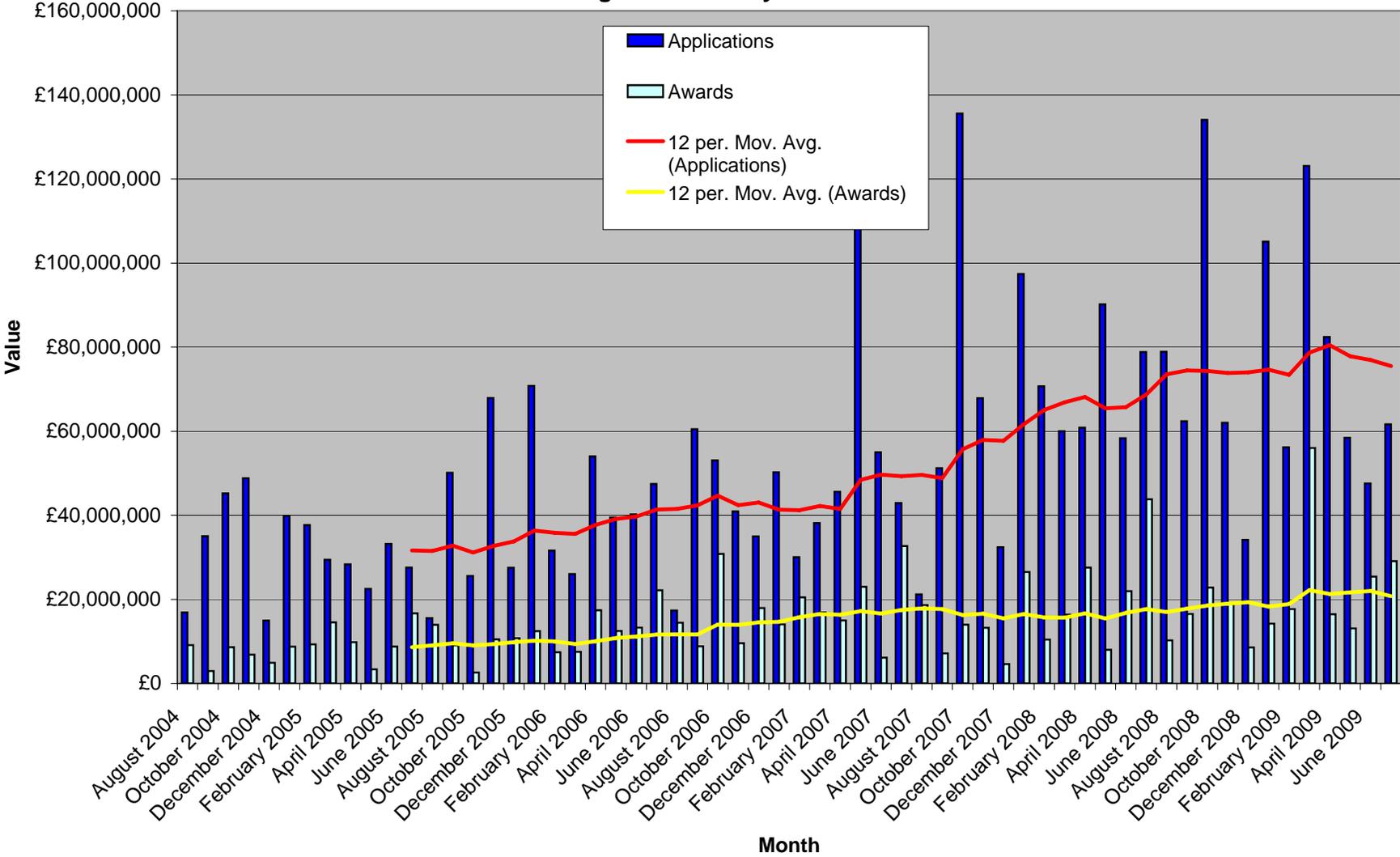
	CURRENT YEAR								PREVIOUS YEAR												YTD Variance %				
	Month				YTD				Month				YTD				FULL YEAR								
	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total					
Arts, Culture and Environment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Business and Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Divinity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health in Social Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
History, Classics And Archaeology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Law	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Literatures, Languages and Cultures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Moray House School of Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Philosophy, Psychology and Language Sciences	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	1	-	-	-	-	-	-	1	-
Social and Political Science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College Central	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CHSS	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	1	-	-	-	-	-	-	1	-
Biomedical Sciences	-	-	-	-	1	1	1	3	-	1	-	-	1	2	2	5	2	2	2	6	2	2	2	6	(50%)
Clinical Sciences and Community Health	-	-	-	-	5	4	2	11	1	1	1	3	4	2	4	10	4	2	4	10	4	2	4	10	10%
Molecular and Clinical Medicine	1	-	1	2	4	3	3	10	1	-	1	2	8	2	8	18	8	2	8	18	8	2	8	18	(44%)
Royal (Dick) School of Veterinary Studies	-	-	-	-	2	2	2	6	-	-	-	-	1	1	-	2	1	1	-	2	1	1	-	2	200%
R(D)VS - Roslin Institute	1	-	-	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	#DIV/0!
College Central	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CMVM	2	-	1	3	13	10	8	31	2	2	2	6	15	7	14	36	15	7	14	36	15	7	14	36	(14%)
Biological Sciences	1	1	2	4	3	3	8	14	3	-	-	3	6	2	6	14	6	2	6	14	6	2	6	14	0%
Chemistry	-	-	-	-	3	2	3	8	1	1	1	3	5	3	6	14	5	3	6	14	5	3	6	14	(43%)
Engineering	3	-	-	3	10	3	4	17	1	2	-	3	4	4	1	9	4	4	1	9	4	4	1	9	89%
Geosciences	6	1	-	7	6	1	5	12	-	-	-	-	1	-	-	1	1	-	-	1	1	-	-	1	1100%
Informatics	3	-	-	3	5	1	6	11	1	-	-	1	3	1	1	5	3	1	1	5	3	1	1	5	20%
Mathematics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physics	-	-	-	-	-	1	-	1	-	-	-	-	1	-	1	2	1	-	1	2	1	-	1	2	(50%)
College Central	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CSE	13	2	2	17	27	11	20	58	6	3	1	10	20	10	15	45	20	10	15	45	20	10	15	45	29%
Support Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	15	2	3	20	40	21	28	89	8	5	3	16	36	17	29	82	36	17	29	82	36	17	29	82	9%

EDINBURGH RESEARCH AND INNOVATION LIMITED
RESEARCH AND COMMERCIALISATION REPORT
FOR THE 12 MONTHS TO 31 JULY 2009

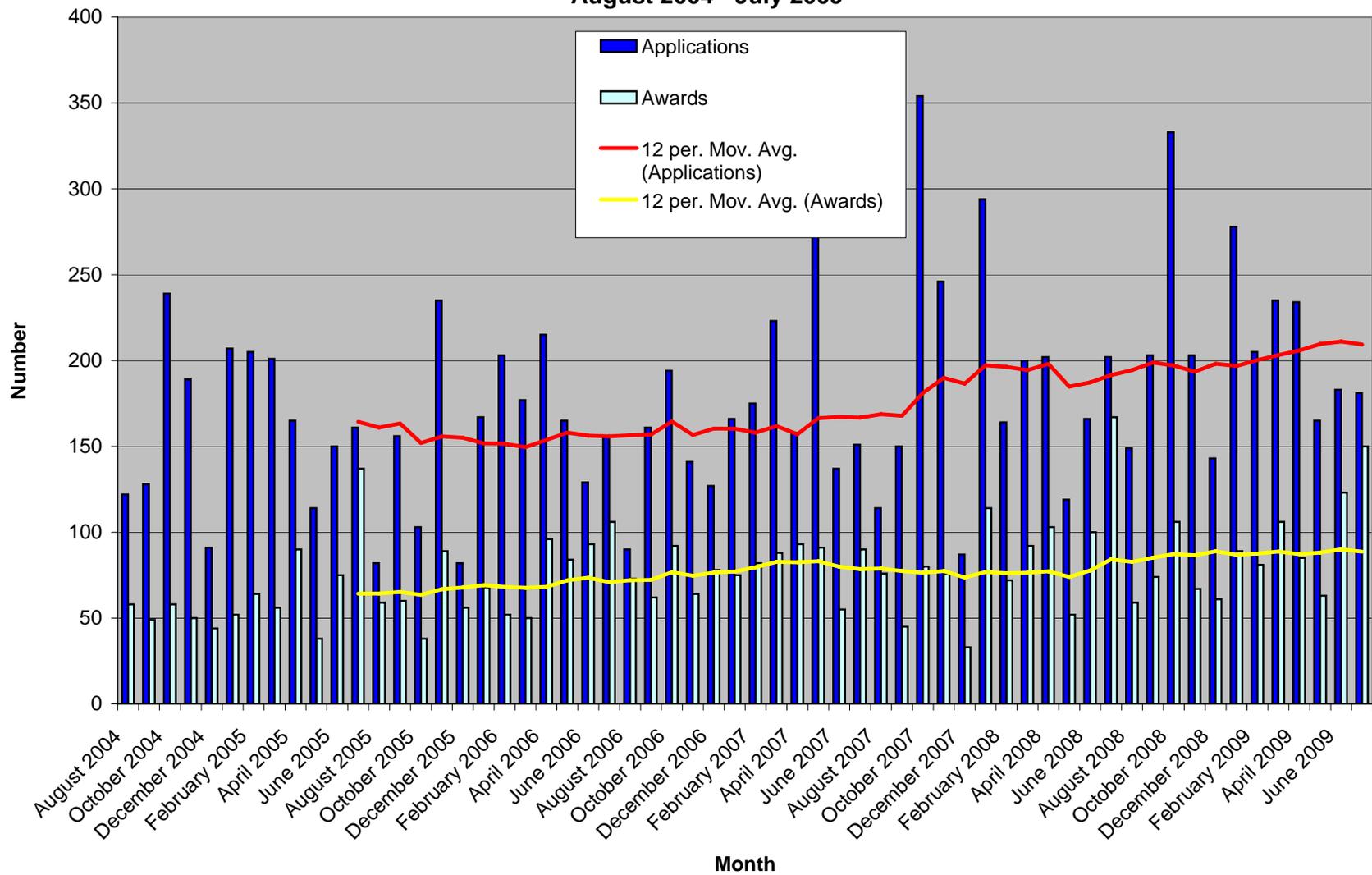
TABLE 9
LICENCES SIGNED BY SCHOOL

	CURRENT YEAR		PREVIOUS YEAR			YTD Variance %
	Month	YTD	Month	YTD	Full Year	
	No	No	No	No	No	
Arts, Culture and Environment	-	-	-	-	-	-
Business and Economics	-	1	-	-	-	-
Divinity	-	-	-	-	-	-
Health in Social Science	-	-	-	-	-	-
History, Classics And Archaeology	-	-	-	-	-	-
Law	-	-	-	1	1	(100%)
Literatures, Languages and Cultures	-	-	-	-	-	-
Moray House School of Education	-	-	-	2	2	(100%)
Philosophy, Psychology and Language Sciences	-	-	-	1	1	(100%)
Social and Political Science	-	-	-	-	-	-
College Central	-	-	-	-	-	-
TOTAL CHSS	-	1	-	4	4	(75%)
Biomedical Sciences	-	-	-	1	1	(100%)
Clinical Sciences and Community Health	1	4	-	3	3	33%
Molecular and Clinical Medicine	1	3	-	4	4	(25%)
Royal (Dick) School of Veterinary Studies	-	3	-	3	3	0%
R(D)VS - Roslin Institute	-	1	-	-	-	-
College Central	-	-	-	-	-	-
TOTAL CMVM	2	11	-	11	11	0%
Biological Sciences	1	10	-	4	4	150%
Chemistry	1	6	-	8	8	(25%)
Engineering	1	4	4	8	8	(50%)
Geosciences	-	2	1	7	7	(71%)
Informatics	-	4	-	1	1	300%
Mathematics	-	-	-	-	-	-
Physics	-	-	4	4	4	(100%)
College Central	-	-	-	-	-	-
TOTAL CSE	3	26	9	32	32	(19%)
Support Services	-	-	-	-	-	-
Grand Total	5	38	9	47	47	(19%)
	-	-	-	-	-	-

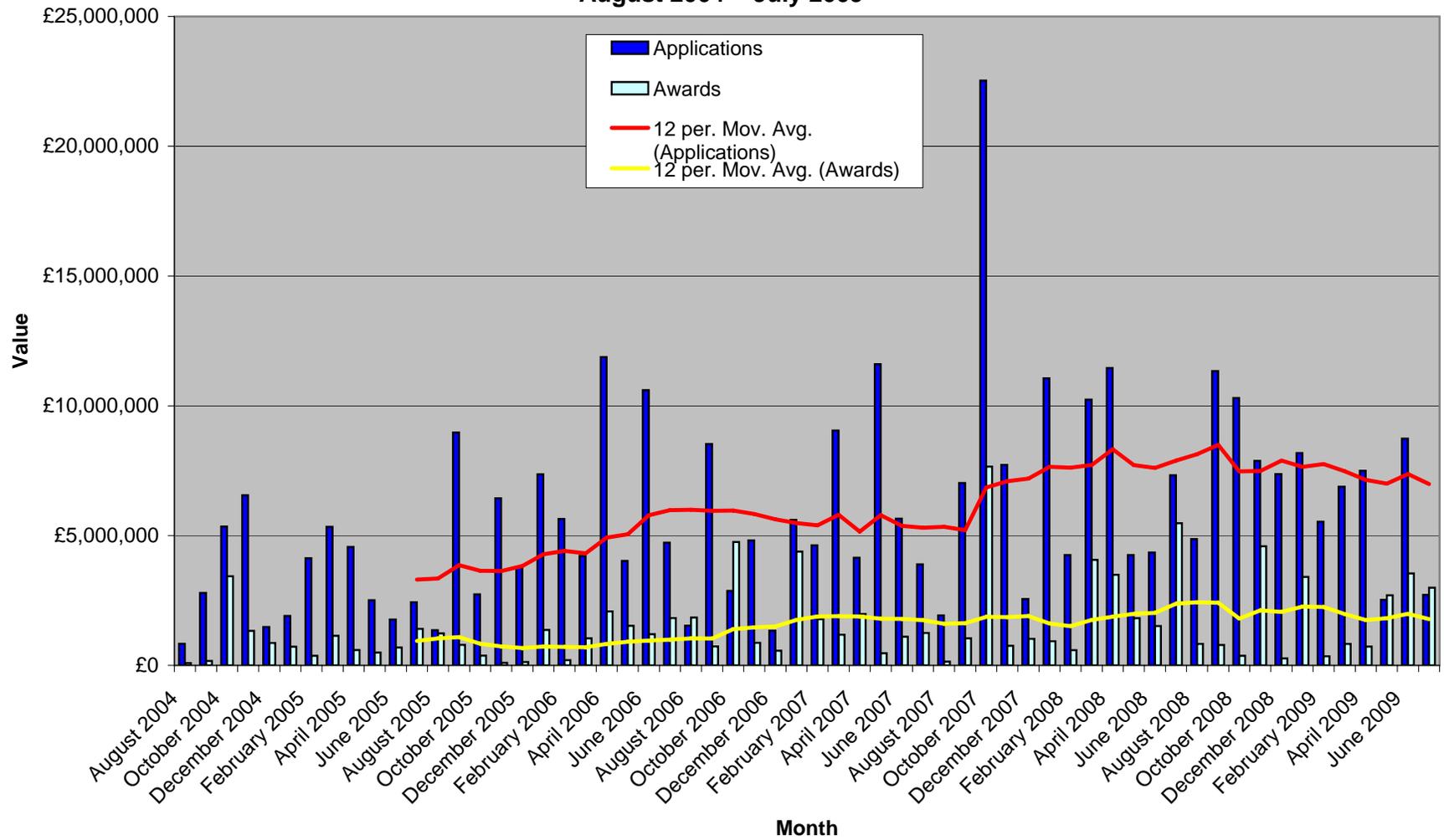
**UOE - Total value of all Applications and Awards
August 2004 - July 2009**



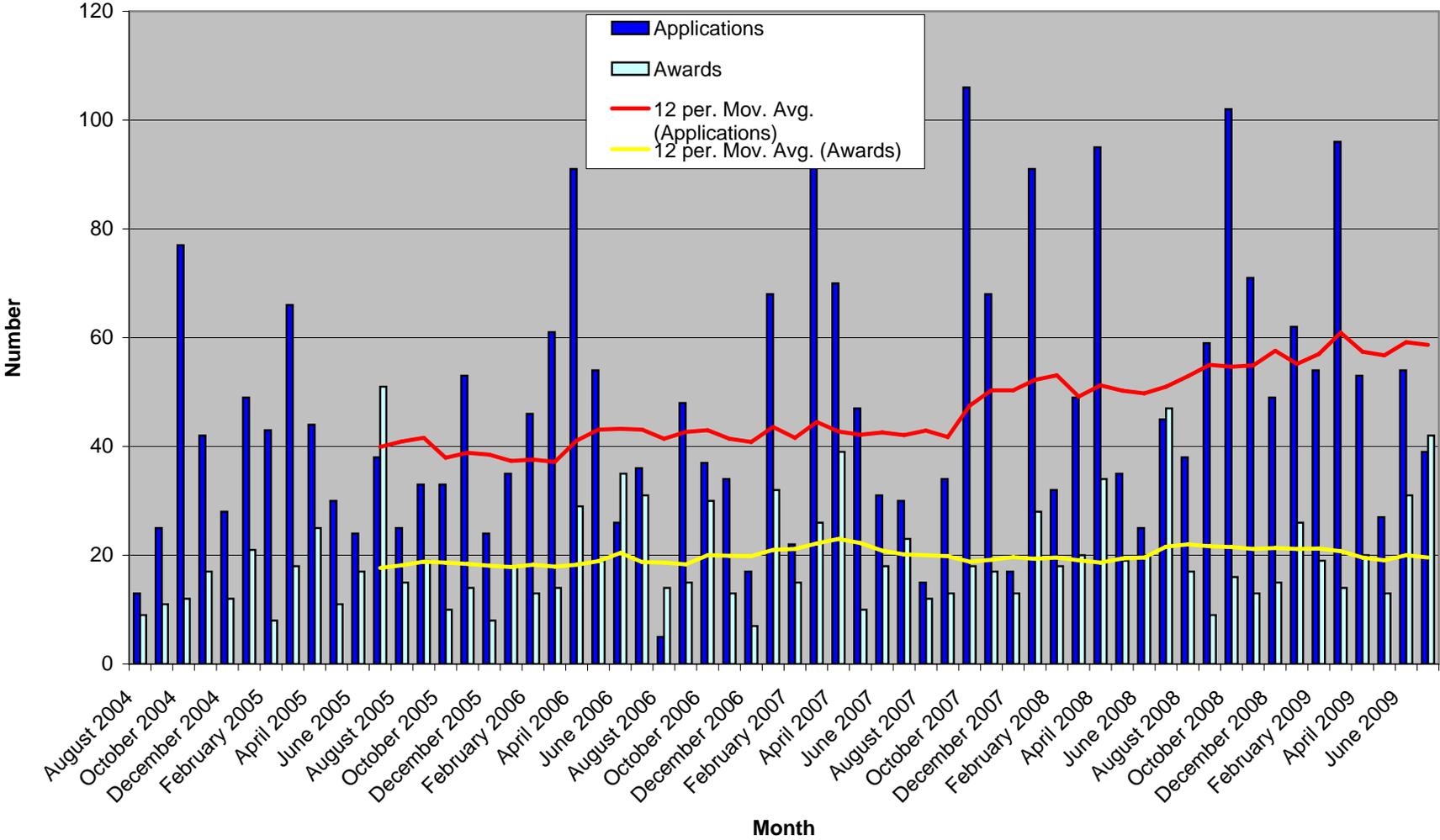
UOE - Total number of Applications and Awards August 2004 - July 2009



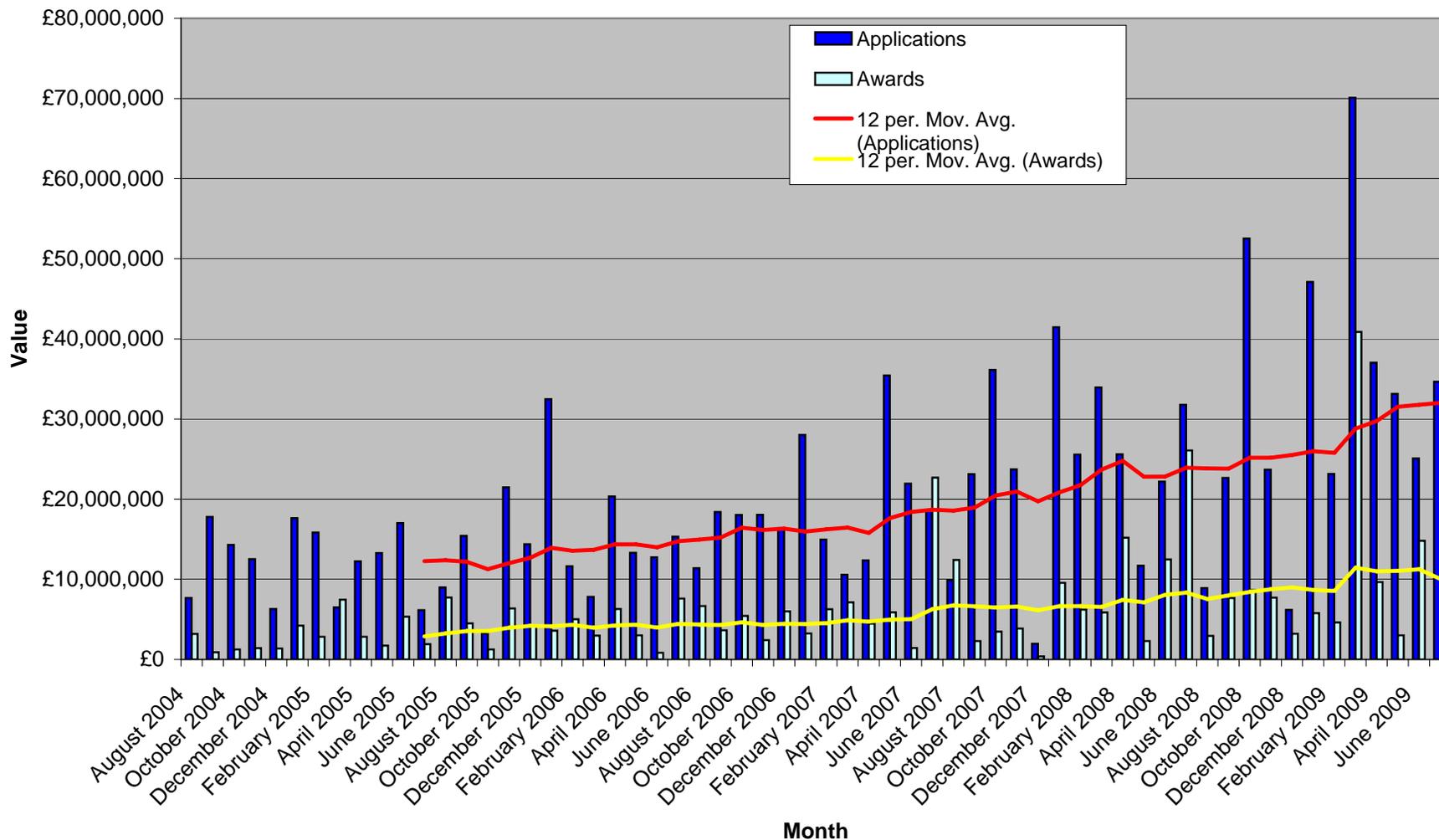
**College Of Humanities and Social Science - Value of Applications and Awards
August 2004 - July 2009**



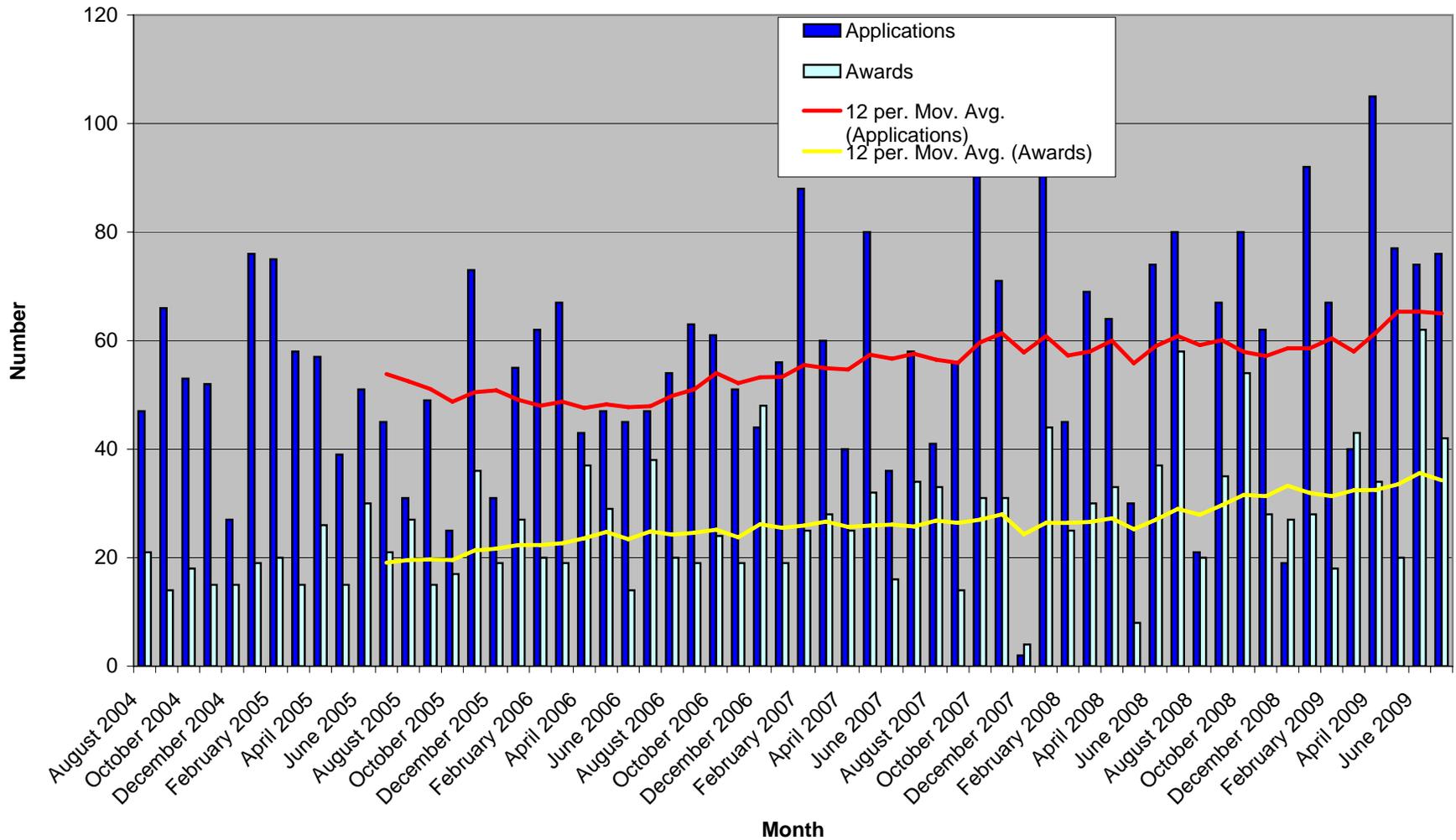
**College Of Humanities and Social Science - Number of Applications and Awards
August 2004 - July 2009**



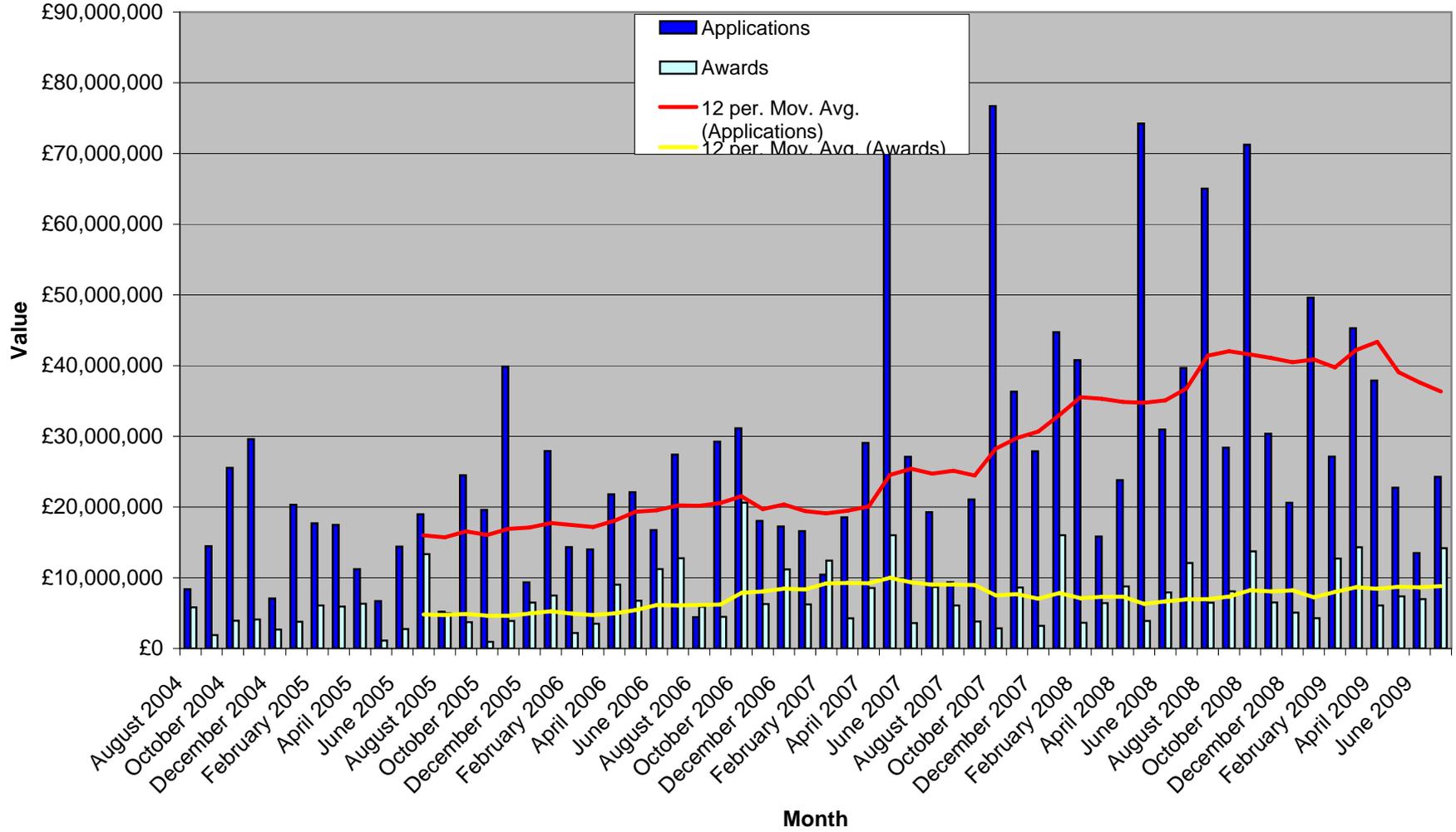
College Of Medicine and Veterinary Medicine Value of Applications and Awards August 2004 to July 2009



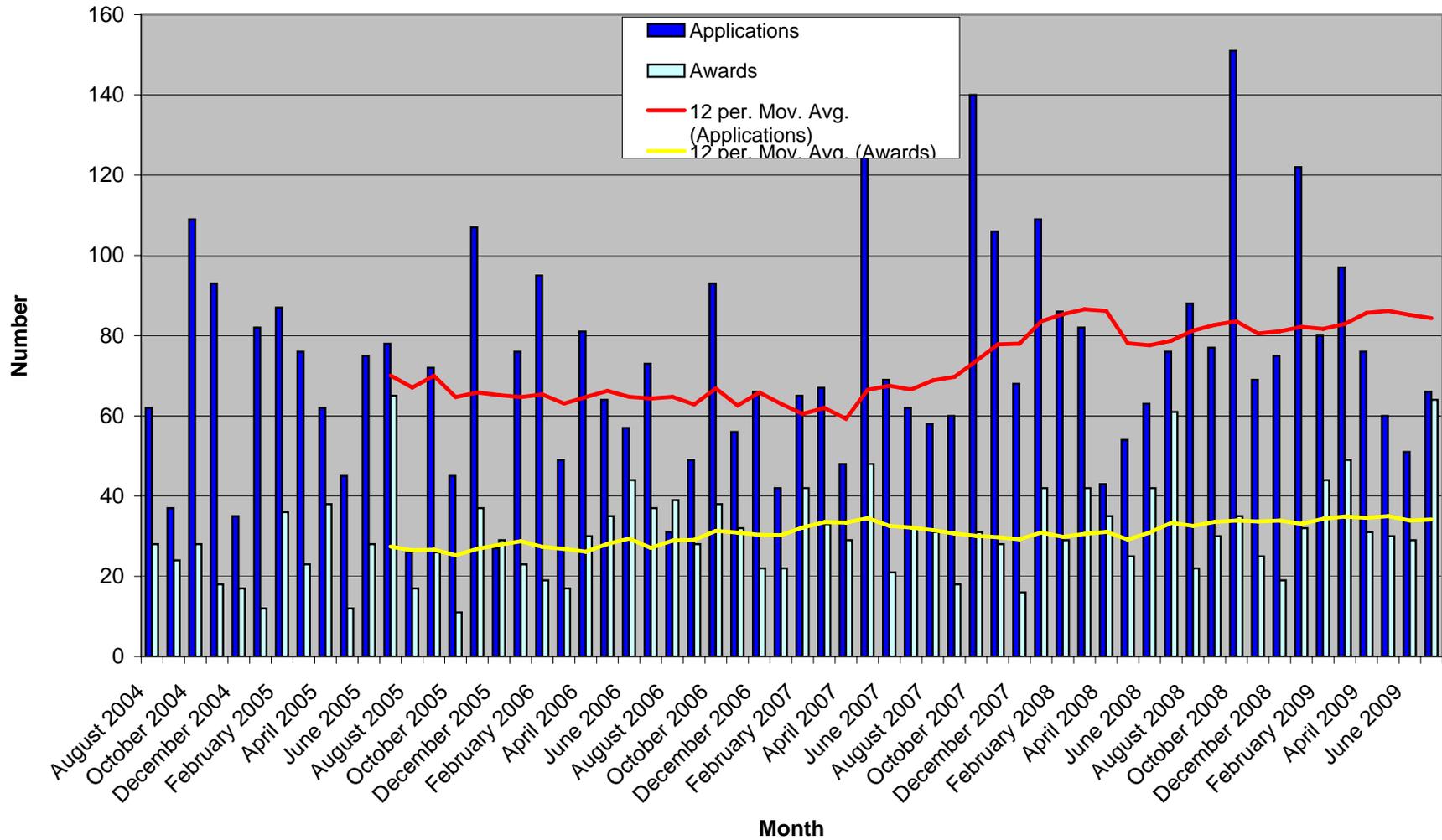
College Of Medicine and Veterinary Medicine - Number of Applications and Awards August 2004 to July 2009



**College Of Science and Engineering - Value of Applications and Awards
August 2004 to July 2009**



College Of Science and Engineering - Number of Applications and Awards August 2004 to July 2009



The University of Edinburgh

The University Court

19 October 2009

Report from Estates Advisory Group Meeting [EPAG] held on 3 September 2009

Brief description of the paper

The paper reports on key discussions and recommendations made at the meeting of EPAG, held on 3 September 2009.

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

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

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

Action requested

The Court is invited to approve Item 1 - The Terms of Reference and approve the proposal to change the name of the Estates Advisory Group to Estates Committee.

The Court is further invited to approve recommendations/endorsements contained in items 5, 6, 7, 8 and 11 and note item 9 in the report contains an update on the Cramond Campus disposal.

Resource implications

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

Risk Assessment

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

General:

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

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

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

Equality and Diversity

Does the paper have equality and diversity implications? No

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

Any other relevant information

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

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

Freedom of information

Can this paper be included in open business? The paper is **closed**.
Its disclosure would substantially prejudice the commercial interests of any person or organisation

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

Originator of the paper

Paul Cruickshank - Estates Programme Administrator
Angela Lewthwaite - Secretary to EPAG
7 October 2009

The University of Edinburgh

The University Court

19 October 2009

Report of Audit Committee

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

Attached is the draft minute of the Audit Committee meeting held on 1 October 2009 for comment and revised terms of reference for the Internal Audit Service (Appendix 1) which incorporates as appropriate changes recommended by the Audit Committee.

Action requested

The University Court is invited to note the draft minute and consider and approve the revised terms of reference for the Internal Audit Service.

Resource implications

Does the paper have resource implications? No.

Risk Assessment

Does the paper include a risk analysis? Internal Audit Reports are prepared using a risk-based approach.

Equality and Diversity

Does the paper have equality and diversity implications? No.

Freedom of Information

Can the paper be included in open business? Yes.

Originator of the paper

Dr Katherine Novosel
13 October 2009

**Minute of the Meeting of the Audit Committee
held at 5.30 p.m. on 1 October 2009
in the Lord Provost Elder Room, Old College**

Present: Ms G Stewart (Convener)
Mr D Bentley
Professor S Monro
Ms A Richards
Mr M Sinclair
Professor A Smyth

In attendance: Mr M D Cornish, The University Secretary
Mr N Paul, Director of Corporate Services
Mr J Gorringe, Director of Finance
Mr A Digance, Assistant Director of Finance
Mr H McKay, Chief Internal Auditor
Mr B Wood, Internal Auditor
Mr M Rowley, KPMG, External Auditor Director
Mr S Reid, KPMG, Director
Dr K Novosel, Head of Court Services

1 MINUTE OF THE MEETING HELD ON 11 JUNE 2009

Paper A

The Minute of the meeting held on 11 June 2009 having previously been circulated was approved as a correct record.

2 MATTERS ARISING

2.1 Internal Audit terms of reference

Paper B

It was noted that a review of the current terms of reference of the Internal Audit Service had been undertaken in order that they reflected the recent changes to the guidance on audit arrangements issued by the Scottish Funding Council and the replacement of the previous Code of Audit Practice with a statement within the mandatory requirements of the Financial Memorandum, and to ensure that they were consistent with current best practice as determined by internal auditors' international professional standards 2009. The Committee further noted the terms of reference covered all the topics within the internal audit model terms of reference set out in the CUC's Handbook for Members of Audit Committees in Higher Education Institutions although the format was different.

The Audit Committee endorsed and commended approval to Court of the revised terms of reference subject to a number of suggested amendments.

FOR DISCUSSION

3 AUDIT COMMITTEE SCHEDULE

Paper C

The Audit Committee schedule for meeting topics in 2009/2010 was approved.

4 EXTERNAL AUDIT PERFORMANCE REVIEW – FOLLOW UP (CLOSED)

Paper D

At its last meeting the Audit Committee had undertaken a review of the performance of external audit based on a paper prepared by the Director of Finance and the Chief Internal Auditor based on their observations under the headings suggested in the CUC's Handbook

for Members of Audit Committees in Higher Education Institutions. There had been an outstanding issue under audit communications which External Audit had been asked to provide further information and input in respect of the formal process undertaken by KPMG to seek the views of clients on its performance.

The Committee was content with the current two methods employed: debriefing process at end of each audit year; and formal meeting between client and independent KPMG Auditor with the proviso that given the contract arrangements with KPMG that the formal client service review be carried out within the next 2 to 3 years and that a wide range of members of the University community and Audit Committee be asked to participate. It was felt that discussion along these lines was more helpful than developing a set of Key Performance Indicators (KPIs) or participating in an on-line client feedback survey.

The Audit Committee was satisfied with the overall performance of the External Auditors.

5 INTERNAL AUDIT PERFORMANCE REVIEW

5.1 Internal Audit Quality Assurance Benchmarking Exercise

Paper E

The Audit Committee noted that this was the third quality assurance benchmarking exercise undertaken using an evidence based self-assessment toolkit developed by the Higher Education Funding Council for England (HEFCE) in 2007. This year the exercise was undertaken by a five-way reciprocal peer review group of heads of internal audit services. The methodology, which was quite widely employed across the UK, was explained in detail including the various checks and balances utilised and the formal signing off procedures thus providing the Audit Committee with assurance on the robustness and validity of the results. The exercise was undertaken on a voluntary basis and could not be assumed to be repeated annually, but if it was repeated it was agreed that fuller detail of the methodology should be provided to underpin the Committee's continued confidence in it.

The Committee noted that the exercise confirmed the high standard of internal audit services provided to the University as demonstrated by the evidence-based peer review group assessment and that the service was achieving best professional practice in five of the six themes evaluated and good professional practice in the sixth.

5.2 Internal Audit Performance Evaluation Questionnaires

Paper F

For many years an evaluation of the views of managers whose activities had been the subject of an internal audit review has been undertaken by means of a questionnaire managed independently of the Internal Audit Service. The report is included within the Internal Audit Annual Report and was provided here in a separate format as part of the information to assist the Committee with its annual determination of the performance of internal audit. The Chief Internal Auditor also provided information on results from previous years which demonstrated an upward trend in the levels of satisfaction.

The Audit Committee welcomed this report demonstrating the value placed on the work of Internal Audit within the University.

5.3 Appraisal of Internal Audit Service

Paper G

In line with the process undertaken with appraisal of External Audit, the Committee had previously agreed that a paper be drafted by the University Secretary, the Director of Corporate Services and the Director of Finance reviewing the performance of the Internal Audit Service, based on guidance for evaluation of internal audit services issued by the

CUC. It was noted that this review was undertaken using the then extant terms of reference for the Internal Audit Service.

The Audit Committee welcomed the paper and concurred with its generally very positive comments. In respect of the reporting of audit assignments the Committee asked that consideration be given to providing a more focussed reporting of the main issues while appreciating that exception reporting was not always appropriate and that detailed information was often helpful. It was suggested that succinct summary information allowing easy comparison across reports may be an appropriate approach. The comments on developing value for money reporting were also supported.

In summary, the Audit Committee was very satisfied with the overall performance of the Internal Audit Service as demonstrated by these three very favourable reports and the Committee had found the process of review helpful in taking forward the work of the Committee.

6 DRAFT CORPORATE GOVERNANCE STATEMENT

Paper H

There having been no change in the SFC's requirements, there was no significant change in the draft Governance Statement to that approved for the 2007/2008 Accounts. The document was brought here for comment prior to further consideration by the Finance and General Purposes Committee and Court and was written as if being presented to the Court meeting on 14 December 2009 along with the Accounts.

The Committee endorsed the draft Corporate Governance Statement for onward consideration by Court.

7 VALUE FOR MONEY REPORT

Paper I

The Central Management Group (CMG) at its last meeting had reviewed and commended this report to the Audit Committee which set out value for money activities initiated by CMG or by other parts of the University during 2008/2009. The items had been submitted by colleagues within Colleges and Support Groups and highlighted the breadth of activities being undertaken to improve economy, effectiveness and efficiency. The External Auditors welcomed this very comprehensive document.

It was noted that all the significant projects had been taken forward following approval of business cases which included analysis of achievable cost savings. The Committee welcomed the section on teaching and research noting that the concept of value for money was now firmly embedded across the University. It was noted that the review of support activities was well under way and conclusions would be presented in 2009/2010. The Strategic Plan 2008/2012 and the aligned annual planning process and the work of various committees and groups most importantly the Estates Advisory Group, in respect of capital projects, all ensured that value for money activity was taken forward within a structured framework, with monitoring undertaken through Court and its Committees and the annual review of this Report and the Balanced Scorecard.

The Audit Committee approved this report which would form part of its Annual Report to provide assurances to Court on the area of value for money.

INTERNAL AUDIT

8 INTERNAL AUDIT ANNUAL REPORT

Paper J

The new mandatory requirements associated with the Financial Memorandum which

replaced the previous Code of Audit Practice do not specifically require the production of an Annual Internal Audit Report. However it does state that it would be useful to follow the guidance contained within the CUC's Handbook for Members of Audit Committees in Higher Education Institutions which does encourage the production of such a report to be presented to Court. The Audit Committee supported the view that an Annual Internal Audit Report be prepared.

The Committee formally noted and endorsed the report which provided a positive internal audit opinion on the adequacy and effectiveness of the University's arrangements for risk management, control, and governance.

9 INTERNAL AUDIT REPORTS

Paper K

The Audit Committee considered the reports on 8 Internal Audit assignments completed since its last meeting.

Intellectual Property

It was noted that this assignment had taken longer than initially planned and that the recommendations were mainly in respect of the need to reconcile two systems to ensure that all income expected was being correctly received; there was no indication of any untoward transactions and External Audit confirmed that its work to date had not identified anything material. All the recommendations were being taken forward.

Integration of the Roslin Institute with the University of Edinburgh

The report provided assurances on the significant progress towards integrating the finance and HR systems of the Roslin Institute and the University, much of which centred around management change issues. The recommendations were all being taken forward and many had already been completed.

Management and Collection of Student Fees

The process required Registry and Finance to work together to ensure the correct collection of fees based on the decisions of the Fees Strategy Group. The Committee noted the incident of waived fees inappropriately authorised by the School of Veterinary Studies and the challenges of the devolved University structure. The recommendations were all being taken forward.

Procurement 2008/2009

The new Scottish Procurement Policy Handbook was being fully implemented within the University.

Staff On-Call Arrangements

There were some issues around control and consistency which were being resolved.

Expenditure Authorisation

The Committee endorsed the recommendation to review the Delegated Authorisation Schedule noting that there was no evidence of any improprieties.

The Audit Committee noted the findings of the other audit reports which had recorded no significant areas of concern.

10 INTERNAL AUDIT FOLLOW UP REVIEWS

Paper L

The Committee noted that all the recommendations of the three follow up reviews had been fully actioned.

11 INTERNAL AUDIT PROGRESS REPORT Paper M

Progress towards completing the 2008/2009 plan was noted and that the 2009/2010 plan was 16% advanced after 6 weeks. Two assignments as previously reported had significantly overrun: Intellectual Property and the Roslin Institute. The Committee was satisfied with progress to date.

12 VOLUNTARY SEVERANCES (CLOSED) Paper N

The detailed contents of the paper were noted.

EXTERNAL AUDIT

13 EXTERNAL AUDIT PROGRESS REPORT

The External Auditor confirmed that work was on-going in respect of the subsidiary companies and that no issues had so far arisen that required to be raised with the Committee. Work on the Accounts would be commencing the week beginning 5 October 2009.

FOR INFORMATION/FORMAL APPROVAL

14 DATE OF NEXT MEETING

The next meeting will be held on Monday, 23 November 2009 at 5.30 pm in the Lord Provost Elder Room, Old College.

University of Edinburgh Internal Audit Terms of Reference

Mission

To provide the Principal and the Court, normally through the Audit Committee, with an independent, objective assurance and consulting service designed to add value and improve the University's operations. To help the University accomplish its objectives by bringing a systematic, disciplined approach to evaluating and improving the effectiveness of risk management, control and governance processes.

Authority

Internal Audit has the Court's authority to access all documents, records, personnel and physical properties which it considers relevant to audit assignments and necessary to fulfil its responsibilities. There is an obligation on all staff to provide all necessary assistance.

Scope of Work

The scope of Internal Audit covers all the financial and other management control systems, identified by the audit needs assessment process. It includes all the activities in which the University and its subsidiaries have a financial interest, including those not funded by Scottish Funding Council (SFC). This includes all the University's operations, resources, staff, services and responsibilities to other bodies although does not extend to the assessment of the academic process.

The scope includes review of controls, including investment procedures that protect the institution with regard to organisations such as subsidiaries or associated companies, students' unions, and collaborative ventures or joint ventures with third parties.

Objectives

Internal Audit employs a risk-based systematic and disciplined approach to evaluating and improving the effectiveness of risk management, control and governance processes by assessing the:

- Alignment of organisational objectives with the University's mission;
- Identification, evaluation and management of business risks;
- soundness, adequacy and application of the internal control systems;
- reliability and integrity of financial and operational information;
- economy, effectiveness and efficiency of operations (VfM);
- safeguarding of assets from fraud, irregularity or corruption, and
- compliance with laws, regulations, contracts and established policies, procedures and good practice.

Internal Audit is responsible for:

- agreeing a long term audit strategy with the Audit Committee, based upon an audit needs assessment of all University activities;
- agreeing a risk-based annual audit plan with the Audit Committee and communicating the agreed plan to appropriate senior management;
- carrying out the agreed work in line with appropriate professional standards;
- providing assurances, opinions and making recommendations to improve processes and systems where appropriate;
- following up recommendations made to evaluate action taken;
- reporting to the Audit Committee and the Principal any significant business risks, serious control weaknesses, significant fraud or other major control breakdown;
- reporting through Audit Committee to Court for resolution, any specific activities where Internal Audit believe that an unacceptable level of residual risk may have been accepted by senior management;
- complying with requests for information from the Principal, Audit Committee, External Audit or SFC's Governance and Management: Appraisal and Policy Directorate;
- liaising with External Audit and the SFC;
- maintaining communication with senior figures in the University and outside bodies;
- offering consulting services of an advisory nature without assuming management responsibility or jeopardising achievement of the audit plan;
- developing and maintaining a quality assurance and improvement programme including internal and external assessments and providing performance measures to demonstrate effectiveness of the Internal Audit service;
- maintaining adequate & appropriate training and professional development;
- producing an annual report for the Audit Committee, giving an opinion of the University's arrangements for risk management, control and governance; and
- helping to keep the Audit Committee informed of perceived best practice.

Internal Audit may conduct any special reviews or consulting activities requested by the Court, the Audit Committee, the Principal, or to support the Fraud & Misappropriation policy, provided such work does not compromise its objectivity or independence.

Independence

Independence is the freedom from conditions that threaten the ability of Internal Audit to carry out their responsibilities in an unbiased manner.

To ensure independence and objectivity, Internal Audit will not assume any management responsibility for development, implementation or operation of systems, however can offer consulting services of an advisory nature.

Internal Audit will exercise professional judgement to determine the scope of its work and the communication of its findings.

The Chief Internal Auditor reports functionally to the Audit Committee, through the Convener, and has direct access to the Principal.

Accountability

The Chief Internal Auditor is accountable to the Principal and the Court through the Audit Committee for the performance of the Internal Audit service. For administrative and budgetary purposes, Internal Audit operates within Corporate Services Group.

The Chief Internal Auditor will report audit findings to the relevant managers, including the Principal, and draw the attention of the Audit Committee and management committees to key issues and recommendations.

Internal Audit will report the feedback of auditees' to the Audit Committee.

Professional Standards

Internal Audit's work is performed with due professional care and complies with the Mandatory Requirements¹ of the SFC's Financial Memorandum² between the Council and Universities.

Internal Auditors follow professional standards set by the Institute of Internal Auditors as well as Codes of Professional Practice and Codes of Ethics as stipulated by their individual Professional Institutes.

Endorsed by the Audit Committee on the 1st October 2009
Approved by the Court at its meeting held on the XXth XXXXX 2009.

¹ The Audit and Accounting Section of the SFC Mandatory Requirements became effective on 14 October 2008.

² Effective from 1 January 2006.

The University of Edinburgh

University Court

19 October 2009

Proposed repeal of the Commissioners' Ordinance and Promulgation of a new Ordinance on the Employment of Academic Staff

Brief description of the paper

The paper proposes replacement of the present "Commissioners' Ordinance" with simplified arrangements which are consistent with current employment law and regulation, and good practice, and which are adaptable should there be future changes in the law, regulation or recognised good practice. The opportunity to consider so doing arises from a recently announced policy statement by the Scottish Government.

The approach recommended has strong support from the Central Management Group.

Action requested

Court is asked to consider the proposals made and to authorise consultation on the draft Ordinances.

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk analysis? No

The University currently runs significant risk of adverse outcomes to employment situations because the Commissioners' Ordinance is not fully compliant with the current law or good practice, and is inflexible.

Equality and diversity

Does the paper have equality and diversity implications? Yes – in the sense that good employment practices will encourage equality and diversity.

Freedom of information

Can this paper be included in open business? Yes

Originators of the paper

Melvyn Cornish, University Secretary
Sheila Gupta Director of HR

University Court

19 October 2009

Proposed repeal of the Commissioners' Ordinance and Promulgation of a new Ordinance on the Employment of Academic Staff

Members of Court will be aware that the employment arrangements for academic staff are governed by the "Commissioners' Ordinance" [formally the University Commissioners (Statute Modifications) (University of Edinburgh) Order 1992 (No 2700)], which derives from the 1988 Education Reform Act..

The intention behind introduction of the Ordinance was to regulate dismissal, disciplinary and grievance procedures for academic staff, including giving universities powers, which were thought not to have previously existed, to make academic staff redundant, all within a context of the protection of 'academic freedom'. The definition of academic staff was 'Professors, Readers, Senior Lecturers or Lecturers'. The Court exercised its right to extended coverage to include 'academic related staff', a categorisation which was discontinued at as a consequence of the 'Pay and Reward Modernisation' exercise undertaken some four years ago.

The concept of 'academic freedom' was not formally defined in the Ordinance, but in practice it was covered by the following extract:

"This Ordinance and any Regulation or Resolution made under it shall be construed in every case to give effect to the following guiding principles, that is to say: to ensure that academic staff have freedom within the law to question and test received wisdom and to put forward new ideas and controversial or unpopular opinions without placing themselves in jeopardy of losing their jobs or privileges."

The provisions of the Ordinance have long been recognised as being cumbersome and not conducive to effective and efficient staff management in a modern academic context. They are timing consuming to operate, which is as much to the disadvantage of individual staff as it is to the University, and expensive (particularly because of the need for appeals to be heard by legally qualified and experienced individuals). Moreover some of the provisions are inconsistent with current employment law and regulation, and with recognised good practice which the University wishes to follow and Employment Tribunals expect to be followed. Future changes to employment law or regulation would compound the difficulty of implementing the Ordinance provisions.

There has been a long standing wish to secure repeal of the Commissioners' Ordinance so as to enable the University to exercise modern flexible staff management and to enable its policies and procedures to remain compliant with best practice and the law. Hitherto there has been strong resistance from the Universities and College Union to such change, and the necessary support from ministers, who would need to advise the Privy Council on any change to the Ordinance, has not been forthcoming.

The situation has now changed. Following joint work by the eight older Scottish Universities who are affected by these issues (most recently chaired by the University Secretary) and in particular the University of Stirling's recent successful efforts to secure revision of its Charter, the Cabinet Secretary for Education and Lifelong Learning has announced new

Scottish Government policy. In a letter to Principals dated 2 July the Cabinet Secretary states the Scottish Government's policy in regard to these matters. There are two key points¹:

- i) Acceptance that the appropriate way forward is for detailed provisions in regard to employment of academic staff to be covered by regulations made by the Court, after consultation with recognised trades unions, with the Court being empowered to do so by a new Ordinance: this would take the regulations outwith the control of the Privy Council; and
- ii) A requirement that the new Ordinance should explicitly recognise a commitment to academic freedom.

This mirrors the emerging position south of the border, where a number of universities have secured changes to their Charters and Statutes which are equivalent to the changes now secured by Stirling and proposed at this University.

Following consultation with our employment lawyers, it is now proposed that the Court should take advantage of the new policy environment and seek to replace the Commissioners' Ordinance with a much simpler Ordinance which continues to protect academic freedom, but otherwise gives the Court authority to make arrangements for academic staff discipline, dismissal (including redundancy) and grievances as it considers appropriate within the law and in compliance with good practice. Court is already free to make equivalent arrangements for other categories of staff and has done so.

We have received varying advice from our lawyers and the Scottish Government civil servants as to the appropriate process for achieving the objective set out above. This has arisen because the Commissioners' Ordinance is a Statutory Instrument, raising questions as to whether the Court is empowered to repeal or amend it by Ordinance. The clear advice now being given is that, for the avoidance of doubt, the Court should promulgate two Ordinances – one to give it powers to repeal the Commissioners' Ordinance and the second actually to do so and replace it by the desired simpler provisions

Drafts of the suggested Ordinances are attached. If Court is content with them, the statutory eight week consultation process will commence on 20 October, and the intention would be to bring any comments received and final drafts to the 14 December meeting of Court for final endorsement. The statutory consultation would be with the General Council, the Senatus and the relevant trades unions as recognised representatives of the University's staff. Informal consultation with the unions has already commenced, in the spirit of partnership working to which both sides are committed.

The next stage would be Privy Council approval. We await advice as to whether both Ordinances could be submitted to the Privy Council simultaneously, or whether they would need to be submitted sequentially – i.e. the second being submitted after the first had been approved.

When the revised Ordinances are approved, it will be necessary to have in place procedures (i.e. the regulations) for dealing with the employment issues currently covered by the Commissioners' Ordinance. We shall seek to bring these forward for Court's approval as quickly as possible, following consultation with the trades unions. If it proves not to be possible to do so before the Privy Council approves the second new Ordinance, it will be proposed that Court should adopt as regulations the procedures currently set out in the Commissioners' Ordinance until such time as new regulations are agreed.

The Universities of Glasgow and St Andrews are pursuing a very similar approach, and it is the intention, if the three Courts agree, that we should submit our Ordinances simultaneously to the Privy Council, with the wording as closely aligned as our individual circumstances permit.

¹ These points are expressed in the letter in terms which relate to the University of Stirling's amendments to its Charter: they are expressed here in terms which relate to Edinburgh's situation, where our governance is by means of Ordinances approved within the framework set out in the Universities (Scotland) Act 1966. The full letter from the Cabinet Secretary is available on request.

The other 'ancient' University, Aberdeen, is pursuing a different approach. Three of the newer pre-1992 Universities, Heriot Watt, Strathclyde and Dundee are understood to be pursuing equivalent changes to their Charters based on the changes for which the fourth member of that group, Stirling, has recently received approval.

Some specific comments on the attached draft Ordinances follow:

First Draft Ordinance

This is premised on the provisions in the 1966 Act which enable court to amend its powers through the Ordinance procedure.

Clause 1. The term 'inserted by' may read a little strangely, but this is the terminology advised by the relevant civil servants.

Clause 2. This minimises any delay arising from the need to promulgate two Ordinances.

Second Draft Ordinance

Clause 2. The University Court has a statutory duty under the Further and Higher Education Act Scotland 2005 to have regard to the desirability of ensuring the academic freedom of academic staff and that the exercise of academic freedom by a member of the academic staff does not adversely affect the appointment held or any entitlements or privileges enjoyed. 'Academic freedom' is defined as including the freedom to hold and express opinion, question and test established ideas and received wisdom, and present controversial of unpopular points of view. Academic staff are those engaged in teaching, the provision of learning, or research². This clause recognises that duty and in fact provides a somewhat greater degree of protection than the 2005 Act requires.

Clause 4. This definition of academic staff is derived from the definition of staff covered by the academic freedom provisions in the 2005 Act – see above. It would in practice include postgraduate demonstrators, casual teaching staff and some others who are not 'Professors, Readers, Senior Lecturers or Lecturers'. This casts the net somewhat more widely than might be considered ideal, but we are bound by the 2005 Act. Therefore the intention is that the regulations to be made under the new Ordinance would include the same straightforward procedures for discipline, dismissal, redundancy and grievances for all such staff, but with additional procedures to be added where there is a claim that the matters under consideration or investigation relate to the exercise of academic freedom (with the scrutiny of such a claim to be part of those procedures).

Clause 5. This gives the Court freedom to implement the new Ordinance at a time of its choosing, enabling some flexibility according to the state of preparation of the new regulations at the time of approval of the Ordinance by the Privy Council.

Court is invited to endorse the approach set out above and comment on the draft Ordinances.

Melvyn Cornish
Sheila Gupta
October 2009

² Summary of provisions of Section 26 of the 2005 Act.

ORDINANCE of the UNIVERSITY COURT of the UNIVERSITY OF EDINBURGH
No. XXX
(AMENDMENT OF POWERS OF THE UNIVERSITY COURT)

At Edinburgh, the xx day of xxxxxx, Two Thousand and Nine.

WHEREAS the Universities (Scotland) Act 1966, section 3 and paragraph 1 of Part I of Schedule 2, empowers the University Court to amend the powers of the University Court;

And WHEREAS the University Court wishes to vary or revoke the Ordinance of the University Commissioners (Academic Staff) inserted by The University Commissioners (Statute Modifications) (University of Edinburgh) Order 1992 (S.I. 1992/2700);

THEREFORE the University Court of the University of Edinburgh in exercise of the powers conferred upon it by section 3 of, and paragraph 1 of Part I of Schedule 2 to, the Universities (Scotland) Act 1966 and of all other powers enabling it in that behalf, statutes and ordains:

1. The University Court shall have the power to vary or revoke, in Ordinances, the Ordinance of the University Commissioners (Academic Staff) inserted by The University Commissioners (Statute Modifications) (University of Edinburgh) Order 1992 (S.I. 1992/2700).
2. This Ordinance shall come into force on the date of its approval by Her Majesty in Council.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

Member of the University Court

Secretary

SCHEDULE

ORDINANCE of the UNIVERSITY COURT of the UNIVERSITY OF EDINBURGH
No. YYY
(EMPLOYMENT OF ACADEMIC STAFF)

At Edinburgh, the yy day of yyyyy, Two Thousand and Nine.

WHEREAS the University Court wishes its employment practices to comply with current and future legislation and regulation and with recognised good practice;

And WHEREAS the University Court recognises its obligations in regard to the desirability of ensuring the academic freedom of academic staff as provided for in Section 26 of the Further and Higher Education (Scotland) Act 2005;

THEREFORE the University Court of the University of Edinburgh in exercise of the powers conferred upon it by section 3 of, and paragraph 1 of Part I of Schedule 2 to, the Universities (Scotland) Act 1966, by Ordinance No. XXX and all other powers enabling it in that behalf, statutes and ordains:

1. The Ordinance of the University Commissioners (Academic Staff) inserted by The University Commissioners (Statute Modifications) (University of Edinburgh) Order 1992 (S.I. 1992/2700) is revoked.
2. The University Court may, from time to time, prescribe in regulations such matters relating to the employment of academic staff as it deems appropriate.
3. This Ordinance, and any regulations made under this Ordinance, shall be construed in every case to give effect to the guiding principle that academic staff employed by the University shall have freedom within the law to hold and express opinion, to question and test established ideas and received wisdom and to present controversial or unpopular points of view without placing in jeopardy the appointments they hold or any entitlements or privileges they enjoy.
4. “Academic staff” means any person holding a contract of employment with the University as a Professor, Reader, Senior Lecturer or Lecturer of the University and any other person holding a contract of employment with the University engaged in teaching, the provision of learning or research in the University.
5. This Ordinance shall come into force after its approval by Her Majesty in Council on a date to be determined by the University Court.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

Member of the University Court

Secretary

Draft Corporate Governance Statement for 2008/09

Brief description of the paper

There is a Scottish Further and Higher Education Funding Council (SFC) requirement for the University to make a statement of corporate governance in its Annual Reports and Financial Statements. The SFC guidance on its content is unchanged from last year.

The attached paper, Appendix 1, proposes a draft corporate governance statement. It is very closely based on the version approved by the Court for 2007/8. The only changes made are simple updates to the text.

Relevant extracts from the SFC Guidance are enclosed as Appendix 2, and the British Universities Finance Directors Group's guidance, to which it refers and which is also unchanged, is at Appendix 3.

It should be noted that the Statement has been drafted as if it were being adopted at the December meeting of the Court, at which time the Court will be asked to agree the University's Financial Reports and Statements for 2008/9, including the corporate governance statement.

The draft has been endorsed by the Audit Committee.

Action requested

The Court is invited to consider and comment on the draft corporate governance statement of internal control and risk management with regard to compliance for 2008-09.

Resource implications:

Does the paper have resource implications? No.

Risk Assessment:

Does the paper include a risk analysis? No

Equality and Diversity:

Does the paper have equality and diversity implications? No.

Freedom of Information:

Can the paper be included in open business? Yes.

Originator of the paper:

M D Cornish, University Secretary
October 2009

DRAFT CORPORATE GOVERNANCE STATEMENT 2008/9

Introduction and Statement of Compliance

The University of Edinburgh is committed to achieving the highest possible standards of corporate governance relevant to the higher education sector. This summary describes the manner in which the University has applied the principles set out in the revised Combined Code on Corporate Governance issued in 2003, in so far as it applies to the higher education sector, and has taken due regard to the Turnbull Committee guidance on internal control as amended by the British Universities Finance Directors Group in its 2006 guidance. Its purpose is to help the reader of the financial statements understand how the principles have been applied, and to set out the basis for the Court's opinion that **the University has fully complied with that Code throughout the year ended 31 July 2009.**

University Governance

The University of Edinburgh is constituted by the Universities (Scotland) Acts 1858 to 1966.

The Universities (Scotland) Acts make specific provision for three major bodies in the Governance of the University – The Court, The Senate and The General Council.

The University Court

The University Court, the University's governing body, is a body corporate, with perpetual succession and a common seal. The present powers of the Court are defined in the Universities (Scotland) Act (1966) and include, inter alia, the amendment of the composition, powers and functions of bodies in the University and the creation of new bodies, the administration and management of the whole revenue and property of the University, internal arrangements of the University, staff appointments and, on the recommendation of Senate, the regulation of degrees, admission and discipline of students: it is responsible for ensuring that the Senate has in place effective arrangements for academic quality assurance and enhancement. The Court is responsible for the strategic development of the University, advised by the Principal in consultation with the Central Management Group.

The University Court has 22 members and is chaired by the Rector. It has a majority of lay members, including assessors appointed by the Chancellor, the General Council and the City of Edinburgh Council: there are also staff and student members, with the Principal being an ex-officio member. The Principal acts as the Chief Executive Officer of the University. He is directly accountable to Court for the proper conduct of the institution's affairs. The Principal is also directly accountable to the Chief Executive Officer of the Scottish Funding Council for the University's proper use of funds deriving from Scottish Ministers and compliance with the Financial Memorandum between the Scottish Funding Council and the University.

The Court normally meets five times per year. It consults with the Senate and the General Council as required by statute. The Court is committed to the Nolan Committee Principles regarding standards to be adopted in public life. It maintains a register of interest of its members and senior University officers which is publicly available for inspection.

The Court has taken full account of the Guide for Members of Governing Bodies issued by the Committee of University Chairmen in November 2004. It notes that compliance with this Guidance is not a formal requirement of the Scottish Further and Higher Education Funding Council. The Court believes that in all significant respects its operations are compliant with this Guidance. During 2005-06 the Court conducted a review of its own effectiveness in keeping with the relevant part of the Guidance. The Court has adopted a statement of its view

of its effectiveness in fulfilling its responsibilities, which it believes to be of a high standard, and of the actions it wishes to take further to enhance its effectiveness. This statement and the outcome of the review is available as part of the University's Freedom of Information publication scheme at <http://www.aaps.ed.ac.uk/Governance/Governance.htm>. Actions arising from this review have been implemented. A further effectiveness review will be conducted in 2010.

The Court has overall responsibility for the University's strategic development. It is actively engaged in the University's strategic planning processes and in monitoring progress against the strategic plan. The strategic plan operative during 2008-09 was adopted by the University Court at its June 2008 meeting: it covers the period 2008-2012. The strategic planning process is led by the Principal with support from the Vice Principal (Planning and Resources) and the Director of Planning.

The Court's Committee Structure

The Court has established several committees, including a Finance and General Purposes Committee, an Investment Committee, a Nominations Committee, a Remuneration Committee, a Staff Committee, a Risk Management Committee, a Health and Safety Committee, an Estates Advisory Group and an Audit Committee. Each of these Committees is formally constituted with terms of reference and includes lay members of the Court. There is also a Central Management Group that consists of senior academic and administrative managers who advise the Principal on senior management decisions and the allocation of budgets to Colleges and Support Services, and Trustees who administer the University's endowment funds.

The **Finance and General Purposes Committee** oversees the University's financial affairs on behalf of the Court. This includes the design of the planning and budgeting process, approval of the resulting plan and budget in the context of the University's overall strategy, and ensuring adequate monitoring thereafter. It is chaired by the Vice Convener of the Court and includes a majority of lay members. It normally meets six times a year.

The **Investment Committee** of the Court has responsibility for overseeing of the University's Endowment Funds and deposit balances. It reports to Court via Finance and General Purposes Committee.

The **Nominations Committee** considers nominations for co-opted vacancies in Court membership and for Court's nominations on the Curators of Patronage. It is chaired by the Vice Convener of the Court, has a majority of lay members and meets as necessary, normally not less than twice a year.

The **Remuneration Committee** advises the Principal with regard to his responsibilities for setting professorial and equivalent academic and academic-related salaries. The lay members also consider the salary of the Principal and advise the Court as appropriate. It is chaired by the Vice Convener of the Court, has a majority of lay members and includes an external advisor. It meets as necessary, at least once a year, and conducts business by correspondence when appropriate,

The **Staff Committee** provides advice and guidance on the University's strategic human resources policies and objectives, and provides assurance that the University is monitoring its performance and managing its HR issues effectively. The Committee is chaired by a Vice Principal and its membership includes two members of the Court. The Committee normally meets five times a year.

The **Audit Committee**, which is chaired by a lay member of the Court and consists of lay members of the Court and some external individuals, meets four times a year, with the University's Internal and External Auditors in attendance. It is responsible for reviewing the University's annual reports and financial statements and any changes to accounting policies and advising the Court accordingly. In addition, the Committee considers detailed reports from the Internal Audit service together with recommendations for the improvement of the University's systems of internal control and management's responses and implementation plans. It has explicit responsibility for advising on the effectiveness of the University's risk management arrangements. The Committee also receives and considers reports from the Funding Council as they affect the University's business and monitors adherence to regulatory requirements. It has authority to investigate any matters within its terms of reference. Some senior University officers routinely attend meetings of the Audit Committee, but they are not members of the committee and once a year the Committee meets the Internal and External Auditors on their own for independent discussions.

The Audit Committee also receives regular reports from the Internal and External Auditors which include recommendations for improvements in internal control. The Audit Committee's role in this area is confined to a high level review of the arrangements for internal control. The emphasis is on obtaining the relevant degree of assurance and not merely reports of exceptions. The Court receives the minutes of each Audit Committee meeting and an annual report of its proceedings.

The **Risk Management Committee** supports and advises the Central Management Group, and through it the University Court, on the implementation and monitoring of the University's risk management policy and strategy. It ensures that the identification and evaluation of key risks that threaten achievement of the University's objectives is carried out; that a register of these risks is maintained; that risks are being actively managed, with the appropriate strategies in place and working effectively; and contributes to raising awareness of risk generally across the University and to maintaining the profile of risk management. It is chaired by the Director of Corporate Services and normally meets at least four times a year.

The **Health and Safety Committee** provides oversight and guidance to the University's Health and Safety Services department (which also includes Occupational Health, Occupational Hygiene Unit, Fire Safety and Radiation Protection functions) and advises the Court in regard to compliance with its statutory responsibilities in this area. It is chaired by the Director of Corporate Services, meets at least twice a year and conducts business through electronic communications between meetings.

The **Estates Advisory Group** oversees the preparation, periodic review and implementation of the University's Estates Strategy and its links to corporate and other business plans. It advises on property portfolio transactions (acquisitions and disposals), matters relating to strategic and major capital developments, significant items related to the amount and deployment of Estates and Buildings recurrent budget, and operational matters for which the Director of Estates wishes advice or support including allocation of a previously agreed budgets (e.g. Maintenance Programmes, Small Capital Projects) across Colleges and Support Groups. The Group has introduced the 'gateway' methodology to the approval and management of major projects. It is chaired by the Vice Principal (Planning and Resources) and reports to Central Management Group and onwards to Finance and General Purposes Committee and to the Court as necessary.

The **Central Management Group**, whilst formally advisory to the Principal, is the senior body for consideration of management issues. Its members are, between them, responsible and accountable for all components of the University's budget, both income and expenditure. As such it plays an important part in the internal governance and academic operations of the University, and brings together the academic, financial, human resources and accommodation

aspects of planning. It is advised by the Risk Management Committee in regard to formulation and implementation of risk management policy. It reports through the Finance and General Purposes Committee to Court. The Central Management Group is chaired by the Principal; it normally meets ten times each year.

The Senate

The Senate is the academic authority of the University and draws its membership from the academic staff and students of the University. Its role is to superintend and regulate the teaching and discipline of the University and it has power to promote research.

The General Council

The General Council consists of graduates and academic staff. It has a statutory right to comment on matters which affect the well-being and prosperity of the University.

The University's System of Internal Control

The University Court is responsible for the University's system of internal control and for reviewing its effectiveness. Such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives and can only provide reasonable and not absolute assurance against material mis-statement or loss.

The internal control environment includes delegated authorities, policies, procedural and system controls, planning and budgetary processes, professional capability in specialist areas, governance structures and management reporting. The senior management team receives regular reports on the University's performance, including appropriate performance indicators, and considers any control issues brought to its attention by early warning mechanisms which are embedded within the operational units and reinforced by risk awareness training. The senior management team and the Audit Committee also receive regular reports from internal audit which include recommendations for improvement.

The University operates processes for the identification, evaluation and management of significant risks. The risk management framework established in the University includes a Risk Management Committee as a formal Court sub-committee which oversees implementation of the Risk Management Policy adopted in 2002 and reviewed and renewed in 2007-08. The University Risk Register focuses primarily on risks related to the attainment of the University's strategic objectives and identifies responsibility for the overall management of each risk. The most recent update was revised during 2008-09 and was adopted by Court on 19 October 2009: it aligns to the University Strategic Plan 2008-12.

College, Support Group and subsidiary company risk registers ensure key operational risks are identified and managed by the relevant sub-organisation within the University. All major projects have risk registers and risk assessment is incorporated into planning and decision making processes: risk assessment training and awareness are promoted through the management structure. The University's major risks are regularly reviewed and there are year end processes to obtain further assurances on the adequacy of the management of key risks and to document the sources of assurances for each major risk.

Internal Audit undertake an independent review of the operation of the overall risk management process, having regard to best practice as recommended by professional institutes and other relevant organisations. The Audit Committee considered the Internal Audit report on this matter at its meeting on 1 October 2009 and expressed itself satisfied with the outcome.

By its 14 December 2009 meeting, the Court had received the Audit Committee and Risk Management Committee reports for the year ended 31 July 2009; it also had taken account of

relevant events since 31 July 2009. The Audit Committee in particular is responsible for advising Court on the effectiveness of policies and procedures for risk assessment and risk management. The Court considers, on the recommendation of the Audit Committee, that a risk management process wholly compliant with the guidance provided by the Combined Code, as amended by the British Universities Finance Directors Group, in so far as its provisions apply to the higher education sector, has been in place throughout the year ended 31 July 2009.

In reaching this view, the Court's confirmation of the effectiveness of the system of internal control has also been informed by the following:

- a) the Internal Audit Service's annual report to the Audit Committee on the adequacy and effectiveness of systems of internal control including governance and risk management, together with recommendations for improvement, along with the Principal's expression of satisfaction with the performance of the Internal Audit service in his capacity as Accountable Officer;
- b) the Risk Management Committee's Annual Report to the Audit Committee regarding its operation;
- c) comments made by the External Auditors in their management letter and other reports; and
- d) the work of managers within the institution, who have responsibility for the development and maintenance of the internal control framework, and by any relevant comments made by other external agencies (e.g. the Quality Assurance Agency for Higher Education, SFC).

Charitable Status

The University had charitable status (No. SC005336) under the legislative framework operative throughout the 2008-09 financial year. The University Court considers that the University meets the 'Charity Test' set out in Section 7 of the Charities and Trustees Investment (Scotland) Act 2005. It will take such actions as are necessary to ensure continued full compliance with the legislation and retention of charitable status.

The University's general and specific endowments are administered as the University of Edinburgh Endowment Fund, overseen by the Investment Committee, other than one specific endowment which is held as a separate Trust with its own Trustees (The University of Edinburgh No.3 Trust). Professional fund managers are employed by that Committee on behalf of the University Court and by the Trustees of the No.3 Trust. Investment income is applied for the specific purposes of the relevant endowments, or in the case of general endowment, for the University's general purposes. All of those purposes are charitable for the purposes of the legislation.

Income derived from philanthropic donations and benefactions arising from the University's Development activities is disbursed by a Trust with separate charitable status, The University of Edinburgh Development Trust. The Board of Trustees includes individuals external to the University. The Convener is a former member of the Court. The Trustees meet twice a year. All disbursements are applied for the specific purposes of the relevant donations and benefactions, or in the case of general donations and benefactions, for the University's general purposes. All of those purposes are charitable for the purposes of the legislation.

Going concern

The University Court considers that the University has adequate resources to continue in operational existence for the foreseeable future.

Responsibilities of the Court

On 15 May 2005, the Court adopted a Statement of Primary Responsibilities, as set out below.

The Court's primary responsibilities are:

1. To approve the mission and strategic vision of the University, long-term academic and business plans and key performance indicators, and to ensure that these take proper account of the interests of stakeholders.
2. To delegate authority to the Principal, as chief executive, for the academic, corporate, financial, estate and personnel management of the University, subject to reserving such matters to itself as the Court thinks appropriate. And to establish and keep under regular review the policies, procedures and limits within such management functions as shall be undertaken by and under the authority of the Principal.
3. To ensure the establishment and monitoring of systems of control and accountability, including financial and operational controls and risk assessment, arrangements for internal and external audit, regularly reviewed schedules of delegated authority and procedures for handling internal grievances and for managing conflicts of interest.
4. To ensure processes are in place to monitor and evaluate the performance and effectiveness of the University against the plans and approved key performance indicators, which should, where possible and appropriate, be benchmarked against other comparable Universities.
5. To establish processes to monitor and evaluate the performance and effectiveness of the Court itself.
6. To conduct its business in accordance with best practice in higher education corporate governance and with the principles of public life drawn up by the Committee on Standards in Public Life.
7. To put in place appropriate arrangements for the appointment of co-opted members of the Court so as to maintain a broad balance of expertise, taking account of the principles of equal opportunity.
8. To safeguard the good name and values of the University.
9. To appoint the Principal as chief executive, and to put in place suitable arrangements for monitoring his/her performance.
10. To appoint a secretary to the Court and to ensure that, if the person appointed has managerial responsibilities in the University, there is an appropriate separation in the lines of accountability.
11. To be the employing authority for all staff in the University and to be responsible for agreeing the human resources strategy.
12. To put in place appropriate arrangements for determining, and for regular review of, the performance, remuneration and conditions of service of senior staff.
13. To be the principal financial and business authority of the University, to ensure that proper books of account are kept, to approve the annual budget and financial statements, and to have overall responsibility for the University's assets, property and estate.

14. To be the University's legal authority and, as such, to ensure that systems are in place for meeting all the University's legal obligations, including those arising from contracts and other legal commitments made in the University's name.
15. To make such provision as it thinks fit for the general welfare of students, in consultation with the Senate.
16. To act as trustee for, or to make appropriate alternative arrangements for the trusteeship of any property, legacy, endowment, bequest or gift in support of the work and welfare of the University,
17. To make appropriate arrangements, compliant with relevant legislation, for the trusteeship of any pensions scheme established by the Court for University employees, and to appoint the employer-nominated trustees.
18. To ensure that at all times it operates within the terms of the Universities (Scotland) Acts 1858-1966, Ordinances and Resolutions made under those Acts, and any other relevant legislation; and that appropriate advice is available to enable this to happen.

These primary responsibilities include those pertaining to financial matters as stated above. The detailed requirements relating to financial matters are governed by law, agreements and regulations as decreed by various bodies, and are stated as follows:

The Court is responsible for keeping proper accounting records, which disclose, with reasonable accuracy, the financial position of the University at any time and enable it to ensure that the financial statements are prepared in accordance with the Universities (Scotland) Acts 1858-1966, the Statement of Recommended Practice: Accounting for Further and Higher Education and other relevant accounting standards. In addition, within the terms and conditions of a Financial Memorandum agreed between the Scottish Funding Council and the Court of the University of Edinburgh, the University Court, through its designated office holder, is required to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the University and of the surplus or deficit and cash flows for that year.

In causing the financial statements to be prepared, the Court has to ensure that:

- suitable accounting policies are selected and applied consistently;
- judgements and estimates are made that are reasonable and prudent;
- applicable accounting standards have been followed; and
- financial statements are prepared on the going concern basis.

The Court has taken reasonable steps to:

- ensure that funds from the Scottish Funding Council are used only for the purposes for which they have been given and in accordance with the Financial Memorandum with the Funding Council and any other conditions which the Funding Council may from time to time prescribe;
- ensure that there are appropriate financial and management controls in place to safeguard public funds and funds from other sources;
- safeguard the assets of the University and hence to take reasonable steps to prevent and detect fraud; and
- secure the economical, efficient and effective management of the University's resources and expenditure.

Extract from Current SFC Accounts Direction

Corporate Governance Disclosures

1 Colleges and universities are required to include in their financial statements a statement covering the responsibilities of their governing body in relation to corporate governance. This statement is required to indicate how the college or university has complied with good practice in this area and, in particular, whether it complies with the internal control guidance published by the Turnbull Committee (Turnbull guidance).

2 In line with earlier guidance, we expect that all colleges and universities will be able to make a full compliance statement with the requirements of the Combined Code on Corporate Governance, in so far as they apply to the college and university sectors, in their financial statements.

3 Colleges and universities should set out in their corporate governance statement the manner in which they have applied the principles of the Combined Code on Corporate Governance. There is no prescribed form for the statement but colleges and universities are encouraged to explain their own governance policies in the light of the Combined Code principles.

4 The statement should also indicate the extent to which the college or university complies with the provisions of the Combined Code, insofar as they apply to the further or higher education sector. Where colleges and universities cannot or do not comply with one or more provisions of the Combined Code, they are encouraged to provide an explanation.

5 In its narrative statement on how the college or university has applied Code principle C2, the governing body should, as a minimum, disclose that there is an ongoing process for identifying, evaluating and managing the significant risks faced by the college or university, that it has been in place for the year under review and, that up to the date of approval of the financial statements, it is regularly reviewed by the governing body and accords with the guidance in this document.

6 In relation to Code provision C.2.1, the governing body should summarise the process it has applied in reviewing the effectiveness of the system of internal control. It should also disclose the process it has applied to deal with material internal control aspects of any significant problems disclosed in the annual financial statements.

7 We recognise that each college and university will have its own system of corporate governance, reflecting its particular objectives and management processes, and the corporate governance disclosures in the annual report will differ accordingly. It is expected that each college and university will tailor its corporate governance statement to reflect its own individual circumstances. However, good practice suggests that a corporate governance statement should include the following sections:

- **Introduction**, which shows the context and purpose of the corporate governance statement, and the statement of full, partial or non-compliance with the provisions of the Combined Code;
- **Governing body**, outlining the governance structure and the role of college or university committees;
- **Corporate strategy**, outlining the arrangements for strategic development;

- **Risk management and internal control**, setting out the arrangements for identifying, evaluating and managing risks and the arrangements for monitoring internal controls. This should also include a statement to the effect that there is an ongoing risk management process which accords with the Turnbull guidance;
- **Going concern**, confirming that the college or university is a going concern, with supporting assumptions and qualifications as necessary as described in the Code section C.1.2. This disclosure provides support for the use of the going concern accounting policy and should not be inconsistent with the disclosures regarding going concern either in the financial statements or the auditors' report thereon; and
- **Conclusion**, providing any concluding observations or messages.

8 In assessing their own corporate governance practices, universities may also wish to make reference to the BUFDG guidance on corporate governance as well as their compliance with the provisions of the *Guide for Members of Higher Education Governing Bodies in the UK* issued by the Committee of University Chairmen.

9 Colleges may also wish to refer to the *Guide for College Board Members* issued by the Association of Scotland's Colleges.

BUFDG Guidance on Corporate Governance and Statement of Responsibilities of the Governing Body, including internal controls for Higher Education

August 2006

Introduction

All institutions are required to include a corporate governance statement and statement of responsibilities, including reference to the institution’s systems of internal control and risk management, within their financial statements. This guidance is intended to provide institutions with a framework for their corporate governance and responsibilities statement and replaces the previous BUFDG guidance ‘*Corporate Governance in Higher Education*’. This guidance is effective from August 2006.

Funding Councils

In preparing their corporate governance statement institutions should consider the best practice guidance and mandatory requirements issued by their funding council.

The Funding Councils issue an annual Accounts Direction specifying minimum requirements; ([HEFCE](#), [HEFCW](#), [Scottish Funding Council](#), Funding Council for Northern Ireland follows HEFCE)

Internal Control and Risk Management

Institutions are required to publish details of their systems of internal control and how such a system is linked to institutional objectives and implemented across the organisation. Specifically it is the responsibility of the governing body to maintain a sound system of internal control and to review its effectiveness every year.

Further, institutions must provide a statement that their risk management arrangements have been operating effectively for the financial year and up to the approval date of the financial statements. Institutions should provide information consistent with Turnbull [guidance issued by the Financial Reporting Council](#).

Voluntary Codes for Governing Bodies

Institutions should also consider the detailed code of practice from the Committee of University Chairmen issued in November 2004 ‘[Guide for members of Higher Education Governing Bodies in the UK](#)’. Institutions are required to state they have had regard to the code and whether their practices are consistent with the code. This detailed guidance provides detailed principles on the operation of the governing body.

Furthermore institutions should have regard to the [Combined Code](#) on corporate governance issued by the Financial Reporting Council, which although intended for the private sector, forms the basis of good practice guidance for institutions.

Framework for Responsibilities and Corporate Governance Statement

<p>Responsibilities of the Governing Body</p>	<p>Explain where the responsibility rests for the administration and management of the institution’s financial affairs, including preparation of financial statements.</p> <p>Explain the governing body’s responsibilities in this regard. Consider responsibilities in respect of; maintaining proper accounting</p>
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	<p>records, compliance with institution's charter or statutes, compliance with the SORP and funding council financial memorandum, safeguarding assets and prevention and detection of fraud</p> <p>Explain institution's responsibilities in terms of corporate governance, refer to codes of practice (funding councils, CUC, Turnbull and Combined Code)</p>
Principles and ethos of institution	Relevance of Nolan Committee Standards in Public Life to the institution and general principles adopted for decision making and accountability. Consider reference to any register of interests
Institution constitution and structural organisation	<p>Explain legal constitution of governing body, key committees and their terms of reference. Explain who the trustees of the institution are. Consider the position of the de facto chief executive and reporting framework for decision making</p> <p>Consider the membership and attendance, and the effectiveness of the governing body and its key committees</p>
Statement on Internal Control	Explain responsibilities of the governing body in this regard. Consider the principles of the internal control and risk management process. Explain what system is in place, how it is linked to organisational objectives and embedded across the institution. Consider how such a system is reviewed.

The University of Edinburgh

University Court

19 October 2009

Support for Court Members and the Operation of Court: Outcomes of Discussions with Members over the Summer Vacation

Brief description of the paper

The paper sets out a summary of the main issues to have arisen during discussions between the Vice Convener, the University Secretary and individual members of the Court over the summer, arising from Court's earlier decisions in regard to 'appraisal' of its members.

Action requested

In view of the fact that the Vice Convener will not be able to attend this meeting of the Court, it is proposed that Court should receive the report and have some initial discussion of the more significant issues to arise. Then, members who did take part in the individual meetings might be given the opportunity to let us have their views on the matters raised. These could then be taken into account in a revised version of our report, with recommendations for action where appropriate, for consideration at the December meeting. This could form part of the process of Court reviewing its own effectiveness, which it is committed to doing during 2010.

Resource implications:

Does the paper have resource implications? No.

Risk Assessment:

Does the paper include a risk analysis? No

Equality and Diversity:

Does the paper have equality and diversity implications? No.

Freedom of Information:

Can the paper be included in open business? Yes.

Originator of the paper:

Dr J Markland Vice Convener
M D Cornish, University Secretary
October 2009

Support for Court Members and the Operation of Court: Outcomes of Discussions with Members over the Summer Vacation.

Background

In December 2008 the Court agreed a framework for supporting members in fulfilling their responsibilities as follows:

Towards the end of the first year of membership, there would be a private and frank discussion with the Vice Convener and the University Secretary on the way in which the member feels they are contributing, whether best use is being made of their expertise and experience and on any barriers to effective contribution, noting in particular the nature of any specific support or assistance the member may feel to be necessary to enable them to be fully effective, and any particular views the member may have on improving the effectiveness of the Court collectively. Where a member convenes a Court committee, the discussion would cover that also. The member or the Vice Convener could ask for part or all of this meeting to be confined only to the two of them if they so wish.

The member or the Vice Convener could request such a meeting toward the end of the second year of membership if they so wish. This might be particularly relevant where consideration needs to be given to the extension of membership of a co-opted member.

Towards the end of the third year of membership there would be a further similar meeting, but the nature and content would depend on whether membership was continuing into the next year.

General issues arising from these meetings would be collected and proposed actions reported to Court as appropriate. Individual issues would be confidential to participants in the meetings.

Process

We have conducted the first round of such meetings over the summer vacation. Given that this was the first occasion, an invitation was extended to all Court members with at least one year's service to take part in the process. In the event we met with eight members, and spent approximately one hour with each. Whilst the meetings did identify some matters specific to individual members, the large majority of our conversations related to more general matters such as the support provided to members of the Court, the operation of the Court and how it might be made more effective. All the meetings were conducted in a very positive and collegial manner, and we found them to be both valuable and enjoyable: we are very grateful to the members who gave up their time to meet with us.

A summary of significant general points to emerge from our meetings is set out below. It is important to emphasise that very few, if any, of these views were unanimously shared, and indeed at times some contradictory views were expressed, but it seemed to us important to set out the main points raised with us for wider consideration by the Court itself. The fact that we have included them does not imply that we personally agree with every one, but we do think they are each worthy of consideration and discussion.

We would emphasise that the points below were offered constructively in a context of very positive views about the effectiveness of the Court, the success of the University and the strength of the senior management team.

In view of the fact that the Vice Convener will not be able to attend this meeting of the Court, we suggest that Court should receive our report, have some initial discussion of the more significant issues to arise and invite members who did not meet with us, if they so wish, to let us have their views on these matters which could then be taken into account in a revised version of our report, with recommendations for action, for consideration at the December meeting. This could form part of the process of Court reviewing its own effectiveness, which it is committed to doing during 2010 in keeping with the CUC guidance on this matter.

Main Themes

If there was a single theme which permeated all of our discussions it was a common desire to make the best possible contribution to the University. Some members of Court felt that this was easier than others. Looking ahead many Court members felt that more difficult times, at least in financial terms, meant that getting the best out of them was imperative and that we must ensure that our structures and processes allow that to happen.

In contrast to this unanimity of view the ways in which we might achieve it varied considerably, and were sometimes contradictory – this was particularly true in some aspects of the operation of the University Court itself.

There was common recognition that all members of Court, regardless of provenance, carry equal responsibility and have equal rights as members of the corporate body. At the same time, provenance was not irrelevant: for example, whilst not delegates or representatives of particular constituencies, members could reasonably be expected to have a view on the likely attitudes, concerns and priorities of the body or group which has appointed/elected them to membership.

Operation of the University Court

To give a flavour of the difference of views expressed it is worth starting with two non attributable quotes from Court members. One felt that Court was ‘one of the best meetings he attended’, whilst the other stated that Court ‘simply existed to ratify decisions taken elsewhere’. There was praise for the Rector and the way he had presided over the meetings since his election. The main issues arising are set out in the following short paragraphs.

There was some argument for a smaller Court, with senior officers attending the meetings only when they had a direct contribution to make. It was felt that this would result in a more cohesive body, with a more clearly defined purpose. The majority view was that the academic tradition of larger and widely representative governing bodies remained valid and should be retained, but with the explicit recognition that many key decisions were delegated to Committees: there was some sympathy for the view that this required a stronger and perhaps slightly larger equivalent of FGPC. There was some support for the concept of Court meeting once a year with no officers present, with the agenda comprising informal discussion of some ‘big issues’ – see below.

The number and spacing of Court meetings was raised with some suggesting that a return to six meetings a year would be welcomed, and a more strongly supported view that the ‘summer gap’ should be shortened as far as was feasible. These latter two points are not, of course, mutually exclusive. There was also support for an annual meetings schedule in which the various key matters arising could be seen in a timetable form with the feed into such matters from Committees etc.

The operation of the meetings themselves presented a more consistent response with a desire to achieve the following:

- Concentrate on a small number of key items
- Ensure, as far as possible, that the presentations prior to meetings were directly relevant to Court and preferably to one or more items being considered at the meeting in question
- Allow the Principal plenty of time to deliver and be questioned on his report and suggest that he concentrates on 'the things that cannot be written down' (his descriptions of key policy issues and meetings were particularly valued), and suggest that his narrative on the various achievements/awards etc. might be circulated in advance as a written report with the Principal just referring to one or two particularly significant items
- Encourage a culture which is perceived to be more welcoming of questions from members of the Court
- Minimise the paper generated by Court meetings (and its Committees) and a widely expressed desire to reinforce the drive by the University Secretary and his staff to present fewer and shorter papers wherever possible
- Be more consistent in providing progress reports and follow up on some matters discussed at Court. These were often in the area of one off, high profile, issues rather than major policy matters

Opinions were divided on the ease with which members could get their views across at Court meetings: the majority thought this was easy, though some found it somewhat intimidating, particularly if arguing against the views being advanced in a tabled report. It was generally felt that it was easier to 'constructively challenge' views being put forward in Committees than it was at Court meetings, and that it was more likely that such a challenge would make a difference to the outcome in Committees.

There was some concern that the University does not take full advantage of the opportunities to learn from experience and practice in other sectors which the presence of lay members on Court offers. A specific suggestion was that senior University officers might benefit from spending time or possibly undertaking some work at organisations at which lay members are employed or are otherwise active.

Committees of Court

In contrast to opinions on Court itself there were more consistent views expressed on Committee work. In particular the Committees of Court were generally felt to be rewarding to be part of, clearly focussed, very well supported by University staff, and productive.

There was particular discussion on the role of the Finance and General Purposes Committee which was felt to be 'the Committee to be on' and some disquiet from members not on the Committee that membership conveyed a fuller insight to University business along with a greater capacity to contribute to Court meetings, especially in view of its very wide ranging role. It was felt that the Committee might focus more on human resource issues and monitoring of HR data, given the vital importance of our staff, and given the depth and sophistication of analysis of financial and property resources.

The importance of the work of Internal Audit and the Audit Committee was recognised, with some doubt being expressed that sufficient time and attention is paid to it by the Court: a pre-Court presentation may be helpful. The possibility was raised of inviting the External Auditors to be present when the annual accounts are presented.

There was some questioning of the role of Court members on Strategic Project Committees for major property projects and that a precise role and function should be identified, or consideration given to ceasing this practice.

Away Days

The use of away days was highly valued. It was felt that some had been more successful than others with the recent event on ‘the student experience’ being well regarded, not least because of the direct involvement of the student Court representatives. The ‘Internationalisation Strategy’ event came in for less praise as it was felt that the approach taken did not make it possible for lay members of Court to add significant value to development of the strategy.

It was felt that future away days should focus on the major issues confronting the University and that more attempts should be made to engage lay members of Court perhaps by making the events less stage managed and by inviting lay members to lead on some issues – for example from a parallel experience in their own working environment.

The Big Issues

There was a consistent view that financial strategy and policy and its many ramifications would dominate, or at least underscore, much of the work of Court and its Committees over the foreseeable future. For this reason it was felt that the respective roles of Court and the Finance and General Purposes Committee should be absolutely clear.

Equally it was felt imperative that timely information, indeed anticipation, of the impact of policy changes should be fully provided to Court members, and discussed by them. Reference is made above to the role of away days and the Principal’s items at Court meetings (see above), for example. Specific issues raised by Court members in this regard included the impact of widely expected public expenditure reductions, options for and possible implications of repatterning of HE provision in Scotland and the impact of any possible increase in the fees cap in England following the next general election.

Support to Court Members and Induction

The support given to members of Court by staff was mentioned in a number of our discussions. There was praise for the approachability of the senior staff team and, in particular, for the University Secretary’s small staff team who serviced Court and its Committees.

The learning curve for new members is long, and the importance of good and effective induction for new members of Court was brought up in a number of our meetings. Partly as a result of this an induction event has been arranged for early October. Further action could include, for example, a mentoring arrangement for new members of Court who could be ‘paired’ with one or more longer standing members of Court and greater use of external events aimed at governing body members.

The value of opportunities for members to meet informally was emphasised: the pre-Court lunches are of some help here, although there was support for lighter lunches and for greater efforts to avoid over-catering.

Proposals which will be implemented include the provision of a small card for each Court member setting out some key facts about the University, and the use of coloured name cards at meetings to differentiate between members and attendees.

Court and Senate

The relationship between Court and Senate is key to effective governance of an institution of higher education, and was mentioned in a number of our discussions. The importance of a relationship of

trust between these bodies was recognised, with University officers playing a key role in fostering this relationship. There was clear recognition of the importance of Court being satisfied with Senate's exercise of its responsibilities for quality assurance and academic standards. The increasing emphasis on Court's role in this area by the Scottish Funding Council was noted. It was felt useful to consider further whether some lay Court Members might wish to take a more proactive role in this regard by, for example, arranging to attend Senate meetings, or whether some more formal structure needed to be put in place.

Conclusion

As we stated earlier in this report there are no specific conclusions to be reached or recommendations agreed on the basis of this report at this meeting. It will be apparent that some of the suggestions made are relatively easy to achieve, at little or no cost. Indeed some, the Induction session, for example, have already been implemented. At the other extreme are items which would require more fundamental governance change which would need to be the subject of wider discussion, as proposed, and subsequent detailed examination and recommendation to Court.

JM
MDC
September 2009

The University of Edinburgh

The University Court

19 October 2009

Annual Review 2008-09

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

This paper comprises the final draft of the articles to be compiled in the University's Annual Review 2008-09. The Annual Review will be published and available on the University website from January 2009.

Action requested

Court is invited to provide final approval of the Annual Review articles.

Resource implications

Resources have already been allocated.

Risk assessment

No

Equality and diversity

No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Ian Conn
Director of Communications and Marketing
12 October 2009

Research excellence: Latest rankings confirm international standing

The results of the latest Research Assessment Exercise, or RAE, by the UK Higher Education Funding Councils have reaffirmed the University of Edinburgh's position as a world-leading research institution.

Edinburgh's submission was among the largest and most comprehensive in the UK, with 63 per cent of the University's research activity rated in the highest possible categories of 3* (internationally excellent) and 4* (world-leading).

Among the assessment's highlights are the College of Medicine & Veterinary Medicine being rated number one in the UK for hospital-based clinical subjects, based on the proportion of world-leading research. Similarly, the Royal (Dick) School of Veterinary Studies is now the top-ranked vet school in the UK, based on the volume of its world-leading research.

The primary purpose of the RAE is to produce quality profiles for each submission of research activity made by institutions throughout the UK. The four higher education funding bodies of England, Scotland, Wales and Northern Ireland then use the profiles to determine their research grants to each institution.

Professor Sir John Savill, Head of the College of Medicine & Veterinary Medicine, says the internationally benchmarked RAE is a rigorous, objective assessment.

"Success in the RAE brings additional resource to the University, and that benefits all activity here," he explains, adding that the combination of research and teaching is one of Edinburgh's strengths. "I regard research and teaching as indivisible, particularly in clinical professional education such as medicine and veterinary medicine. It's been said that today's research is tomorrow's teaching and the day after's clinical practice, so it is very important in our fields, which change so rapidly."

Professor Savill says Edinburgh's objective to have the "best vet school in the world" is being realised, with medicine ranking in the top 10 internationally in the RAE. "All of this depends on bringing through young people, and I think one of the strengths of Edinburgh has been our commitment to identifying bright young people and bringing them through research careers," he says.

Professor Elaine Watson, Head of the Royal (Dick) School of Veterinary Studies, says the RAE is paramount to attracting the very best students and producing high-calibre graduates. "We see ourselves as a research-led School and we are now positioned at the top of the league tables," she explains. "On the first day of term, I always ask students, 'Why did you want to come to Edinburgh?' One of the consistent responses is that they chose it because of our research reputation.

"It's also particularly important that we feature strongly in the RAE so that we attract a high number of overseas applicants. Because they tend to be mature, committed and

highly motivated, the number of overseas students coming to study here brings benefits to everyone.”

Linguistics proved to be another strong RAE performer – it is now ranked top in the UK based on the volume of its world-leading research. Professor Bob Ladd, Head of the School of Philosophy, Psychology & Language Sciences, says the result is “great for Linguistics in terms of visibility and publicity. It makes it clear that in a number of important respects we’re number one.”

Professor Ladd believes collaboration between Schools gives Linguistics a distinct advantage in driving research and dialogue: “We have long-standing links with Informatics and we are doing all we can to build that relationship further.”

Informatics also excelled in the RAE, ranking top in the UK for the volume of its world-leading research. This result is testament to the fact that one in 10 of the UK’s world-leading researchers is based at Edinburgh.

Professor Michael Fourman, who was Head of the School of Informatics when the RAE was conducted, says the ranking brings worldwide recognition to the School, which can “speak with authority”. He enthuses: “We’re working on a world stage and we’re part of a revolution.”

Professor Fourman says international links are crucial to maintaining high-quality research standards. “We can’t expect to produce all the good results on our own,” he says. “We need to be linked in to all the other people around the world who are working at this level. If you have those close links, students here can be hearing about something that was talked about during the summer just a few months later in the autumn.”

English Literature is another RAE success story, with 40 per cent of its research activity at the world-leading level, placing it in the top three submissions in the UK. Dr James Loxley, Head of English Literature, says the ranking shows “that English Literature at Edinburgh is a continuing success story, leading the way in research with staff who are thoroughly engaged in the intellectual debate and exchange that keep this discipline alive.”

He continues: “What I hope it shows to potential students is that this is a place where teaching and supervision are conducted by staff at the top of their game, and that they can be sure of benefiting from participation in a department that prizes and nurtures academic excellence.”

In addition to its achievements in individual subject areas, the University also excelled in its collaborative RAE submissions. The joint submission by the Edinburgh School of Architecture & Landscape Architecture (ESALA), which combines researchers from the University and Edinburgh College of Art, ranked third in the UK by volume of its world-leading research.

ESALA accepted its first intake of students in September 2009, and Professor Stephen

Cairns, its Acting Co-Director, says the RAE success has “turned out to be a real foundation stone” for the School. “It means we can claim expertise across many scales of the built environment from domestic dwellings to cities to the countryside,” he explains. “And the fact that it’s based on our research track record makes this a very solid claim.”

Edinburgh College of Art’s Leslie Forsyth, ESALA’s Co-Director, is confident the union of teaching and research expertise that the joint School represents will yield great opportunities for students.

“It’s obviously early days but when I saw the new cohort of students attending the first lecture I saw a real enthusiasm, intelligence and joy,” he says. “My hope is that we can build the foundations for a School of Architecture that in time is one of the top schools in the world.”

Safer mountains: Cracking the avalanche code

University of Edinburgh scientists have made a significant breakthrough in understanding avalanches – and their findings may save the lives of skiers and mountaineers around the world.

Researchers from the School of Engineering have found that slab avalanches, the most common cause of avalanche casualties, could be triggered by fractures, or ‘anticracks’ under the snow, which cause the snow to crumble inwards.

This discovery overturns assumptions about avalanches that have been in place since the mid-1970s. Scientists had previously assumed that slab avalanches started when cracks in weak snow layers allowed the snow above to slide off; the avalanche would then be driven down by gravity. It was thought that as the angle of the mountain slope declined, the length of the initial crack that is needed to trigger an avalanche would increase. Field experiments by Edinburgh’s Joachim Heierli, Michael Zaiser and Blair Fyffe have now disproved this.

The researchers created artificial cracks in weak snow layers to establish the conditions under which slab avalanches occur. An understanding of the intriguing qualities of snow itself was fundamental to their work, as Dr Joachim Heierli, now based at the German Fraunhofer Institute for Mechanics of Materials, explains.

“Snow is a very porous and heterogeneous material; it can contain unstable areas,” he says. “When it fractures the fragile grain structure collapses, and this leads to a reduction in snow volume. This reduction in volume had not been captured by previous avalanche modelling.”

The team discovered that more energy is released by this sudden structural collapse than by the sliding of the snow layer in the initial seconds of an avalanche. As a consequence, they realised that fracturing snow is actually much easier than had previously been thought.

“This helped answer the mystery of instances when avalanches appeared to be started by skiers and mountaineers from safe ground,” adds Professor Zaiser. “We now see that anticracks can trigger fractures over large distances, spreading on gentle slopes and on flat areas.”

The snow instability associated with anticracks can result in an abrupt settling, accompanied by a distinctive sound – a ‘whumpf’.

“A ‘whumpf’ occurs when you have a weak layer in the snow pack, which is often what happens because of the way wind and other conditions in winter affect the formation of the snow”, explains Dr Blair Fyffe. “When this layer collapses you get this sudden volume reduction. The whole slab above the weak layer settles and it produces this ‘whumping’

noise. If you produce one of these you can hear it propagating through the snow pack. If you're on the slope at the time it can be quite frightening."

Heierli, Zaiser and Fyffe's research findings – recently published in the journal *Science* – now feed into mainstream dialogue about avalanches, and their work is being communicated to the public. This will result in better awareness of the conditions that can contribute to snow instability and, in particular, the warning signs of fractures.

"It's already beginning to impact on the information provided by the Scottish Avalanche Information Service," says Professor Zaiser. "Some of the avalanche reports I've read recently have mentioned 'cracking underfoot', for example, which is exactly this 'whumpf' phenomenon we are talking about. This was used as an indication that people should be careful because the avalanche hazard risk was high."

Professor Zaiser stresses that an international partnership, funded by the European Commission, was central to this Edinburgh research project.

"In several respects the international partners have been instrumental," he says. "The Swiss Federal Institute for Snow and Avalanche Research were key because of our ability to do experiments there which are very difficult to do in Scotland due to the climate. And Alain Duclos and Francois Louchet, part of a small company involved in avalanche safety in the French Alps, were vital in giving us examples that taught us about the practical importance of the research."

The term that came to underpin much of the team's thinking was coined by fellow researcher Professor Peter Gumbsch, head of the Institute for Reliability of Components and Systems at Germany's Universität Karlsruhe, with whom Dr Heierli and Professor Zaiser collaborated. "Peter came up with the term 'anticrack'," says Professor Zaiser. "This was extremely helpful – it represented progress in one word and could solve a lot of our problems."

The decision to exploit expertise abroad paid dividends for the University of Edinburgh team, but Scotland's climate made international participation a necessity.

"Snow that falls in Scotland alters very rapidly due to our maritime climate," explains Dr Fyffe. "Conditions one day might be suitable for avalanches and the next day they might have changed. So the fickleness of the weather in Scotland makes it hard to do any kind of experimental work here."

This problem also influences the hit-rate for accurate predictions of avalanches.

"Scotland has perhaps the most challenging environment for avalanche forecasting of anywhere in the world," adds Professor Zaiser. "In the Highlands, because of the diversity of conditions, there are five different areas for avalanche forecasting. In Switzerland there is just one for an area that's a similar size to the Highlands."

Paradoxically, while conditions in Scotland can make avalanches more likely, they also mitigate against them, explains Professor Zaiser: “Scotland has particular risk factors for producing slab avalanches. One is wind, because it takes snow from the windward side of the mountain and deposits it on the lee side, creating these packs of snow. At the same time you have a huge risk redeeming factor: it’s very likely that the temperature will rise above the melting point over the next 24 hours, which means everything melts then refreezes and becomes as stable as concrete.”

The team admit that the research has produced as many questions as it has answers. But the response to their work thus far suggests that, by challenging conventional wisdom about avalanches, Heierli, Zaiser and Fyffe have made an enduring contribution to mountain safety.

“Our discoveries complete a piece of the puzzle of how avalanches occur,” says Dr Heierli. “We hope this will help to pinpoint dangerous telltale signs and so avoid unnecessary dangers to people on mountains.”

Gene hunting: Tracking down the causes of disease

University of Edinburgh-led research in the remote Orkney archipelago is extending our understanding of the role genes play in determining the risk of serious illnesses such as heart disease, stroke and diabetes.

Orkney's remoteness and stable population make it an ideal site for the research, which is being led by the University's Centre for Population Health Sciences in the School of Clinical Sciences & Community Health.

The generally similar diet, lifestyle and occupations of Orkney's residents allow scientists to filter out many of the environmental factors that can often contribute to the development of diseases.

The Orkney Complex Disease Study (ORCADES) has been underway for five years and through interviewing 1,700 residents has helped identify more than 200 genes that were not previously associated with disease.

Project head Dr Jim Wilson, Royal Society University Research Fellow at the Centre for Population Health Sciences, is collaborating on ORCADES with the Medical Research Council's Human Genetics Unit. He says a recent £450,000 grant from Scotland's Chief Scientist Office will allow his team to recruit a further 1,000 volunteers, and that insights gained into the genetic factors influencing disease could suggest new directions for treatment.

"The point is to find genes that are influencing your risk of developing diseases," he explains. "To do that, we're not looking at people who already have a given disease. Instead we're taking measurements of blood cholesterol levels, blood sugar levels and bone density from across the total volunteer population, healthy or otherwise."

Dr Wilson says many diseases have both a genetic and environmental element, which explains why one person could follow medical advice to avoid heart disease and still have a heart attack, while another could smoke heavily all their life and suffer no ill effects.

"Some of these things cluster in families so we're trying to unpick those genetic components to try and understand what's going on," Dr Wilson continues. "We're measuring more than 200 different risk factors, some of them physiological, some of them anatomical, which makes for a very powerful approach."

Dr Wilson's study is a "first step on a long journey" to find new drugs and treatments for diseases. "Without a deeper understanding of what it means to be ill or well and of how our bodies work and of how the biology of disease comes into play, we won't have anything new with which to design a drug against or for," he explains. "There are still a lot of trials involved but we are showing the potential of this approach."

While Orkney's isolation suits this type of study, it has also posed a few logistical headaches for the Edinburgh researchers. Unforeseen complications, such as a crow striking powerlines and cutting the electricity supply to a freezer in which vital plasma samples were stored, is just one hurdle that the scientists have faced.

Fortunately those samples were saved, and despite such challenges, Dr Wilson says Orkney makes a very good research base. "The local people are very community spirited," he reveals. "The phone rang off the hook when we first started recruiting people and we had 400 people signed up in a week. For this study, people have to be Orcadians over 18 years of age, which means we have a total eligible population of about 10,000."

Dr Wilson also has a personal connection with Orkney: he grew up on the island, a fact he says has been vital to the project's success. "In the end, practicalities dominate over science, and to get things done you sometimes need to know people," he admits. "Being from Orkney has helped enormously with recruitment because I know the people and the language."

The researchers have been careful to 'future-proof' the ORCADES project, freezing samples that can be tested once more advanced techniques have been developed. "In the future we will be able to measure every little molecule of what's going on in a sample," Dr Wilson explains.

As ORCADES is an ongoing venture, further analysis and insights will be gleaned should any participants pass away or be admitted to hospital with a serious illness, such as cancer. "We will have their DNA from before they were ever ill," Dr Wilson elaborates. "So 20 or more years from now we will be able to look at the number of people who have had heart attacks and compare them to the ones who haven't."

The first research papers on ORCADES have been published and Dr Wilson says the findings have "put Orkney and Scotland on the map" among the world's community of researchers and geneticists.

"We're now taking part in more than 20 international collaborations in this field of study, which is contributing to the discovery of new genes pretty much every month," he says.

"I think this work will revolutionise medicine, and I emphasise it's not ORCADES on its own: these days it's a numbers game, and the collaborative work we do with other such studies across the world is bringing all the sciences together."

Alongside his work with ORCADES, Dr Wilson is also conducting a study of multiple sclerosis (MS) in Orkney and Shetland, which have the highest rates of the disease in the world.

“When I was on the doorsteps canvassing opinion for the ORCADES study a typical Orkney response was, ‘Why are you studying these things – don’t you know we have the highest incidence of MS in the world?’” he says.

“It took a while to plan the study, but we obtained funding from the MS Society and we’ve just finished collecting samples from all the willing cases in Orkney and Shetland. That will allow us to start work on a genetic analysis to try and identify the genes that are increasing the risk.”

Teaching excellence: Students' voices heard in recognising outstanding teachers

A new series of awards – created and administered by the University of Edinburgh's student body – has given recognition to teachers who have inspired and enriched the academic lives of their students.

Winners of the inaugural Edinburgh University Student Association (EUSA) Teaching Awards were announced at a special ceremony in early 2009, with prizes presented in 10 categories. Some 2,700 nominations were received, for 621 staff, 191 courses and 60 departments.

The awards were established to recognise innovative and inspiring teaching and to highlight the many individual success stories across the University, says EUSA Vice-President Academic Affairs, Evan Beswick.

“The best support we can give to that is by demonstrating clearly how grateful students are to those academics who devote real effort to making their lectures and feedback as interesting and inspiring as they can be,” he says.

Professor Dai Hounsell, Vice-Principal for Academic Enhancement, adds that the awards underline the significance of teaching alongside research.

“We have a challenge of striking the right balance between research and teaching,” he explains. “We see ourselves as a research-intensive university with a worldwide reputation, but the issue is not that one or the other should dominate: rather research and teaching should feed in to each other.”

EUSA's largest academic campaign to date, the teaching awards received an overwhelmingly positive response from students and the staff members who were nominated, according to Professor Hounsell.

“Good teaching mattered enough to thousands of students to want to nominate somebody, so that is a great sign that they really care about teaching and that the good teachers are recognised,” he says.

“These teachers have been hiding their light under a bushel; these are not people who go around saying how wonderful they are, and many were surprised and delighted to be nominated.”

Among the award winners are: Best Department (Classics); Best Director of Studies (Dr Tony Gilbert from Mathematics); Best Dissertation Supervisor (Dr Yew Ming Chia from Accounting); Best Feedback (Dr John Simpson from Respiratory Medicine); Best Teaching of Employable Skills (Kenny Pryde from Education); Outstanding

Communicator (Professor Ian Campbell from English Literature); and Overall High Performer (Dr Elizabeth Bomberg from Politics & International Relations).

Dr Richard Milne, Lecturer in Plant Science at the Institute of Molecular Plant Sciences in the School of Biological Sciences, was winner of the Innovative Teaching award, and says it felt “absolutely wonderful” to have his efforts acknowledged by his students. “I work extremely hard to make my lectures comprehensible, enjoyable and memorable, and it’s fantastic to know that this work has paid off,” he says.

“These awards are a brilliant innovation by EUSA. Research and teaching should have equal prominence as activities within a university, but while excellence in research brings all sorts of rewards and status, excellence in teaching generally brings very few.”

Recipient of the Commitment to All-Round Teaching award, Tonks Fawcett, Senior Lecturer in Nursing Studies at the School of Health in Social Science, agrees the awards are a very positive innovation.

“My focus over the years has been to produce the best nurses possible from the University of Edinburgh and it felt like the students had appreciated this,” she says. “I’m delighted that teaching has been recognised in this way because it was always in the University’s credo. And it’s nice to see the students’ voice being listened to and heeded.”

The School of Law’s Dr Sharon Cowan, Lecturer in Criminal Law & Medical Jurisprudence, won the Best Course award and reveals it was an “enormous honour and privilege” to be nominated. “I think the results reflect the level of engagement students have in the teaching environment, and their understanding of what it means to be taught well. It shows that they’re not just passive learners,” she says.

“One of the best things about the awards ceremony was that the organisers played excerpts of students talking about other courses, and I learnt what was happening in Botany and Biology, for example, which was fascinating. Hearing about what other staff at the University were doing was inspiring.”

The University already recognises quality teaching through a number of avenues, including the annual Chancellor’s Award for Teaching and the Principal’s Teaching Awards Scheme. However Professor Hounsell maintains that the EUSA Teaching Awards are particularly “powerful” as they are devised and operated entirely by students.

“That gives them great street credibility,” he explains. “Another admirable thing about the scheme is its separate awards for best feedback, best course organisation, best course, best communicator... That is important because it says excellent teaching can take many different forms.

“Teaching is about a relationship between a teacher and a student or group of students, and it is probably more challenging now than ever before. These awards are saying,

'Teaching is a great meeting of minds, a dialogue, and they serve as a lovely reminder to us all that this relationship matters.

A new world view: Ensuring access for all to life-saving drugs

The University of Edinburgh is one of the first universities in the UK to adopt a humanitarian agenda for the licensing of its medical research. As a result of this new policy, life-saving drugs developed in campus laboratories could soon be made available to populations in developing countries which would previously have been unable to afford them.

The University has worked with students from the group Universities Allied for Essential Medicines (UAEM) to take forward the initiative. UAEM is a coalition of students, faculty members and researchers at more than 50 universities across Europe and North America. Its aim is to ensure every health-related innovation developed in campus laboratories is made available in the developing world at the lowest possible cost, and that the level and impact of university research on neglected diseases is substantially increased.

Mori Mansouri, UK national coordinator for UAEM and a fourth-year medical student at the University, led the campaign for Edinburgh to adopt the policy.

“Being a medical student and having travelled to various poverty-stricken areas of the world, I’m keenly aware of the problem of access to essential medicines,” he says.

“I have seen empty medicine cabinets in rural and urban clinics and hospitals around Zambia and Kenya, and witnessed first hand patients’ deterioration simply because they could not afford existing medicines. Each year, around 10 million people die due to lack of access to existing therapies. That’s 27,000 people a day, 19,000 of whom are children.

“I thought that we as students should demand that our University recognise its own role in the access crisis, and ask for life-saving drugs developed in our labs to be made affordable to people in the developing world.”

Professor David Webb of the School of Clinical Sciences & Community Health at the College of Medicine & Veterinary Medicine was a key player in ensuring that the ideas behind the campaign had traction within the University.

“The students need the credit for the quality of thinking behind this, because they drove it at the start and then it gained its own impetus,” he explains. “It was first brought to my attention by Mori, who raised the issue after one of my lectures.”

But Professor Webb also points out that the policy is a natural fit with the University’s ethos: “Our role as a world-leading research university extends beyond innovation. We have a responsibility to make a significant and socially responsible contribution to society at large. Millions of people die from often-preventable diseases every year, and we are hopeful that by making our medicines as accessible as possible to those in greatest need, a genuine difference will be made.”

The College of Medicine & Veterinary Medicine is a hub for research into how drugs can be created to combat diseases in the world’s poorer countries. It struck Professor Webb that

drawing on the College's pool of expertise in this area would help meet the University's obligations to the wider world.

"Universities have to some extent a dual responsibility," he says. "One as public bodies to do good where possible, but also as charities to recoup adequately the costs of their activities, and to support their activities through commercialisation. Mori and I concluded that you could meet these aims by commercialising in the developed world and allowing drugs to be used more affordably there."

This approach will now be the premise of any discussion between the University and a pharmaceutical company about the development of a new drug. It's a precedent that should signal to pharmaceutical companies a sea change in the way health-related technologies are made available to poorer countries, and persuade them of the powerful reputational advantages in such a move.

Professor Webb feels it is important to remember that universities have been the seedbeds for innovation in medical research for decades.

"If you look at the big blockbuster drugs from the last 30 to 40 years many of them emerged from work at universities," he explains. "Pharmaceutical companies understandably take a lot of credit for what they achieve but much of it is built on the efforts of universities. Industry benefits hugely from the work of universities."

He hopes that the initiative will allow some of the University's leading researchers to work with groups such as the Gates Foundation in the area of research commercialisation.

The policy is part of a broader drive by the University to participate in international collaborations to improve healthcare for developing countries and promote innovation. According to Professor Webb, sharing the talents of researchers internationally is fundamental.

"For all research, international collaboration is crucially important," he explains. "Edinburgh is probably one of the foremost centres in looking at some of the major diseases in developing countries. International collaboration is what makes these things happen."

The initiative has been warmly welcomed by students at the University, and by Professor Webb's colleagues.

Jonathan R Seckl, Professor of Molecular Medicine and Director of Research at the College of Medicine & Veterinary Medicine, explains: "We are absolutely delighted to do whatever it is we can to support education, access to research and access to medicine for developing countries. We see this as an absolutely central part of the overall mission of the College of Medicine & Veterinary Medicine."

Professor Webb and Mr Mansouri hope that the University's policy will help forge a new consensus on the global effort to make essential medicines available to all.

“I’m really hoping that other universities in the UK will take it up so that ultimately it becomes the status quo,” says Professor Webb. “There is a lot of public pressure for this kind of approach so I would hope that it would be adopted fairly quickly. I’m really delighted that the University took this on – it says something very positive about Edinburgh that it supports an initiative that is so important and central to the work we are doing.”

Diaspora studies: How scattered Scots shaped the world

A £1 million centre of study exploring the role of Scots throughout the globe has been launched at the University of Edinburgh. The Scottish Centre for Diaspora Studies (SCDS) is the first in the world for the advanced research of Scottish emigration.

The Centre was established following a private donation of £1 million from Alan McFarlane, Managing Director of equity investment firm Walter Scott and Partners, and his wife, Ann McFarlane. Based within the School of History, Classics and Archaeology, the Centre will support doctoral students in the history of the Scottish Diaspora, develop scholars who can become affiliated staff, organise events and seek collaborations in related fields worldwide. Mr and Mrs McFarlane's generous donation also enabled the establishment of two doctoral scholarships in Scottish Diaspora Studies at the Centre.

Tom Devine, Sir William Fraser Professor of Scottish History and Palaeography, and Director of the Scottish Centre of Diaspora Studies, explains the intellectual context that gave rise to the Centre.

"In my own work I was beginning to take the view that the best answer to introspection and parochialism in 'small country history' is to look outside," he says. "The Scottish emigrations are a wonderful laboratory for exploring international human mobility. First because it's gone on since the 13th century, second because of our massive involvement, and third because it's covered almost the entire globe."

Professor Devine's thinking coincided with the Scottish Government expressing an interest in reaching out to the Scottish Diaspora. The priorities articulated by the University's Internationalisation Strategy then gave the Centre additional relevance and currency.

Diaspora means 'scattering', and alongside the Irish, the Jews, the Palestinians, the Indians, the Chinese and the Armenians, Professor Devine counts the Scots as one of the few nations whose effect has truly been felt worldwide.

"There is no doubt that this relatively small nation had a disproportionate influence on global development," he says. "We have this marvellous case experience and we're just fortunate that the example of a migrant group that's so significant happens to be Scottish."

Renewed interest in the Scottish emigrations has been a boon for the Centre, but Professor Devine says that there will be no "ethnic conceit" in the way it analyses Scotland's impact on the world. Instead, investigations will concentrate on building up an accurate picture of the Scots as international protagonists, including their role in the Empire.

"This is not about a singular celebration of ancestry," he says. "International research and comparison will be vital to the Centre. Initially there will be comparative study with

other migrant ethnicities and longer term we will have scholars looking at Italian migration, English migration, Irish migration and other paradigms.”

“We need to recognise the darkness as well as the light in the Scottish diasporic experience. So for example in our current work we are examining the Scottish connection with slave plantations, particularly in the 18th century. We’re exploring the Scottish soldier abroad from a different perspective – not the heroic perspective. And we are asking: what was the impact of being consistently used as the spearhead of Empire?”

Since its launch the Centre has run a series of events, recently inviting the distinguished journalist Neal Ascherson to give a keynote address on the long-term relationship between Scotland and Poland. This type of public engagement is integral to the Centre’s ethos, says Professor Devine.

“Our priorities are the highest possible academic standards and on a regular basis exposure of our work to the general public. I do believe firmly that people taking the public purse, as we are, should be returning something. And you can see by our events the extraordinary public interest in these issues.”

“History is one of those subjects where you can still retain the internal academic logic and at the same time have accessible exposition.”

The work of the Centre is already yielding surprising results. David Hesse is one of the doctoral candidates at the Centre, supervised by Professor Devine and David McCrone, Professor of Sociology. His research project looks at the continental European dimension of the Scottish Diaspora, examining the Scottish clubs, clan societies and festivals that he has found to be rife in France, Germany, Belgium, the Netherlands and Russia.

“Sometimes these clubs are intimate genealogical societies, and sometimes they organise folk festivals on a grand scale, with pipe bands, kilts and Highland games,” explains Mr Hesse.

“The festivals are attended by a mixture of people of Scottish descent and those who simply claim an emotional, aesthetic connection with Scotland. The Scots seem to be well informed about what’s going on in the USA and Australia but know very little about the enthusiasm for Scottish ancestry and Scottish symbols across Europe. I was recently at a festival near Leipzig, for example, and there were 15,000 Germans celebrating Scotland, many of them wearing kilts.”

Mr Hesse’s research has captured what he describes as the “historically seasoned” evocations of Scotland that still have mass appeal – tradition, strength, masculinity, and a martial, underdog spirit. These may be “a bundle of stereotypes” according to Mr Hesse, but they are potent ones.

Professor Devine points to Mr Hesse’s research as a fascinating and revealing portrait of “the contemporary fetish with things Scots”. He argues that Scotland has experienced,

over the last 10 years, “a new sense of triumphalism, a shift away from an obsession with victim history to an obsession with victor history”.

It’s a development that makes it even more important to value historical research that is led by evidence rather than emotion, he says.

“There needs to be a credible, trusted, impartial academic base to make commentary at a time when the nation is still in the process of discovering its new identity in the post-Devolution era. The whole purpose of what the Centre does must be intellectual honesty. A mature democracy should be prepared to look at the past, warts and all.”

Going global: Striving for worldwide partnerships and international excellence

The University of Edinburgh is building on its long-established reputation as an international centre for teaching and research by adopting a new strategy – Edinburgh Global.

Officially launched in June 2009, Edinburgh Global aims to ensure that the University is “a place of first choice in the minds of the world” and will cement its reputation for top-quality learning, research and knowledge transfer at the heart of its future activity.

Project head Professor Stephen Hillier, Vice Principal International, says the strategy will equip the University with the vision and agility to develop its international status and reputation in an increasingly competitive global environment.

“The risks of not embracing this agenda are severe,” he cautions. “In this dynamic, exciting and challenging world, to stand still or even just make incremental progress will be to fall behind.”

However, Professor Hillier believes the benefits of success will be seen in terms of vibrant, internationally focused staff and students who are working with the best thinkers worldwide.

Edinburgh Global has four major strategic objectives: to ensure Edinburgh continues to recruit the very best students and remains one of the most attractive universities for students; to continue to attract the most able researchers; to ensure that student-related teaching and research activity generates partnerships with other major international institutions; and to ensure that the University’s knowledge and research findings have global impact.

As an example of how Edinburgh Global will work in practice, Professor Hillier points to the creation of ‘global academies’ within the University, which will draw together teaching and research in key areas for which Edinburgh is renowned. He explains: “We are looking at finding a way of putting an umbrella over the related activities that are occurring across the University, including staff and students expertise in the fields of leadership, management and policy development.

“Each academy will have a prospectus drawn from all three Colleges but with its centre of gravity in a particular College.”

Professor Hillier continues: “Taking the Global Health Academy as an example, what we are proposing is that all the specialists from across the University put on the table exactly what they are doing in this area. That will allow us to bring together all our diverse, eclectic and exciting areas of research and use them to develop a prospectus of health-related activities that can contribute to our global position.”

Professor Hillier says the University has already forged worldwide partnerships within the health arena in fields such as water quality, environmental sustainability, computer sciences, humanities and social sciences.

An example of the global outlook that will increasingly define the University is the work being undertaken at the School of Biomedical Sciences' Centre for Infectious Diseases, to combat the scourge of tsetse fly-borne sleeping sickness in Africa.

This work is being led by Sue Welburn, Professor of Medical & Veterinary Molecular Epidemiology. Professor Welburn has been working in Uganda for more than 20 years, studying the relationship between the spread of the illness by flies and the role livestock play in providing a 'reservoir' for the sickness.

When she began studying the subject, Professor Welburn worked under difficult conditions in Uganda – it was known that livestock could be a reservoir for human disease, but experts were unsure of how significant a factor this was. No tools were available for testing whether humans were being infected in 'spill over' infections from animals.

She explains: "About 20 years ago we started developing quite basic molecular tools that would enable us to determine whether these parasites were infective to humans or not. Over the past 15 years that's what I've been doing: developing more and more sophisticated molecular tools so now we're actually able to take a sample of blood from an animal, pop it on a card and tell you whether it can infect a human or not."

Professor Welburn explains that there are two forms of sleeping sickness: a chronic form found mainly in the north of Uganda and an acute form that occurs in the southern regions: "These diseases have started to move towards each other at a very high rate, so we have been working with the Ugandan Government and our partner university, Makerere University in Kampala, to treat all of the cattle in the zone in which we have these two diseases to eliminate the reservoir of infection.

"We have a programme to treat up to 500,000 animals and our role and responsibility is to generate the data and provide the evidence for the efficacy of the treatment programme."

She continues: "Already we have reduced the reservoir of infection in animals by 75 per cent, effectively preventing transmission in an entire district, and now the Ugandan Government has invited us to continue this programme. This is probably the first time that a disease has been controlled by a third party intervening in cattle."

The long-term partnership between the University of Edinburgh and Makerere University continues to prove beneficial: the two institutions collaborate in running an online Masters course, and offer a full exchange programme for doctoral and post doctoral training.

Professor Welburn says the Ugandan project's success has clear applications in other African countries, and future work will be built on relationships with a range of international institutions: "We're exploring collaboration with Yale University and we already partner with the University of Salford and the University of Cambridge in working in Africa."

With a view to the future Professor Hillier explains: "We already lead in certain areas, but we aspire to do more. This strategy will make our activities more accessible and more visible to potential students and collaborators."

From Campus to Community: University societies come of age

With a track record in areas as diverse as conservation, charity sector consultancy, and support for hospital patients, the University's student societies are spearheading engagement with Edinburgh's wider community. The Edinburgh University Student Association (EUSA) runs more than 200 clubs and societies, groups that are at the heart of student life in the capital. Many of these societies play a role beyond campus, working with a cross-section of society in Edinburgh, outside the city limits, and overseas.

At Edinburgh, half of the student body is involved in some way in student societies, with participation actively encouraged by EUSA. Camilla Pierry, EUSA Vice-President for Societies and Activities, believes societies encourage students to develop talents and forge friendships that enrich their University experience and advantage them in later life.

"Because students are in Edinburgh for four years, societies give people a real opportunity to shape their time at the University," she says. "We have a remarkably low drop-out rate at Edinburgh and a remarkably high number of societies. There is an incredibly skilled pool of students here, because of what students learn through their involvement in clubs and societies – and that's sometimes overlooked."

EUSA recently launched the Society Oscars, an opportunity to recognise societies' successes in campaigning, event organisation and public engagement. The awards shortlist reflected the ambition of many societies not just to give their members a focal point for socialising and sharing ideas, but also to liberate themselves from the campus and take their work into the community.

The Oscars' Community Action trophy was won by conservation society the Dirty Weekenders. The group focuses on improving green spaces in the Lothian area, as fifth-year Geology student and Club President Anna Brookfield explains.

"A lot of the work we do is about improving access to parks and woodlands so that people can get in to and enjoy these beautiful places. Our projects include step building at Dalkeith country park, burn clearance at the Hermitage of Braid, tree planting at Beecraigs, path maintenance on the Penicuik-Dalkeith walkway and vegetation clearance and step building at Roslin Glen."

Runner-up for the Community Action Award was Fresh Sight, a professional student organisation that offers free consultancy services to the not-for-profit sector. Members conduct projects lasting six to nine weeks for client charities, tackling problems such as funding, business planning, marketing and branding.

Fourth-year Politics student Lucy Geoghegan is director of Fresh Sight. "We provide a forum for like-minded, enthusiastic and socially concerned students to come together and gain skills through training workshops," she explains. "They get invaluable on-the-job experience leading and participating in a project for a local charity or social

enterprise.”

Clients include the Wester Hailes Health Agency, the Homeless Outreach Project, Autism Initiatives UK, and Edinburgh & Lothians Greenspace Trust. Geoghegan says part of Fresh Sight’s remit is to renegotiate the relationship between the University and the Edinburgh community.

“We believe Fresh Sight can help students and key elements of the community to interact in a mutually beneficial way. This can last the duration of a project but, more commonly, it has inspired students to continue volunteering or go on to work within the third sector after graduation.”

Also shortlisted at the Society Oscars was Children’s Holiday Venture (CHV), the UK’s only completely student-run children’s charity. CHV works with around 100 children and young people aged from eight to 16, from areas of deprivation in Edinburgh. Members run weekly group activities, annual day trips, residential camps, and fundraising events with the purpose of giving children and young people new experiences in a supportive environment.

Society secretary Rachel Morrison, a fifth-year student studying Chemical Engineering, explains: “All the children and young people are referred to us through schools and social work departments; one of the reasons we appeal to them is because we have a ratio of two students to every three children. Through regular contact, we are able to provide stable relationships that give the children and young people more confidence, which in turn builds trust and respect.”

Alongside established groups such as the Dirty Weekenders, CHV and Fresh Sight, more than 30 new societies regularly launch each year. The Patient Outreach Project (POP) is a volunteering service operating with NHS Lothian. It aims to provide student visitors for inpatients at Edinburgh’s Royal Victoria Hospital who may have few visitors and friends in the area. Personal experiences of hospital informed third-year medical student Charlotte Squire’s decision to start the project.

“I was thinking about how difficult my family found it when my grandparents were hospitalised near the end of their lives,” she says. “Even when people do their best to juggle work and family commitments to find time to visit friends and relatives, many patients often spend a great deal of time alone in hospital.”

“Hospital staff do their best, but often just don’t have the time to sit and chat with the patient. Several studies have indicated the importance of holistic wellbeing to physical recovery, so this is clearly important. I wanted to start a project where students give some time to visit patients in hospital, with the goal of reducing the stress on families, making hospital stays more interesting and less lonely, and bringing students into more contact with the elderly, a group we can learn a great deal from.”

Camilla Pierry hopes EUSA can do more to articulate the achievements of societies such as the Dirty Weekenders, Fresh Sight, CHV and POP in future.

“Communication is always a challenge – students do a lot of good work behind the scenes. But there is enormous potential for more; while groups like these are fantastic, there are lots of societies still only exploring the logistics of outreach. We have a lot of student talent here that with more support could really impact on the wider community.”

Ms Pierry is consistently impressed by the commitment, inventiveness and vitality students bring to Edinburgh’s societies. “EUSA doesn’t set up societies pre-emptively; every group springs from an individual student having an idea and coming to us with it. It’s all about student leadership – right from the start.”

The University of Edinburgh

The University Court

19 October 2009

Academic Report

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

This paper is the Academic Report to Court from the electronic business of Senatus conducted from 22 September to 30 September 2009 and from the Senatus Meeting held on 14 October 2009.

Action requested

Items 1 – 4: for information

Item 5: for endorsement by Court

Resource implications

Does the paper have resource implications? Item 3, the Review of Teaching and Learning Support for Staff and Students, entails resource implications, initially in the creation of the Institute for Academic Development and in the appointment of a Director. It is proposed that existing budgets for these activities would transfer to the new Institute.

Risk assessment

Does the paper include a risk assessment? No.

Equality and diversity

Does the paper have equality and diversity implications? Item 1, Fast, Effective Feedback to Students, and item 3, Review of the Support for Teaching and Learning for Staff and Students, address elements of the student experience which have inherent equality and diversity considerations.

Freedom of information

Can this paper be included in open business? Yes.

Originator of the paper

Dr Linda Bruce
Senate Secretariat
15 October 2009

1. Fast, Effective Student Feedback

Senate received presentations from all Schools highlighting particular successes from their ongoing work to improve the provision of feedback to students. These highlights were representative of a very broad range of actions being taken forward by Schools. These were shared as good practice and stimulation of ideas through circulation with Senate papers and on the Senate wiki. Common themes emerged from the actions taken to enhance feedback:

- Briefing and training of students
- Involving students in feedback
- Interacting with students to build a stronger sense of community
- Refining traditional feedback through a blend of methods and timings
- Plugging gaps in feedback
- Setting feedback-rich assignments, with a focus on 'feed-forward'
- New ways of giving feedback, including the piloting of electronic feedback on assignments, coursework and rotations
- Reshaping curricula and assessment
- Involvement of student representatives in designing local strategies
- Showcasing and disseminating good feedback practices

Presentations by the Director of Academic Standards and Quality Assurance and by the EUSA Vice President Academic Affairs addressed professional bodies' expectations regarding feedback to students and the student view respectively. Senate engaged in wide-ranging debate of the issues raised through the presentations, concluded by a summary and forward look by the Vice Principal for Academic Enhancement.

2. Our Changing World

Senate received for initial discussion a proposal for a new trans-College course proposing public lectures and additional curricular development, aimed at engaging with the global challenges facing society and delivering an understanding of the relevance and impact of students' subject areas to these challenges. Senate approved the initial mounting of a series of 10 high profile evening public lectures on the theme of 'Our Changing World'.

3. Review of the Support for Learning and Teaching for Staff and Students

Senate received a summary of the findings and recommendations of a review of the University's arrangements for supporting staff and students in relation to teaching and learning, aimed at assisting the University to deliver its strategic goal of excellence in these areas. Senate endorsed the report, and in particular the establishment of an Institute for Academic Development and the early appointment of its Director.

4. Resolutions: Chairs

Senate having considered the draft Resolutions below offered no observations.

Draft Resolution 47/2009

Draft Resolution 48/2009

Draft Resolution 49/2009

Draft Resolution 50/2009

Draft Resolution 51/2009

Draft Resolution 52/2009

5. Annual Subject Review Statement to the Scottish Funding Council (Appendix 1)

Senate approved and has transmitted to the Scottish Funding Council the University's annual report on internal subject review activity, including engagement with professional and statutory bodies. Court is invited to endorse the report.

6. Election of Senatus Assessor on the University Court

Professor Jake Ansell has been elected as the Senatus Assessor on the University Court for a period of two years from 1 January 2010 to 31 July 2012.

Dr Linda Bruce
Senate Secretariat

15 October 2009

**ANNUAL INSTITUTIONAL STATEMENT OF INTERNAL SUBJECT REVIEW ACTIVITY
FOR ACADEMIC YEAR 2008-09**

1. Internal reviews undertaken in Academic Year 2008-09

This section details the internal reviews of both undergraduate and postgraduate provision that the University undertook in the Academic Year 2008-09.

In each case the review teams had confidence that teaching, learning and assessment of the subject area under review was soundly based, that the academic standards achieved were at least equal to those of the University of Edinburgh's peer institutions and that procedures for quality assurance and enhancement adhered to accepted Scottish and UK good practice.

Review teams have significant externality in their makeup and include at least two reviewers from outside the University, though some subject areas have nominated more than two. Reviewers are encouraged to challenge, question and make suggestions, and not simply to acknowledge that existing systems are satisfactory.

1.1 Internal undergraduate reviews

The University's system of internal review for undergraduate degree programmes is the Teaching Programme Review (TPR) programme. This is designed to provide information about the quality of the teaching being delivered in Schools and subject areas and the extent to which this meets the needs of students, employers, and other stakeholders. This system also enables subject areas who are being reviewed to think about their own internal processes, receive comments on their teaching from trusted outsiders, and have an opportunity to get responses to any criticisms made both from within the subject areas concerned, and from anyone else involved. Since the University started to participate in the National Student Survey (NSS) this has also involved consideration of the NSS results and open comments received for the School.

In 2008-09 there were six TPRs. These were in the following areas:

- Archaeology
- Architecture
- Biological Sciences
- History
- Informatics
- Music

All the University of Edinburgh's TPR reports, and subject areas' responses to the reports once available, are at:

<http://websiterepository.ed.ac.uk/qahandbook/tpr/reports.html>.

1.2 Internal postgraduate reviews

The University also has a system of internal postgraduate reviews (Postgraduate Programme Reviews – PPRs) which are designed to provide information about the postgraduate education being delivered in Schools and subject areas, and the extent to which this meets the needs of students, employers, and other stakeholders. This system also enables Schools to think about their own internal processes, receive comments on their degrees from trusted outsiders, and have an opportunity to get responses to any criticisms made both from within the subject areas concerned and from anyone else involved.

Over the past year the Colleges, who administer the PPR process within their own areas, worked with the previous Director of Quality Enhancement to review certain operational aspects of the PPRs and to produce slightly revised guidance. The changes were evolutionary in nature rather than revolutionary, and the basic process has not been changed.

In 2008-09 there were four PPRs. These were in the following areas:

- The School of Molecular and Clinical Medicine
- The School of Mathematics
- The School of Health in Social Science
- The School of Law

All the University of Edinburgh's PPR reports, and subject areas' responses to the reports once available, are at:

<http://www.acaffairs.ed.ac.uk/Quality/PostgraduateProgrammeReview.htm>.

In last year's annual statement we reported that we intended to carry out a PPR of The Institute of System Level Integration, which delivers a joint degree for which Edinburgh was at that point the administering University. This was due to take place in January 2009. However the decision was taken in December 2008 to rotate the administering University, in line with the Memorandum of Understanding, to Heriot Watt. Heriot Watt fully takes over this role in September 2009 and so the decision was taken, in conjunction with Heriot Watt, that this planned review should not be carried out. A review will now take place under Heriot Watt's procedures.

1.3 Involvement of students in the review process

Students are involved in the review process in a number of ways. All undergraduate internal review teams in 2008-09 had provision for a student member where one could be identified. This practice was found to enhance the review process and is being strengthened by providing more training for student reviewers to complement that already provided by EUSA. Students are also invited to contribute to preparation for the review. Subject areas are expected to feed back commendations and recommendations resulting from the review process. Involvement of this kind is typically through the School and subject-level staff-student liaison committee. In addition to reviewing feedback provided on course and programme questionnaires the review team routinely interviews students to gather views first-hand on the student experience.

In addition to involvement of students in internal reviews they are often involved in PSB reviews – see for example the participation highlighted in Attachment 1. However this is obviously determined by the processes followed by individual PSBs.

1.4 Reflective overview of key findings from internal reviews

This section reports on the key findings from reviews conducted in AY 2008-09, in particular noting key themes that emerged, as well as particular strengths and good practice and recommendations for development.

- A) **Enhancement of learning and teaching:** A number of key factors were commended in the reviews as leading to an enhanced learning and teaching experience. As in previous years, reviews highlighted research strengths and research-led teaching, and the broad choice of subjects offered within programmes, reflecting research interests. A number of reviews noted how new and innovative teaching methods were being developed, particularly in e-learning and assessment methods.

Reviews also noted how employability and key graduate attributes were being successfully embedded in curricula and programmes including presentation skills, writing skills and career awareness. Provision of teaching information, in the form of course booklets as well as grade descriptions, was also noted. Reviews also commended the strength of curriculum development processes that demonstrated a robust and critical basis to the development of programmes.

Reviews recommended ongoing curriculum reviews to consider the coherence of programmes of study and the balance within them. They also recommended the strategic development of curricula, taking account of broader College and University priorities and external stakeholders (e.g. employers).

- B) **Academic staff:** All reviews, without exception, commended both the quality of academic staff and their commitment and dedication to teaching and to students. Staff were praised for their enthusiasm and depth of knowledge. This also extended to tutors, demonstrators and administrative staff. Administrative staff were also commended for their commitment and dedication to supporting students and academic staff.
- C) **Feedback to and from students:** Feedback remains an area under active management and a key strategic priority for the University. Reviews commented on various aspects of feedback both to and from students. Among this, reviews noted the commitment to provide useful and timely feedback to students, the use of feedback forms and pro-formas for the provision of structured feedback and ongoing efforts to improve the quality and quantity of feedback as well as the timeliness of provision. Reviews also noted active engagement with the results of the National Student Survey on feedback and assessment and noted Schools were responding appropriately. Feedback from students was also noted in the form of course questionnaires; comments from students suggested that their views were listened to and acted upon.

Reviews noted the following recommendations regarding feedback. In recognition of the benefits of feedback forms and pro-formas, review teams recommended that these could be further enhanced to allow more space on the forms for open comments. It was also recommended that the use of forms should be monitored to ensure appropriate use and timely turnaround. In order to further enhance feedback, a couple of the review teams recommended setting up small task forces to focus on priority areas. Also noted was the need to communicate the availability of feedback more widely to students in order that they may take full advantage of it.

- D) **Support for learning and teaching:** Reviews commended the high quality of academic and pastoral support provided to students by academics through the Director of Studies system, by administrators/Student Support Officers and technical support staff and the dedication of staff to these roles. The Student Support Officer system, introduced last year in one of the Colleges, was highly commended in terms of making student support more readily accessible to students and maintaining ongoing contact with students. Reviews also noted other local methods of student support in the form of drop-in surgeries and the development of a sense of community in certain subject areas to support students.

Notwithstanding the demonstrated benefits of the DOS/SSO system, recommendations were made to clarify their respective roles and to ensure that the distinction is communicated clearly to students so that they may access relevant support as needed.

- E) **Student attainment:** Reviews commended the high quality of students and graduates. Specific comments related to high standards of work produced and the maturity and responsibility of students as well as demonstrated employability and transferable skills.

- F) **Identifying learning points and sharing good practice:** A small number of reviews recommended consideration of ways to share information from student feedback and foster a more proactive culture of sharing good practice in teaching and learning both within and across Schools.

2. Reviews of student support services undertaken in Academic Year 2008-09

Student Support Services are reviewed annually by a separate process. In AY 2008-09 six Support Services were reviewed and their reports are at:

- [Centre for Sport and Exercise](#)
- [Disability Office](#)
- [Chaplaincy](#)
- [Information Services](#)
- [Careers Service](#)
- [Student Counselling Service](#)

The EUSA Advice Place also reported to SQAEC and key comments are recorded in the relevant [SQAEC minute](#).

In addition to these reviews, the standard remit of Teaching Programme Reviews (TPRs) also considers the availability and sufficiency of learning resources at the subject level (including support services such as the library and IT services). This process ensures an understanding of context-specific issues related to student support. Academic and pastoral support is also reviewed within the standard remit of TPRs.

2.1 Reflective overview of key findings from student support service reviews

The reviews noted a number of key themes across the support services. All services reported high levels of student satisfaction with the quality of support provided. This is particularly pleasing given the resource constraints noted in the reviews and increased levels of demand for, and usage of, the services. As a consequence, many of the services reported that they are actively considering ways to smooth out supply and demand. Good practice is being demonstrated in this respect in relation to increased flexibility in the delivery of services (for example email counselling and careers advice), improved management of bookings (via SMS text reminders) and greater use of self-help tools (e.g. Bibliotherapy), workshops and group sessions. Good practice is also being demonstrated in the ways in which support services are increasingly working together to provide continuity of support to students. Examples of this include: the Mental Health Monitoring service provided jointly by the Counselling Service and the Disability Office and the Bibliotherapy service made possible by the Counselling Service, the Chaplaincy and the Library working together.

A number of the reviews highlighted the need to address particular challenges and requirements faced by postgraduate and international students, and noted where action was being taken to address this. For example, the Counselling Service and Disability Office reviews noted that speed of response is a particular issue for postgraduate students on one year taught programmes. In such cases, there is evidence that the services are prioritising students to ensure that timely advice and support are put in place.

A number of the student support services are also externally accredited. For example, the Careers Service and the Advice Place are both accredited to the Matrix Standard.

Between January 2008 and June 2009 the Director of Quality Enhancement led a substantial review of Academic and Pastoral Support for Students, taking a broad-based view of the totality of support offered to students, with a view to enhancing the overall offering and building on existing strengths. The Review outcome will be discussed at the October 2009 Senate meeting. The outcome of the review is likely to include recommendations for the organisation and management of student support services and also to inform the purpose and nature of future reviews of student support services.

3. Reviews by professional and statutory bodies undertaken, or reported on, in Academic Year 2008-09

3.1 Result of the General Medical Council review of the MBChB

Within the College of Medicine and Veterinary Medicine the MBChB was reviewed by the General Medical Council (GMC) in Academic Year 2007-08 but the result of this review was not available at the time of our last institutional statement.

The GMC considered that the MBChB meets the requirements of Tomorrow's Doctors in accordance with Section 5(3) of the Medical Act 1983, subject to two requirements and five recommendations. The School has formally responded to the report with an action plan and timetable according to which the School will address these issues. It has also welcomed the many positive comments in the report and, in particular, six areas of innovation and good practice selected for specific commendation.

3.2 Reviews by professional and statutory bodies undertaken in Academic Year 2008-09

All the degree programmes reviewed by the relevant statutory body in 2008-09 were successfully reaccredited.

Within the College of Medicine and Veterinary Medicine, The Royal (Dick) School of Veterinary Studies was reviewed by the American Veterinary Medical Association. This valuable review is, of course, additional to the normal review by the British Royal College of Veterinary Surgeons and the School was awarded unconditional accreditation.

Within the College of Humanities and Social Science the degree programmes that were reviewed are listed in Attachment 1, which also specifies the relevant PSB in each case and pulls out main themes from the reports. In addition a number of annual reviews took place.

Within the College of Science & Engineering, the School of Informatics was reviewed by the British Computer Society (BCS), on behalf of the Engineering Council, and the School of Chemistry was reviewed by the Royal Society of Chemistry (RSC).

Twenty-nine undergraduate and taught postgraduate degrees in Informatics were accredited against a range of standards and at a variety of levels. The BCS report commended a number of specific activities and the enthusiasm of staff and students in general.

All of the Chemistry programmes that were accredited in the last cycle were re-examined by the RSC in March 2009. This included the "...with Materials Chemistry" degree programmes in this cycle, in order to harmonise the timings of the programme accreditations. All the programmes were accredited / recognised. The School is reviewing the length of the undergraduate Masters projects in the light of recommendations.

4. Internal reviews planned for Academic Year 2009-10

This section lists the subject reviews that are currently expected to be undertaken at the University of Edinburgh in 2009-10.

4.1 Internal undergraduate reviews

In 2009-10 the University plans to undertake six TPRs. These will be in the following areas:

- Initial Teacher Education
- Mathematics, Statistics and Operations Research
- Psychology
- Scottish Studies
- Sports Science and Sports & Recreational Management
- Veterinary Medicine

4.2 Internal postgraduate reviews

In 2009-10 the University plans to undertake three PPRs. These will be in the following areas:

- The School of Biological Sciences
- The School of Divinity
- The Royal (Dick) School of Veterinary Studies

5. Reviews by professional and statutory bodies planned for Academic Year 2009-10

In 2009-10 the University expects a number of degree programmes to be reviewed by the relevant statutory body.

Within the College of Science & Engineering the Institute of Engineering and Technology (IET) is scheduled to visit in March 2010 to review programmes in electronics and electrical engineering.

Within the College of Humanities and Social Science the degree programmes that will be reviewed are listed in Attachment 1, which also specifies the relevant PSB in each case. In addition a number of annual reviews will take place.

Professional and Statutory Body Reviews of programmes in CHSS 2008-09 and schedule for future reviews

Arts, Culture and Environment

Degree	Accrediting Body	Review in 2008-09	Outcome of review	Expected date of next review
BA Architecture, MA (Hons) in Architecture (Jointly owned by Edinburgh College of Art and the University of Edinburgh)	The Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA) are responsible for accrediting Architecture degrees.	No	N/A	ARB review provisionally scheduled for 2010 RIBA review provisionally scheduled for 2011
Master of Architecture (Jointly owned by Edinburgh College of Art and the University of Edinburgh)	As above	No	N/A	ARB review provisionally scheduled for 2010 RIBA review provisionally scheduled for 2011
MA (Honours) in Architectural Design	As above	No	N/A	Provisionally scheduled for 2010
Master of Architecture (Design)	As above	No	N/A	Provisionally scheduled for 2010
Master of Architecture (Digital Media)	As above	No	N/A	Provisionally scheduled for 2010

Education

Degree	Accrediting Body	Review in 2008-09	Outcome of review	Expected date of next review
BEd (Primary Education) with Honours	General Teaching Council (Scotland). Reviewed every 6 years	Yes	Positive outcome	To be confirmed
BEd (Physical Education) with Honours	General Teaching Council (Scotland). Reviewed every 6 years	Yes	Positive outcome	To be confirmed
BEd (Design and Technology) with Honours	General Teaching Council (Scotland). Reviewed every 6 years	No	N/A	Provisionally scheduled for 2010-11
Professional Graduate Diploma in Education (Primary Education)	General Teaching Council (Scotland). Reviewed every 6 years	Yes	Positive outcome	To be confirmed

Education (cont'd)

Degree	Accrediting Body	Review in 2008-09	Outcome of review	Expected date of next review
Professional Graduate Diploma in Education (Secondary Education)	General Teaching Council (Scotland). Reviewed every 6 years	No	Positive outcome	To be confirmed
Postgraduate Diploma in Education Leadership and Management leading to the Scottish Qualification for Headship Eastern Consortium (University of Edinburgh)	General Teaching Council (Scotland).	Yes	Positive outcome	To be confirmed
MSc Management of Training and Development	Chartered Institute of Personnel and Development. Reviewed every 5 years	No	N/A	2012-13
Postgraduate Certificate in University Teaching	Higher Education Academy. Reviewed every five years.	No	N/A	2012
Endorsement of the School's Community Education programmes	Community Education Validation and Endorsement (CeVe). Accredited every five years	Yes	Reaccreditation for five years	2013-14
BA in Childhood Practice	Scottish Social Work Council	No	N/A	To be confirmed

The Initial Teacher Education programmes (the BEd and PGDE programmes) were successfully reaccredited subject to the following conditions:

(a) BEd Primary

- (i) The programme team should update the programme's reading lists to ensure the most recent relevant legislation is referenced (some suggestions were attached to the Minute as an Appendix);
- (ii) The programme team should carry out a review of the staffing complement to ensure that the programme has sufficient staff with the requisite skills, knowledge and experience.

(b) BEd Physical Education

- (i) The programme team should update the programme's reading lists to ensure the most recent relevant legislation is referenced (some suggestions were attached to the Minute as an Appendix);

- (ii) The programme team should carry out a review of the staffing complement to ensure that the programme has sufficient staff with the requisite skills, knowledge and experience.
- (c) PGDE Primary
 - (i) The programme team should update the programme's reading lists to ensure the most recent relevant legislation is referenced (some suggestions were attached to the Minute as an Appendix);
 - (ii) The programme team should carry out a review of the staffing complement to ensure that the programme has sufficient staff with the requisite skills, knowledge and experience;
 - (iii) The programme team should review the programme's approach to how students complete its research elements and, in conjunction with their colleagues on the PGDE Secondary programme, the team should consider issues of equity of demand regarding student research requirements between the two PGDE programmes.
- (d) PGDE Secondary
 - (i) The programme team should update the programme's reading lists to ensure the most recent relevant legislation is referenced (some suggestions were attached to the Minute as an Appendix);
 - (ii) The programme team should carry out a review of the staffing complement to ensure that the programme has sufficient staff with the requisite skills, knowledge and experience;
 - (iii) The programme team should review the programme's approach to how students complete its research elements and, in conjunction with their colleagues on the PGDE Primary programme, the team should consider issues of equity of demand regarding student research requirements between the two PGDE programmes.

All PSRB reviews in Education provide the Review Panel with opportunity to meet current students and many a selection of former students who have graduated.

Health in Social Science

Degree	Accrediting Body	Review in 2008-09	Outcome of review	Expected date of next review
Doctorate in Clinical Psychology	British Psychological Society. Reviewed every 5 years Since 2008-09 also subject to accreditation from the Health Professions Council from 2009-10	Open ended approval from the HPC. No BPS review.	N/A	BPS review scheduled for 2012-13 HPC visit scheduled for 2011-12. Annual monitoring forms will also be required each year.
Doctorate in Clinical Psychology (Flexible Training Programme)	British Psychological Society. Reviewed every 4 years Since 2008-09 also subject to accreditation from the Health Professions Council from 2009-10	Open ended approval from the HPC. No BPS review.	N/A	BPS review scheduled for 2012-13 HPC visit scheduled for 2011-12. Annual monitoring forms will also be required each year.
Postgraduate Certificate in the Counselling Approach	Counselling and Psychotherapy in Scotland (COSCA). Reviewed every five years.	No	N/A	2009-10
Postgraduate Diploma in Counselling	Counselling and Psychotherapy in Scotland (COSCA). Reviewed every five years	No	N/A	2009-10
BN (Hons) Nursing	Nursing and Midwifery Council reviews every five years. HLSP, on behalf of NMC, conducts annual reviews.	Annual review by HLSP in 2009 on behalf of Nursing and Midwifery Council	Positive review - no concerns raised (see below)	The next Nursing and Midwifery Council validation review is scheduled for 2011-12 Annual HLSP review scheduled for 2010.

The main themes from the annual review of the BN (Hons) Nursing are:

- There are adequate resources on campus with newly refurbished teaching accommodation. Staff are all qualified in their area of speciality and are NMC registrants, some holding recorded teaching qualifications.
- There are some excellent partnership arrangements with three Universities across Edinburgh sharing resources for the allocation of students, mentorship and audit. Placements are managed by Placement Allocations based at Napier University. The University works collaboratively with Health Boards and relationships are very positive.

- Students are well supported in placements by liaison lecturers, practice education facilitators and placement organisers.
- A range and variety of learning opportunities are available and students achieve high standards in theoretical and practice components of the programme.

The reviewers took into account student evaluations, and also met with some students during the review.

Law

Degree	Accrediting Body	Review in 2008-09	Outcome of review	Expected date of next review
LLB Ordinary (3 year programme) LLB Ordinary (2 year programme – graduate entry) LLB (Single Honours) LLB (Joint Honours)	Law Society of Scotland	No	N/A	Next review provisionally scheduled for 2012.
Diploma in Legal Practice	As Above	No	N/A	2010-11*
Professional Competence Course	As Above	No	N/A	2010-11*

*Postponed from 2008-09

Business School

Degree	Accrediting Body	Review in 2008-09	Outcome of review	Expected date of next review
MA (Hons) Economics and Accounting	Institute of Chartered Accountants of Scotland	Annual review	Positive	Next full review tentatively scheduled for 2010
MA (Hons) Business Studies and Accounting	As above	Annual review	Positive	Next full review tentatively scheduled for 2010
LLB Law and Accountancy	As above	Annual review	Positive	Next full review tentatively scheduled for 2010
MBA full time	AMBA (Association of MBAs). Reviewed every 5 years.	No	N/A	2011-12
MBA part time	As Above	No	N/A	2011-12
MBA in International Business	As Above	No	N/A	2011-12

Business School (cont'd)

Degree	Accrediting Body	Review in 2008-09	Outcome of review	Expected date of next review
N/A (EQUIS accredits the School rather than individual programmes)	European Quality Improvement System (EQUIS) of European Foundation for Management Development	No	N/A	2009-10

Philosophy, Psychology and Language Studies

Degree	Accrediting Body	Review in 2008-09?	Outcome of review	Expected date of next review
MA (Hons) Psychology	British Psychological Society. Every 5 years	Yes	Positive – accreditation subject to conditions.	2013-14
MA (Hons) Psychology and Business Studies	As Above	Yes	Positive – accreditation subject to conditions.	2013-14
MA (Hons) Psychology and Linguistics	As Above	Yes	Positive – accreditation subject to conditions.	2013-14
MA (Hons) Sociology and Psychology	As Above	Yes	Positive – accreditation subject to conditions.	2013-14
MA (Hons) Philosophy and Psychology	As Above	Yes	Positive – accreditation subject to conditions.	2013-14
BSc (Hons) Psychology (Non-Biology)	As Above	Yes	Positive – accreditation subject to conditions.	2013-14
BSc (Hons) Artificial Intelligence and Psychology	As Above	Yes	Positive – accreditation subject to conditions.	2013-14
BSc (Hons) Biological Sciences (Psychology)	As Above	Yes	Positive – accreditation subject to conditions.	2013-14

The BPS commended good practices in the programmes and agreed to accredit the programmes for five years subject to the following conditions:

1. The programme team must expand the coverage of the core GBR Curriculum areas of Social Psychology, Developmental Psychology and Individual Differences in line with the QAA Benchmark Statement for Psychology (2007), in order that students are provided with a breadth and depth of coverage of the core areas at Level 9 and/or 10.

2. The programme team must increase students' exposure to qualitative research methods at Level 9 and/or 10 on both Single Honours and Combined Honours programmes.
3. The programme team must revise key documentation to include the statement that, in order to be eligible for the Society's Graduate Basis for Registration, students must gain at least a Lower Second Class Honours degree in addition to successfully completing the research project.

Psychology has discussed these conditions and has written to the BPS explaining how it plans to fulfil the conditions.

The review involved a visit to the University by a team from the BPS. The team met with a group of students on the programmes, and sought their views on various issues, including their reasons for choosing to study at Edinburgh, the mechanisms by which they can provide feedback, access to facilities and resources, and feedback on assessment.

Social and Political Studies

Degree	Accrediting Body	Review in 2008-09?	Outcome of review	Expected date of next review
BSc (Social work) Honours	Scottish Social Services Council. Reviewed at Intervals of no more than 5 years	Yes	Successful – reaccreditation approved for a further five years	To be confirmed
Diploma / Masters in Social Work	Scottish Social Services Council. Reviewed at Intervals of no more than 5 years	Yes	Successful – reaccreditation approved for a further five years	To be confirmed
MSc Mental Health	As Above	No	N/A	To be confirmed

The SSSC approved accreditation of the programmes without conditions. It commended the programmes for:

- The use and further development of the Enquiry and Action Learning approach to delivering the course
- The introduction of the review and transition 'bookend' courses
- The revision of the Assessing Readiness for Practice 15 day block into a number of days split over several weeks
- Engaging with the wider university in the widening participation agenda

The review panel met with students as part of the review.

Tom Ward
26 August 2009

The University of Edinburgh

University Court

19 October 2009

Format of Court Minute

The current format of Court minutes has evolved to allow the minute and selected papers to be bound into Court Minute books: each volume holding the minutes and associated papers for one or more academic years depending on the quantity of papers and hence the volume reference at the top left hand corner of each minute. This has previously been a very useful record of Court decisions but has been restrictive in that not all Court papers were included in the Court Minute books.

Court minutes and papers are now held primarily in electronic format including being available on the University's web site and a project is now commencing to establish a secure digital storage facility for documents which the University will wish to access in the future starting with Court minutes and papers. It therefore appears an appropriate time, at the start of a new academic session, to revise the format of the Court minute and adopt a style similar to that of Court Committees (sample attached).

Court is invited to note the introduction of a revised format for minutes of Court meetings.

Dr Katherine Novosel
Head of Court Services
8 October 2009

UNIVERSITY OF EDINBURGH

MINUTE OF A MEETING of the University Court of the University of Edinburgh held in
XXX on Monday, day month year.

Present:

In attendance:

Apologies:

The Court received a presentation from XXXX on /or entitled XXXXX

A FORMAL BUSINESS

1 MINUTE OF THE MEETING HELD ON XXXXX

Paper A1

Text

B PRINCIPAL'S BUSINESS

1 PRINCIPAL'S COMMUNICATIONS

The Principal reported as follows:

Subject: Text

The University of Edinburgh

The University Court

19 October 2009

Resolution

No observations having been received from the General Council, the Senatus Academicus or any other body or person having an interest, the Court is invited to approve the following Resolution:

Resolution No 47/2009: Foundation of a Chair of Systems Biology

Dr Katherine Novosel
19 October 2009

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 47/2009

Foundation of a Chair of Systems Biology

At Edinburgh, the nineteenth day of October, Two thousand and nine.

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

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

1. There shall be a Chair of Systems Biology in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 September Two thousand and eight.

For and on behalf of the University Court

M D CORNISH

University Secretary

D4

The University of Edinburgh

The University Court

19 October 2009

Draft Resolution

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

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

Dr Katherine Novosel
19 October 2009

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 1/2010

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

At Edinburgh, the XXX day of XXX, Two thousand and ten.

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

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

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

Semester 1 of 14 weeks

Semester 2 of 17 weeks

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

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

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

For and on behalf of the University Court

M D CORNISH

University Secretary

The University of Edinburgh

University Court

19 October 2009

Donations and Legacies to be notified

Brief description of the paper

A Report on legacies and donations received by the University of Edinburgh Development Trust from 1 June 2009 to 30 September 2009.

Action requested

For Information

Resource implications

None

Risk Assessment

n/a

Originator of the paper

Ms Liesl Elder
Director of Development

Freedom of information

Can this paper be included in open business?

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

The University of Edinburgh

The University Court

19 October 2009

Banking Arrangements

Brief description of the paper

This paper outlines the selection process and the outcome of the recent tender exercise for the University's banking and related services. As a result of a change in provider, approval is sought for preparation of all necessary and appropriate actions needed to implement the proposed transfer of banking arrangements to The Royal Bank of Scotland.

Action requested

Members of Court are asked to authorise the Director of Finance and the Assistant Directors of Finance to make all necessary and appropriate arrangements with The Royal Bank of Scotland, BACS and BACSTEL-IP and other appropriate bodies in order to ensure a smooth transition.

Risk assessment

Does the paper include a risk assessment? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? No

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

Originator of the paper

Allan Digance and Elizabeth Welch
Assistant Directors of Finance