

THE UNIVERSITY OF EDINBURGH
BUSINESS FOR MEETING OF THE UNIVERSITY COURT
to be held in Raeburn Room, Old College
on Monday 13 May 2013 at 2.00 p.m.

A buffet lunch will be available in the Lord Provost Elder Room, Old College
from 1.00 p.m.

This meeting of Court will be preceded by a presentation from Vice-Principal Professor Jeff Haywood on Massive Open Online Courses (MOOCs).

A FORMAL BUSINESS

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MINUTE OF A MEETING of the University Court of the University of Edinburgh held in the Raeburn Room, Old College, on Monday 18 February 2013.

Present: Rector (in chair)
The Principal
Sheriff Principal E Bowen
Mr A Johnston
Professor A M Smyth
Mrs M Tait
Dr M Aliotta
Professor J Ansell
Professor D Finnegan
Professor S Monro, Vice-Convener
Mr D Bentley
Dr R Black
Mr P Budd
Dr C Masters
Ms A Richards
Mr D Brook
Mr J McAsh, President Students' Representative Council
Mr A Burnie, Vice-President Students' Representative Council

In attendance: Ms S Beattie-Smith, Rector's Assessor
Senior Vice-Principal Professor M Bownes
Vice-Principal Professor C Jeffery
Vice-Principal Dr S Rigby
Vice-Principal Professor J Seckl
Vice-Principal Professor L Yellowlees
Dr K Waldron, University Secretary
Vice-Principal Mr N Paul, Director of Corporate Services
Dr I Conn, Director Communications and Marketing
Dr A Cornish, Deputy University Secretary and Director of Planning
Mr A Currie, Director of Estates and Buildings
Ms S Gupta, Director of Human Resources
Mr P McNaull, Director of Finance
Ms F Boyd, Head of Stakeholder Relations and Senior Executive Officer
Dr K J Novosel, Head of Court Services

Apologies: The Rt Hon D Wilson, Lord Provost of the City of Edinburgh
Professor A Harmar
Mr L Matheson
Mrs E Noad

Court received a presentation from Vice-Principal Professor Jonathan Seckl on REF2014 readiness.

A FORMAL BUSINESS

1 MINUTE OF THE MEETING HELD ON 10 DECEMBER 2012

Paper A1

The Minute of the meeting held on 10 December 2012 was approved as a correct record.

Court noted that this was the last meeting to be attended by Dr Kim Waldron, University Secretary and Dr Alexis Cornish, Director of Planning and Deputy University Secretary. Members thanked them warmly for their commitment to the University and wished them well for the future.

In respect of item 11 of the Minute on equality and diversity issues and support for actions around gender equality, assurances were provided to Court on the actions being pursued which included continuing consideration by the Remuneration Committee. It was also confirmed that funding to take forward the research proposal was available from within existing resources; funding for initiatives in future years would be sought through the planning process.

2 MINUTE OF MEETING OF COURT SUB-GROUP HELD ON 22 JANUARY 2013 Paper A2

The Minute of the meeting of the Court Sub-Group held on 22 January 2013 was approved.

3 GENERAL COUNCIL ASSESSOR Paper A3

Court noted the outcome of the process to elect a new General Council Assessor and welcomed the appointment of Ms Doreen Davidson from 1 August 2013 until 31 July 2017.

B PRINCIPAL'S BUSINESS

1 PRINCIPAL'S COMMUNICATIONS Paper B1

Court noted the items within the Principal's report and the additional information on: the very successful visit to India and the various events including the symposium around the Higgs boson; the level of student applications for 2013/2014; the Chancellor's visits to the University and hosting of dinner in support of scholarships and bursaries; the Principal's signatory to a letter from Russell Group Universities on EU research funding; the continuing success of the University's Massive Open Online Courses (MOOCs) with to date over 300,000 enrolled on the six current courses; and the TEDx event on 'Global Challenges, Grounded Solutions' being hosted by EUSA and the University. There was discussion on other items particularly around the Post-16 Education Bill and the development of the Scottish Code of Good Higher Education Governance; the launch of the Office of the Americas in Sao Paulo and partnership opportunities in Central and South America and other countries such as South Korea; and interactions with UKBA.

2 DESIGNATION OF ASSISTANT PRINCIPAL Paper B2

Court approved the proposal that Professor Jeremy Bradshaw be designated Assistant Principal Research Development with immediate effect until 31 July 2016.

C SUBSTANTIVE ITEMS

1 REPORT OF THE FINANCE AND GENERAL PURPOSES COMMITTEE

Report of the Central Management Group meeting of 23 January 2013

Paper C1.1

Court noted in particular the review of the Contribution Reward Policy and was supportive of the proposed changes to budget allocations. It was confirmed that the two year trial voucher scheme which had the endorsement of union colleagues was in addition to the current increment and lump sum rewards and was being introduced to

enable quick recognition for exceptional effort. Court further welcomed and endorsed the University Policy on Auto Enrolment in order to comply with legislation in respect of pension provision and endorsed the proposal to seek approval to amend the name of the Reguis Chair of Forensic Medicine. The Health and Safety report highlighted issues on the traffic and pedestrian interface next to the Informatics Forum and Court was assured of the University's active engagement with the City of Edinburgh Council to address this matter.

Report on Other Items

Paper C1.2

Court approved the establishment of a Sub-Group to consider the request from the SBS pension scheme Trustees and appointed Sherriff Principal Bowen to act as Convener of the Sub-Group with the other two members being Mr Bentley and Dr Masters. The other items in the report were noted.

2 EUSA PRESIDENT'S COMMUNICATIONS

Paper C2

Court noted the items within the EUSA President's report and the additional information on: the staff changes at EUSA and the appointment of three new lay Trustees; progress in taking forward this year's Teaching Awards and the methods used to identify recipients; ethical investment issues and the rationale for the particular disinvestment areas proposed; the process to elect the Chancellor; concern regarding the costs associated with various degree programmes; quorate results for the various questions posed in the latest student referendum; and the guidance for societies holding events which was welcomed by Court.

There was particular discussion on the item on the election of the Chancellor: the accuracy of the statement in the report was robustly challenged by General Council representatives and there was disappointment on the breach of etiquette arising from EUSA's position on this matter. The commitment of the Chancellor to the work of the University and her assistance on various matters was most welcomed and appreciated by the University and by Court.

Post meeting note - The following revision was agreed to the item on the election of the Chancellor within the above report:

First paragraph, delete second sentence and replace with the following:

'Since then, I have met with General Council Officers who are very open to take into consideration some parts of the Policy Document which apply to the processes and procedures for future elections of a Chancellor; and any changes would not in any case apply to the current incumbent.'

3 2013-14 DRAFT OUTCOME AGREEMENT WITH SFC

Paper C3

Court welcomed the revised format of the Outcome Agreement which would assist in reviewing and preparation of future documents and thanked all those involved in taking forward the preparation of this Agreement and participating in meetings with the representatives of the Scottish Funding Council. It was noted that further changes were required to the appendices before the document was finalised. Court approved the document including the further amendments.

4 FINANCE STRATEGY

Paper C4

The update of the Finance Strategy to reflect the now approved Strategic Plan 2012-2016 was welcomed and the revised format. There was particular debate on the section on financial sustainability and the target surplus levels with the suggestion that it may be helpful to state a minimum level as well as a target depending on the risk appetite of

the institution. Court approved the Finance Strategy subject to further consideration of surplus levels following consideration of information on other peer institutions.

5 WIDENING PARTICIPATION - UPDATE Paper C5

It was noted that all applications for undergraduate entry in 2013/2014 had now been received and that effort was now being directed towards conversion rates. Court welcomed the broad approach to the widening participation agenda and noted the range of activities being undertaken including outreach events and the promotion of the various available bursaries.

6 STUDENT EXPERIENCE - UPDATE Paper C6

Court noted the update and in particular that analysis of the outcomes of the internal surveys and the external audit work currently underway would provide focussed information and enable further appropriate actions to be identified. The continuing work to share good practice across the University, activities around effect communications and the development of learning and teaching enhancement strategies were also noted. There were likely to be some cost implications going forward and Court noted that these would be appropriately managed.

7 INTERNATIONAL STUDENT FEES Paper C7

Court warmly approved the proposals, noting the risk analysis and the opportunities to undertake remedial actions if required. Details of these proposals would be included in the information published for 2014/2015 international fee rates.

8 REPORT FROM ESTATES COMMITTEE Paper C8

The various recommendations as set out in the paper were approved by Court including the revision to the terms of reference of the Committee and the request to proceed with a stage two proposal in respect of the Scottish Funding Council's University Carbon Reduction Programme. The planned expenditure associated with the revised Group Estate Development Programme, the list of next priority projects and the progress in taking forward the 2025 estates vision study were also noted.

9 REPORT FROM NOMINATIONS COMMITTEE Paper C9

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

Membership of Committees

Risk Management Committee

Dr Robert Black to be appointed from 1 August 2013 to 31 July 2015.

University Research Ethics Committee

Professor Stuart Monro's term of appointment to be extended until 31 July 2014.

SBS Trustees

Dr Robert Black to be appointed from 1 April 2013 until 31 July 2015.

Non-Teaching Staff Elections

Mrs Janet Philp, Vice-Principal Professor Jeff Haywood and Ms Sheila Gupta to be appointed members of the Scrutinising Committee.

Court further endorsed the view that there should be a cautious approach in taking forward amendments to the current governance arrangements pending the outcome of the development of a Scottish Code of Good Higher Education Governance and the

passage of the Post-16 Education (Scotland) Bill.

10 DEACONESS HOUSE DEVELOPMENT Paper C10

Court noted the current position in respect of the Deaconess House development and as previously agreed noted the acquisition by the University of GDL to be renamed UoE Deaconess Ltd: a new subsidiary company of the University. Court further approved the Memorandum of Understanding between the University and UoE Deaconess Ltd.

D ITEMS FOR FORMAL APPROVAL OR NOTE

1 ACADEMIC REPORT Paper D1

Court noted the report from the Senate meeting and on the business conducted by the electronic Senate.

Post meeting note: Court subsequently approved on 29 March 2013, by correspondence, the final version of the University's year-on response on actions being taken to address the recommendations to the 2011 Enhancement-Led Institutional Review: reference to the initial draft of this report had been included in the Academic Report to Court. This final endorsed report has been submitted to the Quality Assurance Agency and the Scottish Funding Council.

2 GUIDELINES FOR CONSULTATION BETWEEN THE GENERAL COUNCIL AND THE UNIVERSITY Paper D2

Court approved and welcomed this helpful document.

3 RESOLUTIONS Paper D3

Court approved the following Resolutions:

- Resolution No. 1/2013: Degree of Master of Divinity
- Resolution No. 2/2013: Foundation of a Personal Chair of Accountancy and Popular Culture
- Resolution No. 3/2013: Foundation of a Personal Senior Research Chair of Automated Reason
- Resolution No. 4/2013: Foundation of a Personal Chair of Government
- Resolution No. 5/2013: Foundation of a Personal Chair of RNA and Gene Expression
- Resolution No. 6/2013: Alteration of the title of the Anne Rowling Chair of Tissue Regeneration
- Resolution No. 7/2013: Alteration of the title of the Chair of Dental Primary Care
- Resolution No. 8/2013: Foundation of a Personal Chair of European Politics
- Resolution No. 9/2013: Foundation of a Personal Chair of Veterinary Clinical Pathology
- Resolution No. 10/2013: Foundation of a Personal Chair of Genetic Endocrinology
- Resolution No. 11/2013: Foundation of a Personal Chair of Gene Regulation and RNA Biology
- Resolution No. 12/2013: Alteration of the title of the Personal Chair of Electrical Generation Systems
- Resolution No. 13/2013: Alteration of the title of the Chair of Translational Imaging
- Resolution No. 14/2013: Alteration of the title of the Chair of Livestock Immunology
- Resolution No. 15/2013: Foundation of an Arup Personal Chair of Structure and

Principal's Report

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

International

Edinburgh Global Review and Impact Plan

A review of the main achievements of the Internationalisation Strategy, Edinburgh Global, has taken place resulting in the publication of the Edinburgh Global Review and Impact Plan (copies available). This provides a review of the strategy of the last four years to attract the most able minds to Edinburgh from anywhere in the world; provide students and staff with a world-class experience; and ensure that our teaching and research delivers global benefits. This review also sets an agenda for the next period of development when internationalisation, for the first time, is fully embedded in the University Strategic Plan 2012-16.

Korea

As Court is aware South Korea has been prioritised as a key focus for future partnership building and the University hosted a symposium on 5-6 March 2013 to celebrate the alumnus, and former Republic of Korea President, Yun Posun's connections with Edinburgh. The symposium was a great success and, with a wide range of attendees, went a long way to meet its objective to promote the longer-term understanding and growth of contemporary Korean studies in Scotland and the rest of the UK. The University will now concentrate on developing Korea Studies expertise at the University.

Latin America

The Office of the Americas was launched at a series of very successful events in Brazil, Mexico and Chile over the week commencing 11 March 2013. Following the main University events in Santiago, Chile and Mexico City I undertook a series of additional visits and meetings with various universities and embassies in Brazil, Uruguay and Argentina. Santander were particularly helpful in extending our range of contacts by setting up a series of valuable visits.

China

Vice Principal International attended the first EU-China Higher Education Platform for Cooperation and Exchange (HEPCE), on 25 April 2013, in Brussels. Attending were European and Chinese HEIs, hosted by the PR China Ministry of Education and European Commission, organized by the European University Association and the China Scholarships Council.

The University of Edinburgh has signed an agreement with the Chinese Veterinary Medical Association (CVMA) that will see both parties collaborate on innovative veterinary research and educational programmes, enhancing the country's veterinary training. The agreement - the first between the CVMA and a UK university - will also seek to promote and strengthen the role of the vet in China, particularly in the area of animal welfare.

India

The Edinburgh India Institute has been established in Edinburgh to deepen and extend the University's partnerships and links with India, including the promotion and development of the study of contemporary India, politics, economics, society, history, language and culture. Above all, the Institute will create a bridge between Edinburgh and India, aiding understanding and facilitating engagement.

A major initiative in neuroscience has been started between the University of Edinburgh and the Institute of Stem Cell Biology and Regenerative Medicine (inStem) in Bangalore. The collaboration will be supported by the Indian Department of Biotechnology and will involve Visiting Professors from Edinburgh and Indian scientists working on joint projects in Bangalore and Edinburgh. The initial focus of this new joint centre will be on autism spectrum disorders and intellectual disabilities.

The University of Delhi and University of Edinburgh have a shared interest in further building upon the existing strategic and active partnership. Among several initiatives, staff and students came together from both universities through a couple of pilot online lectures. Edinburgh and Delhi are discussing participation in Delhi's 'College on Wheels' – a week on an educational train journey in the Punjab for Delhi and invited international students.

Global Academies

I am very pleased that Sir John Beddington has accepted my invitation to take up the Convener's Role of the Global Academies' External Advisory Group.

A Global Justice Academy has launched, directed by Professor Christine Bell, School of Law. The new Academy is going through a series of soft launch events including hosting a public lecture on gender and the judiciary by Lady Hale, UK Supreme Court Judge.

Association of Commonwealth Universities

Vice Principal International presented an invited lecture titled: 'Facilitating International Research Collaborations' at an Association of Commonwealth Universities Symposium, *Pushing the Research Frontier: Long Term Vision of Research Policy* on 15 March 2013 at Nanyang Technological University, Singapore.

Visits to Edinburgh

International high level delegations were received from:

- Aarhus University, Denmark
- Sub-Saharan Africa Higher Education delegation
- Peking University
- Minister for Europe
- Uppsala University, Sweden
- University of Sao Paulo, Brazil
- Cultural Attaché of the Sultanate of Oman
- National Institute of Biomedical Genomics
- Mahidol University, Thailand
- German University Presidents and Vice-Presidents
- China Central Party School
- Consul General, India

- Renmin University, PR China
- Flinders University, Adelaide
- Osaka Prefectural Assembly, Japan
- University of New South Wales, Australia
- China University of Petroleum
- British High Commissioner, New Delhi
- University College, Utrecht
- KwaZulu-Natal University, South Africa
- University of Seoul, Korea
- Burmese Government

Related meetings

I participated in a European Intersectoral Summit on Research and Innovation on “The Role of the Media in Responsible Research and Innovation” as part of the Atomium Culture Symposium at Trinity College Dublin.

I delivered a keynote address on interdisciplinary research at a High Level Seminar in Venice organised to consider the European Commission’s Horizon 2020 programme.

I was delighted to welcome Dr Kamal Singh, CEO, Special Innovation Unit, PM's Office, Malaysia to the University in early March and also Professor Dinesh Singh and a party from the University of Delhi.

UK

UKBA Sponsored Status

The Home Office recently confirmed that the University’s Highly Trusted Sponsor Status has been renewed until the end of March 2017. Although UKBA compliance officers will continue to monitor the University we will not be subject to a formal audit. This is a very good position to be in and is a fitting response to the on-going hard work and commitment of the many people involved across the University.

Pension Auto Enrolment

Pensions, Payroll and University HR worked hard to ensure a smooth transfer of eligible people into the new system of pension auto enrolment from the 1st March. A good range of information was made available to those affected including FAQs and detailed guidance.

Pay Negotiations 2013/14

The 2013/14 pay negotiating round has opened with the unions’ joint claim seeking a percentage increase of at least the RPI plus an additional percentage increase on all pay points, improvements to the salaries of lower paid staff to match the Living Wage and an increase in London weighting.

Both parties fully discussed all parts of the trade unions’ joint claim before setting out the employers’ position at this opening stage of the negotiations. Against the current financial pressures and uncertainty within the sector, the employers made an opening offer of 0.5% on all points on the JNCHES pay spine.

Higher Education Sector Initiatives

The University is currently contributing to calls for evidence from Universities UK and Universities Scotland. Universities Scotland are gathering information to support the sector's case to the Scottish Government for funding in financial year 2015-1016. Universities UK are co-ordinating the response to a call from the Government, as part of its response to the Heseltine Review, for Sir Andrew Witty, the chief executive of GlaxoSmith-Kline and Chancellor of the University of Nottingham to lead an independent review on universities and economic growth.

Scotland

Professor Sir Ken Murray

It was with great sadness that myself and colleagues heard of the sad death of Sir Ken Murray last month. As well as being a superb scientist Ken was of course a great supporter and friend of very many people across the University and also in the wider academic community.

Code of Governance

Court will be aware that the draft Code of Good Governance was published by the Scottish Chairs in mid April for a consultation period that will end on the 11th June. The draft code is relevant to section two of the Post 16 Education (Scotland) Bill and the publication provides an opportunity for MSPs, including the Education and Culture Committee, for scrutiny of the code before the Bill progresses to stage two.

We will of course be discussing the draft Code in greater detail later in this meeting.

Scottish Parliament Event

The University hosted a very successful event at the Scottish Parliament in early March centred around the theme "Rooted in Scotland: Influencing the World". Kindly sponsored by our local MSP Marco Biagi, with an opening speech by Cabinet Secretary for Culture and External Affairs Fiona Hyslop, it was a great opportunity for University staff to meet key influencers and for us to highlight our priorities.

Chair Appointments

I am very pleased that the University has recently appointed a number of top quality Professors to existing vacancies and new posts across a number of disciplines including the Business School, Chemistry and Celtic and Scottish Studies.

Teaching Awards

EUSA Teaching Awards winners have been announced at a ceremony in early April many congratulations to both winners and runners up.

This year the winners and runners up are:

Best Feedback Award

- Winner: Allan Clark (Informatics)
- Runner up: Simon King (Philosophy, Psychology and Language Sciences)

Developing Students' Employability Award

- Winner: Andrew Curtis (GeoSciences)

- Runner up: Tina Duren (Chemical Engineering)

Best Personal Tutor Award

- Winner: Daniel Carr (Law)
- Runner up: Joan Smith (Edinburgh College of Art)

Postgraduates Who Tutor Award

- Winner: Sarah Humayun (Literatures, Languages and Cultures)
- Runner up: Holly Davis (Social and Political Science)

Best Research or Dissertation Supervisor

- Winner: Niamh Nic Shuibhne (Law)
- Runner up: Kathleen McSweeney (History, Classics and Archaeology)

Teaching with Technology Award

- Winner: Jan Eichhorn (Social and Political Science)
- Runner up: Fritha Langford (Royal (Dick) School of Veterinary Studies)

Teaching in the International Classroom Award

- Winner: Graeme Laurie (Law School)
- Runner up: Sakino Nakayama (Literatures, Languages & Cultures)

Robert Kendall Award for Teaching in Medicine

- Winner: Eleri Williams (Clinical Sciences)
- Runner up: Alwaysn Leacock (Clinical Sciences)

Award for Teaching in the Veterinary Sciences

- Winner: Kevin Eatwell (Royal (Dick) School of Veterinary Studies)
- Runner up: Susan Kempson (Royal (Dick) School of Veterinary Studies)

Award for Teaching in the College of Science & Engineering

- Winner: Sue Sierra (Mathematics)
- Runner up: Martin Reekie (Engineering)

Award for Teaching in the College of Humanities & Social Science

- Winner: Lauren Hall-Lew (Philosophy, Psychology and Language Science)
- Runner up: Stephan Malinowski (History, Classics and Archaeology)

Supporting Students' Learning Award

- Winner: Connar Mawer (President, Biomedical Society)
- Runner up: Wendy Housam (Edinburgh College of Art)

Best School or Subject Area Award

- Winner: Celtic and Scottish Studies
- Runner up: Royal (Dick) School of Veterinary Studies

Best Course Award

- Winner: Japanese 2 - Joint Japanese 2A & 2B (Literatures, Languages & Cultures)
- Runner up: Climate Change Impacts and Adaptation (GeoSciences)

Related meetings

In late February I participated in a very informative round table lunch on the Scottish Economy and Future Prospects at the Scotland Office and attended a reception to mark the two year anniversary of the University of the Highlands and Islands being granted University status at the Scottish Parliament.

I also took part in the Universities UK and the Russell Group residential meetings.

It was very good to be able to mark the contribution of the Regents to the University and the Edinburgh Campaign at a reception also at the end of February.

At the beginning of March I was invited to Chair a Research Council panel considering the renewal of funding from all of the Research Councils for the Isaac Newton Institute of Mathematical Science in Cambridge.

University News

Building on Edinburgh's tradition of providing a home for inquisitive minds such as Charles Darwin, David Hume and Peter Higgs, the new **Big Idea Podcast** is a forum for contemporary thinkers to exchange their work and expertise with each other and listeners. Each month a group of academics from different parts of the University gather to discuss a special theme, ranging from Scotland's future to the power of perception. Since its launch the podcast has gained listeners from around the world, from the USA and Australia to China and Saudi Arabia.

The University has been successful in securing three **Athena SWAN** awards, which recognise policies and practice that strive to advance the representation of women in science, engineering and technology (SET) and to eliminate gender bias in the workplace. The Royal (Dick) School of Veterinary Studies became the UK's first vet school to earn Athena SWAN accreditation by being awarded Bronze. The School of Biological Sciences achieved a Silver award in recognition of a significant record of activity and achievement in this area and the University successfully met the criteria to have its Bronze award renewed.

This year's **Sustainability Awards**, run by the University and Edinburgh University Students' Association (EUSA) have recognised over 30 teams and departments across the University for their approach to sustainability. Gold awards were won by Accommodation Services, Edinburgh Parallel Computing Centre, Edinburgh Research and Innovation, Hugh Robson Building (School of Biomedical Sciences), Old College Office, Estates and Buildings, Printing Services, Chancellor's Building (College of Medicine & Veterinary Medicine) and Estates Operations (Estates and Buildings).

Research in the News:

- Issues such as crime rates, urban segregation, social inequalities in education and attitudes to Scottish independence are among concerns to be addressed by experts in a £4 million research initiative led by the universities of Edinburgh and Glasgow. Researchers will develop a broad programme of study over the next four years to help policy makers develop more effective policy, improve public services and build a better future for the public in Scotland.
- Implants signal new way to treat cancer - patients could be treated more effectively in future with tiny, sensory implants. The devices, about the size of an eyelash, would be implanted into patients' tumours, to monitor them in real time and in great detail. A team led by the University of Edinburgh, in collaboration with Heriot-Watt University, will develop the miniature chips in a five-year project to prove the technology.

- University scientists at the Medical Research Council Centre for Regenerative Medicine have made a fundamental discovery about how the properties of embryonic stem cells are controlled. The study, which focuses on the process by which these cells renew and increase in number, could help research to find new treatments. Researchers have found that a protein, which switches on genes to allow embryonic stem cells to self-renew, works better when the natural occurring level of the protein is reduced. The finding will inform stem cell research, which is looking to find treatments for conditions including Parkinson's, motor neurone, liver and heart disease.
- Nuclear physics research is set to benefit from a major international project. The UK has officially become part of FAIR, the Facility for Antiproton and Ion Research, a €1.6 billion international project being built in Darmstadt, Germany. The UK's new member status at FAIR will allow nuclear physicists to work at the cutting edge in developing new and innovative applications for nuclear physics. Phil Woods, of the University's School of Physics, is part of the NUSTAR (NUclear STructure, Astrophysics and Reactions) group that will contribute to the FAIR project.

External Recognition:

- Edinburgh Research and Innovation (ERI) is to pilot a new bioscience knowledge exchange initiative after winning first prize in a new competition run by the Biotechnology and Biological Sciences Research Council (BBSRC). The £50,000 award will help ERI roll out a new project to increase the commercial impact of bioscience research.

Vice Principals and Assistant Principals

A. Vice Principal Learning and Teaching

Due to the extensive work being undertaken by Dr Rigby as Vice-Principal Learning and Teaching I wish to recommend that this be a full time appointment from August 2013 rather than the 0.8 FTE that is currently noted.

B. Terms of Office Amendments

I wish to seek approval from Court to extend the tenure of the following Vice-Principals and Assistant Principals who are all working extremely effectively:

Senior Vice-Principal Professor Mary Bownes (External Engagement) for 1 year until 30 September 2014.

Vice-Principal Professor Lorraine Waterhouse (Equality and Diversity) for six months until 31 December 2013.

Assistant Principal Dr Tina Harrison (Academic Standards & Quality Assurance) for two years until 31 July 2015.

Assistant Principal Professor Ian Pirie (Learning Developments) for two years until 31 July 2015.

Honorary Assistant Principal Professor Andrew Calder (Reproductive Health) for two years until 31 July 2015.

Honorary Assistant Principal Professor John Smyth (Cancer Research Development) for two years until 31 July 2015.

C. New Assistant Principal

Court will be aware of the formation of the Global Justice Academy and I propose that the Director of the new Academy, Professor Christine Bell, is designated as an Assistant Principal.

As with the Directors of the three existing Global Academies this appointment will be on a 0.2 FTE and will serve to fully realise the potential of the Global Academies by:

- Providing increased leadership to the Global Academies.
- Enable further engagement with Schools and Colleges to share and extend the Academies' ethos, internally and externally.
- Increasing support to the Vice-Principal International in implementing the Internationalisation Strategy.

I wish to make this appointment for an initial period of three years with immediate effect until 31 July 2016.

I seek Court's approval for these changes and appointment.

The University of Edinburgh

The University Court

13 May 2013

C1.1

**Report of the Finance and General Purposes Committee
(Comments on the Report from the Central Management Group meetings of 6 March and
17 April 2013)**

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 29 April 2013 from the Central Management Group of its meetings of 6 March and 17 April 2013. 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 an amendment to the Delegated Authorisation Schedule to reflect the new arrangements on the receipt of donations at appendix 2, approve the Equality Outcomes at Appendix 5, approve the revised University Computing Regulations at appendix 6 and to note the remaining items with comments as it considers appropriate.

Resource implications

As outlined in the paper.

Risk Assessment

As outlined in the paper.

Equality and Diversity

As outlined where appropriate in the paper.

Freedom of information

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

Originators of the paper

Dr Katherine Novosel
May 2013

Central Management Group

6 March 2013

1 NEW COMPLAINT HANDLING PROCEDURE (Appendix 1)

It was noted that the Scottish Public Services Ombudsman had developed a model Complaint Handling Procedure in consultation with Universities Scotland to comply with the Public Services Reform (Scotland) Act 2010 and that the attached new University Procedure was little changed from that model template. CMG approved the new Complaint Handling Procedure for implementation on 11 March 2013 noting that this new Procedure would replace the University's current Student Complaint Procedure, Public Complaint Procedure and Admissions Complaint Procedure and that additional internal processes would be put in place to support staff and students involved in complaints.

The Committee noted that the new Complaints Procedure complied with the model procedure developed by the sector and published by the Scottish Public Services Ombudsman.
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2 ETHICAL FUNDRAISING (Appendix 2 - incorporating revisions)

CMG approved the terms of reference including membership of the Ethical Fundraising Advisory Group (EFAG) subject to inclusion within its remit to the Group considering other funded activities particular in relation to ERI activities. The proposed ethical screening procedure was also noted and endorsed and that there would be a requirement to amend the Delegated Authorisation Schedule to confirm that all donations should only be received by the Development Trust.

The Committee welcomed the strengthening of Ethical Fundraising processes.
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3 EQUALITY & DIVERSITY GOVERNANCE AND UNIVERSITY EQUALITY OUTCOMES (CLOSED) (Appendix 3)

4 UN PRINCIPLES OF RESPONSIBLE INVESTMENT

The activities currently underway in order for the University to meet its obligations as a signatory of the UNPRI were welcomed and it was noted that Ms Welch, Assistant Director of Finance, was the University's Nominated Officer for UNPRI.

5 REPORT FROM FEES STRATEGY GROUP (CLOSED)

6 ROUTINE FEES (CLOSED)

7 REPORT FROM SEAG

CMG noted the report on the items considered by the last meeting of SEAG in February 2013 and the tabled Social Responsibility and Sustainability Highlights 2011/2012 document.

8 "WHAT'S THE UNIVERSITY FOR?" SERIES AND GRADUATE ATTRIBUTES FOR RESPONSIBLE CITIZENSHIP

The sentiments expressed in this paper which had been considered at the last meeting of SEAG were welcomed by CMG and it was noted that HR would be following up issues as part of its

review of the competences framework and that other matters would be taken forward as appropriate by Vice-Principal Dr S Rigby.

Central Management Group

17 April 2013

1 INTERNAL AUDIT REPORT

CMG noted the themes emerging from internal audit assignments undertaken between June 2012 and March 2013. In particular, project governance issues, UKBA compliance and IT security were highlighted. CMG noted that in respect of IT security a revised policy had now been approved. It was suggested that it would be helpful if additional assistance could be provided at School level although it was also recognised that a number of IT security matters relied on compliance of good practice.

2 INTERNAL AUDIT FOLLOW UP REVIEWS

CMG fully supported the need for agreed actions arising from recommendations within internal audit reports to be completed in a timeous manner and shared Audit Committee's concerns. Heads of Colleges and Support Groups would take this forward and it was welcomed that CMG would receive routine reports to enable implementation of recommendations to be effectively monitored.

3 REPORT FROM STAFF COMMITTEE (CLOSED) (Appendix 4)

4 EQUALITY OUTCOMES (Appendix 5 - incorporating revisions)

CMG approved the proposed Equality Outcomes subject to consideration of: references to other recognition schemes as well as Athena SWAN and that Support Groups and professional support staff in Colleges should also be included; and any potential equality and diversity issues in relation to membership of Court.

It was noted that the University was taking a number of approaches and was committed to improving equity of pay and career progression for all University staff as set out in this equality outcome document.

5 UPDATED UNIVERSITY COMPUTING REGULATIONS (Appendix 6)

CMG recommended approval of the revised Regulations to Court noting the inclusion of references to mobile devices.

6 REPORT FROM EQUALITY AND DIVERSITY MONITORING RESEARCH COMMITTEE (Appendix 7)

The fourth Report from the Committee was noted.

7 FEES STRATEGY GROUP: CONVENER'S ACTION AND ROUTINE FEES (CLOSED)

8 HEALTH AND SAFETY REPORT (Appendix 8)

The Health and Safety quarterly report for January to March 2013 was noted.

9 THE UNIVERSITY AND EDINBURGH'S FESTIVALS

While fully supportive the University's continuing links with the Edinburgh Festivals, CMG noted the real pressures particularly on E&B staff around the tight timescales between the close of the Festivals and the commencement of fresher week activities.

Assurances were also provided on the actions being taken to mediate the challenges around the tight timescales between the close of the Edinburgh Festivals and the commencement of open day and fresher week activities particularly in relation to assisting E&B staff and that this would continue to be carefully monitored.

New University of Edinburgh complaint handling procedure (CHP)

1 Background and compliance issues

During 2011 and 2012, a Universities Scotland working group discussed the requirement by the SPSO that a single sector-wide CHP be developed for higher education institutions in Scotland. The SPSO published the model CHP, an implementation guide, and a 'student-facing leaflet' on 19 December 2012. Institutions require to certify to SPSO either that they have introduced a fully compliant CHP, or that they will do so no later than 30 August 2013. Institutions which fail to do so will be reported as 'non-compliant'. Jean Grier was a member of the working group, and the University was therefore represented in discussions on development of the new CHP.

The model CHP issued by the SPSO needs to be adopted in full by institutions, though there is limited scope to insert institution-specific information on matters such as governance, additional services available (e.g. mediation), and linkages to other relevant policies or procedures. Institutions must adopt a single CHP for all categories of complainant (other than staff members, for whom the [Staff] Grievance Policy applies), and the new CHP will therefore replace the existing Student Complaint Procedure, Public Complaint Procedure and Admissions Complaint Procedure. The CHP itself will be supplemented by separate information leaflets for students, applicants and members of the public; SPSO has issued the student-facing leaflet and the other leaflets will mirror that.

The compliance statement and self-assessment form which institutions require to complete is attached for information.

2 The new procedure

The new CHP represents an improvement on the University's current procedure in several respects. The CHP reduces the number of complaint stages from three to two (after which a complainant is entitled to refer the case to SPSO for review), with emphases on early resolution and on learning from complaints. The two stages involve 'Frontline Resolution' which should be completed within five working days, and/or, where necessary, 'Complaint Investigation' which should be completed within 20 working days. These two stages correspond broadly to our current 'Informal' (no time limit specified) and 'Formal Stage 1' (time limit one month) stages.

Emphasis on Frontline Resolution (and training of staff in resolving complaints, which is already underway) should enable a higher proportion of complaints to be resolved at the earliest opportunity.

Removing the 'Formal Stage 2' option should reduce staff time spent reviewing complaints and will complete the University's handling of a complaint earlier than is currently the case, allowing the complainant to move on more swiftly, or to refer the case to the SPSO if felt necessary. However, removing Stage 2 does put an even greater onus on the investigator to investigate thoroughly and produce a comprehensive report following the Complaint Investigation stage, as the only stage beyond that will be external review by SPSO.

The new CHP also addresses a concern about the potential for conflict of interest. In the current procedure – at least as far as student complaints are concerned – the Stage 1 investigation is carried out relatively close to the area in which the problem has arisen – i.e. at School level for an issue which has arisen in an academic department, or at service area level for an issue which has arisen in that area. Even when escalated to Stage 2, investigation is relatively close to the source of the perceived problem – at College level for a complaint heard at School level at Stage 1, or at Support Group level for a service area

complaint. Under the new procedure, whilst Frontline Resolution will rightly be attempted as near to the 'problem' as possible, Complaint Investigation will be undertaken by a trained investigator from elsewhere in the University.

3 Data collection and reporting

In introducing the new CHP, one of the SPSO's requirements is for improved collection of data and for evidence of 'learning from complaints'. Receiving requests for Complaint Investigation into a central point (rather than dispersed as at present) will make both tasks easier and will facilitate the identification of any trends in complaints, and – with investigation reports also being seen and signed off centrally - of any process improvements which might be considered University-wide. Full details on complaint monitoring and reporting requirements will be discussed through a new working group being established by SPSO during 2013/4, but it is anticipated at this stage that qualitative reports will be submitted quarterly to SQAC, and that an annual statistical report will be submitted to CMG and to SPSO.

4 Implementation

Subject to formal approval by CMG, the new CHP will be launched on 11 March 2013. Awareness-raising and staff development are well underway, with over 140 staff members now on an email list for the 'Complaint Handlers Forum'. About 200 staff members have so far attended or registered for briefing sessions on the new CHP, with several expressing an interest in training as investigators. 'Area contacts' have been identified in all Schools, Colleges and service areas and have been advised about the new procedure and the data collection requirements. Training for investigators is being developed; in the interim, investigations will be carried out by staff who have conducted complaint investigations previously, with additional support and briefing on the new CHP.

Staff from EUSA have been kept informed and several have attended the briefing sessions. Additionally, one of EUSA's academic advisers was a member of the Universities Scotland working group, and has therefore been fully involved in development of the new CHP.

Implementation will follow as soon as the CHP has been formally approved by CMG. Web pages have been prepared for publication, information leaflets for complainants are in preparation, and the complaint form has been revised to fit the new procedure. An all-staff email will be issued on 11 March.

5 Further information

Information on the background to the model CHP, the guide to implementation and other resources are available on the SPSO website at <http://www.valuingcomplaints.org.uk/news/further-and-higher-education-new-documents/> .

Jean Grier
Investigations Manager and Research and Projects Officer for the Vice Principals

February 2013

The University of Edinburgh Complaint Handling Procedure

March 2013

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The University of Edinburgh Complaint Handling Procedure (CHP)

1 Foreword

1.1 This Complaint Handling Procedure reflects the University's commitment to valuing complaints. Students and recent students, applicants and members of the public should feel free to raise matters of concern without risk of disadvantage. Our aim is to resolve issues of dissatisfaction as close to the initial point of contact as possible and to conduct thorough and fair investigations of complaints so that, where appropriate, we can make evidence-based decisions on the facts of each individual case.

1.2 Resolving complaints early saves time and resource and contributes to the overall efficiency of the University. Concentrating on achieving an early resolution of a complaint as close to the point of contact as possible will free up the time of academic and support staff and ultimately contribute to the continued positive experience of our students and members of the public.

1.3 This procedure has been drawn up in compliance with *The Scottish Higher Education Model Complaints Handling Procedure* published by the Scottish Public Services Ombudsman (SPSO) on 19 December 2012.

1.4 This procedure was formally approved by Central Management Group on 6 March 2013, for implementation from 11 March 2013.

2 Scope and purpose

2.1 What is a complaint?

For the purpose of this procedure, a complaint may be defined as:

'An expression of dissatisfaction by one or more individuals about the standard of service, action or lack of action by or on behalf of the Institution.'

A complaint may relate to:

- the quality and standard of service
 - failure to provide a service
 - the quality of facilities or learning resources
 - treatment by or attitude of a staff member, student or contractor
 - inappropriate behaviour by a staff member, student or contractor
 - the failure of the University to follow an appropriate administrative process
 - dissatisfaction with the University's policies, although it is recognised that policy is set at the discretion of the University.
-

The definition of a complaint is very broad and the list above is not exhaustive. However, not every concern raised with the University is a complaint. For example, the following **are not complaints**:

- a routine, first-time request for a service
- a request under the Freedom of Information (Scotland) Act or Data Protection Act*
- a request for information or an explanation of policy or practice
- a response to an invitation to provide feedback through a formal mechanism such as a questionnaire or committee membership will generally not be treated as a complaint
- an insurance claim
- an issue which is being, or has been, considered by a court or tribunal
- a request for compensation only
- an attempt to have a complaint reconsidered where the University's procedure has been completed and a final decision has been issued
- a grievance by a member of staff which is eligible for handling through the [Staff] Grievance Policy**
- an appeal about an academic decision on assessment or admission***.

These issues will be dealt with under the alternative appropriate processes rather than under the CHP. It should be noted, however, that some situations can involve a combination of issues, some are complaints and others are not, and each case should be assessed on a case by case basis.

*For information on **Freedom of Information** or **Data Protection Act** requests, please see <http://www.pubs.recordsmanagement.ed.ac.uk/index.cfm>.

**For information on the Grievance Policy for members of staff, please see http://www.docs.csg.ed.ac.uk/HumanResources/Policies/Grievance_Policy.pdf

***For information on **academic appeals**, please use appropriate links from <http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/academic-appeals>.

2.2 Who can make a complaint?

The CHP covers complaints from anyone who receives, requests or is affected by our services. Complaints may be submitted by:

- current students and those who have left recently (all referred to as 'students' through the remainder of this document), where they have a complaint about matters which are (or were at the time they arose) the responsibility of the University
 - members of the public, where they have a complaint about matters which are (or which were at the time the issue arose) the responsibility of the University
 - members of the public who are applying for admission to the University and whose complaint does not relate to academic judgement.
-

The basic processes for investigating complaints are the same for students, members of the public and applicants to the University.

Sometimes individuals may be unable or reluctant to make a complaint on their own. The University will accept complaints brought by third parties, as long as the individual affected has given their personal consent under the requirements of the Data Protection Act (1998). This usually means that the complainant must give clear written authority to the University for the third party to act on their behalf. Complaints made by a third party with the explicit permission of the complainant will be dealt with according to the same timescales.

2.3 Anonymous complaints

Complaints submitted anonymously will be considered if there is enough information in the complaint to enable the University to make further enquiries. If, however, an anonymous complaint does not provide enough information to enable us to take further action, we may decide not to pursue it further. However, the University may give consideration to the issues raised, and will record the complaint so that corrective action can be taken as appropriate.

Any decision not to pursue an anonymous complaint must be authorised by a senior member of staff. If an anonymous complaint contains serious allegations, it should be referred to a senior member of staff immediately.

2.4 Complaints involving more than one department

If a complaint relates to the actions of two or more departments, Schools or service areas, the staff member receiving the complaint must confer with the other area(s) to decide who will take the lead on the complaint. The complainant will be told to whom the complaint is being passed and given their contact details. Coordination may be required between different areas of the University to ensure that the complaint is fully addressed in a single response. The nature of the complaint may also require parallel procedures to be initiated (such as referral to academic appeal procedures or staff or student disciplinary procedures).

2.5 Complaints involving other organisations or contractors who provide a service on behalf of the University

If an individual complains to the University about the service of another organisation, but the University has no involvement in the issue, the individual should be advised to contact the appropriate organisation directly.

Where a complaint relates to a University service and the service of another organisation the complaint must be handled through the CHP in the first instance. In particular, the same timescales will apply. This relates to complaints that involve services provided on the University's behalf (such as partner institutions and contractors) or to those provided by a separate organisation (such as awards agencies). If enquiries to an outside organisation in relation to the complaint are required, care must be taken to comply with Data Protection legislation and the guidance on handling personal information. Such complaints may include, for example:

-
- A complaint made in relation to provision of third-party services
 - A complaint made about a service that is contracted out
 - A complaint made to the University about a student loan where the dissatisfaction relates to the service we have provided and the service the loan agency has provided.

2.6 Time limit for making complaints

Complaints should be raised with the University as soon as problems arise to enable prompt investigation and swift resolution. This CHP sets a time limit of six months to raise a complaint with the University, starting from when the complainant first became aware of the problem, unless there are special circumstances for requesting consideration of a complaint beyond this time.

Beyond the six-month time limit, the University will exercise discretion in the way that the time limit is applied. This will take account of the time limit within which a member of the public can normally ask the SPSO to consider complaints, which is twelve months from when the person first became aware of the issue about which they are complaining.

3 The Complaint Handling Procedure

3.1 Overview

The CHP is intended to provide a quick, simple and streamlined procedure with a strong focus on early resolution by empowered and well-trained staff. The procedure involves up to two stages, details of which are explained below. Stage 1 - Frontline Resolution seeks to resolve straightforward complaints swiftly and effectively at the point at which the complaint is made, or as close to that point as possible.

Stage 2 - Complaint Investigation is appropriate where a complainant is dissatisfied with the outcome of frontline resolution, or where frontline resolution is not possible or appropriate due to the complexity or seriousness of the case.

The Complaints Handling Procedure

FRONTLINE RESOLUTION

For issues that are straightforward and easily resolved, requiring little or no investigation.

'On-the-spot' apology, explanation, or other action to resolve the complaint quickly, in five working days or less, unless there are exceptional circumstances.

Complaints addressed by any member of staff, or alternatively referred to the appropriate point for frontline resolution.

Complaint details, outcome and action taken recorded and used for service improvement.

INVESTIGATION

For issues that have not been resolved at the frontline or that are complex, serious or 'high risk'.

A definitive response provided within 20 working days following a thorough investigation of the points raised.

Responses signed off by senior management.

Senior management have an active interest in complaints and use information gathered to improve services.

Complainants who remain dissatisfied after an investigation has been completed by the Institution have the right to ask the SPSO to review their case (see right).

INDEPENDENT EXTERNAL REVIEW (SPSO or other)

For issues that have not been resolved by the service provider.

Complaints progressing to the SPSO will have been thoroughly investigated by the service provider.

The SPSO will assess whether there is evidence of service failure or maladministration not identified by the service provider.

Note: For clarity, the term 'frontline resolution' refers to the first stage of the complaints process. It is not intended to reflect any job description within the Institution; rather it refers to the process which seeks to resolve complaints as soon as possible.

3.2 Stage 1: Frontline Resolution – to be completed within five working days

Anyone who has a complaint is encouraged to raise it initially at the point of, or as close to the point of, becoming aware of it as possible and to raise it with the department or service area in which the issue arose. Complaints at this stage may be made face-to-face, by phone, in writing or by email.

The purpose of frontline resolution is to attempt to resolve as quickly as possible complaints which are straightforward and require little or no investigation. Complaints at this stage of the process may be addressed by any relevant member of the University's staff and may be handled by way of a face-to-face discussion with the complainant, or by asking an appropriate member of staff to deal with the complaint.

Members of staff to whom complaints are made will consider some key questions:

-
- Is this a complaint or should the individual be referred to another procedure?
 - What specifically is the complaint (or complaints) about and which area(s) of the University is /are involved?
 - What outcome is the complainant hoping for and can it be achieved?
 - Is this complaint straightforward and likely to be resolved with little or no investigation?
 - Can the complaint be resolved on the spot by providing an apology /explanation / alternative solution?
 - If I cannot help, can another member of staff assist in seeking a frontline resolution?
 - What assistance can be provided to the complainant in taking this forward?

Resolution may be achieved by providing an on-the-spot explanation of why the issue occurred and/or an apology and, where possible, what will be done to stop this happening in the future.

If responsibility for the issue being complained about lies in the staff member's area of work, every attempt will be made to resolve the problem at source. If responsibility lies elsewhere, the staff member receiving the complaint will liaise with the relevant area rather than simply passing the complainant on to another office.

3.3 Stage 2: Complaint Investigation – to be completed within 20 working days

These complaints may already have been considered at the frontline resolution stage, or they may be complaints identified upon receipt as appropriate for immediate investigation.

A complaint will be moved to the investigation stage when:

- frontline resolution was attempted, but the complainant remains dissatisfied. This may be after the case has been closed following the frontline resolution stage
- the complainant refuses to recognise or engage with the frontline resolution process and is insistent that the issue be addressed by a more senior member of staff
- the issues raised are complex and will require detailed investigation
- the complaint relates to issues that have been identified by the University as high risk or high profile.

Special attention will be given to identifying complaints considered high risk or high profile, as these may require particular action or may raise critical issues requiring direct input from senior management. Potential high risk /high profile complaints may:

- involve a death or terminal illness
- involve serious service failure, for example major delays in service provision or repeated failures to provide a service
- generate significant and on-going press interest
- pose a serious operational risk to the University
- present issues of a highly sensitive nature.

A person can make a complaint in writing, in person, by telephone, by email or online or by having someone complain on their behalf. Where it is clear that a complaint will need to be considered at the investigation stage rather than through frontline resolution, the complainant will be asked to

complete the appropriate complaint form to provide full details of the complaint and any relevant documentation. If they choose not to write it down and would prefer to complain in person, the complaint form can be completed with them and a letter to confirm the scope of the complaint issued to them.

The purpose of conducting an investigation is to establish all of the facts relevant to the points made in the complaint and to provide a full, objective and proportionate response to the complainant that represents the University's definitive position.

3.4 What the University will do when it receives a complaint for Stage 2 Complaint Investigation

The University will allocate the complaint to a Complaint Investigator (see section 5.1 of this procedure). It is important to be clear from the start of the investigation stage exactly what is being investigated, and to ensure that both the complainant and the investigator understand the scope of the investigation. In discussion with the complainant, three key questions should be considered:

- 1 What specifically is the complaint (or complaints)?
- 2 What does the complainant hope to achieve by complaining?
- 3 Do the complainant's expectations appear to be reasonable and achievable?

If the complainant's expectations appear to exceed what the University can reasonably provide or are not within the University's power to provide, the complainant will be advised of this as soon as possible in order to manage expectations about possible outcomes.

Details of the complaint must be recorded on the system for recording complaints. Where the complaint has been through the frontline resolution stage this must be shown in the complaints log. At the conclusion of the investigation the log must be updated to reflect the final outcome and any action taken in response to the complaint.

3.5 Timelines

The following deadlines will be used for cases at the investigation stage of the CHP:

- complaints will be acknowledged in writing within three working days
 - the University will provide a full response to the complaint as soon as possible but not later than 20 working days from the time that the complaint was received for investigation.
-

3.6 Extension to the timeline

Not all investigations will be able to meet this deadline; for example some complaints are so complex that they will require careful consideration and detailed investigation beyond the 20 working days timeline. Where there are clear and justifiable reasons for extending the timescale, senior management will exercise judgement and will set time limits on any extended investigation, with the agreement of the complainant. If the complainant does not agree to an extension but it is unavoidable and reasonable, then senior management must consider and confirm the extension. In such circumstances, the complainant must be kept updated on the reason for the delay and given a revised timescale for bringing the investigation to a conclusion. It is expected, however, that this will be the exception and that the University will always strive to deliver a definitive response to the complaint within 20 working days.

Where an extension has been agreed, this will be recorded appropriately and the proportion of complaints that exceed the 20 working day-limit will be evident from reported statistics.

3.7 Mediation and other dispute resolution options

Some complex complaints (where, for example, the complainant and/or other involved parties have become entrenched in their position) may benefit from a different approach to resolving the complaint. Using mediation can help both parties to understand what is driving the complaint, and may be more likely to result in a mutually satisfactory conclusion being reached. Whilst the University does not have a formal mediation service, parties wishing to consider alternatives to complaint investigation should enquire about this with the investigator. Where other means of dispute resolution are attempted, the complaint investigation will be suspended pending the outcome. If the complaint is not resolved by alternative resolution techniques, complaint investigation will be resumed and revised timescales will be agreed.

3.8 Closing the complaint at the Complaint Investigation stage

The outcome of the investigation will be communicated to the complainant in writing. The decision, and details of how and when it was communicated to the complainant, must be recorded on the system for recording complaints. The decision will also advise the complainant about:

- their right to ask the SPSO to review the complaint
- the time limit for doing so
- how to contact the SPSO.

4 Independent external review (SPSO)

4.1 Role of the SPSO

Once the Stage 2 Complaint Investigation has been completed, the complainant is entitled to ask the SPSO to look at their complaint. The SPSO considers complaints from people who remain dissatisfied at the conclusion of the University's CHP. The SPSO looks at issues such as service failure and maladministration (administrative fault) as well as the way the University has handled the complaint.

4.2 Contact information for the SPSO

The SPSO requires the University to use the wording below to inform complainants of their right to ask the SPSO to review the complaint.

Information about the SPSO

The Scottish Public Services Ombudsman (SPSO) is the final stage for complaints about public services in Scotland. This includes complaints about Scottish universities. If you remain dissatisfied with a university after its complaints process, you can ask the SPSO to look at your complaint. The SPSO cannot normally look at complaints:

- where you have not gone all the way through the university's complaints handling procedure
- more than 12 months after you became aware of the matter you want to complain about, or
- that have been or are being considered in court.

The SPSO's contact details are:

SPSO
4 Melville Street
Edinburgh
EH3 7NS

SPSO
Freepost EH641
Edinburgh
EH3 0BR

Freephone 0800 377 7330
Online contact www.spsso.org.uk/contact-us
Website www.spsso.org.uk
Mobile site: <http://m.spsso.org.uk>

5 Governance of the Complaint Handling Procedure

5.1 Staff roles and responsibilities

All staff will be aware of:

- the CHP
- how to handle and record complaints at the frontline resolution stage
- who they can refer a complaint to if they are unable to handle the matter personally
- the need to try and resolve complaints early and as locally (within their department) as possible and
- their clear authority to attempt to resolve any complaints they may be called upon to deal with.

Senior management will ensure that:

-
- the University's final position on a complaint investigation is signed off by an appropriate senior member of staff in order to provide assurance that this is the definitive response of the University and that the complainant's concerns have been taken seriously
 - it maintains overall responsibility and accountability for the management and governance of complaints handling within the University
 - it has an active role in, and understanding of, the CHP (although not necessarily involved in the decision making process of complaints handling)
 - mechanisms are in place to ensure a consistent approach to the way complaints handling information is managed, monitored, reviewed and reported at all levels in the University, and
 - complaints information is used to improve services, and this is evident from regular publications.

Principal: The Principal provides leadership and direction to the University. This includes ensuring that there is an effective CHP with a robust investigation process which demonstrates that organisational learning is in place. The Principal delegates responsibility for the procedure to the **University Secretary**, and receives assurance of complaints performance by way of regular reporting. The University Secretary should ensure that complaints are used to identify service improvements, that these improvements are implemented, and that learning is fed back to the wider organisation as appropriate.

Investigations Manager: reports to the University Secretary and is responsible for receiving and acknowledging complaints at the Complaint Investigation stage. The Investigations Manager checks complaints initially to ensure that they are within time and within jurisdiction, refers them for frontline resolution if this has not been attempted and seems appropriate, and is responsible for the allocation of complaint investigations to appropriate trained investigators, bearing in mind the need to avoid any possible conflict of interest. The Investigations Manager is also responsible for signing off the Investigation Report (in consultation with senior colleagues as necessary) and for ensuring that a) individuals affected by the report are notified of the outcome as appropriate and b) case-specific remedial action and/or process improvement for the future are drawn to the attention of the relevant area(s). The Investigations Manager is also the University's SPSO Liaison Officer. As SPSO Liaison Officer, the Investigations Manager is responsible for providing complaints information in an orderly, structured way within requested timescales, providing comments on factual accuracy on behalf of the University in response to SPSO reports, confirming recommendations have been implemented, and providing evidence to verify this.

Complaint Investigator: Complaint Investigators are suitably trained staff members responsible for the conduct of the complaint investigation and are involved in the investigation and the co-ordination of all aspects of the response to the complainant. This may include preparing a comprehensive written report, including details of any recommended procedural changes to service delivery. Working with the Investigations Manager, Complaint Investigators have a clear remit to investigate effectively and reach robust decisions on more complex complaints. This also requires clear direction and support from senior management on the extent and limits of discretion and responsibilities in investigating and resolving complaints, including the ability to identify failings, take effective remedial action and issue an apology, where it is appropriate to do so.

All staff: A complaint may be made to any member of staff. All staff must, therefore, be aware of the CHP and how to handle and record complaints at the frontline resolution stage. They should also be aware of whom to refer a complaint to, if they are not able to handle the matter personally. We encourage all staff to try to resolve complaints early, as close to the point of service delivery as possible.

6 Recording, reporting, publicising and learning

Valuable feedback is obtained through complaints. One of the objectives of the CHP is to identify opportunities to improve provision of services across the University. Staff must record all complaints so that complaints data can be used for analysis and management reporting. By recording and using complaints information in this way, the causes of complaints can be identified and addressed and, where appropriate, training opportunities can be identified and improvements introduced.

6.1 Recording complaints

To collect suitable data, it is essential that all complaints are recorded in sufficient detail. The minimum requirements are as follows:

- name and contact details of the complainant and student matriculation number (if applicable)
- date of receipt of the complaint
- how the complaint was received
- category of complaint
- staff member responsible for handling the complaint
- department to which the complaint relates
- action taken and outcome at frontline resolution stage
- date the complaint was closed at the frontline resolution stage
- date the investigation stage was initiated (if applicable)
- action taken and outcome at investigation stage (if applicable)
- date the complaint was closed at the investigation stage (if applicable)
- underlying cause and remedial action taken (if applicable)
- response times at each stage

The University has structured systems for recording complaints, their outcomes and any resulting action so that the complaint data can be used for internal reporting as indicated below.

6.2 Reporting of complaints

The University has a system for the internal reporting of complaints information. Regularly reporting the analysis of complaints information helps to inform management of where improvements are required. Information reported internally will include:

- performance statistics, detailing complaints volumes, types and key performance information, for example on time taken and stage at which complaints were resolved
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-
- the trends and outcomes of complaints and the actions taken in response including examples to demonstrate how complaints have helped improve services.

This information will be reported at least quarterly to the appropriate committees and at least annually to Central Management Group (CMG).

6.3 Publicising complaints performance information

The University will publish on a quarterly basis a summary of complaints outcomes, trends and actions taken to improve services, with a focus on case studies and examples of how complaints have helped improve services. This may also include positive feedback from students and members of the public.

This demonstrates the University's approach to improving services on the basis of complaints and shows that complaints can influence our services. It also helps ensure transparency in our complaints handling and will help to demonstrate to our students and members of the public that we value their complaints.

The University will report on complaint handling performance annually in line with SPSO requirements. This includes performance statistics showing the volume and type of complaints and key performance details, for example on the time taken and the stage at which complaints were resolved.

6.4 Learning from complaints

Complaint Investigators will always try to ensure that all parties involved understand the findings of the investigation and any decisions made. Senior management will ensure that the University has procedures in place to act on issues that are identified. These procedures facilitate:

- using complaints data to identify the root cause of complaints
- taking action to reduce the chance of this happening again
- recording the details of corrective action in the complaints file
- systematically reviewing complaints performance reports to improve performance.

The analysis of management reports detailing complaints performance will help to ensure that any trends or wider issues which may not be obvious from individual complaints are quickly identified and addressed. Where the University identifies the need for service improvement:

- an member of staff (or team) will be designated the 'owner' of the issue, with responsibility for ensuring that any identified action is taken
- a target date will be set for the action to be implemented, and followed up on to ensure delivery within this timescale
- where appropriate, performance in the service area will be monitored to ensure that the issue has been resolved.

7 Maintaining confidentiality

7.1 Confidentiality and data protection

Complaints will be handled with discretion and access to information about individual investigations will only be shared with those who have a legitimate access requirement. In determining access requirements the University will have regard to legislative requirements; for example, data protection legislation and freedom of information legislation and also internal policies on confidentiality and the use of complainant information.

Information about individual complaints will only be shared with those who need access for a legitimate University purpose. This includes staff investigating and responding to the complaint.

Individuals have the right to access information concerning them, except in limited circumstances. For example, complainants and other parties to the complaint are entitled to access the information about them gathered by complaint investigators. Exceptions to the right to access information about oneself include occasions where disclosure would have an adverse impact on health and wellbeing, management planning, negotiations or the prevention or detection of crime.

Promises of confidentiality will only be given when absolutely necessary to obtain the co-operation of a witness. For example, a witness to an alleged sexual assault may be unwilling to provide a statement to complaint investigators without a promise of confidentiality. Promises of confidentiality will be specific and conform to University guidance.

7.2 Reporting outcomes

Where a complaint has been raised against a student or member of staff and has been upheld or partially upheld, the complainant will be advised of this. However, information about specific students or staff members will not normally be shared, particularly where disciplinary action is taken.

8 Managing unacceptable behaviour

8.1 Basic principles and expectations

It is recognised that people may act out of character in times of trouble or distress. The circumstances leading to a complaint may result in the complainant acting in an unacceptable way. Complainants who display unacceptable behaviour may still have a legitimate grievance, and the University must therefore treat all complaints seriously and assess them properly.

Complainants are subject to the same expectations regarding their behaviour as all others who interact with the University, its staff and students. Complainants should feel free to raise matters of concern without risk of disadvantage, but where a complainant's behaviour over the complaint is deemed to be unacceptable, the University reserves the right to invoke other procedures as necessary. In the case of applicants for admission to the University, unacceptable behaviour may result in consideration of an application being terminated, or an offer of admission being withdrawn. In the case of students, unacceptable behaviour may result in referral under the Code of Discipline. If such action is deemed necessary, the complainant will be advised of this and attempts will

nevertheless be made to complete the investigation of the complaint, though contact with the complainant may be restricted.

8.2 Protection of staff, time and resources

Where complainants are angry, unreasonably demanding or persistent, this can result in unacceptable behaviour towards the University's staff and place unreasonable demands on time and resources. The University therefore has a duty to protect staff from such behaviour, whilst allowing investigation of the complaint to proceed wherever possible. Should action to protect staff be necessary, there is a requirement to inform the complainant of any decision to restrict their access, their right of appeal, and any procedures for reviewing such a decision to restrict contact. Any decision to restrict access will be made by a senior member of staff, and the complainant will be advised in writing of the decision and the reasons for it. The University's decision on this will normally be final, and the complainant will be advised of their right to ask the SPSO to review the University's handling of the complaint.

8.3 Aggressive or abusive behaviour

Aggressive or abusive behaviour towards staff will not be tolerated. In addition to any physical threats, the definition of unacceptable behaviour includes threats, personal verbal abuse, derogatory remarks or rudeness and any written or verbal content which may cause staff to feel afraid, threatened or abused. Inflammatory remarks and unsubstantiated allegations are also considered unacceptable. If physical violence is threatened or used, the University will always report this to the police. In cases where other behaviour is considered abusive to staff or contains unsubstantiated allegations, the complainant will be advised that their language is considered unacceptable, they will be asked to moderate their behaviour, and they will be warned that if the unacceptable action or behaviour continues, the University will cease to respond to them.

8.4 Unreasonable demands

Whilst staff will make every attempt to resolve complaints fully and within the published timescales, and to respond to reasonable requests from complainants, staff should not be subjected to unreasonable demands. A demand becomes unreasonable when complying with it would have such an impact on the work of staff that it would disadvantage others with a legitimate call on that staff member's time. Examples of unacceptable behaviour under this heading include:

- repeatedly demanding responses within an unreasonable timescale
- insisting on speaking to a particular staff member when that is not possible
- repeatedly changing the substance of a complaint or raising unrelated concerns.

8.5 Unreasonable levels of contact

Sometimes the volume and/or duration of contact made to University staff by a complainant causes problems. This can occur over a short period – for example, a number of telephone calls in a day – or over the life-span of a complaint when a complainant repeatedly calls (in person or by telephone), emails, or submits unreasonable volumes of information which has already been sent or which is not relevant to the complaint. The level of contact will be regarded as unacceptable

when the amount of time spent dealing with the complainant impacts on the ability of staff to investigate the complaint, impacts adversely on ability to attend to other business, or is considered disproportionate to the issue(s) being complained about.

8.6 Unreasonable use of the complaint procedure

Individuals have the right to complain to the University more than once, if subsequent issues arise. However, this becomes unreasonable when the effect of the repeated or additional complaint(s) is to harass staff or prevent the University from pursuing its legitimate business or implementing a legitimate decision. Access to the Complaint Handling Procedure is important and the University will only consider its repeated use unreasonable in exceptional circumstances, but reserves the right to refuse to consider repeated complaint(s) in those exceptional cases.

8.7 Unreasonable persistence and/or refusal to accept a decision

Persistent refusal to accept a decision made in relation to a complaint, persistent refusal to accept explanations relating to what can or cannot be done about the complaint, and/or continuing to pursue or attempting to re-open a complaint without presenting any new evidence will be considered unreasonable. The University will advise the complainant when consideration of the complaint has been completed, and of the complainant's right of review by the SPSO, but further communication thereafter is likely to result in contact being restricted and/or further communications being ignored.

8.8 Progressing cases where behaviour is unreasonable

When unreasonable behaviour limits the University's ability to communicate with the complainant, attempts will nevertheless be made to investigate and report on the complaint, on the basis of written evidence produced up to the point at which contact has been restricted.

9 Supporting the complainant

9.1 Reasonable adjustments and accessibility

Anyone who receives, requests or is directly affected by the services the University provides has the right to access the complaint handling procedure. The University will seek to make reasonable adjustments to enable complainants with specific needs to access the CHP easily.

9.2 Support from the Advice Place

Students considering making a complaint are strongly encouraged to consult the Advice Place, which is an independent service run by the Students' Association, EUSA, and staffed by professional advisers with experience of supporting students with complaints. An adviser at the Advice Place can:

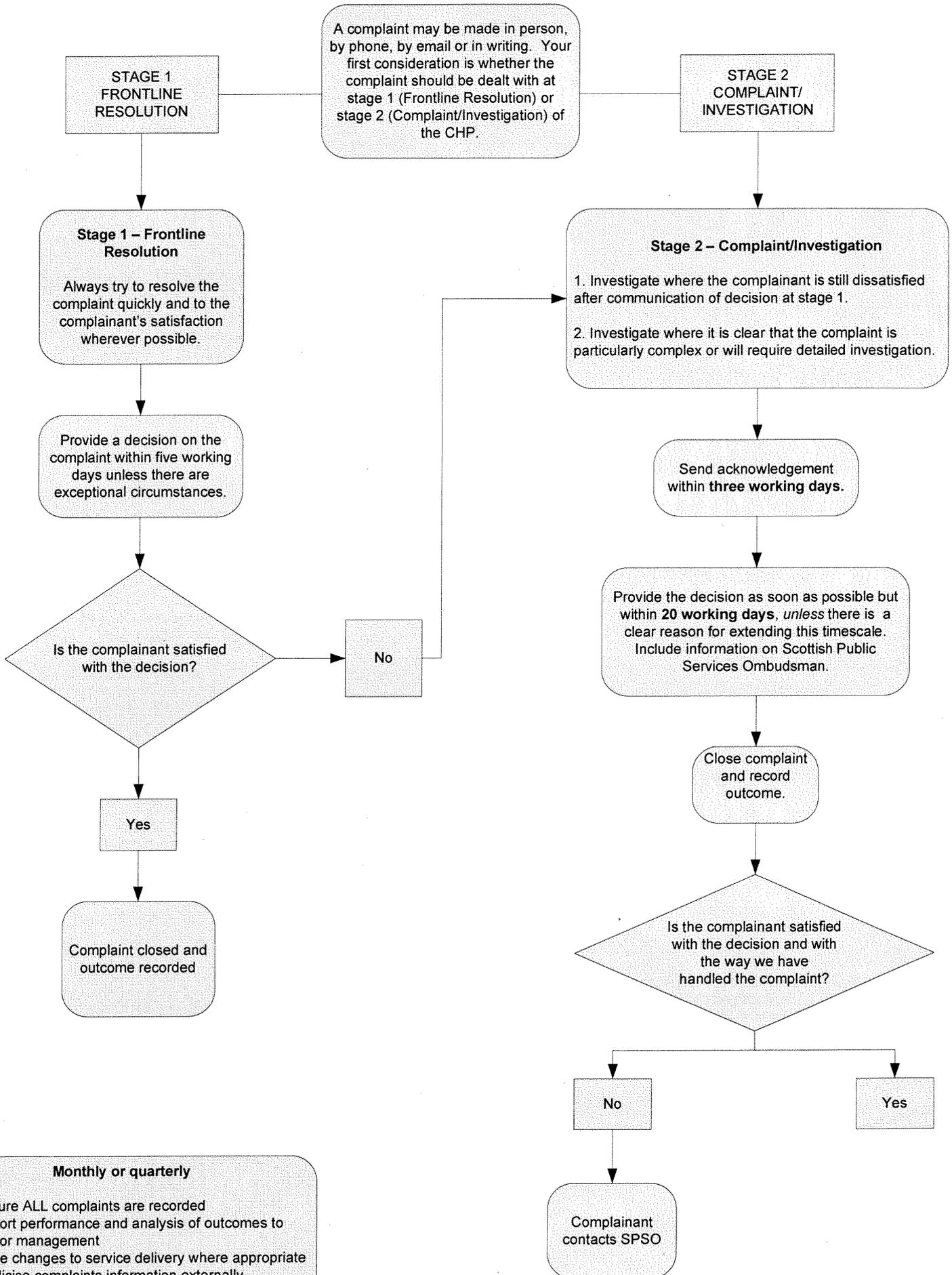
- Help students to decide whether making a complaint is the best course of action, or whether another procedure may be more appropriate;
- Explain how the complaints procedure works, and what the potential outcomes may be;
- Read drafts of any correspondence students write to the University (including complaint forms), to help students make their case as clearly as possible;
- Support students at any meetings they attend with University staff in relation to their complaint if requested.

Students can contact the Advice Place in person at either of their offices in Potterrow or King's Buildings House, via email at advice@eusa.ed.ac.uk, by phone on 0131 650 9225, or online at www.eusa.ed.ac.uk/advice.

10 The Complaint Handling Procedure Diagram

See below.

The complaint handling procedure



- Monthly or quarterly**
- Ensure ALL complaints are recorded
 - Report performance and analysis of outcomes to senior management
 - Make changes to service delivery where appropriate
 - Publicise complaints information externally
 - Publicise service improvement.

Appendix 1

Compliance statement and self-assessment

[NAME OF UNIVERSITY]

[CONTACT DETAILS]

The information on this pro forma must be provided to the Scottish Public Services Ombudsman's Complaints Standards Authority (CSA) as soon as the University adopts the Scottish Higher Education model CHP, or by 28 June 2013 at the latest. Please send the completed form to **CSA@spsso.org.uk**.

Please provide, at **Section 1**, confirmation that the institution has adopted both the model CHP and the complainant-facing CHP and has introduced the CHP across all services, or that the institution will do so by 30 August 2013 at the latest. Please also provide details on approval, pilots, systems and training where appropriate.

At **Section 2** please complete a self-assessment of your institution's CHP, or draft CHP for implementation by August 2013, against the requirements of the model CHP.

The CSA will assess the information provided by the University, and respond to indicate compliance or otherwise with the model CHP. The categories of compliance are:

- > confirmed compliance with model CHP by August 2013
- > non-compliant by August 2013

SECTION 1

Statement from Principal / Secretary of **[NAME OF UNIVERSITY]**.

[Please complete as applicable]

The University has adopted both the model CHP and the complainant-facing CHP and has introduced the CHP across all services from **[Insert Date]**.

or

The University will adopt both the model CHP and the complainant-facing CHP and will introduce the CHP across all services by 30 August 2013

Please ✓

Please confirm whether the following has been or will be achieved in advance of compliance in August 2013. Please note that pilots, training or systems upgrades are not requirements but that this information will be used by the CSA for information purposes.

	Yes	No	Not Applicable
> a compliant draft CHP and complainant-facing leaflet have been approved by the relevant senior official / executive team / committee or board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
> CHP has been rolled out or piloted in some service areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
> IT systems upgraded or currently being upgraded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
> training and awareness programme implemented or currently being implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2

[NAME OF UNIVERSITY] Self-assessment of compliance

Requirement of CHP	Met? Yes/No	Comment
Does the CHP adopt the text and layout of the published model CHP, subject to necessary amendments, to reflect, for example, the organisational structure, operational processes and corporate style?		
Does the complainant-facing CHP adopt the text and layout of the published model complainant-facing CHP, subject to necessary amendments?		
Does the CHP include an appropriate foreword from the institution's Principal?		
Does the CHP provide an appropriate definition of a complaint?		
Does the CHP explain the types of issues which may be considered as a complaint?		
Does the CHP explain the types of issues which may not be considered through the CHP (for example, appeals, requests for service etc)?		
Does the CHP include appropriate guidance on handling anonymous complaints?		
Does the CHP clarify who can make a complaint?		
Does the CHP cover complaints involving more than one department?		
Does the CHP cover complaints involving other organisations or contractors who provide a service on behalf of the institution?		
Does the CHP explain how a complainant may make a complaint?		

Requirement of CHP	Met? Yes/No	Comment
Does the CHP explain the issues to be considered on receipt of a complaint?		
Does the CHP include the correct timeline for frontline resolution?		
Does the CHP explain the basis for an extension to the timeline at frontline resolution?		
Does the CHP explain the action to take in closing the complaint at the frontline resolution stage?		
Does the CHP explain when to escalate a complaint to the investigation stage?		
Does the CHP explain what to do when a complaint is received at the investigation stage?		
Does the CHP explain the requirement to acknowledge complaints within three working days at the investigation stage?		
Does the CHP explain the requirement to provide a full response to complaints within 20 working days at the investigation stage?		
Does the CHP explain the basis for an extension to the timeline at the investigation stage?		
Does the CHP explain the required action when closing the complaint at the investigation stage?		
Does the CHP explain the requirement to provide information about the SPSO at the conclusion of the investigation?		
Does the CHP explain the roles and responsibilities of all staff involved in complaints handling?		
Does the CHP cover complaints about senior staff?		

Requirement of CHP	Met? Yes/No	Comment
Does the CHP include the requirement to record all appropriate details in relation to the complaint?		
Does the CHP commit to publishing complaints outcomes, trends and actions taken on a quarterly basis?		
Does the CHP include the requirement to learn from complaints?		
Does the CHP include the requirement to report performance in complaints handling annually?		
Does the CHP refer to legal requirements in relation to confidentiality issues?		
Does the CHP refer to managing unacceptable behaviour?		
Does the CHP refer to support for the complainant?		
Does the CHP set a time limit of six months to consider the complaint, unless there are special circumstances for considering complaints beyond this time?		

Ethical Fundraising Advisory Group (EFAG) Membership and Terms of Reference

Membership

Convener: The Principal

Professor S Monro

Senior Vice-Principal Professor M Bownes

Vice-Principal Professor L Waterhouse

Dr K Waldron, University Secretary

Mr P McNaull, Director of Finance

Ms K MacDonald, Director of Development and Alumni

Mr J McAsh, President, EUSA

Terms of Reference

1 Purpose

The principal purpose of the Ethical Fundraising Advisory Group (EFAG) is to consider and advise on whether the sources and purposes of prospective donations, fundraising and other funded activities are ethically acceptable.

2 Composition

2.1 The Advisory Group shall consist of eight members.

2.2 The Principal, the Senior Vice-Principal with responsibility for Development, the Vice-Principal with responsibility for equality and diversity, the University Secretary, the Director of Finance and the Director of Development and Alumni shall be *ex officio* members of the Advisory Group.

2.3 The other members of the Advisory Group shall consist of one members of Court and one member nominated by the Edinburgh University Students' Association (EUSA).

2.4 EUSA shall appoint, on an annual basis, a representative to be a member of the Advisory Group. This will normally be the President of EUSA who will remain a member of the Advisory Group for the length of their term of office.

2.5 Court shall appoint a member of the Advisory Group on the recommendation of the Nominations Committee.

2.6 The Nominations Committee shall take cognisance of *ex officio* members of the Advisory Group and ensure that the composition of the Advisory Group is as set out in 2.3.

2.7 The term of office of the Court member will be no longer than their membership of Court unless otherwise determined by Court and shall normally be for a maximum of three years.

2.8 Previous members are eligible for re-appointment up to a normal maximum of two consecutive terms of office.

2.9 The Principal shall be appointed ex officio Convener of the Advisory Group, and in the absence of the Convener, the University Secretary will act as Convener.

2.10 All members of EFAG are expected to comply with the University's Code of Conduct as set out in the University's Handbook and declare any interests which may conflict with their responsibilities as members of the Advisory Group.

2.11 Other individuals from within or outwith the University may also be invited to attend meetings from time to time, to provide the Advisory Group with information on specific items on the agenda.

3 Meetings

3.1 The Advisory Group will meet as required to fulfil its remit and will meet at least once each academic session. With the prior approval of the Convener of the Advisory Group, urgent matters may be considered through correspondence.

3.2 Meetings will be timetabled on an annual basis and will take account of the schedule for Central Management Group (CMG) meetings to ensure appropriate reporting.

3.3 Minutes, agendas and papers will normally be circulated to members of the Advisory Group 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 Advisory Group.

3.4 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.

3.5 Papers will indicate the originator(s) and purpose of the paper, the matter(s) which the Advisory Group is being asked to consider, any action(s) required, and confirm the status of the paper in respect of freedom of information legislation.

3.6 Four members of the Advisory Group shall be a quorum. This number must include the Principal or the University Secretary, who will act as Convener to the Advisory Group should the Principal be absent for the duration of the meeting.

3.7 A formal minute will be kept of proceedings and submitted for approval at the next meeting of the Advisory Group. The draft minute will be agreed with the Convener of the Advisory Group prior to circulation, and in the case of the absence of the Convener at a meeting, the University Secretary.

3.8 The Advisory Group may also function between meetings through correspondence and any decision(s) taken formally ratified at the next meeting of the Advisory Group.

4 Remit

4.1 To consider and advise on whether the sources and purposes of a) prospective donations (restricted and/or unrestricted), b) fundraising, and c) other funded activities are ethically acceptable. Although the University of Edinburgh Development Trust, on behalf of the University of Edinburgh, is grateful to receive support from a wide variety of sources, there are occasions when it might not be appropriate to accept a donation. It is also possible that other matters may need to be

referred to the Advisory Group, and it will be the responsibility of the Principal and University Secretary to agree when matters of this nature require to be considered. This includes funded activities from an individual or organisation that would not ordinarily be considered a donation, which would primarily be raised through Edinburgh Research and Innovation (ERI).

4.2 To draft procedures for the ethical screening of donations for approval by CMG. The procedures will be reviewed on an annual basis by the Advisory Group, who will subsequently make recommendations to the CMG.

4.3 To oversee the approved procedures for the ethical screening of donations. Where a doubt remains following initial ethical screening by Development and Alumni (D&A), referrals will be made to the Advisory Group on the advice of the Director of D&A or a named alternate. If the Advisory Group is unable to reach agreement or any doubt remains, the matter will be referred to the Central Management Group.

4.4 To be a sub-group of the Central Management Group and accountable to it.

4.5 To adhere to the University's commitment to the United Nations Principles for Responsible Investment (UNPRI). Although the remit of the Advisory Group is specifically related to donations, the UNPRI provides a framework for an organisation to take environmental, social and corporate governance (ESG) considerations into its investment strategies. These principles shall be addressed in relation to prospective donations, fundraising and other funded activities the Advisory Group considers and advises on.

5 Other

5.1 The Advisory Group will from time to time undertake a review of its own performance and effectiveness and thereon report to the CMG.

5.2 In order to fulfil its remit the Advisory Group may obtain external professional advice as necessary, including seeking legal advice.

5.3 The draft minute and report on specific points discussed at each meeting will be provided to the subsequent meeting of the CMG.

5.4 An annual EFAG report will also be prepared and presented to the CMG. The report will also be submitted to the University's Audit Committee and Risk Management Committee for information.

5.5 Agenda, papers and approved minutes will be published on the University's website in accordance with the University's agreed publication scheme and freedom of information legislation. This will include details on the membership of the Advisory Group.

Paper B - Procedures for the Ethical Screening of Donations

A. Introduction

1. The University of Edinburgh Development Trust is a charitable body tasked with receiving, administering and applying any funds and properties donated for the benefit of the University of Edinburgh. Trustees may accept, hold and apply any sums of money, funds, investments or property of any kind, for furthering the aims of the University generally; for maintaining, improving and developing the facilities for the teaching of undergraduates; for postgraduate work; for research; or for any other object of the University of Edinburgh, provided that such objects are exclusively charitable or educational.
2. All donations offered to the University of Edinburgh must be received and administered through the University of Edinburgh Development Trust.
3. A donation is defined as:

A donation is a voluntary transfer of money by a donor, made with philanthropic intent. After receipt, the donation must be owned in full by the receiving institution, and the recipient institution must retain complete ownership of any resultant work or project. The donor may not retain any explicit or implicit control over a donation after acceptance by an institution.

4. No individual, School, College or department should request or seek a donation on their own initiative without first consulting Development and Alumni (D&A), on behalf of the Development Trust, at an early stage.
5. The University's selection criteria for student admissions are based exclusively on academic achievement and potential, and are fully independent of philanthropic support of the institution. In addition any donation will not affect the academic record of any current or future students nor have a bearing on any dispute between a student and the University about the outcome of his/her programme of study. The University's selection criteria for the recruitment of its staff and any research agendas are also fully independent of philanthropic support of the institution.
6. The University of Edinburgh has established an Ethical Fundraising Advisory Group (EFAG), a sub-group of the Central Management Group (CMG). The principal purpose of the EFAG is to consider and advise on whether the sources and purposes of prospective donations and fundraising are ethically acceptable.

B. Assessment of the sources of donations

1. In principle, trustees of a charity are expected to accept money given to that charity for purposes consistent with the charity's objects, but the trustees have discretion to consider other factors relevant to the charity's best interests.

2. For any donation, members of the University, and in particular staff in D&A, will balance the benefits of funding against reputational risks, taking into account the legal framework and other considerations which will inform the potential decisions of the EFAG.
3. The University of Edinburgh Development Trust, on behalf of the University, receives and administers donations on the clear understanding that the funder can have no influence over the academic freedom and independence of the University. This principle covers decisions relating to student admissions, supervision and examinations, staff recruitment, and where relevant, the conduct and agenda of research and publications of results.

Within this context the assessment of the sources of donations will be:

4. Proposals for donations from sources which together with prior donations received by the University of Edinburgh Development Trust amount to between £0 and £100,000, as recorded on the D&A database, will not be subject to ethical screening by the Director of D&A unless it is an unsolicited donation (i.e. not sought or requested). In this scenario, it will be subject to a request for an initial ethical screening by D&A, and may be referred to a full ethical screening and EFAG where the Director of D&A believes that the screenings raise questions requiring EFAG's consideration.
5. Proposals for donations from sources which together with prior donations received by the University of Edinburgh Development Trust total between £100,000 and £250,000, as recorded on the D&A database, will be subject to an initial ethical screening by D&A (see section C.1). This may be referred to EFAG for full screening where the Director of D&A believes that the initial screening raises questions requiring EFAG's consideration.
6. Proposals for donations from sources which together with prior donations received by the University of Edinburgh Development Trust amount to more than £250,000, will be subject to a full ethical screening and should automatically be referred to the EFAG by the Director of D&A (see section C.2). Care should be taken to consider whether there are any secondary funders (the 'funder behind the funder') that may require scrutiny.
7. If there is concern over the ethical implications of a potential donation, regardless of the value of the donation, University staff are requested to notify the Director of D&A who will be responsible for bringing the matter to EFAG if appropriate. The Director of D&A will also be responsible for bringing such matters to the EFAG's attention with regards to donations received by the University of Edinburgh Development Trust.
8. D&A will record all research it undertakes on sources of funding, and any decisions made on the basis of that research, against the record of the source held on the D&A database that D&A manages on behalf of the University and the University of Edinburgh Development Trust.
9. Consideration will also be given to the extent and timing of screenings applied to previous donors (see section D.2 below), depending on assessment of whether the circumstances may have changed and the lapse of time from the previous donation.

C. Procedures for Initial and Full Ethical Screening

1. Initial Screening (by D&A). During an initial screening, the aim is to explore whether there are any concerns that raise issues of ethical or reputational risk. A standardised search is used on the D&A database (and/or any subsequent product or news database), and an online search is designed to highlight potential areas of concern. The research screening and the decision making process are stored and logged on the D&A database. Attempts will also be made to establish whether a donor has any links to an application to study at the University; the objective here is to ensure full transparency that admission as a student and acceptance of donations are kept entirely separate.
2. Full screening (by D&A and EFAG, and potentially CMG). The University does not have a written set of guidelines as to what is acceptable, but considers each donation individually. The full screening involves a checklist agreed by D&A that addresses the background of the donor and their relationship with the University. The University Secretary, on behalf of EFAG, will also identify two members of University staff with relevant expertise to evaluate the proposed donation based on three key principles:
 1. Must support the aims of the University;
 2. Must not damage the integrity and reputation of the University;
 3. Must not impinge on academic freedom.

This will also provide an opportunity for the staff to raise any potential issues or concerns. Responses will be sought within 1 week.

3. The full screening uses the resources set out in an initial screening (if applicable), plus the completed checklist from D&A, the evaluation from two members of staff, additional sources such as material held at Companies House and more extensive searches online. The information is then summarised in a report with sources cited in footnotes. EFAG will review the report and consider whether the responses raise serious issues of ethical or reputational risk. EFAG shall refer to the CMG any matter on which it is unable to reach agreement, any matter which raises particular difficulties setting out its recommendation and any matter which it considers raises issues falling outside its terms of reference.

D. Additional criteria to be drawn to the attention of EFAG

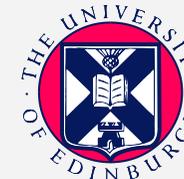
1. In presenting cases to EFAG the following criteria will also be taken into account:
 - a) any possibility that the funding under consideration is or might be associated with illegal activities under the Proceeds of Crime Act, the Bribery Act or anti-terror financing legislation.
 - b) any possibility that acceptance of the funding or any of its terms may not be in the best interests of the University on account of any one or more of the following:

- i. where the activities of a funder are in conflict with the objectives and agreed policies of the University or its beneficiaries;
 - ii. where conditions imposed by a funder run counter to standard practice or would impose on the University objective contrary to those already agreed by the University;
 - iii. where there is evidence that the reputational cost to the University of accepting the funding will be disproportionate to the value of the donation itself;
 - iv. where the offer of support is dependent on the fulfilment of conditions placed upon the University which are perceived to be too onerous or counter to the University's objectives;
 - v. where acceptance would be unlawful or otherwise counter to public interest;
 - vi. where the money derives from a source counter to the University's objectives;
 - vii. where acceptance of the funding is likely to deter a significant number of supporters from future support;
 - viii. where a funder has had their reputation compromised in some way, and the behaviour which led to this has clearly not ceased or the reputation remains compromised.
 - ix. where for any of the above or some other reason the acceptance of the funding would involve an unacceptable risk of reputational damage to the University.
2. Where the funder has previously been approved, there will be an assumption that any subsequent funding will also be approved unless:
- a) the proposed funding will reach the threshold requiring an initial or full ethical screening; or
 - b) in the interim there has been a change in circumstance that might affect the University's decision as to whether to accept the subsequent funding.

E. Procedure if donation requires withdrawal

1. In recognition of the need to be aware of existing as well as proposed donations, withdrawal of an existing donation may be required in exceptional circumstances.
2. If there is concern over the ethical implications of an existing donation, regardless of the value of the donation, University staff are requested to notify the Director of D&A who will be responsible for bringing the matter to EFAG if appropriate. The Director of D&A will also be responsible for bringing such matters to the EFAG's attention with regards to donations received by the University of Edinburgh Development Trust.
3. In this scenario, a full screening will be undertaken as outlined in section C.2 above. The need for a prompt and proportionate response will be highlighted to all those undertaking the full screening, as it is likely that an urgent decision will be required. EFAG will then submit a recommended course of action to CMG.

Equality Outcomes



1. Purpose

This document sets out the University's Equality Outcomes for the period from 30 April 2013 until 29 April 2017, as well as arrangements for reporting on progress and reviewing the Outcomes.

In addition to meeting the statutory requirements set out in the Context section below, it is intended that the preparation and publication of Equality Outcomes will help the University to ensure the right issues are being addressed to achieve tangible benefits for its community.

2. Context

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 place 'Specific Duties' on the University to enable the better performance of the general equality duty.

The general equality duty (formally the 'public sector equality duty') was introduced by the Equality Act 2010¹ and requires the University, in the exercise of its functions, to have due regard to **three needs**. These are the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic² and those who do not, particularly by
 - Removing or minimising disadvantage
 - Meeting the needs of particular groups that are different from the needs of others
 - Encouraging participation in public life
- Foster good relations between people who share a protected characteristic and those who do not, through tackling prejudice and promoting understanding between people from different groups.

¹ Enacted, in this respect, in April 2011

² The general equality duty covers the following protected characteristics: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation. It also covers marriage and civil partnerships with regard to eliminating unlawful discrimination in employment.

The Specific Duties include a duty for the University to publish a set of Equality Outcomes which it considers will enable the University to better perform the general equality duty.

An Equality Outcome (as defined by the Equality and Human Rights Commission) is a result which we aim to achieve in order to further one or more of the needs mentioned in the general equality duty. It may be thought of as a result intended to achieve specific and identifiable improvements in people's life chances. Outcomes are the changes that result for individuals, communities, organisations or society as a consequence of the action we have taken. Outcomes include short-term benefits, such as changes in awareness, knowledge, skills and attitudes, and longer-term benefits such as changes in behaviours, decision-making or social and environmental conditions.

3. Responsibilities

Responsibility for achievement of the University's Equality Outcomes is shared across the University, with particular responsibility lying with the University Court and other governing and decision-making bodies, managers, and those responsible for students and services. Specific responsibility is identified for overseeing each Action relating to the Equality Outcomes.

4. Involvement and process for developing the Equality Outcomes

The Equality Outcomes have been developed with close reference to University's Strategic Plan and other existing strategies, plans and external requirements, including the University's Equality and Diversity (E&D) Strategy and Action Plan, the University Athena SWAN Action Plan 2012, the University's Outcome Agreement with the Scottish Funding Council and the Research Councils UK statement of expectations in relation to E&D.

A range of stakeholders have been consulted, including:

- senior management through Staff Committee, Central Management Group (CMG), Senate Committees and the 'Mainstreaming equality through governance and management' team³, including a Court representative.
- University services, committees and groups, including the Chaplaincy, Equality and Diversity Committee, Student Disability Service and Student Disability Committee
- staff and student groups, including the recognised trade unions, Edinburgh University Students' Association (EUSA) and the Staff LGBT⁴ Network
- individual staff from particular equality groups, through focus groups and individually.

³ The University of Edinburgh's institutional team for the Equality Challenge Unit programme during 2012/13.

⁴ Lesbian, Gay, Bisexual, Transgender

The Equality Outcomes have been developed taking into account a wide range of evidence. In addition to the feedback and information from the consultation and sources above, consideration has been given to a number of sources of information relating to equality, including E&D Monitoring and Research Committee (EDMARC) reports, Equal Pay Audits, HR benchmarking data and survey results.

5. Equality Outcomes

The attached Equality Outcomes and associated Actions have been identified as being the most relevant and significant issues for the University to address, based on our Strategic Plan and the consultation and evidence outlined above.

6. Monitoring and Review

A report on the progress made to achieve the Equality Outcomes will be made by 30 April 2015, as required by the Specific Duties regulations. This will be reported to CMG and Court, and will be published on the University's E&D website and as part of the University's Publication Scheme. The Equality Outcomes will also be reviewed at that point and may be revised. A further report on progress will be made by 30 April 2017 and a fresh set of Equality Outcomes will be published at that point.

7. References, linked policies and sources of further information

University Equality and Diversity Strategy [link: <http://www.ed.ac.uk/schools-departments/equality-diversity/about/strategy-action-plan>]
Equality and Human Rights Commission guides to the public sector equality duty [link: www.equalityhumanrights.com/scotland/public-sector-equality-duty/non-statutory-guidance-for-scottish-public-authorities/]

8. Policy history and review

This document was approved by CMG on 17 April 2013 and takes effect from 30 April 2013. The attached Equality Outcomes and Actions replace the Equality Action Plan 2011-2012 appended to the University's Equality and Diversity Strategy approved in November 2011.

The document will be reviewed as set out in the 'Monitoring and Review' section above. In addition, this document will be subject to review in the event of any change in the relevant legislation or context.

Equality Outcomes and Actions 2013-17



The University of Edinburgh (UoE) has a long history as an accessible and inclusive institution, going back to its origins as a 'civic' University. The University aspires to be a place of first choice for some of the world's most talented students and gifted staff and is committed to developing a positive culture, where all staff and students are able to develop to their full potential.

The University has agreed five Equality Outcomes in order to advance equality, diversity and inclusion, and enable the fulfilment of the General Equality Duty. The Equality Outcomes are summarised below, along with details of the relevant priorities in the University's Strategic Plan. This document then sets out details of the Actions identified to enable achievement of each of the Equality Outcomes, including responsibilities, success measures and timescales. Each action specifies which of the 'needs' set out in the general equality duty are addressed, which Protected Characteristics are covered and whether the action relates to students, staff and/or the wider community.

Summary of Equality Outcomes and Aligned Strategic Priorities

Equality Outcome 1: Improve the inclusivity of the working and studying environment

Ensure that the University values difference and that all students and staff can be confident about being themselves and have the opportunity to reach their full potential.

Aligned strategic priorities:

- Excellence in education objective: guide and support our students through University of Edinburgh degree programmes
- People Enabler objectives/strategies: be inclusive, supportive and collegial in our approach, which is underpinned by principles of dignity and respect, equality and diversity, health, safety and wellbeing; promote the attractiveness of the University as a globally significant institution, and support new staff to enable them to become effective; provide safe and accessible working environments

- Outstanding student experience theme objectives: combine our recognised teaching excellence with an outstanding student experience ...; take a cohesive, inclusive and individualised approach to enhancing our student experience that encompasses all subjects, all modes of learning, all student services, and all parts of our estate; promote student health, wellbeing and safety
- Equality and widening participation theme objective/strategy: foster a culture which permits freedom of thought and expression within a framework of mutual respect; enable students from under-represented groups to fully embrace their University experience, successfully complete their programme of study and expand their ambitions and employment opportunities; ensure staff and students with particular needs have access to appropriate facilities and support

Equality Outcome2: Improve the mainstreaming of equality through governance and management

Aligned strategic priorities:

- People Enabler strategy: foster our ethos of collegiality, tolerance, compassion and strong ethics, through effective employee engagement and empowerment, transparency and excellent communications
- Lifelong community theme objective: be a responsible and influential neighbour, employer and adviser

Equality Outcome 3: Improve awareness and understanding of equality in the University

Improve quantitative and qualitative information about the students and staff (including potential students and staff) and their experiences across the student and employment lifecycles. Improve awareness and understanding of equality, diversity and inclusivity by the University community.

Aligned strategic priorities:

- Excellence in education objective: embed graduate attributes ... in all our curricula
- Excellence in research objectives: combine our proven research excellence with demonstrable ... health and social impact; generate a cohort of future research leaders
- Excellence in innovation objective: increase our impact on culture, health and wellbeing
- People Enabler objective: develop the knowledge, capabilities and skills of our people
- Outstanding student experience theme strategy: ensure staff have the skills and knowledge to respond effectively to the range of our students' circumstances, experience, expectations and aptitudes
- Global Impact theme strategy: promote and recognise the value of international mobility, cross-cultural understanding, and multilingualism for all our students and staff

- Lifelong community theme strategy: promote the University of Edinburgh's achievements both locally and globally
- Equality and widening participation theme strategy: protect and celebrate diversity as a defining element of the University of Edinburgh experience; ensure staff have appropriate training and information in equality areas to prevent discrimination, make reasonable adjustments, and promote equality of opportunity

Equality Outcome 4: Improve equity of pay and career progression for all University staff

Aligned strategic priorities:

- People Enabler objective/strategy/KPI/target: attract, reward and retain the best people, accessing talent from around the world; reward excellence and success in a variety of ways; [increase the] proportion of staff who have had an annual review within the previous year, incorporating the identification of objectives and development needs; achieve the institutional Athena SWAN Silver award
- Equality and widening participation theme target: increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels, and reduce the gender pay gap for University staff

Equality Outcome 5: Improve equity of access to education in the University.

Aligned strategic priorities:

- Equality and widening participation theme objectives/strategies/target: admit the very best students from a wide range of backgrounds; raise engagement and aspirations in individuals from under-represented groups, broadening the base of our applicant pool; take context and individual circumstances into account when identifying students with the best potential to succeed, through our fair, clear and transparent admissions policy.

Action	Success measures and timescales	Oversight Responsibility	General duty 'need(s)' and Protected Characteristics (PCs) addressed (impact on: students/staff/wider community)
Equality Outcome 1: Improve the inclusivity of the working and studying environment			
1.1 Continue to develop and further promote the University's Dignity and Respect Policy and associated support, to encourage a culture of mutual respect.	Recruit and train further Dignity and Respect Advisers and publicise their service by September 2013	University HR Services (UHRS) Employee Relations team with the Staff Counselling Service (for staff) Senate Quality Assurance Committee (QAC) for students	All three needs in respect of all PCs (students and staff)
1.2 Widen accessibility and inclusion for students - and in particular mainstream common adjustments to provide an equitable level of support and better meet the needs of disabled (and dyslexic) students - through implementation of a new Accessible and Inclusive Learning Policy in 2013/14. Following evaluation, extend mainstreaming of relevant adjustments for disabled staff and visitors during 2015/16.	<p>Publication of Accessible and Inclusive Learning Policy by end June 2013</p> <p>Satisfactory audit of mainstreaming of adjustments by end of 2014/15.</p> <p>Increased student satisfaction ratings in the annual Student Disability Service (SDS) student evaluation survey and Edinburgh Student Experience (ESE) survey.</p> <p>Reduce number of specific adjustments recommended by the SDS.</p> <p>Cessation of use of coursework</p>	<p>Senate Learning & Teaching Committee with Student Disability Service (implementation)</p> <p>QAC (monitoring)</p>	Eliminate discrimination and Advance equality in respect of Disability, with benefits for other groups (students initially, then staff and the wider community)

	stickers from 2013-14 Recommendations in relation to mainstreaming of adjustments for disabled staff and visitors developed by August 2015.	Equality Management Committee (EqMC)	
1.3 Improve the extent to which new curricula are inclusive by design through revision of the course and programme approval documentation and briefing of Boards of Studies.	Implementation of revised course/programme approval documentation by end of 2013/14	Senate Curriculum and Student Progress Committee	All three needs in respect of all PCs (students)
1.4 Ensure on-going accessibility throughout programme delivery and increase the opportunities for sharing good practice in accessible and inclusive learning through internal programme reviews.	Evidence of consideration of accessibility in internal programme reviews and sharing of good practice, where relevant, at IAD's annual Sharing Good Practice event.	QAC Institute for Academic Development (IAD)	All three needs in respect of all PCs (students)
1.5 Challenge discrimination and improve awareness of mental health issues University-wide through progressing the University's See Me action plan (attached as Appendix 1) and revising the University's (Student) Mental Health code of practice (CoP)	As set out in the See Me action plan Publish revised Mental Health CoP by September 2013	As set out in the See Me action plan Student Disability Committee	All three needs in respect of Disability (students and staff)
1.6 Implement adjustments recommended by the Student Disability Service on an on-going basis, to facilitate disabled students to achieve their full potential.	Increased student satisfaction ratings in annual SDS student evaluation survey and ESE survey. Monitor attainment levels of disabled students compared to non-disabled students.	Academic staff (e.g. course organisers, Coordinators of Adjustments), Academic Registry, Library staff. EDMARC	Eliminate unlawful discrimination and Advance Equality in respect of Disability (students)

<p>1.7 Enhance support for students with Asperger Syndrome by encouraging and supporting social activity and interaction, to enable their greater participation in University life.</p>	<p>Pilot undertaken during 2013-14</p>	<p>Student Disability Service working with EUSA</p>	<p>Advance Equality and Promote Good Relations in respect of Disability (students)</p>
<p>1.8 Implement a new staff disability policy and service to provide improved and more visible services and support to meet the needs of disabled staff and promote an environment that encourages staff to let the University know they are disabled and receive individual support.</p>	<p>Project plan in place by September 2013 with clear milestones and timescales, including establishing baseline usage data and a recording system to monitor service delivery.</p>	<p>UHRS Employee Relations team and Staff Disability Steering Group</p>	<p>All three needs in respect of Disability (staff)</p>
<p>1.9 Continue to improve and extend support for the increasingly international and multicultural University community, involving students and staff in the design of services to ensure that they provide value and impact.</p>	<p>New Relocation Service in place by end 2013/14 and positive feedback from international staff. Achieve relevant milestones from the International Student Support Strategic Plan 2012-16</p>	<p>UHRS Resourcing team International Office with Student Experience Project and other student services.</p>	<p>Advance equality and Promote Good Relations in respect of Race (students and staff)</p>
<p>1.10 Develop and implement an action plan to advance equality for LGBT students and staff, taking account of the Stonewall Workplace Equality Index and Gay by Degree guide and tailored for UoE.</p>	<p>Action plan developed by December 2013 incorporating governance arrangements and measures and timescales on each action.</p>	<p>UHRS Employee Relations team for staff and QAC for students, working with the LGBT Staff Network and student LGBT groups</p>	<p>All three needs in respect of Sexual Orientation and Gender Reassignment for (students and staff).</p>
<p>1.11 Create a new, University purpose-built childcare facility at King's Buildings and provider pointers to those at other locations with regard to local nursery provision, to help meet the needs of students and staff.</p>	<p>Implementation in summer 2014</p>	<p>Vice-Principal & Director of Corporate Services</p>	<p>Advance equality in respect of Pregnancy/Maternity and Sex, with potential benefits for all groups (students and staff).</p>

Equality Outcome2: Improve the mainstreaming of equality through governance and management			
2.1 Revise and implement new E&D governance, management and consultation structures with the effect that there are both improved clarity of responsibility for equality matters at all levels up to and including the University Court, and effective means of consulting stakeholders, including equality groups.	<p>Establishment of the Equality Management Committee, with regular meetings during 2013/14.</p> <p>Revised management and communication structures put in place within Colleges and Support Groups during 2014/15.</p> <p>Review and recommendations for improving consultation with equality groups, including associated resources, completed by end of 2013/14</p>	<p>Vice-Principal E&D</p> <p>EqMC</p> <p>EqMC</p>	All three needs in respect of all PCs (students, staff and wider community)
2.2 Promote the effective use of Equality Impact Assessment (EqIA) to improve the account taken of equality impact in governance, decision-making, policy and practice across the University, during the period of these Equality Outcomes.	Evidence of EqIA being undertaken at UoE, College and school/service levels in the University, and of resulting improvements in performance of the Public Sector Equality Duty, during the period from May 2013 to April 2017.	EqMC	All three needs in respect of all PCs (students, staff and wider community)
2.3 Review school/service E&D plans and incorporate into College/Support Group and University strategic/action plans as part of the annual planning cycle, in order to mainstream equality into planning at all levels.	Evidence of E&D plans at school/service and College/Support group levels each year.	Heads of College and Support Group	All three needs in respect of all PCs (students, staff and wider community)
2.4 Promote the advancement of equality through procurement criteria and conditions on an on-going basis.	Evidence of used of E&D criteria in relevant procurement exercises.	Director of Procurement	All three needs in respect of all PCs (students, staff and wider community)

Equality Outcome 3: Improve awareness and understanding of equality in the University			
3.1 Augment quantitative data on PCs for students and staff to enable better monitoring of academic and employment outcomes.	On-going improvement in availability of data on PCs for staff and students. Plans in place to gather data where it is not held by end 2013/14.	UHRS for staff; Academic Registry/Student Recruitment & Admissions (SRA) for students	All needs in respect of the PCs of: disability, gender reassignment, race, religion and belief, sexual orientation (students and staff)
3.2 Improve availability of data on maternity leave and return, other parental/carers' leave and flexible working for staff (particularly parents/carers and those nearing retirement) to enable the University to better meet their needs.	Ability to report on maternity/parental leave and flexible working through HR systems by end 2014/15.	UHRS and local HR teams	Eliminate discrimination and advance equality in respect of the Age, Pregnancy/Maternity and Sex (staff)
3.3 Expand regular reporting on equality data in relation to employment, recruitment, development, promotion, Annual Review and occupational segregation, to support the achievement of strategic objectives and other Equality Outcomes.	Publication of EDMARC report annually and additional reports as required to meet the needs of Court reporting on the Strategic Plan, Remuneration Committee, Athena SWAN and others, as well as fulfilling the Scottish Specific Duties. Annual consideration of these reports to identify disparities by PC in relation to student and employment lifecycles, and relevant action.	Governance & Strategic Planning (EDMARC) and UHRS EDMARC	Eliminate discrimination and Advance Equality in respect of all PCs except Marriage/Civil Partnership (staff).
3.4 Analyse student survey data to identify disparities in experience by PC and relevant action.	Equality analysis of 2013 student survey undertaken and recommendations for associated action made by December 2013.	QAC	All needs in respect of all PCs (students)

<p>3.5 Promote academic communication and collaboration between and by UoE researchers in fields associated with equality, diversity and inclusion in order to enhance research quality and knowledge exchange for strategic and wider benefit.</p>	<p>Continued collaboration through the LGBT Staff Network between May 2013 and April 2017.</p> <p>Plans for development of academic collaboration in relation to other equality fields set out by end 2014/15.</p>	<p>LGBT Staff Network</p> <p>EqMC</p>	<p>Advance equality and Promote Good Relations in respect of all PCs (wider community)</p>
<p>3.6 Promote and extend staff development to improve awareness and understanding of equality, diversity and inclusion, with a view to enabling staff to advance equality through their work and ensuring an inclusive University culture that values difference.</p>	<p>Substantive increase in take up of relevant staff development opportunities by key groups (e.g. personal tutors, managers) in the period from May 2013 to April 2017.</p>	<p>UHRS, IAD and Heads of College and Support Group</p>	<p>All needs in respect of all PCs (students, staff and wider community)</p>
<p>3.7 Extend staff development provision on mental health awareness and related services.</p>	<p>Increase in staff attendance at mental health awareness seminars in the period from May 2013 to April 2017.</p>	<p>Occupational Health with HR Learning & Development team</p>	<p>All three needs in respect of Disability (students and staff)</p>
<p>3.8 Improve religious literacy through a programme of activity in order to encourage mutual respect and reduce potential conflict relating to differing beliefs.</p>	<p>Attendance at events and publication of guidance during the period from May 2013 to April 2017.</p>	<p>Chaplaincy</p>	<p>Promote good relations in relation to Religion and Belief (students, staff and wider community)</p>
<p>3.9 Actively publicise E&D activity – with particular attention to race, disability and LGBT activity - with a view to on-going improvement in awareness of the value of equality and diversity and improving the ability of students and staff in minority and disadvantaged groups to feel comfortable in the University.</p>	<p>Positive feedback from students and staff.</p>	<p>EqMC</p>	<p>Advance equality and Promote Good Relations in respect of all PCs (students, staff and wider community)</p>

Equality Outcome 4: Improve equity of pay and career progression for all University staff			
4.1 Embed biennial equal pay audits covering all staff and all PCs (where meaningful data is available), to identify of pay gaps and inform action.	Publication of biennial equal pay audit report and identification of action to address disparities.	UHRS Reward and Systems team and Remuneration Committee	Eliminate discrimination and Advance equality potentially covering age, disability, race, religion & belief, sex, sexual orientation (staff)
4.2 Apply the principles and practices of the Athena SWAN and equivalent Charters in all three Colleges.	Majority of STEMM ⁵ schools achieve Athena SWAN awards by the end of 2014. Achieve the Institutional Athena SWAN Silver award, during the Strategic Plan 2012-16. Majority of HSS schools submit for the equivalent award for Humanities and Social Sciences within its first year of operation.	Heads of Colleges and Schools	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and Sex, with action benefiting most groups (students and staff)
4.3 Progress the University's Athena SWAN Action Plan 2012.	As set out in the University's Athena SWAN Action Plan 2012 (attached as Appendix 2).	As set out in the Athena SWAN Action Plan 2012	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and Sex, with action benefiting most groups (students and staff)
4.4 Address the disparity in pay and career progress for women relative to men, through an 'Advancing Gender Equality Programme' covering all staff, to integrate with and supplement already established action.	Set out the Advancing Gender Equality Programme by end of 2012/13. Increase the proportion of female academic staff at lecturer, senior lecturer, reader and professor levels and reduce the gender pay gap for	UHRS Heads of Colleges and Schools	Eliminate discrimination and advance equality in respect of Pregnancy/Maternity and Sex, with action benefiting most groups (staff)

⁵ Science, Technology, Engineering, Maths and Medicine

	University staff, during the Strategic Plan 2012-16		
4.5 Address the disparity in the proportion of black and minority ethnic staff on fixed-term contracts relative to white staff, through further investigation and production of recommendations for action by April 2014.	Report and recommendations made to EqMC by April 2014	UHRS with local HR and management.	Eliminate discrimination and advance equality in respect of Race (staff)
Equality Outcome 5: Improve equity of access to education in the University			
5.1 Identify and address disparities in application and admission rates between those who share protected characteristics and those who do not.	EqIA of admissions policies and procedures undertaken, and recommendations for action made to address any disparities identified from available PC data, by August 2014. Plans in place for gathering data for other relevant PCs by April 2014.	SRA with Colleges/Schools	Eliminate discrimination and advance equality in respect of Age, Disability, Race, Religion & Belief, Sex, Sexual Orientation (students)
5.2 Improve the accessibility of the University's estate through continuing to integrate equality consideration into the building and maintenance programme and ensuring timely response to required equality adjustments.	On-going improvement in the proportion of the estate that is accessible for disabled people.	Estates & Buildings	Eliminate discrimination and advance equality in respect of Disability (students, staff and visitors)

Appendix 1



THE UNIVERSITY
of EDINBURGH

see me...

Action Plan

Following the signing of the 'see me' Pledge on the 19th January 2012, The University of Edinburgh commits to working with 'see me' to challenge stigma and discrimination around mental health issues in the following ways:

- An invitation to be sent to all staff and, in particular, members of , **the Health and Safety Committee**, the **Equality and Diversity (E&D) Committee**, the Equality and Diversity Co-ordinators, the **Joint Union Liaison Committee (JULC)**, **Edinburgh University Student Association (EUSA)**, and the **Student Disability Committee** to attend the 'see me' pledge signing by Suzie Vestri (Campaign Director) & Prof Lorraine Waterhouse (Vice-Principal Equality and Diversity – The University of Edinburgh) in the University Chaplaincy on Thursday 19th January, 2012 at 12 pm.
- HR, OHU & Joint Unions to arrange diversity and mental health awareness workshops. Feedback on the workshops will be gathered and the results fed back to 'see me' and to the VP Equality and Diversity.
- Prominent display of 'see me' posters and postcards throughout the University targeting staffrooms, accommodation services areas and other highly populated areas including Student Union, Chaplaincy and other social area/s
- A representative from 'see me' to assist the University in setting up a 'see me' Information Stand at the Staff Welcome days and Student Freshers week.

- Use of Payslips to publicise the 'see me' campaign and the 'see me' website annually during Scottish mental health week
- To continue working with **Healthy Working Lives** to maintain the Gold Award and investigate ways of tackling stigma & discrimination in relation to mental health
- To continue raising mental health awareness by working in partnership with the Joint Unions, EUSA and other national mental health organisations through the Edinburgh Mental Health Forum and Public Policy Network.
- To raise awareness of stigma and discrimination around mental health issues with members of the Equality and Diversity Committee, the Equality and Diversity Co-ordinators and University Health and Safety Committee by keeping E&D and other websites up-to-date with latest publications, information from relevant organisations, and providing workshops
- To continue to provide Mental Health support to staff and students through the Staff support services and Student Disability office to enable them to reach their full potential as required by the University Strategic plan 2008-2012 ('Quality People') and Equality and Diversity Action Plan
- (see <http://www.docs.sasg.ed.ac.uk/gasp/strategicplanning/StrategicPlan.pdf> and http://www.docs.csg.ed.ac.uk/EqualityDiversity/ED_Strategy_Action_Plan.pdf).
- Investigate opportunities for more staff to attend Mental Health awareness training either through in-house courses, or via the established courses such as Scotland's Mental Health First Aid or the Healthy working lives course.
- To make available the following publications (in PDF format) via the Staff Health and Wellbeing website and the Equality and Diversity website.
 - **'A Fairer Future'** – *A report by 'see me'*
 - **'see me so far'** – *A review of the first 4 years of the Scottish anti-stigma campaign*
 - **'Actions speak louder...'** – *Tackling discrimination against people with mental illness (Mental Health Foundation)*
 - **'see me' Summary Plan:** *bringing the strategy to life 2009 – 2011*

Signatories: Prof Lorraine Waterhouse, Vice Principal Equality and Diversity
 Emma Meehan, Vice President Societies and Activities, EUSA
 Marshall Dozier, Secretary, Edinburgh University Joint Unions
 Suzanne Vestri, Campaign Director 'see me'

Appendix 2:



The University of Edinburgh

Athena SWAN Action Plan 2012

The University of Edinburgh is committed to equality and our vision and principles are set out in our Equality and Diversity Strategy. As part of that Strategy, the University also has an Equality and Diversity Action plan, which includes a number of actions related to Athena SWAN and the promotion of good employment practice for women working in STEMM. This Athena SWAN Action Plan draws together both existing and new commitments to action to further our Athena SWAN charter commitment.

Professor Lorraine Waterhouse, Vice-Principal Equality and Diversity

	Action/Objective	Action taken and plans at November 2012	Timeline	Lead Responsibility	Success Measure
1.	Strategic Plan Target: Achieve the institutional Athena SWAN Silver award.	Established University Athena SWAN Network to share and promote good practice. 4 Schools have Athena SWAN or equivalent award at Bronze, Silver or Gold levels. All other Schools in CSE and MVM are working towards Athena SWAN awards. The University has achieved most of the objectives set out in its 2009 Athena SWAN action plan. Athena SWAN plans are now being established in relevant parts of the College of Humanities and Social Sciences and other action is set out in this new University-wide Action Plan.	By 2016	Vice-Principal E&D, Deputy Director of HR and Heads of STEMM Colleges and Schools.	Most STEMM Schools achieve Athena SWAN Bronze or Silver awards by the end of 2014; University achieves Silver by July 2016.

Self-assessment and evidence base:					
2.	Analyse the combined results of staff surveys carried out in STEMM Schools and identify priorities for action	All Schools in CSE are carrying out 'QuickCAT' surveys as part of their Athena SWAN self-assessment process. The combined results will be used to identify priorities for action at College and/or University level. It has already been identified that improving understanding of the academic promotion processes is a priority.	Analyse results by April 2013	University Athena SWAN network	Initially, identification of specific priority actions and timescales.
3.	Embed biennial equal pay audits for all staff	Annual equal pay audits are carried out for professorial and equivalent staff. Two equal pay audits have been done for staff on grades 1-9, three years apart. From 2013, biennial audits will cover all staff.	First biennial equal pay audit by March 2013	Senior HR Partner – Reward and Management Systems	Publication of biennial equal pay audits.
4.	Develop systems to enable automated reporting on maternity and other parental leave	Most information on maternity, paternity and adoption leave is held by local HR teams, making reporting difficult. A project will be established to develop the HR system to enable central reporting on maternity and other leave.	Project in 2013/14 IS programme	Senior HR Partner – Reward and Management Systems	Establishment of improved reporting facility
5.	Introduce regular, systematic monitoring of redundancies (including termination of fixed-term contracts) by gender	The Standing Consultative Committee on Redundancy Avoidance (SCCRA) monitors redundancy and redundancy avoidance figures. While this has periodically included gender analysis, this will be introduced as a standard practice.	By August 2013	HR Employee Relations Partner, SCCRA	Establishment of standard gender analysis reporting to SCCRA

6.	Improve understanding of reasons for senior female staff leaving the University, through exit surveys and analysis of turnover information, as a basis for identifying priorities for action.	There is currently limited analysis of information about leavers and a low return rate for existing exit questionnaires. A project will be established on this topic.	Produce project plan by August 2013	Deputy Director of HR	Initially, agreement on the project scope, objectives and milestones.
Key career transition points:					
7.	Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels. [Strategic Plan Target]	<p>This remains a key commitment in the Strategic Plan 2012-16, having been part of the previous Plan. Figures are reported annually to the University Court and discussed by the Central Academic Promotions Committee. Action to achieve this target is embedded elsewhere in this action plan.</p> <p>In addition, action will be taken to ensure that academic staff who have not achieved promotion within a reasonable time (to be determined) are reviewed and receive career development guidance and support.</p>	<p>Annual report</p> <p>By August 2013</p>	<p>Heads of College</p> <p>Deputy Director of HR</p>	An upward trend in the proportion of female academic staff at each level.

8.	Introduce, promote and evaluate on-line Recruitment and Selection training, incorporating relevant E&D aspects	An on-line package is under development.	Launch by Dec 2012	Senior HR/OD Partner – Learning and Development	Completion of the course by staff from all parts of the University by July 2014 and positive evaluation of the course.
9.	Carry out equality impact assessment (EqIA) of the recruitment and induction of 100 Chancellor's Fellowships (CFs) during 2012 and put in place arrangements to monitor progress and share good practice and lessons learned.	Around 70 CFs have been recruited across the University and arrangements for induction have been developed. A programme of support and development is being developed, along with management guidance. A survey of those already in post has been carried out. It is intended to monitor this cohort of new academic staff, including from an equality perspective, with a view to learning from their experiences and extending effective practices to the recruitment and induction of all academic staff in future.	EqIA by March 2013; other milestones to be confirmed	CFs Steering Group	Actions identified from EqIA by March 2013.
	Career development:				

10.	Develop and implement a University mentoring framework and programme, open to all staff groups, but targeting particular groups including female academic staff.	Pilot organised to run from November 2012 to May 2013. Plan to evaluate the pilot in June/July 2013 and, subject to the outcome, extend the programme to further areas and, in due course, University-wide.	Complete pilot by June 2013	Senior HR/OD Partner – Learning and Development	A cohort of mentoring relationships is established in the pilot areas by December 2012; evaluation results are positive; and the scheme is extended to further areas by the end of 2013
11.	Explore the establishment of an Edinburgh association for women in STEMM	No formal association or network exists. This will be discussed by the University's Athena SWAN network initially, and taken forward from there.	Discussion by AS Network by April 2013	University Athena SWAN network	Initially, confirmation of whether to establish an association.
12.	Review the Research Staff Mentoring Programme	The Research Staff Mentoring Programme will be kept under review, in the light of item 10 above and the support in place for Chancellor's Fellowship holders	Review and potential developments by April 2014	Institute of Academic Development (IAD)	Interest in programme monitored and compared with number of partnerships established
13.	Support women taking on the role of PI	Schools will be encouraged to target the newly established 4-day Research Leader Programme for new and aspiring PIs at female academics.	Throughout 2013 and 2014	IAD with School and College Deans of Research	Gender balance of participants monitored, aiming for increasing numbers of females attending compared to total population
14.	Involve Research Staff Societies in showcasing successful female careers	Encourage Research Staff Societies to include an event in their programme of activities which focuses on women who have developed successful careers	Throughout 2012/13 and 2013/14	IAD with Research Staff Societies	The inclusion of one or two of these events in society programmes
Raising the profile of women:					

15.	Inspire women to succeed through the Annual International Women's Day (IWD) lecture series.	Three successful annual lectures held since 2010, featuring internationally successful women: Harriet Lamb, Irene Khan and Phillipa Gregory. The 2013 speaker has been booked: President of the Royal Society of Chemistry, Professor Lesley Yellowlees.	Annually on IWD in March.	VP for E&D with steering group	Well-attended annual lecture by internationally successful woman
16.	Mount an exhibition of portraits of University of Edinburgh women	Currently being planned. Portraits to be commissioned and exhibition mounted.	Exhibition during 2013/14	VP for E&D with steering group	Exhibition mounted, well publicised and well attended.
Organisation and culture:					
17.	Reduce the gender pay gap for University staff [Strategic Plan Target]	Achievement of this target is dependent on a number of factors, including improvement in the recruitment and career progression of female academic staff, so action is embedded elsewhere in this plan.	Reported annually	Heads of Colleges and Support Groups	A downward trend in in the University's gender pay gap figure.
18.	Revise and implement new E&D governance, management and consultation and committee structures.	Participating in ECU Mainstreaming through governance and management programme; drafted remit for Equality Management Board. Aim to arrange first Board meeting by April 2013	By end 2013	Vice-Principal E&D	Establishment of senior level Board and clear structures for E&D governance, management and consultation in place across the University.

19.	Promote and monitor take up of E&D training	On-line training in E&D and Equality Impact Assessment is available to all staff. In addition a number of E&D-related staff development opportunities are available, such as a workshop on 'Developing an understanding of Equality, Diversity and Internationalisation' and a module on the University's Post-Graduate Certificate in Academic Practice. It is intended to build on existing processes to improve the monitoring of uptake, to inform further promotion and targeting of training as required.	Set specific milestones/targets by April 2013; Review progress by April 2014	Deputy Director of HR	Initially, specific milestones/targets set by April 2013.
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This Action Plan will be reviewed annually by the University's Athena SWAN Network.

University Computing Regulations

The University of Edinburgh has adopted a set of Regulations to cover the use of all its computing and network facilities, by staff, students and any other persons authorised to use them.

Regulations covering the use of Computing Facilities

19th Edition August 2013

Introduction and Definitions

These Regulations cover the use by users of all computing facilities administered on behalf of the University of Edinburgh (hereafter UoE).

As well as these Regulations, users must abide by other policies or codes as relevant, including internal UoE codes such as:

- the Code of Student Discipline
- the relevant staff disciplinary policy
- the Rules for the Guidance of Staff
- the University Data Protection Policy
- the Statement of Professional Standards and
- the Codes of Practice for Dealing with Personal Harassment for staff or students, and any related documents
- the policy on the storage, transmission and use of personal data and sensitive business information out with the University computing environment

And external codes such as:

- the Acceptable Use Policy of the Joint Academic Network (JANET) available on the Web at <http://www.ja.net/documents/publications/policy/aup.pdf> (PDF)
- the Computing Regulations or similar codes imposed by remote sites, where their computing facilities are accessed or used by UoE users

It is not the intention of UoE that these Regulations should be used to limit, unreasonably, recognised academic freedoms.

In these Regulations

"Computing facilities" includes central services as provided by UoE Information Services and any service operated by or on behalf of UoE; UoE School or College computers and services; personally owned computers and peripherals, and remote networks and services, when accessed from or via UoE computing facilities; and all programmable equipment; any associated software and data, including data created by persons other than users, and the networking elements which link computing facilities.

"users" include staff, students, prospective students and any other person authorised to use computing facilities

"files" include data and software but do not include manual files.

Regulations

1. Status of Regulations

Breach of these Regulations is a disciplinary offence and may be dealt with under the appropriate disciplinary code or procedures. Where an offence has occurred under UK or Scots law, it may also be reported to the police or other appropriate authority. The rules applicable to investigating breaches or suspected breaches are in Regulation 6 below.

2. Private and inappropriate use of computing facilities

Computing facilities are provided solely for use by staff in accordance with their normal duties of employment, and by students in connection with their University education. All other use is private. Private use is allowed, as a privilege and not a right, but if abused will be treated as a breach of these Regulations. Any use which does not breach any other Regulation herein, but nonetheless brings the University into disrepute may also be treated as a breach of these Regulations.

3. Damage of computing facilities

No person shall, unless appropriately authorised, take any action which damages, restricts, or undermines the performance, usability or accessibility of computing facilities; "taking action" may include neglect, where action might reasonably have been expected as part of a user's duties.

4. Compliance with UK civil and criminal law

Users must comply with the provisions of any current UK or Scots law, including but not restricted to:

- a. intellectual property law, including laws concerning copyright, trademarks, and patents
- b. the Computer Misuse Act 1990, and associated instruments
- c. data protection laws, and
- d. the interception and monitoring laws under the Regulation of Investigatory Powers Act 2000 (RIPA 2000).

Under the Lawful Business Regulations (LBR), the UoE draws to the attention of all users the fact that their communications may be intercepted where lawful under RIPA 2000. The full University notice can be found at URL <http://www.ed.ac.uk/schools-departments/information-services/about/policies-and-regulations/statutory-notices>

Users must also comply with the terms of any licence agreement between the UoE and a third party which governs the use of hardware, software or access to data.

5. Security, confidentiality and passwords

Users must take all reasonable care to maintain the security of computing facilities and files to which they have been given access. In particular, users must not transfer passwords, or rights to access or use computing facilities, without appropriate authority from the relevant Head of School or nominee or authorised officer. The confidentiality, integrity and security of all personally identifying data held on UoE systems must be respected, even where users have been authorised to access it.

Users must ensure that portable devices containing University information are protected by a pin or similar mechanism, whether the device was purchased by the University, is personally owned or belongs to a third party.

Users with information deemed to be medium or high risk, are required to take additional security measures proportionate to the sensitivity of the information concerned. The definition of medium or high risk can be found here [<http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/encrypting-sensitive-data>].

Prior to terminating their relationship with the University, users must make appropriate arrangements for the return, destruction or other disposition of any University computer, equipment or data in their possession.

Users must not duplicate passwords used for University logins in their use of other external services, such as Facebook.

6. Investigation of breaches

If the UoE suspects any breach or potential breach of the Regulations, it shall have full and unrestricted power to access all relevant computing facilities and files and to take all steps which it may deem reasonable to remove or prevent distribution of any material. UoE may also immediately suspend a user's access to computing facilities pending an investigation by an Authorised Officer or nominee of the University as defined in the relevant Discipline Code. The UoE reserves the right to access or require access to any files held on computing facilities. It may also require that any encrypted data is made available in human-readable form. Any such investigatory action shall not prejudice any final determination of whether a breach occurred.

7. Liability

By using the computing facilities each user agrees that the UoE shall have no liability for

- a. loss or corruption of any file or files or data, contained therein
- b. loss or damage (excluding any liability for personal injury or death) to users or to third parties, or their equipment, operating systems or other assets

resulting from the use of the UoE computing facilities or any withdrawal of the use of said facilities at any time by UoE.

Each user agrees that UoE has the right to take legal action against individuals who cause it to suffer loss or damage, including damage to its reputation, or be involved in legal proceedings as a result of their breach of these Regulations, and to seek reimbursement of such loss, or any associated costs including the costs of legal proceedings.



**EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE
(EDMARC)**

**FOURTH REPORT
EXECUTIVE SUMMARY**

1. Introduction

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

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

<https://www.wiki.ed.ac.uk/display/UCC/Central+Management+Group>

or by contacting Andrew Quickfall in Governance and Strategic Planning, telephone: 0131 651 4104 or email: Andrew.Quickfall@ed.ac.uk.

2. Students

2.1 Undergraduate

Intakes of female students remain consistent across the period, 62% of undergraduate entrants were female in 2011/12. There remain gender differences between colleges, however it is encouraging that the proportion of women in the College of Science and Engineering (46%) continues to rise and is at its highest level for the period. The proportion of undergraduate students with a registered disability is 9%.

The overall proportion of UK-domiciled ethnic minority undergraduate entrants was 6.2% in 2011/12. The proportion of ethnic minority students has remained consistent at this level for the last four years. Analysis of ethnicity data from peer groups shows that the University of Edinburgh has a higher proportion of BME entrants in comparison to other institutions in Scotland (5.8%), although is some way off the proportion of BME entrants to Russell Group institutions (15.9%).

For the analysis of undergraduate outcomes, the proportion of entrants who exit with an award is used as the measure. Overall, there is no statistically significant difference between the successful outcomes of male and female students. Male students are more likely to withdraw from their programme of study, although it is encouraging that in the College of Humanities and Social Science and Science and Engineering the gap between male and female students withdrawing has been reduced. Female students continue to outperform men in achieving a first or upper class second degree award although when broken down to School level, the figures show that this is not the case in every School.

There is no difference between the outcomes of entrants who register a disability. Similarly, there is no significant difference for UK-domiciled students who are white and those from an ethnic minority background.

2.2 Postgraduate Taught

The overall proportion of female entrants in 2011/12 was 59%. Subject differences remain at postgraduate taught level, with the College of Humanities and Social Science attracting the highest proportion of female entrants. Since 2006/07 the proportion of PGT entrants with a registered disability has increased from 3.5% to 5.1% in 2011/12. The proportion of UK-domiciled entrants from an ethnic minority background has increased from 5.5% in 2002/03 to 11.3% in 2011/12. Outcomes of PGT entrants show that female students are slightly more likely to have a successful outcome from their programme of study. There is little difference between the outcomes of disabled and non-disabled entrants.

2.3 Postgraduate Research

For Postgraduate Research entrants the proportion of female entrants is 51% although there remain subject gender differences between the colleges with CHSS and CMVM having a higher proportional intake of female students. The proportion of entrants registering a disability is consistent with the previous year at 5.8%. The proportion of UK-domiciled entrants from an ethnic minority background is 10%. There is no difference between the successful outcomes of women and men on Postgraduate Research programmes. Students who do not declare a disability are slightly more likely to successfully complete their programme.

2.4 Comparison data

Peer group comparison with Russell Group and institutions in Scotland is provided for the dimensions of gender, disability and ethnicity. The proportion of female entrants for first degree, postgraduate taught and postgraduate research are all above the Russell Group average. The University of Edinburgh has the highest proportion of students declaring a disability in the Russell Group. Comparisons for ethnicity show that Edinburgh has a higher proportion of UK-domiciled students from ethnic backgrounds compared with other institutions in Scotland, although lower than Russell Group average.

3. Staff

3.1 Academic Staff

Staff data is a snapshot of the staff database, as at 31 July 2012. There remains an under-representation of women in senior academic posts. For academic staff in grade UE09, 34% are female and 19% of grade UE10 staff are women. For staff on fixed-term contracts, there is no gender difference for research-only staff although for the total academic staff population, female staff are more likely to be employed on a fixed-term contract. The proportion of UK-nationality staff from an ethnic minority background is 5.1% and for those staff from outside the UK it is 20%. The University of Edinburgh has a higher proportion of

UK-nationality staff from ethnic minorities than the average for other institutions in Scotland. Ethnic minority academic staff are more likely to be employed on a fixed-term contract than a white academic member of staff.

3.2 Professional Support Staff

For Professional Support Staff there remains a lower representation of women in higher grades UE08, UE09 and UE10. 32% of posts at grade UE10 are occupied by women. When compared to the proportion of women in academic posts, women are better represented in the higher grades for professional support staff; in grade UE10 only 19% of academic posts are women compared with 32% for professional support staff. At UE09 women are slightly better represented in professional support posts with 44% female compared with 34% for academic staff.

The proportion of UK nationality ethnic minority professional support staff is 2.5%, a slight rise from the previous year. For non-UK nationality staff the proportion of professional support staff from an ethnic minority background was 23.5% in 2011-12. Comparison with other institutions shows that the University of Edinburgh has a higher proportion of ethnic minority professional support staff than other Scottish institutions.

3.3 Disability

Staff declaring a disability are presented here separately and at an aggregated University level as the figures are too small to be split by staff type and college and support group. In 2011/12 the overall proportion of staff declaring a disability (excluding HTBN staff) is 2.2%.

3.4 Specific Duties from the Equality Act

To meet the Specific Duties for public bodies in Scotland, figures on sexual orientation and religion are included in the EDMARC report as an addendum.

4. EDMARC actions

For the first time, the EDMARC student data will be made available to all Colleges and Schools within the University. By providing a greater granularity of data on entry profiles, it is hoped that the information will be used to inform any further analysis Schools may wish to take forward.

The committee has shown an interest in data relating to retention and achievement and will take forward a work stream that investigates equality issues relating to the withdrawal of students from their programme of study. Improving our understanding of the reasons why students leave the institution will be key to this piece of research.

*Professor Lorraine Waterhouse, Chair of EDMARC
Andrew Quickfall, Governance and Strategic Planning
April 2012*

Health and Safety Quarterly Report 2012-2013

Quarterly reporting period: 1st January-31st March 2013 (Quarter Two)

Accidents and Incidents

Type of Accident/Incident	Quarter 2 Jan-March 2013	Quarter 2 Jan-March 2012	Year to Date 1 Oct 2012 – 31 March 2013	Year to Date 1 Oct 2011 – 31 March 2012
Fatality	0	0	0	0
Specified Major Injury	3	1	3	3
7 day Absence (7 day injury)	2	3	3	5
Public to Hospital	6	6	10	10
Reportable Dangerous Occurrences	0	0	0	0
Disease	0	0	0	0
Total Reportable Accidents / Incidents	11	10	16	18
Total Non-Reportable Accidents / Incidents	87	99	201	217
Total Accidents / Incidents	98	109	217	235

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

Incidents Reported to the Enforcing Authorities during the quarter:

- The IP had just descended an external brick staircase when he stepped onto a large pebble on the flat area at the bottom. This resulted in him going over on his ankle and twisting it. He was absent from work for 6 days and has since returned on light duties due to the injury sustained. This area is now clear of pebbles and is to be subject to a regular inspection regime. (**> 7 day injury**).
- The IP was mopping stairs. She slipped on one of the steps and fell hitting her head, face and shoulder. The IP sprained her shoulder and has a medical certificate for her absence. (**> 7 day injury**).
- The IP sustained a deep cut to the middle finger of the left hand whilst using a microtome to cut a wax block. The IP was given first aid and taken to hospital where steri-strips were applied. The IP engaged the lock mechanism to clean the blade. However the lock failed to engage properly and the blade came into contact with her finger, causing the injury. The microtome was taken out of use until the faulty lock mechanism was repaired by an engineer on. (**Public to Hospital**).
- The IP was operating a small bandsaw in the Architecture workshop when she sustained a minor cut to her right thumb with the blade of the machine. She was taken to hospital as a precaution where steri-strips were applied to the wound. The IP had been shown twice during the workshop session how to use finger guards and push sticks. When the IP cut herself she was using finger guards but it would appear that her thumb was unprotected and too near to the blade. The IP was being closely supervised at the time; following the accident she has been given refresher induction training to ensure her safety. The machinery and safety equipment were tested and no action deemed necessary. (**Public to Hospital**).

Incidents Reported to the Enforcing Authorities during the quarter (cont.):

- The IP (a qualified surgeon) was cutting human tissue from bone (screened for all blood borne viruses) in a safety cabinet. The scalpel blade slipped causing a cut to the left thumb. The IP attended hospital as a precaution where steri-strips were applied. The IP was not absent from work. ***(Public to Hospital)***.
- The IP opened an Eppendorf tube and as she did so a splash of dilute trifluoroacetic acid (TFA) which was on the cap, splashed into her right eye. The eye was flushed with water for 15 minutes and the IP was taken to the Eye Pavilion as a precaution. The risk assessment has been reviewed and suitable eye protection is now worn when opening tubes containing dilute TFA. ***(Public to Hospital)***.
- The IP was freeing a trapped thread on a sewing machine. The IP did not switch the sewing machine off as instructed in local rules, and the her foot hit the pedal, causing the needles to sew thru the tip of her right index finger. The IP was taken to hospital as a precaution. The IP received training on the use of the sewing machine in October 2012 and further refresher information is being implemented for all relevant students. ***(Public to Hospital)***.
- The IP was exiting a bicycle shed, when the metal magnetic lock plate, which secures the shed door, fell onto his head, causing an abrasion. ***(Public to Hospital)***.
- The IP was walking between the building and Nicolson Street to catch a bus home when she fell on ice, sustaining an open compound fracture to her leg. The precise location of the fall is currently unknown. The University has a contract in place for the gritting of paths, but it is unclear if the fall took place on University or Council property. ***(Specified Major Incident)***.
- The IP slipped on a step at the rear of the building, landing awkwardly and sustaining a fracture to her ankle. The IP attended hospital and is likely to be absent from work for a number of weeks. The steps are in good condition and a handrail is provided. The steps are to be cleaned and access to the area at the rear of the building is to be limited to emergency egress only. ***(Specified Major Incident)***.
- Casualty applied liquid cleaning agent to a changing room floor, then slipped in it, falling and landing on her wrist, which was fractured. ***(Specified Major Incident)***.

Note: IP = Injured Person

Other notable non- injury incidents – not Reportable to the Enforcing Authorities

- A waste management services lorry backed into the metal cage surrounding the liquid nitrogen tank at the rear of the Hugh Robson Building. Investigation is still in progress, and there were no eye witnesses, but it appears that no banksman was being employed at the time of the incident. The metal cage was badly damaged but the liquid nitrogen tank and pipework were unharmed. Plans are under formulation to re-site the liquefied gas set-up to the side of the building.
- A heavy plastic light shade panel fell from the ceiling of George Square Theatre, narrowly missing members of the audience. The area was immediately inspected, and similar panels removed as a precaution. No injuries were sustained.
- Whilst an electrician was investigating wiring in a Central Area building, a large section of ceiling collapsed, narrowly missing a cleaner, who was uninjured but shaken.
- A basement laundry room in an Accommodation Services property was smoke damaged, after an incidence of malicious fire-raising.

Other Developments and Issues

Child “Incident” at Day Nursery

Parents of a child who was client of the University Day Nursery have alleged that their child received a facial burn whilst attending the Nursery. A full investigation has failed to find evidence that such an incident actually occurred. The Director of Accommodation Services has responded formally to the complaint. Our insurance brokers (Aon) and liability insurers (Zurich Municipal) have been consulted, and the ZM Claims Investigator has alerted his company to anticipate that a civil claim may follow.

Health and Safety at ECA

The ECA Health and Safety Officer has resigned and has now left the University. An interim measure has been put in place by ECA, consisting of cover shared by two health and safety consultants, until a permanent replacement can be recruited. Corporate Health and Safety is in close liaison with ECA colleagues, and is monitoring progress with the recommendations of the recent Aon audit of the College’s management arrangements and compliance performance.

Review of the University H&S Policy

The project to carry out a full review of the University’s central Health and Safety Policy has reached the end of its first phase. The draft Policy and supporting documents will be reviewed by Health and Safety Committee at its meeting in May; a further consultation will then take place involving School etc. health and safety personnel. The new Policy and supporting material are on course to be published for the beginning of academic year 2013/14.

Other Developments and Issues (cont.)

Progress to OHSAS 18001 Accreditation

The gap analysis phase of the project to obtain OHSAS 18001 accreditation for the University's corporate health and safety arrangements has been completed. Meetings with prospective accrediting bodies will take place in the near future, as the project moves towards its final phase.

Review of Occupational Health Provision

The Vice Principal and Director of Corporate Services is currently putting together a steering group to oversee an independent review of the University's provision of occupational health services, with particular focus on successful collaborative working involving occupational health and human resources professionals, and local managers. Two experienced external experts (one in occupational health, one in human resources) will be appointed to carry out the review, overseen by the steering group.

IOSH Courses

Now that the nationally recognised IOSH Managing Safety, and Working Safely, courses, delivered jointly by the Health and Safety and Estates and Buildings Departments, have become established, these sessions can now be offered to all University personnel free-of-charge. All of the Trade Unions with which the University negotiates, and JULC, have been contacted to offer this training to members, in acknowledgement of the difficulties Trade Union Safety Representatives can experience when trying to access appropriate training courses. These two IOSH courses provide nationally recognised qualifications in occupational safety and health.

First Aid Accreditation

The Health and Safety Executive, as part of its review of the activities that HSE undertakes, in the light of significant funding cuts, has withdrawn from accrediting First Aid at Work courses.

The Health and Safety Department is looking at the advantages of seeking accreditation for our extensive and long established first aid course programme from another external body (possibly the UK Association of First Aiders), and comparing those with the possibility of providing our own validation and perhaps becoming an accrediting body in our own right.

Alastair Reid
Director of Health and Safety
12th April 2013

Accidents & Incidents

Quarterly period: 01/01/2013 – 31/03/2013

Year to Date Period: 01/10/2012 – 30/09/2013

(Second Quarter)

COLLEGE / GROUP	REPORTABLE (TO HSE) ACCIDENTS / INCIDENTS														TOTAL Non-Reportable Accidents / Incidents		TOTAL ACCIDENTS / INCIDENTS	
	Fatality		Specified Major Injury		>7 day injury		Public to Hospital		Dangerous Occurrences		Diseases		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	-	-	1	1	-	-	3	5	-	-	-	-	4	6	6	20	10	26
Science & Engineering	-	-	-	-	1	1	1	1	-	-	-	-	2	2	22	40	24	42
Medicine & Veterinary Med.	-	-	-	-	-	-	2	4	-	-	-	-	2	4	24	54	26	58
SASG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	5	2	5
Corporate Services Group	-	-	2	2	1	2	-	-	-	-	-	-	3	4	33	79	36	83
ISG	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	3	0	3
Other Units	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	0	0
UNIVERSITY	0	0	3	3	2	3	6	10	0	0	0	0	11	16	87	201	98	217

* Units noted below taken from organisational hierarchy report 03/08/12 - <http://www.ed.ac.uk/schools-departments/governance-strategic-planning/organisational-hierarchy/current-org-hierarchy>

SASG: Student and Academic Services Group: Biological Services, Communications and Marketing, Development and Alumni, Governance and Strategic Planning, Student and Academic Services, Student Recruitment and Admissions, Student Services

ISG: Information Services Group: Applications, Digital Curation Centre, EDINA & Data Library, Information Services Corporate, Infrastructure, Library and Collections, User Services Division

CSG: Corporate Services Group: Accommodation Services, Centre for sport and Exercise, Corporate Services Group, Edinburgh Research and Innovation, Edinburgh University Press, Estates and Buildings, Finance, Human Resources, Internal Audit, Procurement Office (inc. Printing Services)

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

NB Reporting requirements for absence from work after an accident changed on 6th April 2012 to >7 day absence

C1.2

The University of Edinburgh

The University Court

13 May 2013

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 29 April 2013 covering items other than the CMG report. Detailed papers not included in the appendices are available at:

<https://www.wiki.ed.ac.uk/display/UCC/Finance+and+General+Purposes+Committee>

Action requested

The Court is invited to approve the amendment to the 2013-14 Draft Outcome Agreement with SFC at item 2 and note the remaining items with comments as it considers appropriate.

Resource implications

If applicable, as noted in the report.

Risk Assessment

Where applicable, risk is covered in the report.

Equality and Diversity

No implications.

Freedom of Information

Can this paper be included in open business? Yes

Except for items 2-9

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

Originator of the paper

Dr Katherine Novosel
May 2013

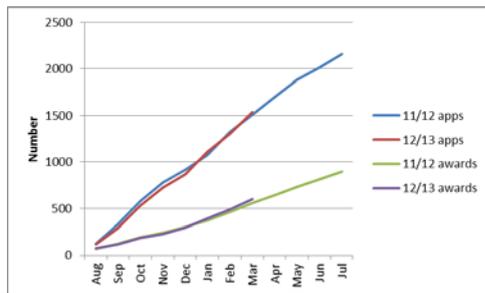
University Court, Meeting on 13 May 2013

**Report of the Finance and General Purposes Committee
29 April 2013
(Report on Other Items)**

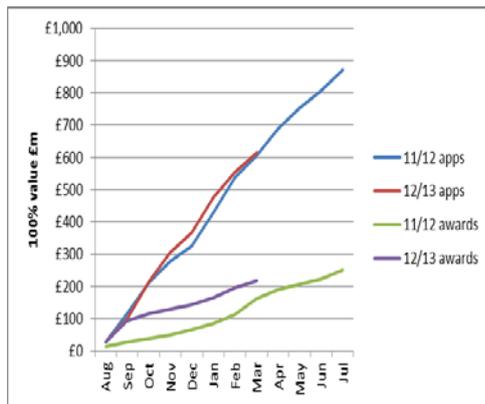
1 SUMMARY RESEARCH AND COMMERCIALISATION REPORT

Appendix 1

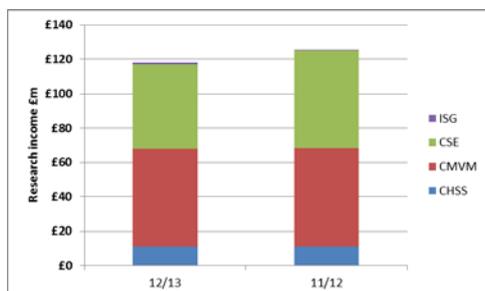
The new format of the report was welcomed with the diagrammatical presentation of the data aiding interpretation. There was discussion on the current profile of sponsors and the on-going work to diversity and identify other funders particularly in the commercial sector. The Committee further noted the information on commercialisation activities and that the current position with consultancy income was being investigated to ascertain if this was all being recorded through ERI.



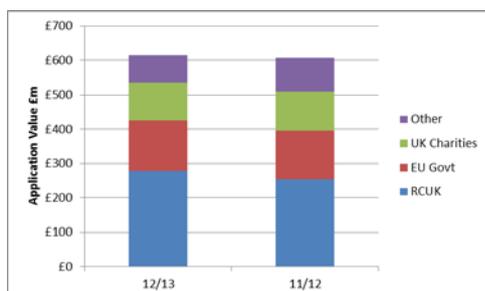
Applications and awards - volume
 The number of applications to date is **2%** higher than at the same time last year at **1,537**.
 The number of award letters received is **8%** higher than at the same time last year at **602**.



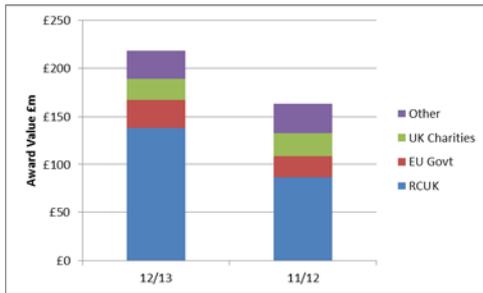
Applications and awards - value
 The value of applications to date is **1%** higher than at the same time last year at **£614m**.
 The 100% value of award received is **34%** higher than at the same time last year at **£218m**. These figures include a single award from the MRC in September 2012 of **£59.7m** for the Quinquennial review of the Human Genetics Unit (HGU).
 Stripping this award out means that awards were **3% down** on last year.



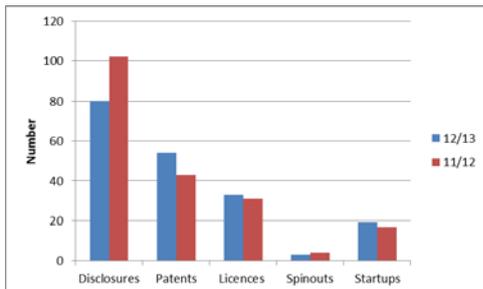
Research income
 Research income for the year to date is **£118m**, down **6%** from the same period last year.



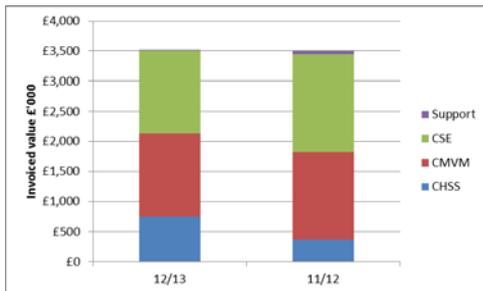
Sponsor mix - applications
 Applications to RCUK and EU government are up by **9%** and **4%** respectively, compared to last year.
 Applications to UK Charities and other sources were down by **3%** and **18%** respectively.



Sponsor mix - awards
 Awards from RCUK and EU government are up by **60%** and **31%** respectively, compared to last year. Stripping out the £59.7m MRC award (referred to previously) means that the RCUK awards fell by **9%**. Awards from UK Charities and other sources were down by **10%** and **5%** respectively



Commercialisation activity
 Patents filed (**54**), revenue bearing licences signed (**33**), and total number of companies created (**22**) all show an increase compared to last year. Disclosure interviews (**80**) are down by **22%** compared to last year.



Consultancy (processed through ERI)
 Consultancy processed through ERI is at the same level as this time last year at **£3.5m**. CHSS and CMVM have increased their activity by **31%** and **2%** respectively, while activity in CSE and the Support services has fallen by **14%** and **31%** respectively.

EDINBURGH RESEARCH AND INNOVATION LIMITED
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TABLE 1
RESEARCH APPLICATIONS, AWARDS AND INCOME BY COLLEGE

RESEARCH ACTIVITY	Current Year		Previous Year			Variance	
	Month	YTD	Month	YTD	Full Year	Month	YTD
All Research Applications - number							
CHSS	108	487	77	416	578	40%	17%
CMVM	75	540	67	543	814	12%	(1%)
CS&E	55	504	41	546	758	34%	(8%)
Support Services (ISG etc)	-	6	-	3	8	-	100%
Total - number	238	1,537	185	1,508	2,158	29%	2%
All Research Applications - value - 100% PROJECT VALUE							
CHSS	15,978	102,416	13,110	86,595	121,134	22%	18%
CMVM	25,203	245,575	30,414	230,122	358,222	(17%)	7%
CS&E	19,897	264,360	24,998	288,124	388,840	(20%)	(8%)
Support Services (ISG etc)	-	1,869	-	2,131	2,356	-	(12%)
Total - value £'000	61,078	614,220	68,522	606,972	870,552	(11%)	1%
All Research Awards - number							
(a) Number of awards/contracts received (Note 1)							
CHSS	29	154	24	119	204	21%	29%
CMVM	48	239	32	220	339	50%	9%
CS&E	34	202	40	217	349	(15%)	(7%)
Support Services (ISG etc)	-	7	-	3	5	-	133%
Total - number	111	602	96	559	897	16%	8%
(b) Awarded to Constituent parties (Note 2)							
CHSS	36	177	36	147	240	0%	20%
CMVM	48	279	78	299	494	(38%)	(7%)
CS&E	49	262	48	265	426	2%	(1%)
Support Services (ISG etc)	-	8	-	4	6	-	100%
Total - number	133	726	162	715	1,166	(18%)	2%
All Research Awards - value - 100% PROJECT VALUE							
CHSS	2,009	17,219	3,748	11,766	22,818	(46%)	46%
CMVM	9,026	134,204	22,714	63,240	93,249	(60%)	112%
CS&E	12,319	63,342	22,658	87,813	134,096	(46%)	(28%)
Support Services (ISG etc)	-	3,170	-	272	341	-	1065%
Total - value £'000	23,354	217,935	49,120	163,091	250,504	(52%)	34%
All Research Awards - value - SPONSOR CONTRIBUTION							
CHSS	1,688	14,466	3,207	10,384	20,848	(47%)	39%
CMVM	7,872	126,246	19,396	55,639	82,663	(59%)	127%
CS&E	10,283	53,580	19,124	76,467	117,957	(46%)	(30%)
Support Services (ISG etc)	-	2,668	-	270	339	-	888%
Total - value £'000	19,843	196,960	41,727	142,760	221,807	(52%)	38%
Research Income £'000							
CHSS	1,516	11,038	1,527	11,096	16,031	(1%)	(1%)
CMVM	7,380	56,867	8,907	57,364	90,823	(17%)	(1%)
CS&E	6,719	48,842	10,977	56,596	85,268	(39%)	(14%)
Support Services (ISG etc)	250	1,159	44	497	997	473%	133%
Total - value £'000	15,866	117,907	21,454	125,552	193,119	(26%)	(6%)

Note 1: denotes the number of research award letters/contracts received, where there is a one-to-one mapping of that award letter/contract to the original application submitted

Note 2: denotes the number of constituent parts of research awards/contracts received, where a constituent comprises a School or Research Centre share of the award budget. Some large projects, for example, may have a number of investigators, each with a share of the budget, in which case this dataset recognises, and therefore counts, each of these constituents as a separate item.

All data is presented with reference to the University Financial Year starting on 1 August.
"YTD" = Year to date

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

APPLICATIONS	Current Year				Previous Year						YTD Variance	
	Month		YTD		Month		YTD		Full Year		Number	Value
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000		
EU - Government	23	4,451	217	147,456	14	8,263	164	141,837	208	163,683	32%	4%
EU - Industry	-	-	4	371	-	-	5	397	8	1,280	(20%)	(7%)
EU - Other	3	781	10	1,251	1	33	14	1,331	28	4,319	(29%)	(6%)
Overseas - Charities	5	2,544	23	4,527	3	201	17	1,767	27	4,328	35%	156%
Overseas - Government	4	691	10	2,713	1	303	20	2,235	22	2,558	(50%)	21%
Overseas - Industry	-	-	13	571	-	-	9	350	13	441	44%	63%
Overseas - Other	1	369	11	1,523	3	2,840	8	3,191	11	3,952	38%	(52%)
Overseas - Universities etc.	1	316	7	854	-	-	5	521	11	712	40%	64%
UK - Charity	121	23,073	491	109,563	86	11,364	447	113,350	615	160,479	10%	(3%)
UK - Government	10	629	94	34,441	24	3,617	186	38,316	291	66,316	(49%)	(10%)
UK - Health Authorities	3	3,109	17	8,461	3	561	20	26,997	35	34,265	(15%)	(69%)
UK - Industry	20	1,599	63	6,474	9	437	57	3,633	85	7,750	11%	78%
UK - Research Council	29	19,777	451	277,244	26	34,532	459	254,558	620	388,327	(2%)	9%
UK - Universities etc.	18	3,739	126	18,771	15	6,371	97	18,489	184	32,142	30%	2%
	238	61,078	1,537	614,220	185	68,522	1,508	606,972	2,158	870,552	2%	1%

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		
EU - Government	10	5,159	58	29,016	13	5,416	55	22,212	74	31,726	5%	31%
EU - Industry	-	154	2	505	-	6	5	357	7	874	(60%)	41%
EU - Other	2	51	5	180	-	-	2	83	4	449	150%	117%
Overseas - Charities	1	52	7	509	1	29	7	1,001	10	1,068	0%	(49%)
Overseas - Government	2	154	4	609	1	347	12	1,287	13	1,504	(67%)	(53%)
Overseas - Industry	-	-	9	405	-	-	8	478	12	612	13%	(15%)
Overseas - Other	1	369	2	391	3	335	7	567	10	1,046	(71%)	(31%)
Overseas - Universities etc.	-	-	5	565	-	-	5	433	9	496	0%	30%
UK - Charity	26	717	168	21,544	20	2,423	140	23,983	257	33,773	20%	(10%)
UK - Government	8	520	52	7,661	18	3,956	68	12,791	95	16,127	(24%)	(40%)
UK - Health Authorities	-	-	7	2,631	-	-	5	2,873	13	5,993	40%	(8%)
UK - Industry	17	1,673	62	4,785	7	339	54	5,350	77	6,437	15%	(11%)
UK - Research Council	36	12,881	159	138,224	26	35,771	137	86,333	215	135,045	16%	60%
UK - Universities etc.	8	1,624	62	10,910	7	498	54	5,343	101	15,354	15%	104%
	111	23,354	602	217,935	96	49,120	559	163,091	897	250,504	8%	34%

Note: The award numbers in this table now reflect our new dataset, the Number of Awards/contracts received (see Table 1, footnote 1).

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

APPLICATIONS	Current Year				Previous Year				YTD Variance			
	Month		YTD		Month		YTD		Full Year		YTD Variance	
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value		
Business School	2	17	24	2,291	3	291	13	1,534	20	6,816	85%	49%
College General	-	-	-	-	-	-	-	-	1	6	-	-
Divinity	7	1,956	24	7,509	4	279	22	3,895	24	4,229	9%	93%
Economics	3	155	9	2,452	-	-	1	21	1	21	800%	11576%
Edinburgh College of Art	14	1,540	70	9,490	9	583	60	6,933	86	10,727	17%	37%
Health in Social Science	6	340	36	8,825	5	2,732	24	5,362	32	6,257	50%	65%
History, Classics And Archaeology	17	1,758	59	6,119	9	587	39	3,850	57	6,203	51%	59%
Law	6	1,257	25	5,774	5	1,028	31	15,368	42	16,809	(19%)	(62%)
Literatures, Languages and Cultures	10	1,084	51	11,956	13	934	43	5,104	57	7,951	19%	134%
Moray House School of Education	12	1,505	53	5,466	6	617	36	4,197	46	11,239	47%	30%
Philosophy, Psychology and Language Sciences	6	1,613	59	19,388	7	4,862	60	18,425	90	23,500	(2%)	5%
Social and Political Science	25	4,753	77	23,146	16	1,197	87	21,906	122	27,376	(11%)	6%
TOTAL CHSS	108	15,978	487	102,416	77	13,110	416	86,595	578	121,134	17%	18%
Biomedical Sciences	-	-	-	-	-	-	-	-	-	-	-	-
Clinical Sciences	5	308	68	26,204	6	1,245	59	19,005	91	26,125	15%	38%
Molecular, Genetic and Population Health Sciences	22	7,542	219	108,917	39	16,323	241	109,162	381	174,778	(9%)	(0%)
Royal (Dick) School of Veterinary Studies	13	3,854	137	62,501	12	7,016	151	77,033	211	117,433	(9%)	(19%)
TOTAL CMVM	35	13,493	116	47,953	10	5,830	92	24,922	131	39,886	26%	92%
TOTAL CMVM	75	25,203	540	245,575	67	30,414	543	230,122	814	358,222	(1%)	7%
Biological Sciences	12	4,966	131	79,805	9	7,710	124	77,929	165	89,642	6%	2%
Chemistry	9	624	59	37,472	3	2,459	47	22,786	67	31,426	26%	64%
College General	-	-	2	19,700	2	777	3	1,469	5	4,066	(33%)	1123%
Engineering	6	2,331	71	28,836	10	10,967	95	54,597	139	77,483	(25%)	(47%)
Geosciences	9	7,709	70	26,145	7	391	99	32,608	138	44,696	(29%)	(20%)
Informatics	5	1,357	75	34,200	7	1,165	72	31,300	111	56,286	4%	9%
Mathematics	1	248	16	6,467	2	1,261	23	10,532	29	11,522	(30%)	(39%)
Physics	13	2,662	80	33,465	1	268	83	56,903	104	73,719	(4%)	(41%)
TOTAL CSE	55	19,897	504	264,360	41	24,998	546	288,124	758	388,840	(8%)	(8%)
Support Services	-	-	6	1,869	-	-	3	2,131	8	2,356	100%	(12%)
Grand Total	238	61,078	1,537	614,220	185	68,522	1,508	606,972	2,158	870,552	2%	1%

AWARDS	Current Year				Previous Year				YTD Variance			
	Month		YTD		Month		YTD		Full Year		YTD Variance	
	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value £'000	Number	Value		
Business School	2	47	8	362	3	28	5	44	8	65	60%	723%
College General	-	-	-	-	-	-	-	-	-	-	-	-
Divinity	1	28	4	199	-	-	1	50	6	402	300%	298%
Economics	1	3	3	885	-	-	1	70	1	70	200%	1164%
Edinburgh College of Art	5	106	28	992	6	118	29	3,668	45	5,336	(3%)	(73%)
Health in Social Science	1	2	9	411	3	341	7	499	10	1,048	29%	(18%)
History, Classics And Archaeology	6	108	17	1,293	4	956	18	1,444	24	2,643	(6%)	(10%)
Law	2	26	10	3,206	3	96	12	221	18	577	(17%)	1351%
Literatures, Languages and Cultures	2	3	19	488	1	939	12	1,518	21	1,732	58%	(68%)
Moray House School of Education	3	18	21	1,621	4	584	17	2,168	24	2,441	24%	(25%)
Philosophy, Psychology and Language Sciences	-	-	18	1,694	-	-	10	166	24	1,285	80%	920%
Social and Political Science	13	1,668	40	6,068	12	686	35	1,918	59	7,219	14%	216%
TOTAL CHSS	36	2,009	177	17,219	36	3,748	147	11,766	240	22,818	20%	46%
Biomedical Sciences	-	-	-	-	-	-	-	-	-	-	-	-
Clinical Sciences	3	271	28	6,888	2	1,052	21	4,563	42	6,738	33%	51%
Molecular, Genetic and Population Health Sciences	9	2,666	117	34,462	19	14,441	116	29,895	171	37,075	1%	15%
Royal (Dick) School of Veterinary Studies	13	1,117	71	73,902	55	7,185	114	23,532	204	40,858	(38%)	214%
TOTAL CMVM	23	4,972	63	18,952	2	36	48	5,250	77	8,578	31%	261%
TOTAL CMVM	48	9,026	279	134,204	78	22,714	299	63,240	494	93,249	(7%)	112%
Biological Sciences	7	2,049	43	14,978	7	589	58	20,417	97	27,958	(26%)	(27%)
Chemistry	4	154	28	4,355	2	114	15	1,473	29	3,057	87%	196%
College General	-	-	-	-	2	777	3	1,469	5	4,066	(100%)	(100%)
Engineering	9	3,333	45	10,810	12	14,131	47	20,545	72	28,006	(4%)	(47%)
Geosciences	10	2,099	51	9,482	11	2,361	57	9,970	95	14,056	(11%)	(5%)
Informatics	7	1,035	34	7,657	7	277	45	7,419	68	15,777	(24%)	3%
Mathematics	5	2,128	11	2,732	4	627	6	737	9	1,392	83%	271%
Physics	7	1,521	50	13,328	3	3,782	34	25,783	51	39,786	47%	(48%)
TOTAL CSE	49	12,319	262	63,342	48	22,658	265	87,813	426	134,096	(1%)	(28%)
Support Services	-	-	8	3,170	-	-	4	272	6	341	100%	1065%
Grand Total	133	23,354	726	217,935	162	49,120	715	163,091	1,166	250,504	2%	34%

Note: The award numbers in this table detail those awarded to constituent parties (see Table 1, footnote 2).

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TABLE 4
COMMERCIALISATION ACTIVITY

	Current Year		Previous Year			Variance	
	Month	YTD	Month	YTD	Full Year	Month	YTD
Disclosure Interviews							
CHSS	-	2	1	4	3	(100%)	(50%)
CMVM	13	47	2	61	129	550%	(23%)
CS&E	7	31	5	37	67	40%	(16%)
Total - number	20	80	8	102	199	150%	(22%)
Patents filed on Technologies - by College							
CHSS	-	-	-	-	-	-	-
CMVM	4	20	2	17	26	100%	18%
CS&E	4	34	2	26	36	100%	31%
Total - number	8	54	4	43	62	100%	26%
Patents filed on Technologies - by Type of filing							
Priority Filings	3	23	2	13	19	50%	77%
PCT Filings	3	14	-	9	15	-	56%
Other/National Filings	2	17	2	21	28	0%	(19%)
Total - number	8	54	4	43	62	100%	26%
Licences signed (excluding non revenue bearing licences)							
CHSS	1	3	1	4	5	0%	(25%)
CMVM	2	14	1	14	20	100%	0%
CS&E	2	16	1	13	26	100%	23%
Total - number	5	33	3	31	51	67%	6%
Spin-out companies created							
- Number	-	3	-	4	4	-	(25%)
Start-up companies created							
- Number	-	19	6	17	31	(100%)	12%

TABLE 5
CONSULTANCY

	Current Year		Previous Year			Variance	
	Month	YTD	Month	YTD	Full Year	Month	YTD
By Business Type - Invoiced value £'000							
Scotland - Commerce	75	790	106	513	914	(29%)	54%
Scotland - Government	198	527	86	403	532	130%	31%
Rest of UK - Commerce	108	816	88	987	1,329	23%	(17%)
Rest of UK - Government	71	255	24	140	330	196%	82%
International - Commerce	88	1,000	251	1,267	1,794	(65%)	(21%)
International - Government	19	125	(2)	185	232	-	(32%)
Total - value £'000	559	3,513	553	3,495	5,131	1%	1%
By College - Invoiced value £'000							
CHSS	156	750	119	369	536	31%	103%
CMVM	189	1,388	185	1,455	2,080	2%	(5%)
CS&E	212	1,367	246	1,617	2,455	(14%)	(15%)
Support Services (CSG, ISG etc)	2	8	3	54	60	(33%)	(85%)
Total - value £'000	559	3,513	553	3,495	5,131	1%	1%

SFC OUTCOME AGREEMENT 2012/13
OUTCOME 1 TARGETS

- (1) Sign at least 65 licences in 2012/13
- (2) Achieve at least 120 new companies over the period of the Strategic Plan 2012-2016
- (3) Grow our consultancy income by 5% per annum

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**TABLE 6
CONSULTANCY INCOME BY SCHOOL**

	CURRENT YEAR		PREVIOUS YEAR			YTD Variance %
	Month	YTD	Month	YTD	Full Year	
	Value £	Value £	Value £	Value £	Value £	
Business School	46,865	203,507	3,750	43,600	114,108	367%
College General	-	25,370	-	-	6,390	-
Divinity	4,050	11,751	2,400	3,700	4,050	218%
Economics	-	-	-	7,250	7,250	(100%)
Edinburgh College of Art	15,735	36,301	13,639	20,339	32,590	78%
Health in Social Science	11,250	34,262	12,379	34,362	44,412	(0%)
History, Classics And Archaeology	-	-	-	300	300	(100%)
Law	2,160	23,610	2,000	18,626	19,113	27%
Literatures, Languages and Cultures	-	5,043	-	3,961	3,061	27%
Moray House School of Education	54,853	169,576	66,796	158,444	192,714	7%
Philosophy, Psychology and Language Sciences	-	17,232	3,155	12,872	21,710	34%
Social and Political Science	20,653	223,683	15,044	65,100	90,780	244%
TOTAL CHSS	155,566	750,335	119,163	368,554	536,479	104%
Biomedical Sciences	5,344	351,862	46,044	280,562	455,670	25%
Clinical Sciences	68,263	267,137	46,011	295,357	422,796	(10%)
Molecular, Genetic and Population Health Sciences	103,214	562,087	92,590	833,693	1,094,643	(33%)
Royal (Dick) School of Veterinary Studies	6,915	79,350	-	36,377	86,550	118%
College Central	5,394	127,646	-	8,900	19,900	1334%
TOTAL CMVM	189,130	1,388,082	184,646	1,454,889	2,079,559	(5%)
Biological Sciences	9,504	106,545	18,707	286,094	372,841	(63%)
Chemistry	57,545	172,676	87,380	135,143	207,639	28%
Engineering	16,507	152,562	46,273	164,992	315,594	(8%)
Geosciences	127,699	569,795	46,284	447,900	762,562	27%
Informatics	750	152,951	39,263	372,607	530,225	(59%)
Mathematics	-	4,044	5,850	7,801	11,461	(48%)
Physics	300	152,533	2,060	202,184	214,804	(25%)
College Central	-	55,319	-	-	39,969	-
TOTAL CSE	212,305	1,366,424	245,818	1,616,720	2,455,094	(15%)
Support Services	2,200	7,785	2,794	54,172	60,321	(86%)
Grand Total	559,200	3,512,626	552,420	3,494,335	5,131,453	1%

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**TABLE 7
DISCLOSURE INTERVIEWS BY SCHOOL**

	CURRENT YEAR		PREVIOUS YEAR			YTD Variance %
	Month	YTD	Month	YTD	Full Year	
	No	No	No	No	No	
Business School	-	-	-	-	-	-
College General	-	-	-	-	-	-
Divinity	-	-	-	-	-	-
Economics	-	-	-	-	-	-
Edinburgh College of Art	-	2	-	-	-	-
Health in Social Science	-	-	-	2	1	(100%)
History, Classics And Archaeology	-	-	-	-	-	-
Law	-	-	-	-	-	-
Literatures, Languages and Cultures	-	-	-	-	-	-
Moray House School of Education	-	-	1	1	1	(100%)
Philosophy, Psychology and Language Sciences	-	-	-	1	1	(100%)
Social and Political Science	-	-	-	-	-	-
TOTAL CHSS	-	2	1	4	3	(50%)
Biomedical Sciences	-	1	-	8	10	(88%)
Clinical Sciences	3	20	1	35	87	(43%)
Molecular, Genetic and Population Health Sciences	8	12	-	1	5	1100%
Royal (Dick) School of Veterinary Studies	2	14	1	17	27	(18%)
College Central	-	-	-	-	-	-
TOTAL CMVM	13	47	2	61	129	(23%)
Biological Sciences	4	9	-	10	15	(10%)
Chemistry	2	6	1	4	7	50%
Engineering	-	8	3	13	29	(38%)
Geosciences	-	6	1	2	7	200%
Informatics	-	1	-	8	8	(88%)
Mathematics	-	-	-	-	-	-
Physics	1	1	-	-	1	-
College Central	-	-	-	-	-	-
TOTAL CSE	7	31	5	37	67	(16%)
Support Services	-	-	-	-	-	-
Grand Total	20	80	8	102	199	(22%)
	-	-	-	-	-	-

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**TABLE 8
PATENT FILINGS BY SCHOOL**

	CURRENT YEAR								PREVIOUS YEAR												YTD Variance %								
	Month				YTD				Month				YTD				FULL YEAR												
	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total	Priority	PCT	Other	Total									
Business School				-				-				-				-				-				-	-				
Divinity				-				-				-				-				-				-	-				
Economics				-				-				-				-				-				-	-				
Edinburgh College of Art				-				-				-				-				-				-	-				
Health in Social Science				-				-				-				-				-				-	-				
History, Classics And Archaeology				-				-				-				-				-				-	-				
Law				-				-				-				-				-				-	-				
Literatures, Languages and Cultures				-				-				-				-				-				-	-				
Moray House School of Education				-				-				-				-				-				-	-				
Philosophy, Psychology and Language Sciences				-				-				-				-				-				-	-				
Social and Political Science				-				-				-				-				-				-	-				
TOTAL CHSS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
Biomedical Sciences				-	1		1	2				-	1	1	3	5	1	1	4	6				-				-	(60%)
Clinical Sciences	1			1	5	2	3	10	1			1	1	1	4	6	1	1	5	7				-				-	67%
Molecular, Genetic and Population Health Sciences				-				-				-	1	1	1	2			2	2				-				-	-
Royal (Dick) School of Veterinary Studies	2	1		3	4	1	3	8				-	2	2	1	5	4	4	3	11				-				-	60%
TOTAL CMVM	3	1	-	4	10	3	7	20	1	-	-	1	4	4	9	17	6	6	14	26				-				-	18%
Biological Sciences				-				-				-	3	3	3	9	3	3	3	9				-				-	(67%)
Chemistry		2		2	2	5	1	8	1		1	2	4	5	9	9	6	3	5	14				-				-	(11%)
Engineering			2	2	9	3	6	18				-	2	2	2	6	4	3	4	11				-				-	200%
Geosciences				-			1	1				-		1	1	1			1	1				-				-	0%
Informatics				-	2	1	1	4				-				-				-				-				-	#DIV/0!
Mathematics				-				-				-				-				-				-				-	-
Physics				-				-				-			1	1			1	1				-				-	-
TOTAL CSE	-	2	2	4	13	11	10	34	1	-	2	3	9	5	12	26	13	9	14	36				-				-	31%
Support Services				-				-				-				-				-				-				-	-
Grand Total	3	3	2	8	23	14	17	54	2	-	2	4	13	9	21	43	19	15	28	62				-				-	26%

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

	CURRENT YEAR		PREVIOUS YEAR			YTD Variance %
	Month	YTD	Month	YTD	Full Year	
	No	No	No	No	No	
Business School						-
Divinity						-
Economics						-
Edinburgh College of Art						-
Health in Social Science				1	1	(100%)
History, Classics And Archaeology						-
Law						-
Literatures, Languages and Cultures			1	1	1	(100%)
Moray House School of Education	1	3		2	3	50%
Philosophy, Psychology and Language Sciences						-
Social and Political Science						-
TOTAL CHSS	1	3	1	4	5	(25%)
Biomedical Sciences				1	1	(100%)
Clinical Sciences		3		1	2	200%
Molecular, Genetic and Population Health Sciences	1	5	1	10	12	(50%)
Royal (Dick) School of Veterinary Studies	1	6		2	5	200%
TOTAL CMVM	2	14	1	14	20	0%
Biological Sciences	1	4	1	2	8	100%
Chemistry		3		4	7	(25%)
Engineering		3		5	6	(40%)
Geosciences		-			1	-
Informatics	1	5		2	4	150%
Mathematics						-
Physics		1				-
TOTAL CSE	2	16	1	13	26	23%
Support Services	-		-			-
Grand Total	5	33	3	31	51	6%
	-	-	-	-	-	

1. RESEARCH APPLICATIONS AND AWARDS

1.1 Introduction

The excellent start to the year, recorded in our Q1 Report, continues with number and value of applications and awards all showing positive variances compared to last year.

Clearly award value was always going to be a favourable indicator as a result of the previously-reported £59.7m quinquennial grant secured by the MRC Human Genetics Unit in the autumn, but it should be noted that the number of awards, as well as the total award value, is also up, some 6% ahead of the same period last year.

1.2 Applications

1.2.1 Overall picture

At the half year, 1,110 applications worth £476.8m had been submitted across the University, representing an increase of 3% and 11% respectively. Interestingly, the growth in number comes from the College of Humanities and Social Science (CHSS), with all three Colleges reporting growth in value.

1.2.2 College picture

By the end of the second quarter, CHSS had submitted 327 applications worth £70.6m, increases of 10% and 6% respectively on the same period last year. Most Schools are showing application numbers ahead of, or similar to, last year, with the exception of Social and Political Science (SPS) which is reporting significantly less application activity than the same period last year; this is not necessarily a negative indicator in its own right as it might, at least in part, reflect a tightening of internal peer review process. While the application value reported for Law is down on Q2 last year, this reflects a return to norms as a consequence of a significant 'spike' last year.

The Colleges of Medicine and Veterinary Medicine (CMVM) and Science and Engineering (CS&E), while showing no growth in number, saw an increase in their value. CS&E then reports 398 applications worth £216.9m, an increase of 16% over Q2 last year. Chemistry saw the most growth in activity, with applications worth £32.7m recorded, compared to £7.2m for the same period last year. Interestingly, Chemistry have already exceeded their whole year application total for last year (£31.4m). Activity in Informatics is also up on last year by some 35% at just over £29m. Engineering, Geosciences, Mathematics and Physics are showing application values lower than Q2 last year, but, looking at their whole year performance for 2011/12, this ground can probably be recovered in the ensuing six months, assuming suitable funding opportunities are available, and applied for.

CMVM reports 380 applications valued at £187.4m, some 8% up in value. Most of the growth can be seen in the Royal (Dick) School of Veterinary Sciences (R(D)SVS) and the School of Biomedical Sciences. January saw two large BBSRC applications submitted by R(D)SVS with a combined value of £8m, helping to swell the School's applications total to £31.1m, an increase of 86%. Biomedical Sciences saw their applications tally rise 41% to £21.1m.

1.2.3 Funder picture

As reported in our Q1 Report, Research Council applications activity continues to outpace the same period last year, up some 31% in value to £233.3m. Despite nearing the end of the Framework 7 programme, European funding remains very clearly our second largest funder type and at £107.9m, some 11% ahead of Q2 2011/12. In previous reports, we have expressed our concern at the quite significant reduction in Charity applications; our Q2 analysis, however, suggests that this decline *may* be slowing and indeed we are able to report a modest 7% increase in number of applications, albeit accompanied by a 2% reduction in value. This however is significantly less than the 52% figure reported at the end of Q1. Applications to Government (non-Research Council), funds continue to stay marginally ahead of the same period last year, although there has been a significant reduction to applications to health authorities. Pleasingly, applications to UK industry show a 44% increase to £4.2m.

1.3 Awards

1.3.1 Overall Picture

By the end of the second quarter, the university had secured 395 award letters and contacts pledging £165.6m, up 6% and 97% respectively on the previous year.

Setting aside the aforementioned £59.7m Human Genetics Unit infrastructure award, the research awards total for the year to date still remains around £21m ahead of Q2 last year.

1.3.2 College Picture

In CMVM, the HGU award has pushed the year to date awards total to just over £112m, now exceeding last year's whole year awards total by £18.7m. Comparing more of a like-for-like situation, then, by putting this award to one side, the College reports awards with an aggregate value of c. £52.3m, still £20m ahead of the Q2 figures. All four Schools continue to show Q2 award value growth significantly ahead of this time last year.

CHSS continues its strong performance with 98 awards secured worth £7.7m, up 31% and 22% respectively. Most of the Schools in the College show positive variance for both number and value of awards, with all of them showing positive variance in one of these variables.

The College of Science and Engineering reports 142 awards worth £42.9m, 5% ahead in number but a notional 4% behind in value. Chemistry and Engineering continue to show year-on-year growth, with slightly more modest growth encountered in Informatics and Mathematics.

1.3.3 Funder Picture

Aided by, but not dependent on, the large MRC quinquennial grant for the Human Genetics Unit, Research Council awards continue to show good growth compared to the same period last year. 103 awards worth £112.5m have been received from the Research Councils, an increase of 20% in number and 222% in value. EU funding remains our second largest funder

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with 35 Framework 7 contracts received so far this year worth £17.6m (c.f. 2011/12: 30 worth £10.4m). The continuing slide in charity funding continues, down 26% in value compared to Q2 last year, a very similar percentage drop to that reported in our Q1 report. Hopefully, the improved application figures for charities reported above will in 9-12 months' time start to reverse the awards' decline. Charity funding stands at £13.4m for the year to date compared to £18.3m this time last year.

1.4 Further Statistical Information

ERI has supplemented its monthly KPIs with a new range of statistical charts for research activity, all of which are accessible to Edlan users at <http://www.ed.ac.uk/schools-departments/edinburgh-research-innovation/research-support-development/stats-reporting/overview>. Charts include: detailed College analysis, showing the sectors and countries our research funding comes from; for CMVM, details of applications and awards by Research Centre; detailed School Reports; and some comparative analysis showing how Edinburgh performs compared to some other research intensive universities in the UK. We are also able to track Edinburgh's application success rate for each College and constituent School over a three-year rolling timeframe.

2 RESEARCH DEVELOPMENT

2.1 College of Humanities and Social Science

A number of events have taken place over the last quarter including:

- a Research Administration Communication Workshop, exploring how best to communicate funding information to academic colleagues;
- briefing sessions for those considering applying for Leverhulme Early Career Fellowships
- a series of School events including Participating in European Projects (for Law), Research Funding (for Business School) and Writing Funding Applications (for ECA).
- Professor Lydia Plowman, Vice-Chair of an ESRC Grant Assessment Panel (supported by ERI's Andy McDonald), provided critical insights into current ESRC funding opportunities, including assessment.

Forthcoming events include a regional visit by ESRC (in April), which ERI is hosting; involvement in the Scottish Graduate School for Social Sciences DTC Summer School, and some School-based events for Business (Early Career funding), ECA (Applying for Small Grants), Islamic and Middle Eastern Studies (Research Roundtable) and History Classics and Archaeology (Research Induction).

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2.2 College of Science and Engineering

An Introduction to Research Funding, our one-day introductory course for final year PhDs and early career fellows is currently being re-vamped for relaunch this spring.

Discussions are underway with Schools regarding which development activities they would find useful, with a view to creating a development plan.

Events held, or participated in, this past quarter included: an Introduction to Research Funding, the Chancellor's Fellows Welcome Day, the College's Research Leader programme, the EUSA Postgraduate Network Reception, the School of GeoSciences Research Event, and a European Funding Workshop

2.3 College of Medicine and Veterinary Medicine

A research development plan has been created with the MRC HGU to include a funding deadlines diary linked to Research Professional; if successful, this will be rolled out to other centres in the College, geared to demand. We will be increasing awareness of Research Professional in the College over the next few months.

Three funder visits from the Gates Foundation, Arthritis Research UK and NIHR are in the process of being planned, with a view to taking place in the second half of the year.

Val Renton contributed to the Chancellor's Fellows Welcome Day and is participating in the Roslin Institute's Research Leaders event next month.

2.4 EU Office

A very successful conference for Scottish university principals on preparing for Horizon 2020 was hosted by the EU Office, featuring a number of high profile speakers including Prof Sir Adrian Smith and Robert-Jan Smits.

Various meetings and correspondence with LERU took place this past quarter including administrative improvements, plans for Horizon 2020, and the Marie Curie scheme.

2.5 General

Internal ERI Website: a web working group has been formed with a view to major overhaul of ERI's website for academic clients.

ERI RS&D Blog: after a period of review and discussion, particularly between CHSS & EU development teams, a new type of blog post has been trialed, including: 'Funder Insights', pulling information together or sharing the latest news from key funders, guest blogs from academic staff about particular funding schemes and general 'Tools and Tips' as a direct response to many of the questions and concerns we, at ERI, are asked to address

Institute for Academic Development: the ERI cross-College Development team continues to work closely with IAD. Currently in development is a new more modular approach to ERI's

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'Building Your Research Profile' content, specifically aimed at the Chancellor's Fellows. Work will also begin on reviewing the PG Cert version of this course, whilst ensuring that all assessment criteria for this are met. Two new participative modules, 'Understanding your funder' and 'Proposal writing' have been developed.

3. COMMERCIALISATION

3.1 Invention disclosures

In the 6 Months to 31 January 2013, 51 disclosures were made compared to 66 for the same period last year.

3.2 Patent filings

In the 6 Months to 31 January 2013, 42 patents were filed on technologies compared to 34 for the same period last year.

3.3. Licence deals

In 6 Months to 31 January 2013, 24 licence deals were signed compared to 23 for the same period last year.

3.4 Company Formation

In the 6 Months to 31 January 2013, 1 spinout (pytd 4) and 17 start-up (pytd 10) companies have been created.

3.5 Consultancy

In the 6 Months to 31 January 2013, consultancy income processed through ERI was £2.5m compared to £2.6m for the same period last year.

*Hamish MacAndrew
Ian Lamb*

Edinburgh Research and Innovation Limited
26 February 2013

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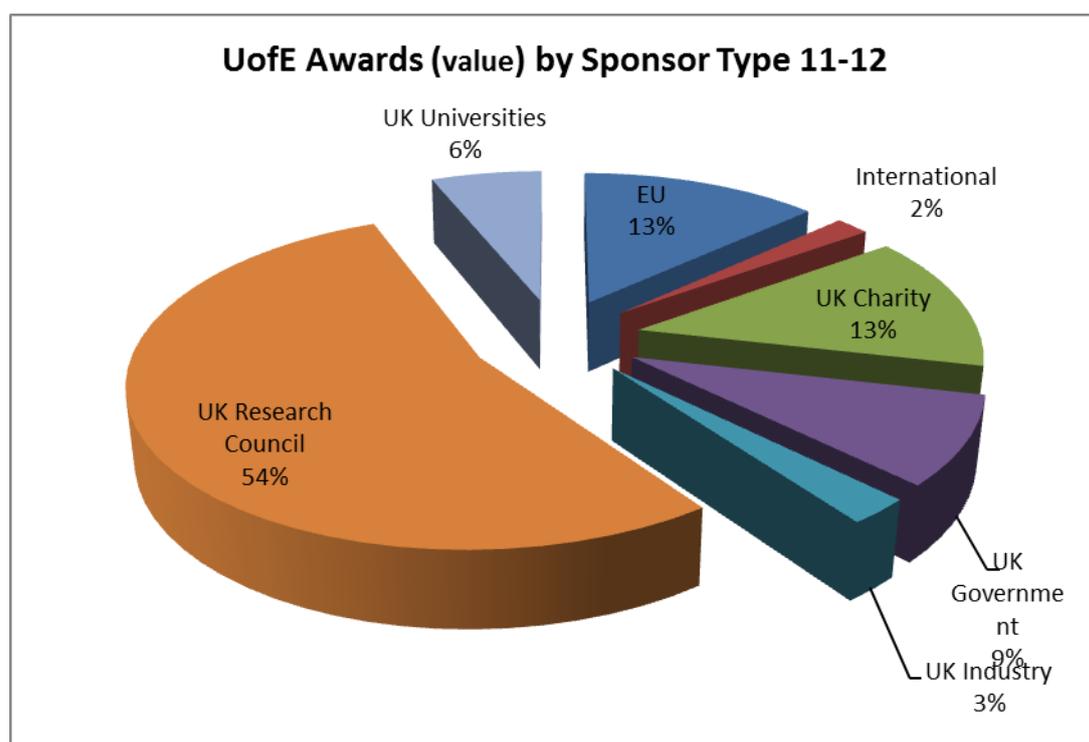
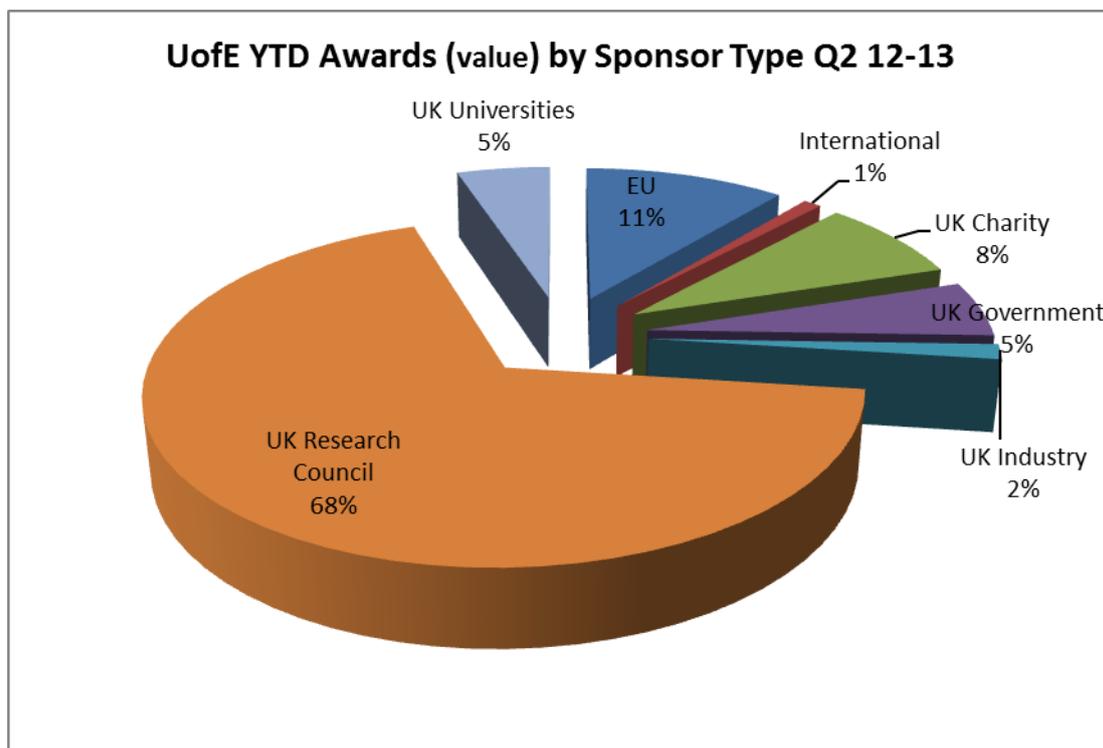
Appendix 1

Analysis of Awards by Sponsor Type, comparing Q2 2012/13 with full year 2011/12

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

Current Progress: 12-13 YTD vs. 11-12 Full year			
	YTD	11/12	% of Target
EU	£18,153,215	£33,049,260	55%
International	£1,613,798	£4,725,705	34%
UK Charity	£13,476,186	£33,772,845	40%
UK Government	£9,039,522	£22,119,332	41%
UK Industry	£2,437,045	£6,436,698	38%
UK Research Council	£112,499,969	£135,046,235	83%
UK Universities	£8,434,515	£15,354,168	55%

These pie charts show the percentage share for each sponsor type proportional to the whole, comparing the year to date (first chart) to the full year 2011/12.



DEVELOPMENTS IN EUSA

EUSA SABBATICALS

Our 4 new sabbaticals begin their handover and induction period on Monday 27 May, officially taking office on Monday 10 June.

They are:

President: Hugh Murdoch

VP Academic Affairs: Alex Munyard

VP Societies and Activities: Nadia Mehdi

VP Services: Kirsty Haigh

We look forward to welcoming Hugh, Alex, Nadia and Kirsty, and to introducing them across the university.

CHIEF EXECUTIVE RECRUITMENT

We are currently recruiting a new Chief Executive with the assistance of Peridot, a recruitment consultant. Advertising and executive search is currently ongoing and we expect to appoint in the last week of the current sabbatical's term. The final panel will include incoming and outgoing officers, our interim Chief Executive, an external trustee, and the University Secretary.

EUSA FINANCE

EUSA recognises the seriousness of its current financial position and work is ongoing, in consultation with the University Director of Finance, to develop a three year financial plan which delivers a viable model for our recovery. Whilst we appreciate the importance of taking a hyperopic approach to organisational planning, the rapidly developing University estates strategy - and

the uncertainty surrounding where EUSA fits into it - has complicated this approach though we are keen to constructively engage in this process. We would like to express our gratitude to the University for their support during this period of organisational transition.

EUSA DEMOCRACY

As we near the end of the first year of operation of our new democratic structures, we are consulting our student reps as well as the student population more broadly on their experiences and perceptions of EUSA representation, democracy and campaigns, as well as of EUSA more broadly. We anticipate the review will result in some practical changes to ensure we are more accessible and transparent.

INTERNATIONALISATION AWARD

EUSA was delighted to be recognised nationally with an award for Innovation in Internationalisation by NUS. The award recognises best practice, and the creative approach we have taken. Recent new developments have included the Understanding Internationalisation Academic Conference, a Saltire Fund-supported widening participation initiative to give 10 Edinburgh students an international experience on a 2 week exchange to the University of West Virginia, whilst our ongoing projects like our language exchange scheme TANDEM continues to go from strength to strength.

STUDENT SERVICES

EDINBURGH AWARDS

85 students successfully completed the Edinburgh Awards through EUSA this year, and enjoyed the opportunity to be recognised at receptions last month. As well as a large cohort of students who undertook the award to reflect upon and recognise the impact of their student volunteering commitments, we were also pleased to have 2 new Award strands running at EUSA, for student representatives and paid student bar staff. EUSA also hosted our own Volunteer Star Awards to recognise the huge impact of students volunteering not only externally but across the university in a range of roles.

PARTNERSHIP WORKING

EUSA has worked closely with the university on a number of partnership projects this year, and the HEA has just launched Partnership Awards to enable this work to be recognised - we are hopeful that EUSA and the University will be successful. Notably, our TedX conference saw inspirational students and staff from our own academic community coming together to deliver the TED brand at Edinburgh, with students and staff from our community speaking alongside external experts - these lectures will also be used in other TED events worldwide. The first year of our Peer Support Development work has also seen EUSA working collaboratively with staff and students to develop the existing peer support schemes that were in operation, and develop many more. As a result of EUSA's partnerships with Schools, subject areas, as well as IAD and other support services there are now over 42 schemes in operation.

THERAPETS

As well as encouraging students to look after themselves over the exam period as well as seek help from the Counselling Service or Advice Place if they are struggling, EUSA's

Advice Place and the Counselling Service collaborated with Canine Concern Scotland Trust to bring Therapets to the university. Therapets is an innovative and proven way to reduce stress and induce calm, with trained volunteers and specially trained dogs coming on campus for 2 days during the revision period and 1 day during the exams. The bookable sessions were over-subscribed, and student feedback was consistently positive and enthusiastic about the opportunity.

LIBRARY PROVISION

After discussions with EUSA, Main Library opening hours have been extended this summer to better cater to the needs of our postgraduate students, especially those who are part time. There have also been extensions at the start of semester two in the Law and Education libraries. These were issues raised directly with EUSA and then worked on in partnership with Information Services to reach a positive outcome.

STUDENT CAMPAIGNS

TEACHING AWARDS

The 5th Annual Teaching Awards took place last month, with 13 individuals rewarded for their contributions to teaching and learning across the university. Attendees enjoyed a short video welcome from the Principal, and we were pleased to have a number of Vice Principals, Deans, and Court Vice-Convener Professor Stuart Monro join us on the night.

The Awards are entirely student led, with University of Edinburgh students nominating those teaching, teaching support staff, postgraduate tutors, students who support other students learning on peer support schemes, Subject Areas and Courses. A

student judging panel determined the shortlist and winners.

The Awards this year saw the first undergraduate student win a Teaching Awards, with Connor Mawer, the President of the Biomedical Society, winning the 'Supporting Students' Learning Award for his work in supporting peer learning in his School and through the Society.

EMPLOYMENT AND FINANCIAL SUPPORT FOR POSTGRADUATES

EUSA is currently working alongside UCU to look at the financial support and employment opportunities available to postgraduate students. We have discovered that this varies quite substantially by school, particularly around workload. Specifically, the amount of work expected from a postgraduate tutor or demonstrator for class preparation, which may not be part of their work hours, is very inconsistent. For instance, some English Literature tutors are allocated an hour for class preparation when preparing a class involves reading two novels, coming up with discussion topics, and setting and assessing tasks. A recent UCU Edinburgh survey found that when all this work is fully considered the real hourly pay of some tutors drops considerably below minimum wage.

The Careers Service is carrying out an inter-linked project so we intend to work together on this. All four of next year's sabbatical officers are keen to make this a priority as well.

FINAL GOODBYE

This will be mine and Andrew's final Court meeting so we would like to extend our thanks to our colleagues on this Board for paying due consideration to our views and contributions, and treating them as valuable.

We would also like to thank the University on behalf of EUSA for their continuing support in the services and activities that we provide for students.

In many senses this has been a difficult and uncomfortable year for EUSA but we are happy to be leaving EUSA in a better place than we found it and we are confident and optimistic for the future.

The University of Edinburgh

The University Court

13 May 2013

Proposals for Allocation of Resources 2013/2014

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

This is the final version of the draft 3-year financial plan and resource allocation proposal.

Action requested

Court is invited to review and approve the plan.

Resource implications

Does the paper have resource implications?

The resources implications are set out in the paper.

Risk assessment

Does the paper include a risk assessment?

The paper refers to the University Strategic Risk Analysis which is the primary statement of the risks that the Plan would need to take into account.

Equality and diversity

Has due consideration been given to the equality impact of this paper?

Specific issues are raised in the paper.

Freedom of information

Can this paper be included in open business? NO

For how long must the paper be withheld? 2 years

Originator of the paper

Phil McNaull, Director of Finance
3 May 2013

The University of Edinburgh

The University Court

13 May 2013

Scottish Code of Good HE Governance

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

The attached paper sets out the current position and options for consideration.

Action requested

Court is asked to note the publication of the draft Code and agree an appropriate way forward to consider the final Code once published later this year.

Resource implications

None directly.

Risk Assessment

There are a number of reputational risks in taking forward the final Code.

Equality and Diversity

There are equality and diversity issues which the Court will wish to consider in taking forward the final Code.

Freedom of information

Can this paper be included in open business? Yes

Any other information

Professor Monro will present the paper.

Originator of the paper

Dr Katherine Novosel
May 2013

Scottish Code of Good HE Governance

Background

The Review of Higher Education Governance which had been commissioned by the Scottish Government was published in February 2012 and included a number of specific recommendations for further consideration and debate. The Cabinet Secretary for Education and Lifelong Learning in an announcement to the Scottish Government on 28 June 2012 in response to this Review, intimated acceptance of the majority of its recommendations, confirmed that he would be setting up an Advisory Forum and asked the Chairs of the Scottish Universities to lead on the development of a Code of Good Governance Practice.

The Committee of Chairs of Scottish Universities in order to take forward the development of a Code established a Steering Group under the chairmanship of Lord Smith of Kelvin Kt. The Steering Group as part of the process to develop the Code initiated a series of consultation meetings to obtain the opinions of staff, students and current governors. Expert advisors visited each of the higher education institutes in Scotland in late 2012 and early 2013 to gather evidence from a wide range of stakeholders. The Steering Group also took cognisance of the existing Committee of University Chairs (CUC) Code of Governance as well as further consideration of the recommendations of the Review of Higher Education Governance.

On 16 April 2013 a draft Scottish Code of Good HE Governance was published by the Steering Group and an eight week consultation period initiated. Scottish Universities, representative bodies and individuals have been invited to review the draft Code and submit any new evidence which should be taken into account before the Code is finalised.

The Steering Group will consider any further evidence submitted at a meeting in June 2013 with the final Code then being published thereafter for implementation with effect from 1 August 2013. The Scottish Parliament's Education and Culture Committee will be taking evidence on the draft Code (and the Post-16 Education (Scotland) Bill) at its meeting on 7 May 2013.

Further information on the work of the Steering Group and the draft Code can be accessed at the following URL:

<http://www.scottishuniversitygovernance.ac.uk/>

Draft Scottish Code of Good HE Governance

The draft Code sets out 18 main principles (attached) and provides further supporting guidance including examples of good practice. The introduction to the draft Code confirms that the Scottish Funding Council will require institutions to follow the final Code as a condition of the grant of public funding and acknowledges that because of the diversity of the sector institutions may meet the principles by ways different to those set out in the guidelines. The Steering Group has also confirmed that the Code cannot require changes to primary legislation in order to be implemented or changes to the fundamental statutes setting out Universities' constitutions. The final Code will therefore be issued on a 'comply or explain' basis. Information on compliance will be required to be included in future corporate governance statements in the Annual Accounts.

Way forward

Once the final Code has been published Court will wish to consider how best to implement its requirements in a timeous fashion. It is unclear as yet when this will happen but is likely to be around the end of June 2013. Court has previously found it helpful to appoint a small representative Sub-Group to take forward these kinds of issues on its behalf and the Court may consider this the best

approach in this instance. A Sub-Group of Court previously considered the Report of the Review of Higher Education Governance published in February 2012 and the same approach has been utilised to successfully undertake Court effectiveness reviews. The membership of such a Sub-Group should perhaps include the Vice-Convenor of Court, at least one other lay member of Court, a Senate Assessor, a General Council Assessor and a student representative.

Court is asked to note the publication of the draft Code and agree an appropriate way forward to consider the final Code once published later this year.

Main Principles

1. Every Higher Education Institution shall be headed by an effective governing body, which is unambiguously and collectively responsible for overseeing the Institution's activities. In discharging its responsibilities it shall:
 - ensure the Institution's long-term sustainability;
 - conduct its affairs according to specified ethical standards;
 - have due regard to the interests of its stakeholders and the wider public;
 - determine the Institution's future direction and set the Institutional values;
 - ensure the protection of the academic freedom of relevant staff in compliance with relevant legislation and its own governing instruments;
 - ensure that it observes good practice in regard to equality and diversity;
 - foster a suitable environment whereby knowledge may be advanced and the potential of learners fulfilled; and
 - take all final decisions on matters of fundamental concern to the Institution.
2. The governing body shall ensure compliance with the governing instruments of the Institution, as well as other appropriate legal obligations including any arising in connection with its charitable status.
3. The governing body and its individual members (members) shall at all times conduct themselves in accordance with accepted standards of behaviour in public life which embrace selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
4. The governing body shall meet sufficiently regularly and not less than four times a year, in order to discharge its duties effectively. Members of the governing body shall attend its meetings regularly and actively participate in its proceedings.
5. The governing body shall adopt a Statement of Primary Responsibilities which shall include provisions relating to:
 - approving the mission and strategic vision of the Institution, long-term business plans, key performance indicators (KPIs) and annual budgets, and ensuring that these meet the interests of stakeholders;
 - appointing the Head of the Institution (the Principal) as chief executive officer of the Institution and putting in place suitable arrangements for monitoring his/her performance. Both the appointment and the monitoring of performance of the Principal shall include consultation with staff and student members of the governing body;
 - ensuring the establishment and monitoring of systems of control and accountability, including financial and operational controls and risk assessment, clear procedures for handling internal grievances and "whistleblowing" complaints, and for managing conflicts of interest; and
 - monitoring institutional performance against plans and approved KPIs which, where possible and appropriate, should be benchmarked against other comparable institutions.

This Statement shall be published widely, including in the Annual Report and on the Institution's website, along with identification of key individuals (chair, vice-

chair (if any), Principal, chairs of key committees, other members and senior officers) and a broad summary of the responsibilities that the governing body delegates to management and also those responsibilities which are derived directly from the instruments of governance.

6. All members shall exercise their responsibilities in the interests of the Institution as a whole rather than as a representative of any constituency. The Institution shall maintain and publicly disclose a current register of interests of members of the governing body on its website.
7. The chair shall be responsible for the leadership of the governing body, and be ultimately responsible for its effectiveness. The chair shall ensure the Institution is well connected with its stakeholders, including staff and students.
8. The Principal shall be responsible for providing the governing body with advice on the strategic direction of the Institution and for its management, and shall be the designated officer in respect of the use of Scottish Funding Council funds. The Principal shall be accountable to the governing body which shall make clear, and regularly review, the authority delegated to him/her as chief executive, having regard also to that conferred directly by the instruments of governance of the Institution.
9. There shall be a balance of skills and experience among members sufficient to enable the governing body to meet its primary responsibilities and to ensure stakeholder confidence. The governing body shall draw up and make public a full evaluation of the balance of skills, attributes and experience required for membership of the governing body, which shall inform the recruitment of independent members of the governing body. The membership of the governing body shall be regularly assessed against this evaluation. The governing body shall establish appropriate goals and policies in regard to the balance of its independent members in terms of equality and diversity, and regularly review its performance against those established goals and policies.
10. The governing body shall have a clear majority of independent members, defined as both external and independent of the Institution. A governing body of no more than 25 members represents a benchmark of good practice.
11. Appointments of the chair, and of members appointed by the governing body, shall be managed by a nominations committee, normally chaired by the chair of the governing body and which includes at least one staff and one student member of the governing body. To ensure rigorous and transparent procedures, the nominations committee shall prepare and publish written descriptions of the role and the capabilities desirable in a new member, based on a full evaluation of the balance of skills and experience of the governing body. When selecting a new chair, a full job specification including a description of the attributes and skills required, an assessment of the time commitment expected and the need for availability at unexpected times shall be produced. In developing such a job description arrangements shall be put in place to consult staff and students before it is finalised. When vacancies arise in the position of the chair of the governing body or in its appointed members they shall be widely publicised both within and outside the Institution, making specific reference to the evaluation

referred to at Principle 9 and also to the desirability of ensuring the diversity of the governing body's membership.

12. The chair shall ensure that new members receive a full induction on joining the governing body, that thereafter opportunities for further development for all members are provided regularly in accordance with their individual needs, and that appropriate financial provision is made to support such training in accordance with criteria determined by the governing body. In its Institution's Annual Report the governing body shall report the details of the training made available to members during the year to which such Report relates.
13. The secretary to the governing body shall be responsible for ensuring compliance with all procedures and ensuring that papers are supplied to members in a timely manner containing such information, and in such form and of such quality, as is appropriate to enable the governing body to discharge its duties. All members shall have access to the advice and services of the secretary to the governing body, and the appointment and removal of the secretary shall be a decision of the governing body as a whole.
14. The proceedings of the governing body shall be conducted in as transparent a manner as possible, and information and papers restricted only when matters of confidentiality relating to individuals, the wider interest of the Institution or the public interest demands, including the observance of contractual obligations. The governing body shall also ensure that the Institution has in place appropriate arrangements for engaging with the public and the wider communities which it serves.
15. The governing body shall establish a remuneration committee to determine and review the salaries, terms and conditions (and, where appropriate, severance payments) of the Principal and such other members of staff as the governing body deems appropriate. The policies and processes used by the remuneration committee shall be determined by the governing body, and the committee's reports to the governing body shall provide sufficient detail to enable the governing body to satisfy itself that the decisions made have been compliant with its policies.
16. The governing body shall keep its effectiveness under regular review. Normally not less than every three years, it shall undertake an externally-facilitated evaluation of its own effectiveness, and that of its committees, and ensure that a parallel review is undertaken of the senate/academic board and its committees. Effectiveness shall be assessed both against the Statement of Primary Responsibilities and compliance with this Code. The governing body shall, where necessary, revise its structure or processes, and shall require the senate/academic board of its Institution to revise its structure and processes, accordingly.
17. The governing body shall reflect annually on the performance of the Institution as a whole in meeting long-term strategic objectives and short-term KPIs. Where possible, the governing body shall benchmark institutional performance against the KPIs of other comparable institutions.

18. The results of effectiveness reviews, as well as of the Institution's annual performance against KPIs and its progress towards meeting its strategic objectives, shall be published widely, including on the internet and in its Annual Report.

The University of Edinburgh

The University Court

13 May 2013

Widening Participation - Update

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

Widening Participation is a high priority in the Strategic Plan and part of the Outcome Agreements.

Action requested

Court is invited to note the paper.

Resource implications

Does the paper have resource implications? Yes, Staff time.

Risk Assessment

Does the paper include a risk assessment? No

Equality and Diversity

Has due consideration been given to the equality impact of this paper?

Yes – We can't disadvantage people from low income families.

Freedom of information

Can this paper be included in open business? No

Originator of the paper

Professor Mary Bownes

Senior Vice Principal

Kathleen Hood

Head of Widening Participation

7 May 2013

13 May 2013

Analysis of the NSS returns from the University of Edinburgh and suggested strategies for remediation of these returns.

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

This paper analyses the actions required to improve our NSS scores, and the timeframe over which change will occur. It presents a break-down of costs for the project, most of which are covered by existing funds, and identifies residual areas which will require support in order to deliver these actions.

Action requested

To discuss and approve the recommendations in the paper and to approve financial support for implementation within financial year.

Resource implications

Does the paper have resource implications? Yes
See section on Resource Implications

Risk assessment

Does the paper include a risk assessment? Yes
See section on Risks to remediation of NSS scores

Equality and diversity

Has due consideration been given to the equality impact of this paper? Yes
It applies equally to all students and meets equality impact criteria.

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the effective conduct of public affairs.

For how long must the paper be withheld? Five years

Originator of the paper

Dr Sue Rigby,
Vice-Principal Learning and Teaching
10 May 2013

To be presented by

Vice-Principal Dr Sue Rigby

The University of Edinburgh

The University Court

13 May 2013

Audit Committee Report

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

Attached is the draft Minute of the Audit Committee meeting held on 28 February 2013 and the note of the meeting of the Sub-Group of the Audit Committee held on 14 March 2013.

Action requested

The Court is invited to note the draft Minute, and approve the appointment of the new External Auditor for an initial period of three years commencing with the 2013/2014 audit with the option to extend the contract by a further two years.

Resource implications

The resource implications are detailed in the paper.

Risk assessment

Internal Audit reports are prepared using a risk-based approach.

Equality and diversity issues

There are none.

Freedom of Information

Can the paper be included in open business? No

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

Originator of the paper

Dr Katherine Novosel
May 2013

Report from Estates Committee held on 27 March 2013Brief description of the paper, including statement of relevance to the University's strategic plans and priorities where relevant

The paper reports on key discussions and recommendations made at the meeting of EC, held on 27 March 2013.

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 2012-2016.

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 2010-20 and our target is to implement this over the period of the plan.

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

Action requested

Court is invited to:

- approve the recommendations contained in the paper;
- re-affirm the disposal of the University's land holdings at Bilston and Roslin which Court had approved on 21 February 2011 and note that the proceeds from the sale will be reinvested into the estate.

Resource implications

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

Risk Assessment

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

General:

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

Capital/Revenue commitments – mitigated by tracking via the Group Estate Development Programme and regular updating in consultation with Finance and reporting to EC, CMG and FGPC, through to Court.

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

Equality and Diversity

Has due consideration been given to the equality impact of this paper? None of the proposals in this paper raise issues beyond those that are routinely handled in all estates developments. It should be noted that EC papers contain, where applicable, separate equality and diversity assessments.

Any other relevant information

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

Freedom of information

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

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

Originator of the paper

Paul Cruickshank - Estate Programme Administrator
Angela Lewthwaite - Secretary to Estates Committee
7 May 2013

The University of Edinburgh

The University Court

13 May 2013

Draft Resolutions

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

- | | |
|-------------------------------|---|
| Draft Resolution No. 26/2013: | Institution of new postgraduate Degree: European Masters in Landscape Architecture (EMLA) |
| Draft Resolution No. 27/2013: | Institution of new postgraduate Degree: Master of Nursing (MN) |
| Draft Resolution No. 28/2013: | Degree of Master of Surgery (Vascular and Endovascular) |
| Draft Resolution No. 33/2013: | Undergraduate Degree Programme Regulations |
| Draft Resolution No. 34/2013: | Postgraduate Degree Programme Regulations |

Dr Katherine Novosel
May 2013

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 26/2013

**Institution of new postgraduate Degree: European Masters in Landscape
Architecture (EMLA)**

At Edinburgh, Xxx-xx day of Xxx, Two thousand and thirteen.

WHEREAS the University Court deems it expedient to institute a postgraduate degree of European Masters in Landscape Architecture (EMLA):

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

1. The University of Edinburgh may confer the degree of European Masters in Landscape Architecture (EMLA) and those engaged in postgraduate studies by coursework in the University of Edinburgh shall include candidates for the degree of European Masters in Landscape Architecture (EMLA).
2. The Senatus Academicus has the power to make Regulations under this Resolution governing the studies undertaken for the degree of European Masters in Landscape Architecture (EMLA), and in particular to register candidates for the degree and ensure their satisfactory supervision and to discontinue registration of unsatisfactory candidates.
3. The degree of European Masters in Landscape Architecture (EMLA) shall not be conferred honoris causa.
4. All candidates for the degree of European Masters in Landscape Architecture (EMLA) must be registered postgraduate students of the University of Edinburgh. The Regulations made by the Senatus governing registered postgraduate students apply to all candidates.
5. A candidate who has satisfied the conditions prescribed by or under this Resolution shall be entitled to receive the degree of European Masters in Landscape Architecture (EMLA).
6. This Resolution shall come into force with effect from the commencement of the 2013/2014 academic session on 1 August 2013.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 27/2013

Institution of new postgraduate Degree: Master of Nursing (MN)

At Edinburgh, Xxx-xx day of Xxx, Two thousand and thirteen.

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

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

1. The University of Edinburgh may confer the degree of Master of Nursing (MN) and those engaged in postgraduate studies by coursework in the University of Edinburgh shall include candidates for the degree of Master of Nursing (MN).
2. The Senatus Academicus has the power to make Regulations under this Resolution governing the studies undertaken for the degree of Master of Nursing (MN), and in particular to register candidates for the degree and ensure their satisfactory supervision and to discontinue registration of unsatisfactory candidates.
3. The degree of Master of Nursing (MN) shall not be conferred honoris causa.
4. All candidates for the degree of Master of Nursing (MN) must be registered postgraduate students of the University of Edinburgh. The Regulations made by the Senatus governing registered postgraduate students apply to all candidates.
5. A candidate who has satisfied the conditions prescribed by or under this Resolution shall be entitled to receive the degree of Master of Nursing (MN).
6. This Resolution shall come into force with effect from the commencement of the 2013/2014 academic session on 1 August 2013.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 28/2013

Degree of Master of Surgery (Vascular and Endovascular)

At Edinburgh, Xxx-xx day of Xxx, Two thousand and thirteen.

WHEREAS the University Court deems it expedient to institute a postgraduate degree of Master of Surgery (Vascular and Endovascular) (ChM (Vascular and Endovascular)):

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

1. The University of Edinburgh may confer the degree of Master of Surgery (Vascular and Endovascular) (ChM (Vascular and Endovascular)) and those engaged in postgraduate studies by coursework in the University of Edinburgh shall include candidates for the degree of Master of Surgery (Vascular and Endovascular) (ChM (Vascular and Endovascular)).
2. The Senatus Academicus has the power to make Regulations under this Resolution governing the studies undertaken for the degree of Master of Surgery (Vascular and Endovascular) (ChM (Vascular and Endovascular)) and in particular to register candidates for the degree and ensure their satisfactory supervision and to discontinue registration of unsatisfactory candidates.
3. The degree of Master of Surgery (Vascular and Endovascular) (ChM (Vascular and Endovascular)) shall not be conferred honoris causa.
4. All candidates for the degree of Master of Surgery (Vascular and Endovascular) (ChM (Vascular and Endovascular)) must be registered postgraduate students of the University of Edinburgh. The Regulations made by the Senatus governing registered postgraduate students apply to all candidates.
5. A candidate who has satisfied the conditions prescribed by or under this Resolution shall be entitled to receive the degree of Master of Surgery (Vascular and Endovascular) (ChM (Vascular and Endovascular)).
6. This Resolution shall come into force with effect from the commencement of the 2013/2014 academic session on 1 August 2013.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 33/2013

Undergraduate Degree Programme Regulations

At Edinburgh, the XXX day of XXX, Two thousand and thirteen.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Undergraduate Degree Regulations, including Assessment Regulations (2013/2014);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations including Assessment Regulations (2013/2014):

THEREFORE the University Court, on the recommendation of the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraphs 2 and 8 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Undergraduate Degree Regulations are hereby set out:

COMPLIANCE

Compliance and concessions

1. These regulations apply to all categories of undergraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Every undergraduate student must comply with these regulations. In exceptional circumstances a concession to allow relaxation of a specific regulation may be granted by the appropriate Head of College. Where the Head of College does not have authority to award a particular concession then the Curriculum and Student Progression Committee may award the concession.

Head of College authority for concessions

2. Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their Personal Tutor as to the appropriate point of contact, and must not approach the Head of College direct.

Compliance with requirements

3. Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations and the University's Taught Assessment Regulations for the current academic session:
www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

Fitness to practise

4. Where a student's degree programme is subject to Fitness to Practise requirements, the relevant College Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College Committee, irrespective of his/her performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld. An appeal against this decision may be submitted to the University's Fitness to Practise Appeal Committee:

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

Disclosure

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

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

Undergraduate degrees, diplomas and certificates

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

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

Compliance with Degree Programme Tables

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

Pre-requisites, co-requisites and prohibited combinations

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

Timing of admittance onto degree programmes

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

MODE OF STUDY

Full-time and part-time

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

Changing mode of study

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

STUDY PERIOD

Compliance with time periods

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

Maximum degree completion periods

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

Minimum credit points taken in each year

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

Credit points where a student needs to meet specific progression requirements

15. Where a student needs to meet specific progression requirements, the Head of College may approve a student taking fewer than 40 credit points.

Elements requiring full-time attendance

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

Minimum period of study for a University of Edinburgh degree

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

Study at Another Institution

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

Interruptions of Study

19. A student may apply for an interruption of study and it may be authorised by the Head of College if there is good reason for approving the interruption. Students must provide evidence to support their applications. Interruptions of study may not be applied retrospectively. Any one period of authorised interruption of study will not exceed one academic year, and the total period of authorised interruption of study, which may be granted throughout the programme of study, will not exceed 100% of the prescribed period of study.

Credit from other institutions during interruption of study

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

Cases where interruption of study does not apply to BVM&S and MBChB

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

RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of prior learning for admission

22. The Head of College has the power to recognise up to 240 credits of prior learning and on this basis to admit a student to the second or later years of a programme of study. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. See also, the University's Admissions Policy: http://www.ed.ac.uk/polopoly_fs/1.50158!/fileManager/UoE%20Admissions%20PolicyFINA%20L20120813.pdf

Overlapping curricula

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

ATTENDANCE AND PARTICIPATION

Students' responsibilities for attendance and participation

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

http://www.docs.sasg.ed.ac.uk/AcademicServices/Policies/Withdrawal_Exclusion_from_Study.pdf

Student contact details

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

Authorised leave of absence

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

PROGRESSION AND PERMISSIBLE CREDIT LOADS

Credit point and level requirements

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

Full-time credit annual passes

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

Requirement to attain credits

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

Exclusion for unsatisfactory academic progress

30. Students who do not attain sufficient credits within the specified period may be excluded for unsatisfactory academic progress. The College will follow the procedure for

Withdrawal and Exclusion from Studies:

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

Minimum progression requirements

31. In order to progress to the next stage of study, a full-time student must attain a minimum of:

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

A part-time student must attain the pro-rata equivalent to the above. In addition, full-time and part-time students must meet any other requirements set out in their Degree Programme Table and their programme handbook.

Pre-honours: taking additional credits

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

Honours: taking additional credits

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

Limitations on courses taken in honours years

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

Work may be submitted for credit for only one course

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

Conflicting studies

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

TRANSFER TO DIFFERENT DEGREE PROGRAMME

Approval to transfer degree programme

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

Transferring students: compliance with Degree Programme Tables

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

AWARDS AND QUALIFICATIONS

Requirements for Undergraduate Certificate of Higher Education

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

Requirements for Undergraduate Diploma of Higher Education

40. Students for the **Undergraduate Diploma of Higher Education** must have attained a minimum of 240 credit points. At least 120 credit points must be gained from passes in courses of this University counting towards graduation and at least 90 of the 120 credit points gained from courses passed at this University must be in courses at level 8 or above.

Requirements for General and Ordinary Degrees

41. The attainment requirements for students for **General and Ordinary** degrees are specified in the relevant College regulations below.

Requirements for MBChB and BVM&S

42. The attainment requirements for students for **MBChB and BVM&S** degrees are specified in the College of Medicine and Veterinary Medicine regulations below (Section C).

Award of Honours

43. The award of **Honours** is based on the student's performance in assessment in the Honours year(s). For information on the award of Honours see the Taught Assessment Regulations for the current academic session: www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

Honours classifications

44. A student who satisfies the examiners in the **Final Honours** assessment shall be awarded Honours in one of following classifications: First Class, Second Class Division I, Second Class Division II and Third Class.

Limits on Honours re-assessment

45. A student who has been assessed, classed or failed for Honours may not present him or herself for **re-assessment** in the same programme, or assessment in a closely related programme. The Head of College determines whether a programme is closely related.

Award of the highest qualification attained

46. During a single period of continuous registration, a student may be awarded only the qualification with the **highest status** for which he or she has attained the required credits.

Use of General or Ordinary degree to apply for Honours admission

47. A candidate who already holds a **General or Ordinary degree** may be permitted by the appropriate Head of College to apply for the degree with Honours, provided that not more than five years have elapsed between his or her first graduation and acceptance as a candidate for the subsequent degree with Honours. Such a candidate will normally be required to achieve a further 240 credit points, or credit points as deemed appropriate by the Head of the receiving College, at the levels stipulated in the appropriate Degree Programme Table.

Unclassified Honours

48. In exceptional circumstances, notwithstanding any existing Resolutions to the contrary, the University may confer all existing Honours degrees with **unclassified Honours** if insufficient information is available to the relevant Board of Examiners to classify those degrees. Where a Board of Examiners has insufficient information to enable an unclassified Honours degree to be conferred on a candidate for Honours, a General or Ordinary degree may be awarded to that candidate where he or she is qualified for such a degree under the existing Regulations. Conferment of an unclassified Honours degree or General or Ordinary degree in these cases is an interim measure: final awards will be confirmed when sufficient information is available to the relevant Board of Examiners.

Posthumous awards

49. Senatus may authorise the conferment of **posthumous degrees, diplomas and certificates** if proposed by the College and approved by the Curriculum and Student Progression Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

Aegrotat degrees

50. In exceptional circumstances Senatus may authorise the conferment of **aegrotat degrees**, which are unclassified. Each such conferment requires a proposal from the College concerned to be approved by the Curriculum and Student Progression Committee. An *aegrotat* degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond his or her control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree *aegrotat*.

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

College requirements

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

College Fitness to Practise Policy

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

General Degrees

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

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

General and ordinary: Merit and Distinction

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

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

LLB Ordinary: Merit and Distinction

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

- For Merit a student must achieve grade B or above at first attempt, in courses totalling 120 credit points.
- For Distinction, a student must achieve grade A at first attempt, in courses totalling at least 100 credit points.

Distinction in Oral Language

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

Bachelor of Medical Sciences and Bachelor of Science (Veterinary Sciences)

57. The degree programme requirements of the Bachelor of Medical Sciences and Bachelor of Science in Veterinary Science are in the College Undergraduate Degree

Regulations of the College of Medicine and Veterinary Medicine (Section C).

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

College requirements

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

College Fitness to Practise Policy

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

MBChB

COMPLIANCE

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

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

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

ATTENDANCE AND PARTICIPATION

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

64. Students enrolled for Years 3, 4 and 5 of the degrees of MBChB during the Academic Year 2013-2014 are required to attend for compulsory periods throughout the year. Students should consult the Edinburgh Electronic Medical Curriculum (EEMeC) on <http://www.eemec.med.ed.ac.uk> and relevant year study guides for detailed attendance dates and timetable information.

65. In special circumstances students may be permitted to interrupt studies or

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

PROGRESSION

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

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

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

AWARDS

Passes with Distinction

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

Honours at graduation

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

BVM&S

COMPLIANCE

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

ATTENDANCE AND PARTICIPATION

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

PROGRESSION

73. Students for the Final Professional Examination must produce satisfactory evidence that they have, subsequent to commencing studies in the Third Year of the

degree curriculum, received extra-mural clinical instruction for a total period of not less than 26 weeks, in accordance with arrangements approved by the College of Medicine & Veterinary Medicine. Students shall be required to produce records of extra-mural clinical teaching received, which have been attested by the extra mural teacher or teachers concerned.

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

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

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

AWARDS

Passes with Distinction

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

Distinction at graduation

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

Bachelor of Medical Sciences

Honours degree

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

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

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

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

Ordinary Degree

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

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

BSc in Veterinary Science

Honours Degree

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

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

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

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

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

Ordinary Degree

90. No student shall be admitted as a student for the degree, except on transfer from candidature for the degrees of BVM&S 5 year programme or BVM&S 4 year Graduate Entry Programme. Students on the 5 year programme are eligible to be considered for the ordinary degree if they have successfully completed 240 credits from the First and Second Professional Examinations and, have shown sufficient attainment in the Third Year BVM&S assessments. Students on the graduate entry programme are awarded 120 credits of

recognised prior learning. The Ordinary Degree of BSc (Veterinary Science) may not be conferred on any student who already holds, or is eligible to receive, the Degree of BSc in Veterinary Science with Honours.

BSc in Oral Health Sciences

COMPLIANCE

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

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

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

ATTENDANCE AND PARTICIPATION

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

PROGRESSION

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

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

Bachelor of Science

Honours Degree

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

(a) Where a student takes level 9 courses in year 2, such courses should be regarded as part of the non-Honours curriculum and, if failed, may be repeated as a resit in Junior Honours. These courses will not be included in the degree classification.

(b) Students intending to graduate with an Ordinary degree may resit a failed level 9 course for the purposes of gaining the required number of credits, as specified in the Undergraduate Assessment Regulations.

- (c) Students in Junior Honours are permitted also to take up to 40 credit points of level 7/8 courses, which do not count towards the Honours assessment, as specified in the Undergraduate Assessment Regulations.
- (d) Students in Junior Honours must take 60 credit points of level 9/10 courses in semester 1 and 60 credit points of level 9/10 courses in semester 2.

Bachelor of Science General Degree

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

Bachelor of Science Ordinary Degree in a Designated Discipline

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

100. The BSc Ordinary Degree is awarded in designated disciplines corresponding to every BSc Honours degree and with the same titles, with the exception that the titles of the following Ordinary degrees in the designated disciplines are changed as indicated:

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

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

College requirements

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

Qualifications

Bachelor of Sciences General Degree*

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

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

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

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

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

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

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

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

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

Degree of Bachelor of Medical Sciences

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

Professional requirements: School of Engineering

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

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

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

2. These Regulations, including Assessment Regulations (2013/2014), shall apply to degrees as set out in appendix 1 of this Resolution.

3. This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with undergraduate regulations and assessment regulations for degrees set out in appendix 1 and specifically revokes Resolutions 3/1986 and 20/2012.

4. This Resolution shall come into force with effect from the commencement of the 2013/2014 academic session on 1 August 2013.

For and on behalf of the University Court

SARAH SMITH

University Secretary

Appendix 1 to Resolution No. 33/2013

Degrees covered by these Regulations

College of Humanities and Social Science

Degrees of Master of Arts with Honours
Bachelor of Arts in Humanities and Social Science
Bachelor of Music
Bachelor of Music with Honours
Bachelor of Music Technology
Bachelor of Music Technology Honours
Bachelor of Arts (Health Studies)
Bachelor of Arts (Health Studies) with Honours
Bachelor of Nursing with Honours
Bachelor of Science (Social Work)
Bachelor of Science (Social Work) with Honours
Bachelor of Arts
Bachelor of Arts with Honours
Bachelor of Architecture
Bachelor of Architecture with Honours
Master of Arts (Architecture) with Honours
Master of Arts (Architecture in Creative and Cultural Environments) with Honours
Bachelor of Divinity
Bachelor of Divinity with Honours
Master of Divinity with Honours
Bachelor of Arts (Divinity)
Master of Arts (Divinity) with Honours
Bachelor of Arts Religious Studies
Master of Arts Religious Studies with Honours
Bachelor of Arts (Community Education)
Bachelor of Arts (Community Education) with Honours
Bachelor of Arts (Education Studies)
Bachelor of Arts (Childhood Practice)
Bachelor of Education (Design and Technology) with Honours
Bachelor of Education (Physical Education) with Honours
Bachelor of Education (Primary Education) with Honours
Bachelor of Science (Applied Sport Science)
Bachelor of Science (Applied Sport Science) with Honours
Bachelor of Science (Environmental Archaeology) with Honours
Bachelor of Science (Sport and Recreation Management)
Bachelor of Science (Sport and Recreation Management) with Honours
Bachelor of Science (Psychology) with Honours
Bachelor of Laws
Bachelor of Laws with Honours
Bachelor of Medical Sciences with Honours

College of Science and Engineering

Bachelor of Science: General Degree, Ordinary degree in a designated discipline and Honours degree
Bachelor of Engineering with Honours
Degrees of Master of Arts with Honours
Master of Chemistry with Honours

Master of Chemical Physics with Honours
Master of Earth Science with Honours
Master of Engineering with Honours
Master of Mathematics with Honours
Master of Physics with Honours
Master of Informatics with Honours
Bachelor of Medical Sciences with Honours

College of Medicine and Veterinary Medicine

Bachelor of Medicine and Bachelor of Surgery
Bachelor of Veterinary Medicine and Surgery
Bachelor of Science (Medical Sciences)
Bachelor of Science (Medical Sciences) with Honours
Bachelor of Science (Biomedical Sciences)
Bachelor of Science (Biomedical Sciences) with Honours
Bachelor of Science (Oral Health Sciences)
Bachelor of Science (Oral Health Sciences) with Honours
Bachelor of Science (Veterinary Science)
Bachelor of Science (Veterinary Science) with Honours
Bachelor of Medical Sciences
Bachelor of Medical Sciences with Honours

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 34/2013

Postgraduate Degree Programme Regulations

At Edinburgh, the XXX day of XXX, Two thousand and thirteen.

WHEREAS the University Court deems it desirable to produce one comprehensive set of Postgraduate Degree Regulations, including Assessment Regulations (2013/2014);

AND WHEREAS the University Court considers it expedient to promulgate this Resolution to set out these Regulations in full to give effect to the essential elements contained within these Regulations including Assessment Regulations (2013/2014):

THEREFORE the University Court, on the recommendation of the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, with special reference to paragraphs 2 and 8 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Postgraduate Degree Regulations are hereby set out:

Compliance

1. The degree programme regulations define the types of award, their key characteristics, and their grounds for award. These regulations apply to all categories of postgraduate study at the University of Edinburgh, except for those qualified by a Senatus approved Memorandum of Agreement or Understanding for joint or collaborative awards. Students must comply with any requirements specific to their degree programme as set out in the Degree Programme Tables, the relevant College Regulations and the University's Taught Assessment Regulations for the current academic session:

www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations

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

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

Codes of Practice

4. The degree regulations are supported by the following Codes of Practice:
 - Code of Practice for Supervisors and Research Students
 - Code of Practice for Taught Postgraduate Programmes

<http://www.ed.ac.uk/schools-departments/academic-services/policies-regulations/codes>

These Codes of Practice, although not regulatory, provide essential information for staff and students.

SCQF Consistency

5. The University's postgraduate awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF, <http://www.scqf.org.uk/>) unless an exemption has been approved by the Curriculum and Student Progression Committee or the award is not included in the SCQF.

Authority Delegated to Colleges

6. In exceptional circumstances a concession to allow relaxation of a specific regulation may be granted by the appropriate Head of College. Where the Head of College does not have authority to award a particular concession then the Curriculum and Student Progression Committee may award the concession. Where the Head of College has the authority to grant permissions and concessions, this authority may be delegated to appropriate nominees in the College or Schools. Students must consult their Schools as to the appropriate point of contact, and must not approach the Head of College direct.

Fitness to Practise

7. The relevant College's Fitness to Practise Committee must be satisfied at all times that in respect of health, conduct and any other matters which the Committee may reasonably deem relevant, whether such matters relate to the student's University programme or are unrelated to it, the student will not constitute a risk to the public, vulnerable children or adults or to patients and is a suitable person to become a registered member of the relevant professional body. Students are subject to the Fitness to Practise regulations both while actively studying and while on an interruption of study. Any student who fails to satisfy the relevant College's Fitness to Practise Committee, irrespective of his/her performance in assessment, will be reported to the Head of College who has power to recommend exclusion from further studies and assessments or Professional Examinations, or to recommend the award of the degree be withheld. An appeal against this decision may be submitted to the University's Fitness to Practise Appeal Committee:

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

Disclosure

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

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

Postgraduate Awards and Degree Programmes

9. The University awards the following types of postgraduate degrees, diplomas and certificates, with the credit points required as listed below. The University's postgraduate

awards and degree programmes are consistent with the Scottish Credit and Qualifications Framework (SCQF, <http://www.scqf.org.uk/>) unless an exemption has been approved by the Curriculum and Student Progression Committee. The credit levels required for each programme are specified within the appropriate Degree Programme Table.

General Postgraduate Certificate Postgraduate Certificate in a named subject discipline	60 credits
General Postgraduate Diploma Postgraduate Diploma in a named subject discipline	120 credits
Masters in a named subject discipline Master of a named discipline	180 credits
Masters in a named subject discipline Master of a named discipline	240 credits
Masters by research MPhil, MLitt, MMus, ChM	180 credits 240 credits
Doctorate	540 credits
EngD	720 credits
MD, DDS, DVM&S* Doctor of a named discipline	*Note: these awards are not included in the SCQF therefore a credit value has not been included here

A General Postgraduate Degree Regulations

Late Admission

10. No student will be admitted to a postgraduate degree, diploma or certificate programme or a course that is part of their programme more than two weeks after their given start date without the permission of the Head of College. A student who leaves a course after six weeks will be deemed to have withdrawn and the course enrolment remains on the student's record.

Part-time Study

11. Some postgraduate degree programmes may be pursued by part-time study on either a continuous or intermittent basis. Requirements for progression through individual programmes of study are shown in the relevant Degree Programme Table and/or programme handbook. For students registered for part-time study, the College will impose such conditions as it requires ensuring adequate academic contact between the student and the appropriate School within the University.

Registration for University Staff

12. Members of the University staff may only be registered for part-time study.

Conflicting Studies

13. Students at this University must not, except in exceptional cases and with the permission of the Head of College, undertake any concurrent credit bearing studies in this (or in any other) institution other than the one for which they are registered in this University.

Applicants Awaiting Results

14. Applicants for postgraduate study may be studying at this or another institution just prior to the start of their postgraduate studies. Such applicants must have finished these studies before the start of the programme to which they have an offer.

15. If successful completion of this prior study is a requirement of admission, applicants are expected to provide evidence of achievement before the start of the programme.

Consecutive Registration

16. At the time of application, Masters by Research applicants may be invited to be registered for consecutive Masters by Research, followed by PhD study within the same School. This option may not be available in all Schools. Depending on the outcome of assessment the student will be invited to follow one of three routes:

- (a) Start First Year of Doctoral Programme. If successful in the Masters by Research programme, the student graduates and also registers in the next academic session on the first year of the doctoral programme; or
- (b) Start Second year of Doctoral Programme. Prior to the completion of the masters dissertation, the School is content that the quality of the student's work merits treating the masters year as the first year of doctoral study. No dissertation is submitted, no masters degree is awarded, and the student registers in the next academic session on the second year of the doctoral programme; or
- (c) Graduate with Masters by Research Degree and Exit. If successful in the Masters by Research programme, the student graduates and permanently withdraws.

Recognition of Prior Learning (RPL)

17. The College has power to recognise a student's prior learning. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. Colleges can approve RPL for research programmes up to a maximum of 360 credits. The maximum number of credits that the Colleges will grant RPL for taught programmes is:

- College of Humanities and Social Science: one-third of the total credits for the award for which the student is applying, i.e. 20 credits for a certificate; 40 credits for a diploma; and 60 credits for a masters;
- College of Medicine and Veterinary Medicine: one-third of the total credits for the award for which the student is applying, i.e. 20 credits for a certificate; 40 credits for a diploma; and 60 credits for a masters; and

- College of Science and Engineering: a maximum of 40 credits for a masters; no RPL credit are awarded for certificate or diplomas.

18. Before approval is granted the College must be satisfied that the learning to be recognised provides an adequate basis for the programme or courses as set out in the appropriate Degree Programme Table. See also, the University's Admissions Policy: http://www.ed.ac.uk/polopoly_fs/1.50158!/fileManager/UoE%20Admissions%20PolicyFINAL20120813.pdf

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

Permissible Credit Loads

20. Exceptionally, with College approval, students may take up to 20 credits of additional study at SCQF levels 7-11 during each year of study.

21. Students may attend courses on a class-only basis (i.e. not for credit), with the approval of the Programme Director and, where relevant, the supervisor and/or Personal Tutor. Decisions will be based on the overall load (credit and non-credit bearing) on the student in the year. The additional credits must not be more than one-third of the scheduled number of credits for the year.

Credit Award

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

23. A student cannot, except under recognition of prior learning or application for associated postgraduate diploma or masters, achieve an award comprising academic credit that contributed (or will contribute) to another award.

Transfer to another Programme

24. College may permit programme transfer in appropriate circumstances. When such permission is granted, the student shall, in addition to satisfying the requirements for the degree to which transfer is made, pursue such further courses of study as the College may require.

Attendance and Participation

25. Students must attend and participate as required in all aspects of their programme of study. This includes being available for assessment, meeting programme directors and supervisors face-to-face, and examination. The Degree Programme Table sets out programme requirements for on-campus study, placements and distance learning.

26. During a period of study, including authorised interruptions of study and leave of absence, it is a student's responsibility to provide a current postal contact address and to ensure that any legal requirements, including those imposed by his or her funding or grant

authority, are met. Current students must check their MyEd and University email account frequently for communications from the University.

The Prescribed Period of Study

27. The University defines the prescribed period of study for each authorised programme. These are as follows, unless the Curriculum and Student Progression Committee (CSPC) has approved a different prescribed period of study for the programme. The prescribed period of study for each programme is recorded in the offer of admission.

- Postgraduate Certificate:
 - The period of study prescribed for **full-time** students is 4 months. This period may not be reduced.
 - The period of study prescribed for **part-time continuous** students is 12 months. The College may reduce this by up to 4 months.
 - The period of study prescribed for **part-time intermittent** students is 24 months. The College may reduce this by up to 8 months.
- Postgraduate Diploma:
 - The period of study prescribed for **full-time** students is 9 months. This period may not be reduced.
 - The period of study prescribed for **part-time continuous** students is 24 months. The College may reduce this by up to 8 months.
 - The period of study prescribed for **part-time intermittent** students 48 months. The College may reduce this by up to 16 months.
- Postgraduate Masters:
 - The period of study prescribed for **full-time** students is 12 months. This period may not be reduced.
 - The period of study prescribed for **part-time continuous** students is 36 months. The College may reduce this by up to 12 months.
 - The period of study prescribed for **part-time intermittent** students is 72 months. The College may reduce this by up to 24 months.
- Postgraduate Doctoral and MPhil:
 - The period of study prescribed for **full-time** PhD students is 36 months (MPhil 24 months).
 - The period of study prescribed for **part-time** PhD students is 72 months (MPhil 48 months).
 - Members of the University staff and students holding a PhD research appointment under the auspices of the University may be registered for a minimum period of 36 months part-time (MPhil 24 months part time) . Members of staff of Associated Institutions who can devote the whole of their period of study to research and who have regular and adequate involvement in the work of the University School may also be registered for a minimum period of 36 months part-time (MPhil 24 months part time).
 - For full-time students the College may reduce the prescribed period by up to three months (two months for MPhil). The College may reduce the prescribed period by up to 36 months for part-time PhD students (24 months for part-time MPhil). Reductions to the prescribed period are not available to those members of staff who are registered for the minimum period of 36 months (24 months part-time MPhil).

Request for Reinstatement

28. A student who has been excluded for lapse of time may ask the College to reinstate his/her registration at a later date to permit examination of a completed thesis. The College will decide whether or not a student should be reinstated, and factors such as the passage of time and its implications for the topic of study will be taken into account. The student must provide good reason for the previous failure to complete. If, exceptionally, reinstatement is approved, the student's thesis will be examined in accordance with the Postgraduate Assessment Regulations for Research Degrees, subject to payment of a reinstatement and examination fee.

Leave of Absence

29. For students not on distance learning programmes, leave of absence to undertake study away from Edinburgh requires College approval after consideration of an application by the student's supervisor or programme director. The College will define how all absences will be approved and recorded.

Interruptions of Study

30. A student may apply for an Interruption of Study, and it may be authorised by the Head of College if there is a good reason. Students must provide evidence to support their applications. Interruptions of study may not be applied retrospectively. Any one period of authorised interruption of study will not exceed one year and the total period of authorised interruption of study will not exceed 100% of the prescribed period of study, unless authorised by the Head of College.

Extensions of Study

31. A student must complete the requirements of the degree programme within the maximum period of study. In exceptional circumstances, a student may apply through the supervisor and school postgraduate director to the college for an extension and it may be authorised by the Head of College if there is good reason. The student must provide evidence to support their application. The College may extend a student's period of registration by up to two years. Extensions beyond this time are not permitted.

Withdrawal and Exclusion

32. Any student may withdraw permanently from his/her programme of study at any point in the year. Students may be excluded for reasons outlined within the procedure for Withdrawal and Exclusion from Studies:
[http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Withdrawal Exclusion from Study.pdf](http://www.docs.sasg.ed.ac.uk/AcademicServices/Guidance/Withdrawal%20Exclusion%20from%20Study.pdf)

ADDITIONAL REGULATIONS FOR DOCTORAL AND MPhil DEGREES BY RESEARCH

Supervision

33. Each student will work under the guidance of at least two supervisors appointed by the College. There are two types of supervisory arrangement: Principal Supervisor plus Assistant Supervisor (or supervisors if more than one), and Co-Supervisors, one of whom is designated the Lead Supervisor. The former option is the usual arrangement, but the latter

option may be chosen when it is clear that the student's work involves interdisciplinary research.

- (a) At least one supervisor (the Principal/Lead Supervisor) must be appointed prior to registration, and the other should be appointed within two months of the programme start date.
- (b) The Principal/Lead Supervisor is responsible to the School's Postgraduate Director for the duties set out in the Code of Practice for Supervisors and Research Students, and must be:
- a salaried member of the academic staff of the University; or
 - a non-academic member of staff employed by the University who has appropriate expertise in research; or
 - an honorary member of staff
- The nomination of non-academic or honorary members of staff to act as Principal/Lead Supervisor for a stated period must be specifically approved by the College. In appropriate cases the other supervisor(s) may not need to be a member of the staff of the University, provided s/he assumes his/her supervisory duties in accordance with university regulations and requirements.
- (c) Supervisors must maintain regular contact with their students who, in turn, have a responsibility to make themselves available at times agreed with their supervisors.
- (d) In certain circumstances when the student is working full time in an Associated Institution the Principal/Lead Supervisor may, if the College Committee with responsibility for postgraduate research matters approves, be a full-time employee of the Associated Institution. In such a case the assistant supervisor(s) must be a University employee. A Principal/Lead Supervisor who is a member of an Associated Institution has exactly the same responsibilities as one working within the university.
- (e) Students, including those on leave of absence, must maintain frequent contact with their supervisor as and when required and at least twice in each three month period.

Transfers from Another Institution

34. The research studies of students who apply to transfer from another institution in order to study for the doctoral or MPhil degree of the University of Edinburgh may be counted towards the prescribed period of study for the degree. In such cases the prescribed period of study at the University of Edinburgh must be at least 12 months.

Collaborative Degrees

35. The University of Edinburgh and one or more partner universities can collaboratively offer a research degree programme. This can be awarded jointly. The University maintains a repository of approved collaborative degrees.

FOUNDATIONS FOR THE AWARD OF DOCTORAL AND MPhil RESEARCH DEGREES

Demonstration by Thesis and Oral Exam for the Award of PhD

36. The student must have demonstrated by the presentation of a thesis and/or portfolio and by performance at an oral examination that the student is capable of pursuing original research making a significant contribution to knowledge or understanding in the field of study, relating particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way. Orals for re-submission may be waived by the Head of College.

Thesis Length – Word Count

37. The thesis must not exceed a maximum word count. There is no minimum word count.

- The PhD thesis must not exceed 100,000 words in CHSS and CMVM.
- The PhD thesis must not exceed 70,000 words in SCE.

The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

Additional Thesis Considerations

38. Taught professional doctorates will have additional entrance, curriculum and examination requirements. Information is provided in relevant Degree Programme Tables and programme handbooks. Students will be required to successfully complete the taught component, submit the thesis and/or portfolio and fulfil any placement requirements.

MPhil by Research

39. The student must have demonstrated by the presentation of a thesis and/or portfolio and by performance at an oral examination (unless, due to exceptional circumstances, this is waived) that the student is capable of pursuing original research making a significant contribution to knowledge or understanding in the field of study, relating particular research projects to the general body of knowledge in the field, and presenting the results of the research in a critical and scholarly way.

- The thesis must not exceed a maximum word count. There is no minimum word count.
- The thesis must not exceed 60,000 words in CHSS and CMVM. The thesis must not exceed 50,000 words in SCE.
- The word count of the thesis includes the main text, preface material, footnotes and references but does not include material in the appendices, bibliography, abstract or lay summary. In exceptional circumstances, on the recommendation of the supervisor, permission may be granted by the College to exceed the stated length on the ground that such extension is required for adequate treatment of the thesis topic.

PhD (by Research Publications)

40. Applicants must be either graduates of the University of Edinburgh of at least five years' standing; or members of staff of the University of Edinburgh or of an Associated Institution of not less than three years' standing. Permission to register will not be granted to applicants who are in a position to submit for the PhD by dissertation or who already possess a PhD. Applicants must have been active postgraduate researchers in their field of expertise for a minimum of five years, and they must not submit material published more than ten years prior to the date of registration.

41. The portfolio submitted for the PhD by Research Publications must demonstrate a substantial and coherent body of work which would have taken the equivalent of three years of full-time study to accomplish. The portfolio must demonstrate original research and make a significant contribution to knowledge or understanding in the field of study, and is presented in a critical and scholarly way.

42. Applicants must apply to the relevant College for approval of their candidature. Applicants are required to submit their published work, together with a 500-word abstract, their CV and a general critical review of all their submitted work. If College approves registration, it will appoint an adviser to assist the applicant with the format of his/her submission and to guide him/her on the selection, coherence and quality of the portfolio of research work, the abstract and critical review.

43. The portfolio of published work must consist of either one or two books or at least six refereed journal articles or research papers, which are already in the public domain. The total submission, including the critical review should not exceed 100,000 words.

- The critical review must summarise the aims, objectives, methodology, results and conclusions covered by the work submitted in the portfolio. It must also indicate how the publications form a coherent body of work, what contribution the student has made to this work, and how the work contributes significantly to the expansion of knowledge. The critical review must be at least 10,000 words, but not more than 25,000 words in length.
- Students must either be the sole author of the portfolio of published work or must be able to demonstrate in the critical review of the submitted work that they have made a major contribution to all of the work that has been produced by more than one author.

ADDITIONAL REGULATIONS FOR POSTGRADUATE TAUGHT DEGREES AND MASTERS BY RESEARCH, POSTGRADUATE DIPLOMAS AND POSTGRADUATE CERTIFICATES

Programme-Specific Regulations

44. These regulations may be supplemented by certain programme-specific regulations for degrees offered in collaboration with other institutions.

Prescribed Period of Study

45. The prescribed period of study is defined in the Degree Programme Table. This period may not be reduced, and may be extended only in exceptional circumstances.

Assessment

46. Students must comply with any assessment requirements specific to their degree programme and the University's taught or research (as appropriate) assessment regulations for the current academic session: <http://www.ed.ac.uk/schools-departments/academic-services/staff/assessment/assessment-regulations>

Masters by Research degrees only

47. In addition to any requirements as detailed in the relevant Degree Programme Table, the student must have demonstrated by the presentation of a dissertation and/or portfolio that they are capable of pursuing research, or a critical survey of knowledge in the field of study, or both combined with a satisfactory plan for a more advanced research project. The research must demonstrate competence, knowledge and be presented in a critical and scholarly way. The assessed work, including the dissertation must not exceed 30,000 words. The dissertation must be at least 60 credits out of the total 180 SCQF level 11 credits required for the award of the degree.

Application for Associated Postgraduate Diploma or Masters

48. A candidate who already holds a postgraduate certificate or diploma from the University of Edinburgh may be permitted by the appropriate Head of College to apply for the associated postgraduate diploma or masters degree, provided that not more than five years have elapsed between his or her first graduation and acceptance as a candidate for the subsequent award. Such a candidate will be required to achieve further credit points, as deemed appropriate by the Head of College.

POSTHUMOUS AWARDS

49. Senatus may authorise the conferment of posthumous degrees, diplomas and certificates if proposed by the College and approved by the Curriculum and Student Progression Committee. A posthumous award is conferred where the student has significantly completed the relevant year of study at the time of death.

AEGROTAT AWARDS

50. In exceptional circumstances Senatus may authorise the conferment of *aegrotat* degrees to taught postgraduate students. Each such conferment requires a proposal from the relevant College to be approved by the Curriculum and Student Progression Committee. An *aegrotat* degree is conferred only where the student was nearly qualified to receive the degree and was unable to complete it due to circumstances beyond his or her control. Before any proposal is referred to Senatus, the College must check that the student is willing to receive the degree *aegrotat*.

B College of Humanities and Social Science Postgraduate Degree Regulations: Degree Specific Regulations

Doctor of Clinical Psychology (DClinPsychol)

51. The degree specific regulations are:

- i. **Grounds for Award.** Awarded on successful completion of supervised clinical practice, written examination, assessed essay and research portfolio, including thesis, small-scale research projects and experimental case reports.
- ii. **Mode of Study and Prescribed Period of Study.** The programme can be taken on a full-time or mixed full-time/part-time basis, but the first year is taken on a full-time basis only. The prescribed period of study is 36 months full-time, or between 48 and 60 months on a mixed full-time/part-time basis.
- iii. **Thesis Length.** The thesis must not exceed 30,000 words unless, in exceptional cases, the college has given permission for a longer thesis.

Doctor of Psychotherapy (DPsychotherapy)

52. The degree specific regulations are:

- (a) **Placement.** Students will undertake a practice placement, consisting of 300 hours of supervised counselling practice and 60 hours of counselling supervision.
- (b) **Thesis Length** The thesis will be between 35,000 and 45,000 words in length unless in exceptional cases the college has given permission for a longer thesis.
- (c) **Resits.** A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement if in the opinion of the Board the failure was attributable to illness, hardship or other relevant circumstances beyond the student's control. A repeat placement is to be completed within a further 24 months.
- (d) **Recognition of Prior Learning (RPL).** In the case of formal, certificated study, up to 60 credits of prior learning at SCQF level 11 may be recognised. In the case of non-certificated study, up to 20 credits of prior learning may be recognised.

Doctor of Education (EdD)

53. The degree specific regulations are:

- (a) **Grounds for Award.** The degree of EdD may be awarded on the basis of successful completion of assessed essays, a research project and a thesis.
- (b) **Prescribed Period of Study.** The prescribed period of study is 60 months part-time, but this may be increased to a maximum of 72 months.
- (c) **Thesis Length.** The thesis length should be no more than 75,000 words.

PhD in Composition in Music

54. **Grounds for Award.** The student must compose to a high creative level as demonstrated both by the student presenting a portfolio of compositions as well as attendance at an oral examination. The portfolio of compositions must comprise original work which:

- (a) is suitable for professional performance and worthy of publication;

- (b) shows competence in the ancillary technical skills appropriate to the chosen style;
- (c) contains material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study;
- (d) is presentationally satisfactory & intelligible to any musician who might have to use it.

55. The portfolio of compositions should include at least one major and extended work, except where a shorter submission may be accepted in the case of electronic compositions. If a substantial part of the portfolio was completed before registration for the degree, the student should indicate this and identify the part of the portfolio so completed.

PhD(eca) – submission by portfolio

56. The degree specific regulations, when a student is submitting for award of PhD(eca) by means of a portfolio of artifacts, artworks and other practice-based outputs, are:

- (a) The portfolio of artifacts or artworks must comprise original work of a high creative level which is worthy of public exhibition and also an integral part of the original contribution to knowledge made by the overall work of the candidate submitted in fulfillment of the requirements of the PhD. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of three years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
- (b) The portfolio of artifacts and artworks will be accompanied by a thesis of not more than 40,000 words (including bibliography and footnotes but excluding appendices).

MPhil(eca) – submission by portfolio

57. The degree specific regulations, when a student is submitting for award of MPhil(eca) by means of a portfolio of artifacts, artworks and other practice-based outputs, are:

- (a) The portfolio of artifacts or artworks must comprise original work of a high creative level worthy of public exhibition. It must show competence in the appropriate ancillary technical skills; must contain material which presents a body of work such as could reasonably be achieved on the basis of two years postgraduate study; must be satisfactory and intelligible in its presentation. There should also be a permanent record of the work; and
- (b) The portfolio of artifacts or artworks should normally be accompanied by a thesis of not more than 20,000 words (including bibliography and footnotes but excluding appendices).

Master of Fine Art

58. The Master of Fine Art is gained upon the successful completion of 240 Credits at SCQF Level 11. The degree specific regulations are:

- (a) **Grounds for Award.** Students will be assessed by a combination of practical studio work with theoretical and written studies, including professional practice elements.
- (b) **Prescribed Period of Study.** The period of study will be 21 months full-time.

Master of Social Work/Diploma in Social Work (MSW/DipSW)

59. The degree specific regulations are:

- (a) **Grounds for Award.** Students will undertake two practice placements
- (b) **Prescribed Period of Study.** The period of study will be 21 months full-time.
- (c) **Re-Sit Options.** A student who fails a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment requirements. A student who fails a practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement.

Master of Chinese Studies (MCS)

60. The degree specific regulations are:

- (a) **Grounds for Award.** Students will be assessed by essays, examinations, a placement report and a dissertation. An oral examination will be required in the Chinese language and may be required for other courses. Provided that the dissertation reaches a postgraduate diploma standard, it may be revised in order to reach the masters level within a further maximum period of three months. Students must work in the University of Edinburgh and in a Chinese institution approved by the Programme Director.
- (b) **Prescribed Period of Study.** The period of study will be between 24 and 36 months, full-time.

Master of Teaching

61. The degree specific regulations are:

- (a) **Mode of Study and Prescribed Period of Study.** The period of study is between 36 and 60 months part time.
- (b) **Recognition of Prior Learning.** The total number of exemptions which may be granted for any student is 90 credits.
- (c) **Grounds for Award.** Students will be assessed directly or synoptically on each course taken. In accordance with the national guidelines, courses are assessed on a pass/fail basis. Students who fail a course will be permitted a further attempt to pass the assessment of that course within three months of the result being made known to the student.

Diploma in Educational Leadership and Management/Scottish Qualification for Headship Programme

62. The degree specific regulations are:

- (a) **Grounds for Award.** Students will be assessed on each course through coursework (assignments, portfolios, reports and oral assessments) and through school visits by SQH field assessors in the case of course 5. In accordance with the national agreement all courses are assessed only on a pass/fail basis. Students who fail a course will be permitted one further attempt to pass the assessment of that course within six weeks of the result being made known to the student.
- (b) **Mode of Study and Prescribed Period of Study.** The programme is available by part-time study only, and the period of study is between 27 and 60 months.

Master of Counselling/Diploma in Counselling (MCouns/DipCouns)

63. The degree specific regulations are:

- (a) **Grounds for Award.** Students will undertake a practice placement, consisting of at least 150 hours of supervised counselling practice and 30 hours of counselling supervision.
- (b) **Mode of Study and Prescribed Period of Study.** The period of study will be 24 months full time or 48 months part-time. Each student must complete the requirements of the degree before the expiry of a further 12 months.
- (c) **Re-Sits.** Students who fail a unit of academic assessment other than the dissertation on the first occasion may be allowed one further attempt to complete the assessment. A student who fails the practice placement may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 24 months.

MSc/Dip in Arab World Studies

64. The degree specific regulations are:

- (a) **Collaboration.** The 2-year programme is collaborative, between the universities of Edinburgh, Durham and Manchester, and is funded through the ESRC. The first year of study for all students is taken at Edinburgh. An intensive course is taken in an Arab country during the summer, followed by year two at the primary institution.
- (b) **Progression.** Progression from Year 1 to Year 2 will be decided by the University of Edinburgh's Board of Examiners, after completion of the taught element, and before the students commence their summer placement in an Arab country. Decisions on progression to Year 2 will be conditional on each student's satisfactory completion of the period of residence abroad.

Postgraduate Certificate in Democracy and Public Policy (Edinburgh Hansard Research Scholars Programme)

65. The degree specific regulations are:

(a) **Mode of Study and Prescribed Period of Study.** The period of study is 13 weeks full time.

(b) **Assessment Type.** Students will be assessed on each unit through coursework, examination and a research project linked to a placement. All units are assessed only on a pass/fail basis. Students who fail a unit will be permitted one further attempt to pass the assessment of that unit within six weeks of the result being made known to the student.

MSc in Architectural Project Management

66. **Mode of Study and Prescribed Period of Study.** The programme is delivered by distance learning over a period of 48 to 84 months. Each institution will provide 60 credits of teaching material in addition to a dissertation of 60 credits.

MSc in Advanced Sustainable Design (mixed mode)

67. **Mode of Study and Prescribed Period of Study.** The programme is delivered on campus and by distance learning over a period of 24 months (mixed mode).

PhD in Creative Music Practice

68. **Grounds for Award.** The degree is assessed on a single output that consists of two components:

- (a) A text of not more than 50,000 words; and
- (b) A portfolio, performance(s), recording(s), and/or other musical output containing original or interpreted pre-existing works such as composition, installation, sound design, interactive music software etc. Such work would be supported by documentation of the process (e.g. video, photographs, recordings, sketches, studies, web pages) by which it was made.

PhD in Trans-Disciplinary Documentary Film

69. **Grounds for Award.** There are three possible variations for final submission, which combine the submission of audio-visual material and a thesis:

- (a) audio-visual material to a maximum of 1 hour documentary film or 100 photographs, plus an extended critical essay of 25,000 - 30,000 words; or
- (b) audio-visual material to a maximum of 40 minutes documentary film or 70 photographs, plus an extended critical essay of 45,000 - 50,000 words; or
- (c) audio-visual material to a maximum of 20 minutes documentary film or 40 photographs, plus an extended critical essay of 65,000 - 70,000 words.

PhD in Architecture by Design

70. The thesis for the PhD in Architecture by Design must not exceed 50,000 words. In addition to the thesis the student will be required to submit a body of design work including studies, sketches and maquettes, which will be fully integrated with the text and presented in a format which can be archived.

Master of Architecture

71. **Grounds for Award.** The programme will be delivered by a series of advanced level design exercises and projects, engaging with structural, environmental, cultural, theoretical and aesthetic questions. Students must pass the Academic Portfolio for exemption from ARB/RIBA Part 2.

Master of Public Policy (MPP/DipPP), PG Dip and PG Cert of Public Policy

72. The degree specific regulations are:

- (a) **Prescribed Period of Study - Masters.** The period of study is 15 months.
- (b) **Prescribed Period of Study – PG Dip and PG Cert.** Students on the PG Certificate in Public Policy may complete this full-time over 4 months or part-time over a two year period. On successful completion of the PG Certificate, students may transfer to the PG Diploma in Public Policy (within a three year time period). Students on the PG Diploma in Public Policy may complete this full-time over 9 months or part-time over a four year period. On successful completion of the PG Diploma, students may transfer to the Master Public Policy programme (within a three year time period).
- (c) **Grounds for Award.** Students will complete a compulsory programme of courses in the first and second semesters, comprising eight 15-credit courses, and a three-month placement in a policy organisation on which the Capstone Project/dissertation will be based. Students who decide not to complete the Capstone Project may, at the discretion of the College, be awarded a Postgraduate Diploma in Public Policy.
- (d) **Resits.** Students who fail a unit of academic assessment other than the Capstone Project on the first occasion may be allowed one further attempt to complete the assessment.
- (e) **Placement.** A student who fails the placement component of the Capstone Project may, on the recommendation of the Board of Examiners, be offered a second opportunity to undertake the placement. A repeat placement must be completed within a further 12 months.

Diploma in Professional Legal Practice

73. The degree specific regulations are:

- (a) **Grounds for Award.** Students must pass all of the core courses and three elective courses to be awarded the Diploma in Professional Legal Practice. Attaining a mark of 50% or more in the assignments, participation and attendance gives exemption from sitting the examination in Company and Commercial, Financial Services and Related Skills and Professional Responsibility.
- (b) **Assessment Type.** Students will be assessed in writing in each course of the curriculum. Students may only present themselves for examination in a course if they have been certified as having given regular attendance and having successfully completed the requisite work of the class in that course. Students may be permitted

a single re-sit examination for each course of the curriculum in which they have failed.

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

Professional Masters

Master of Clinical Dentistry (MClin Dent) (Orthodontics/ Paediatric Dentistry/ Prosthodontics/ Oral Surgery)

74. Students will pursue an integrated programme of teaching and taught clinical practice. Work for an independent research dissertation will commence during the first year and will be spread over the duration of the programme. Students may be given the opportunity of one resit attempt for the theoretical and practical components. Students who, after resit examinations, have an aggregate mark of less than 40% for the first year will be excluded. The independent research component will be assessed by examination of the written dissertation and subsequent oral examination. The opportunity to resit does not apply to the dissertation.

Masters in Surgical Sciences (MSc)

75. Students may be given the opportunity of one resit attempt for their final written examinations at the end of their year 1 and /or year 2, if they have failed their first attempt. If they pass the resit they will be awarded the Postgraduate Certificate (Year 1) or Postgraduate Diploma (Year 2); they will not progress into Year 3 (Masters Year)."

Master of Surgery (ChM)

76. The ChM suite of programmes are two year SCQF level 12 programmes worth 120 credits. In order to be awarded the ChM students must:

- a) pass at least 60 credits at SCQF level 12 with a mark of at least 50% in each of the courses which make up these credits; and
- b) attain an average of at least 50% for the 120 credits of study;
- c) satisfy any other specific requirements for the ChM degree programme, that are clearly stated in respective handbooks.

If the student has achieved pass marks (40%) in at least 40 credits and has an overall average of 50% or more over the full 120 credits, then they will be awarded credits on aggregate for the failed courses, up to a maximum of 20 credits.

Masters in Transfusion, Transplantation and Tissue Banking (MSc)

77. Students may be given the opportunity of one resit attempt for their final written examinations at the end of their year 2, if they have failed their first attempt.

Professional Higher Degrees

Doctor of Medicine (MD)

78. An applicant for the degree of Doctor of Medicine (MD) must hold a qualification which is registrable with the General Medical Council and must have been engaged since graduation for at least one year either in scientific work bearing directly on the applicant's profession, or in the practice of Medicine or Surgery, and will perform their work in the South East of Scotland, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh or an Associated Institution or an NHS establishment.

79. The grounds for the award of the degree of MD are:

- (a) A student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.
- (b) the thesis must deal with one or more of the subjects of study in the curriculum for the degrees of MB ChB of the University or with subjects arising directly from contemporary medical practice. It must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions. A concise and informative summary should be included with the thesis.

80. To apply an applicant must complete an application form and submit it to the College. This will include:

- (a) a suggested topic and description of the work on which the thesis will be based.
- (b) agreement to undertake the responsibilities of primary and secondary supervisor from at least two supervisors who can demonstrate that they have received up-to-date training in postgraduate student supervision and who are either members of the academic staff of the University or honorary members of staff or employees of the University who have appropriate expertise in research. The supervisors also undertake that they will accommodate the candidate and the project within their research facilities, and obtain permission from line managers as required. Supervisors will be located in the University of Edinburgh or in NHS facilities within the supervision of the NHS Education for Scotland South East Scotland postgraduate deanery.
- (c) details of any bench fees to be charged to the student or their financial sponsor in support of the research.
- (d) references and certificates as detailed in the postgraduate studies application form.

The College Postgraduate Researcher Experience Committee must approve the application before the applicant can be registered as a student. This process should be completed

within one month. The applicant will then matriculate and pay tuition fees on commencement of the research project.

81. Registration may be full-time or part-time.

- (a) Full-time registration will apply to students who will spend >80% full-time equivalent devoted to research related to the MD project. They may be either not in employment for >20% full-time equivalent, or employed in a post in which at least 80% full time equivalent time is available for research related to their MD project rather than for clinical training or practice or other duties. Full time students have a prescribed period of two years in which they will conduct the research (during which annual tuition fees and bench fees, if applicable, are due), with up to two years to write up the thesis thereafter (during which matriculation fees only are due). Thesis submission is permitted at two years at the earliest and within four years.
- (b) Part-time registration will apply to students who are in employment unrelated to their MD project for >20% full-time equivalent, or who elect not to devote as much as 80% of their time to the MD research project. Students may opt to study either at 40% full-time equivalent, for which they will have a prescribed period of research of four years, or at 60% equivalent, for which the prescribed period is 3 years. In either case, annual tuition fees will be charge at a rate reduced pro rata from the full-time fees, and students will have two years to write up the thesis at the end of the prescribed period. Thesis submission is permitted at the end of the prescribed period of study at the earliest.

82. Progress will be monitored as follows:

- (a) Students must be in regular contact with their supervisors. They should meet at least once a month to review progress, for example in research group meetings.
- (b) A thesis panel will be convened comprising of the supervisors and at least one other member of academic staff with expertise in the research field but who is not involved directly with the research. The panel will be convened by the primary supervisor and meet within 3 months of the start of the project and at the end of the first year. It may meet during subsequent years if appropriate. On each occasion, a student will submit a written report of progress in the form of a scientific paper containing a future plan, and will give a 10 minute oral presentation. They will have the opportunity for private discussion with the non-supervising panel member. The panel will review not only progress in the research project, but also training received in transferable research skills. Students are expected to attend research training available as appropriate through the Transkills programme of the University, the education programme of the Wellcome Trust Clinical Research Facility and other training opportunities. They should also document their participation in internal and external research seminars and meetings.
- (c) A progress report will be prepared annually and submitted through the relevant local route to the College Postgraduate Researcher Experience Committee. Where significant difficulties are identified, the committee may consider alterations to the student's registration.

83. A student who is registered for a MD may apply to the College Postgraduate Researcher Experience Committee for conversion to an alternative degree, including

abbreviating the prescribed period to 1 year full time equivalent in order to complete a MSc by Research, completing a 2 year full time equivalent prescribed period to complete a MPhil, or extending the prescribed to 3 years full time equivalent in order to complete a PhD. Conversion can only be considered prospectively, in advance of completing the necessary prescribed period of research, and will incur tuition fees applicable for the new degree and any bench fees as agreed with the supervisors.

84. A student must submit a thesis specially written for the degree concerned and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

85. A student must incorporate in the thesis a signed declaration:

- (a) that the thesis has been composed by the student, and
- (b) either that the work is the student's own or, if the student has been a member of a research group, that the student has made a substantial contribution to the work, such contribution being clearly indicated in the declaration, and
- (c) that the student has not submitted the thesis in candidature for any other degree, postgraduate diploma or professional qualification .

86. Two copies of the thesis, three if you are/have been a member of staff, must be submitted to the College Postgraduate Researcher Experience Committee for examination. Copies of the thesis shall remain the property of the University.

87. While author's copyright subsists in the thesis and in the abstract of the thesis, each student will be asked to grant the University the right to publish the abstract of the thesis approved and/or to authorise its publication for any scholarly purpose with proper acknowledgement of authorship.

88. The College will appoint one internal examiner, who shall not have been the student's supervisor, and one external examiner of the thesis. External examiners shall be a recognised authority in the subject matter of the thesis and their appointment shall be subject to the approval of the College. In special circumstances more than one internal or external examiner may be appointed.

89. The examiners report to the College. They may judge a thesis satisfactory subject to specified modifications. In such circumstances the student will be permitted to graduate only after the College has received a statement, signed by the internal examiner, that the modifications have been made.

90. If in the opinion of the examiners the thesis is not of sufficient merit to justify the award of the degree, the student may be given the opportunity to resubmit the thesis provided that effect is given to any recommendation the examiners and the College may make regarding further studies or the format or content of the thesis.

91. If the thesis is deemed to be sufficiently worthy the College may award the Degree of MD be conferred either with Distinction or with Distinction and the award of a Gold Medal.

- (a) The award of Distinction indicates that the thesis contains original research which is of international significance in the field of study. This will usually be confirmed by publication in the leading international journals in the candidate's discipline. In addition, the presentation of the thesis and its defence at the oral examination will be of high quality, at least in the top decile of those submitting MD theses.
- (b) The award of a Gold Medal indicates that the thesis contains original research which is of ground breaking significance in the field of study. This will usually be confirmed by publication in leading generalist international journals. In addition, the presentation of the thesis and its defence at the oral examination will be of high quality, at least in the top decile of those submitting MD theses.

Doctor of Dental Surgery (DDS)

92. An applicant for the degree of Doctor of Dental Surgery (DDS) must:
- (a) be a graduate in Dental Surgery (BDS) of the University of Edinburgh and must have been engaged since graduation for at least one year either in scientific work bearing directly on the student's profession, or in the practice of Dentistry, or
 - (b) hold a qualification which is registrable with the General Dental Council and must have been engaged since graduation for at least one year either in scientific work bearing directly on the student's profession, or in the practice of Dentistry, and will perform their work in the South East of Scotland, either employed as a member of staff of the University of Edinburgh; or as an NHS employee or as a research worker employed or self-financed or grant-funded, in the University of Edinburgh, or an Associated Institution or an NHS establishment.
93. A thesis for the degree of DDS must deal with one or more subjects of study in the curriculum for the degree of BDS of the University or with subjects arising directly from contemporary dental practice.
94. The grounds for the award of the DDS are:
- (a) the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by the College) that the student is capable of pursuing original research in the field of study, relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way. An oral examination will be mandatory for students who do not hold the degree BDS, as appropriate, of the University of Edinburgh.
 - (b) the thesis must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgment with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure

understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions. A concise and informative summary should be included with the thesis.

95. Thesis topic and description.

- (a) An intending student shall submit to the College a suggested topic and description of the work on which the thesis will be based. Students who do not hold the degree BDS, from the University of Edinburgh should submit applications through their identified adviser(s), and receive the approval of the head of an appropriate University School. The College Postgraduate Researcher Experience Committee must approve the thesis proposal before the application is accepted. Where the research proposal involves work on human subjects or animals, proof must be submitted that study protocols have been approved by the appropriate ethical committee or regulatory body. Additionally, in the case of studies involving laboratory animals, the student should confirm that animal care, welfare and procedures will be conducted under an appropriate Home Office Licence. Students will become matriculated students. A fee to cover registration and matriculation is payable when the suggested topic and description of the work have been accepted by the College. A registration fee is paid upon initial registration, an annual advisory fee is paid at the beginning of each year of study (Including the first year) and an examination fee is paid at the time of thesis submission. An annual progress report will be submitted jointly by the adviser, the student and the Head of School or his/her nominee. After formal acceptance of the suggested topic and description normally a period of at least 18 months must elapse before a student may submit a thesis for the degree concerned. It is expected that the thesis would normally be submitted within a period of five years following registration. Late submissions will require approval from the College Postgraduate Researcher Experience Committee.
- (b) A period of two years must have elapsed since obtaining the primary degrees or registrable qualifications referred to above before an intending student may submit a suggested topic and description.

96. When the College accepts a student, an adviser, who will be a member of the academic staff of the University or an honorary member of staff, will normally be appointed from whom the prospective student should seek advice. Students performing work outwith the University would normally have project approval from and an additional adviser in the host institute. These appointments will be subject to ratification by the College Postgraduate Researcher Experience Committee.

97. A student must submit a thesis specially written for the degree concerned and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

98. A student must incorporate in the thesis a signed declaration:

- (a) that the thesis has been composed by the student, and

- (b) either that the work is the student's own or, if the student has been a member of a research group, that the student has made a substantial contribution to the work, such contribution being clearly indicated in the declaration, and
- (c) that a student who does not hold the degree of BDS, as appropriate, from the University of Edinburgh has undertaken a substantial proportion of the work (greater than 75%) contributing to the thesis while in post in South-East Scotland *, and
- (d) that the student has not submitted the thesis in candidature for any other degree, postgraduate diploma or professional qualification .

** For this purpose, South-East Scotland is the areas covered by the Borders, Fife and Lothian Health Boards.*

99. Two copies of the thesis, three if you are/have been a member of staff, must be submitted to the College Postgraduate Researcher Experience Committee for examination. Copies of the thesis shall remain the property of the University.

100. While author's copyright subsists in the thesis and in the abstract of the thesis, each student will be asked to grant the University the right to publish the abstract of the thesis approved and/or to authorise its publication for any scholarly purpose with proper acknowledgement of authorship.

101. The College shall appoint one internal examiner, who shall not have been the student's adviser, and one external examiner of the thesis. External examiners shall be of recognised eminence in the subject matter of the thesis and their appointment shall be subject to the approval of the College. In special circumstances more than one internal or external examiner may be appointed.

102. The examiners report to the College. They may judge a thesis satisfactory subject to specified modifications. In such circumstances the student will be permitted to graduate only after the College has received a statement, signed by the internal examiner, that the modifications have been made.

103. If in the opinion of the examiners the thesis is not of sufficient merit to justify the award of the degree, the student may be given the opportunity to resubmit the thesis provided that effect is given to any recommendation the examiners and the College may make regarding further studies or the format or content of the thesis.

104. If the thesis is deemed to be sufficiently worthy the College may award the Degree of DDS be conferred either with Distinction or with Distinction and the award of a Gold Medal.

Doctor of Veterinary Medicine and Surgery (DVM&S)

105. An applicant for the degree of Doctor of Veterinary Medicine and Surgery (DVM&S) must normally be:

- (a) a graduate of the University of Edinburgh of at least two years' standing, or a graduate of another approved University of at least three years' standing who has served as a member of staff (ordinary or honorary) of the University of Edinburgh for a continuous period of not less than two years, and

(b) registered to practise Veterinary Medicine within the United Kingdom, and

(c) have been engaged since graduation for at least one year either in scientific work bearing directly upon the student's profession or in the practice of Veterinary Medicine and Surgery.

106. A thesis for the degree of DVM&S must deal with one or more of the subjects of study in the curriculum for the degree of BVM&S of the University or with subjects arising directly from contemporary veterinary practice.

107. The grounds for the award of the degree of DVM&S are:

(a) the student must have demonstrated by the presentation of a thesis and by performance in an oral examination (unless this is exceptionally waived by College) that the student is capable of pursuing original research in the field of study relating particular researches to the general body of knowledge in the field, and presenting the results of the researches in a critical and scholarly way.

(b) the thesis must be an original work making a significant contribution to knowledge in or understanding of the field of study; contain material worthy of publication; show a comprehensive knowledge and a critical appreciation of the field of study and related literature; show that the student's observations have been carefully made; show the exercise of independent critical judgement with regard to both the student's work and that of other scholars in the same general field; contain material which presents a unified body of work; be satisfactory in its literary and general presentation, give full and adequate references and have a coherent structure understandable to a scholar in the same general field with regard to intentions, background, methods and conclusions.

108. An intending student shall submit to the College a suggested topic and description of the work on which the thesis will be based. A registration fee is paid upon initial registration, an annual advisory fee is paid at the beginning of each year of study (including the first year) and an examination fee is paid at the time of thesis submission. The student must also matriculate. After formal acceptance of the suggested topic and description, a period of normally at least 18 months must elapse before the thesis is submitted.

109. When the College accepts a student, an adviser, who will be a member of the academic staff or an honorary member of staff, will normally be appointed from whom the prospective student should seek advice.

110. A student must submit a thesis specially written for the degree and must not have submitted it in candidature for any other degree, postgraduate diploma or professional qualification. Material to be included in a thesis may be published before the thesis is submitted. The thesis must record the fact of such publication or take the form of bound publications with appropriate introduction and discussion. The thesis must conform to the Postgraduate Research Degree Assessment Regulations.

111. A student must incorporate in the thesis a signed declaration:

(a) that the thesis has been composed by the student and

(b) either that the work is the student's own or, if the student has been a member of a research group, that the student has made a substantial contribution to the work, such contribution being clearly indicated in the declaration, and

(c) that the student has not submitted the thesis in candidature for any other degree, postgraduate diploma or professional qualification.

112. Two copies of the thesis, three if you are/have been a member of staff, must be submitted to the College Postgraduate Researcher Experience Committee for examination. Copies of the thesis shall remain the property of the University. While author's copyright subsists in the thesis and in the abstract of the thesis, each student will be asked to grant the University the right to publish the abstract of the thesis approved and/or to authorise its publication for any scholarly purpose with proper acknowledgement of authorship.

113. The College shall appoint one internal examiner, who shall not have been the student's adviser, and one external examiner of the thesis. External examiners shall be of recognised eminence in the subject matter of the thesis and their appointment shall be subject to the approval of the University Court. In special circumstances more than one internal or external examiner may be appointed.

114. The examiners report to the College. They may judge a thesis satisfactory subject to specified modifications. In such circumstances the student will be permitted to graduate only after the College has received a statement, signed by the internal examiner, that the modifications have been made.

115. If in the opinion of the examiners the thesis is not of sufficient merit to justify the award of the degree, the student may be given the opportunity to resubmit the thesis provided that effect is given to any recommendation the examiners and the College may make regarding further studies or the format or content of the thesis.

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

Doctor of Engineering (EngD)

116. The EngD is a four-year doctoral level research and training programme worth 720 credits which leads to the award of an EngD degree. The EngD degree is equivalent in academic standing to a conventional PhD but is achieved through research which is much more industrially focused and which is designed to produce graduates who have a sound understanding of the business implications of industrial research activity.

Doctor of Engineering (EngD) in System Level Integration

117. The Doctor of Engineering (EngD) in System Level Integration is offered jointly by the University of Edinburgh, the University of Glasgow, Heriot-Watt University and the University of Strathclyde, and the awards are made jointly in the names of all four universities. The University of Glasgow is currently the Administering University and programme regulations will be found under the regulations of that University:

<http://www.gla.ac.uk/>

Doctor of Engineering (EngD) in Offshore Renewable Engineering

118. The Doctor of Engineering (EngD) in Offshore Renewable Engineering is offered jointly by the University of Edinburgh, the University of Strathclyde and the University of Exeter and the awards are made jointly in the names of all three universities. The University of Edinburgh is currently the Administering University and programme regulations and further information about the programme is available on the website of the Industrial Doctoral centre for Offshore Renewable Energy (IDCORE) <http://www.idcore.ac.uk/>

2. These Regulations, including Assessment Regulation (2013/2014), shall apply to degrees as set out in appendix 1 of this Resolution.

3. This Resolution shall supersede those parts of all previous Resolutions and Ordinances dealing with postgraduate regulations for degrees set out in appendix 1 and specifically revokes Resolution 19/2012.

4. This Resolution shall come into force with effect from the commencement of the 2013/2014 academic session on 1 August 2013.

For and on behalf of the University Court

SARAH SMITH

University Secretary

Appendix 1 to Resolution No. 34/2013

Degrees covered by these Regulations

Research Degrees

Doctor of Philosophy (PhD)
Master of Philosophy (MPhil)
MSc by Research (MScR)
Master of Research (MRes)

College of Humanities and Social Science

Master of Letters (MLitt)
Doctor of Education (EdD)
Master of Theology by Research (MTh by Research)
Master of Laws by Research (LLM by Research)

College of Medicine and Veterinary Medicine

Master of Medical Sciences by Research (MMedSci by Research)
Master of Veterinary Sciences by Research (MVetSci by Research)

College of Science and Engineering

Doctor of Engineering (EngD)

Higher Professional Degrees

College of Medicine and Veterinary Medicine

Doctor of Medicine (MD)
Doctor of Dental Surgery (DDS)
Doctor of Veterinary Medicine and Surgery (DVM&S)

Postgraduate degrees (by coursework)

Master of Science (MSc)

College of Humanities and Social Science

Doctor of Clinical Psychology (DClinPsychol)
Doctor of Psychotherapy and Counselling (DPsychotherapy)
European Masters in Landscape Architecture (EMLA)
Master of Architecture (MArch)
Master of Art (eca) MA (eca)
Master of Fine Art (MFA)
Masters in Architecture (MArch)
Master of Architecture (Studies) (MArch (Studies))
Master of Landscape Architecture (MLA)
Master of Architecture (Design) (MArch (Design))
Master of Architecture (Digital Media) (MArch (Digital Media))
Master of Architecture (Digital Media Studies) (MArch (Digital Media Studies))
Master of Business Administration (MBA)
Master of Counselling (MCouns)
Master of Chinese Studies (MCS)
Master of Education (MEd)
Master of Laws (LLM)
Master of Music (MMus)

Master of Nursing (MN)
Master of Public Policy (MPP)
Master of Social Work (MSW)
Master of Teaching (MTeach)
Master of Theology (MTh)

College of Medicine and Veterinary Medicine

Master of Clinical Dentistry (MClinDent)
Master of Public Health (MPH)
Master of Surgery (General Surgery) (ChM (General Surgery))
Master of Surgery (Trauma and Orthopaedics) (ChM (Trauma and Orthopaedics))
Master of Surgery (Urology) (ChM (Urology))
Master of Surgery (Vascular and Endovascular) (ChM (Vascular and Endovascular))
Master of Veterinary Sciences (MVetSci)

The University of Edinburgh

The University Court

13 May 2013

Resolutions

Consent having been graciously granted by Her Majesty in respect of Resolution No 17/2013 and no observations having been received from the General Council, the Senatus Academicus or any other body or person having an interest and in accordance with the agreed arrangements for the creation and renaming of Chairs, the Court is invited to approve the following Resolutions:

- | | |
|-------------------------|--|
| Resolution No. 17/2013: | Alteration of the title of the Regius Chair of Forensic Medicine |
| Resolution No. 18/2013: | Foundation of a Chair of Tomographic Imaging |
| Resolution No. 19/2013: | Foundation of a Chair of Synthetic Biology |
| Resolution No. 20/2013: | Foundation of a Chair of Design Informatics |

Dr Katherine Novosel
May 2013

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 17/2013

Alteration of the title of the Regius Chair of Forensic Medicine

At Edinburgh, the Thirteenth day of May, Two thousand and thirteen.

WHEREAS the University Court deems it expedient to alter the title of the Regius Chair of Forensic Medicine confirmed by Ordinance 426 Edinburgh No. 129;

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

AND WHEREAS the Chair dealt with in this Resolution is in the patronage of the Crown and Her Majesty has signified her assent to the change in title:

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

1. The Regius Chair of Forensic Medicine shall hereafter be designated the Regius Chair of Medical Science.
2. This Resolution shall come into force with immediate effect.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 18/2013

Foundation of a Chair of Tomographic Imaging

At Edinburgh, the Thirteenth day of May Two thousand and thirteen.

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

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 Tomographic Imaging 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 March Two thousand and thirteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 19/2013

Foundation of a Chair of Synthetic Biology

At Edinburgh, the Thirteenth day of May, Two thousand and thirteen.

WHEREAS the University Court deems it expedient to found a Chair of Synthetic 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 Synthetic Biology in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with immediate effect.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 20/2013

Foundation of a Chair of Design Informatics

At Edinburgh, the Thirteenth day of May, Two thousand and thirteen.

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

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 Design Informatics in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with immediate effect.

For and on behalf of the University Court

SARAH SMITH

University Secretary

The University of Edinburgh

University Court

13 May 2013

Update from Sub Group Reviewing SBS Trustee request

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

This paper summarises the actions taken and the response received with regards to the formal request for a cash contribution to the Staff Benefits Scheme (SBS) by the Scheme Trustees. The request was considered by a sub-group of Court, and their report is attached for information.

Action requested

Court is invited to note the status of the report and that the SBS Trustees will formally respond once the new Chair is in place.

Resource implications

Does the paper have resource implications? The sub group has recommended that the University should not make additional cash contributions at this time. There are potential longer term implications if the deficit recovery plan does not succeed, or if the scheme deficit worsens further.

Risk assessment

Does the paper include a risk assessment? No

Equality and diversity

Has due consideration been given to the equality impact of this paper? No

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

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Terry Fox
Assistant Director of Finance
6 May 2013

To be presented by

Phil McNaull
Director of Finance

Update from Sub Group Reviewing SBS Trustee request

Introduction

In November 2012 the Trustees of the University of Edinburgh Staff Benefits Scheme (SBS) wrote to the Director of Finance following the initial results of the 2012 actuarial valuation of the Scheme. As well as outlining the background and assumptions underlying the valuation the letter requested that the University make a cash contribution to the Scheme to improve the current funding position and reduce the deficit recovery period to a preferred sub 10 year timescale.

Given the conflicted role of the Director of Finance (who also acts as Trustee to the Scheme) an independent sub group of Court was established to assess the request and respond on behalf of the University.

Process

A sub group of Court was established (comprising Sherriff Principal Bowen (in the Chair), Dr Chris Masters and Mr David Bentley) and provided with relevant background information (including previous valuations, Scheme updates, communications from The Pensions Regulator (TPR) and Trustee minutes). The sub group agreed their remit (see Appendix 1) and engaged Mercers, as independent advisors, to assess the assumptions used in the latest valuation by the Scheme actuary (Aon Hewitt). The sub group met on 11th March 2013 to consider the report from Mercers and the other information provided. A report to the SBS Trustees was issued on 21st March 2013 (see Appendix 2).

Conclusions of Sub Group

The sub group concluded that the University should not make a cash contribution to the Scheme at this time for the following principle reasons:

- Despite carrying considerable cash balances and returning better than expected annual surpluses in the last two years the University has very modest levels of uncommitted cash. Significant balances are held for continued capital investment as well as sizeable balances held in advance for use on restricted projects. The continued investment of University cash balances in core activity was held to be a more prudent use of resource;
- The covenant of the University remains extremely strong, and this is reflected in the assumptions used in the valuation;
- The impact, on the recovery period, of a lump sum investment of £5m would be essentially immaterial. A similar impact could be achieved by modifying the technical provisions of the valuation slightly.

The sub group also considered the status of the SBS compared to similar schemes offered by other Universities and concluded that recovery periods were similar and core assumptions were consistent. Contribution rates for SBS are already at the upper end of the scale.

The sub group further considered that the long term sustainability of the SBS might be considered if the Scheme deficit fails to be recovered as planned, or if the impact of external factors (such as the end of contracting-out) adversely affects contribution rates for both the University and Scheme members.

Response of SBS Trustees

The Chair of the SBS Trustees responded on 17th April 2013 relaying disappointment at the outcome and noting that the position would be alerted to the other trustees and the Scheme actuaries. A formal response will be issued following the Trustee meeting planned for 14th May 2013; this has been delayed somewhat by the change in Chairman of the Trustee board. Any further communication will be relayed to Court to conclude this matter (or initiate next steps).

Action

Court is invited to note the status of the response to request of the SBS Trustees.

Terry Fox
Assistant Director of Finance
May 2013

Sub Group of Court to consider the request from the SBS Trustees for the University to contribute cash to the Staff Benefits Scheme in order to reduce the scheme deficit

Group Members

Sherriff Principal Bowen - Convener
Mr David Bentley
Dr Chris Masters

Remit

To independently review the request made by the Trustees of the SBS for a cash contribution to reduce the overall deficit of the Scheme and shorten the period of the proposed recovery plan. The Sub Group will listen to the perspective of the Trustees and of the University and with reference to all relevant documentation will conclude whether to accede to the request or not, and provide reasons which will ultimately satisfy The Pensions Regulator (TPR) if the decision not to inject cash into the Scheme is reached. The Group is invited to make any other comments / recommendations as appropriate.

Process

To expedite the process, if the group is content, Mercers have been asked to independently assess the assumptions made in the Aon Hewitt valuation report (2012) bearing in mind the underlying strength of the University covenant, and their conclusions will be made available to the members of the Sub Group for consideration. Additional information to be provided will be the previous valuation from 2009 (including the current recovery plan and the response from TPR)), and any relevant updates from 2010 and 2011.

The SBS Trustees will present their case for the contribution to be made; in a separate meeting the University will explain its response to the request. It is hoped that the Sub Group is able to formulate a view which represents the formal response to the request. Should the view of the Group be that a payment should be made then the value of this payment should be identified and explained. Equally, if it is found that no payment should be made the reasons for this decision should be explicit in order that the Trustees can demonstrate to the TPR that they have made appropriate representation.

Timing

It is hoped that Mercers will provide their analysis by the end 1st March, and that meetings can be arranged for the following week (w/c 4th March) in order that a conclusion can be reached swiftly. The 2012 valuation cannot be closed off until there is agreement about the recovery plan to be in place.

Documents to be provided

2012 Valuation Report
2009 Valuation Report
TPR Response to 2009 Recovery Plan
Mercers Report on assumptions made in 2012 Valuation Report
Exchange of letters between the Trustees and the University
Presentation by the Director of Finance to the SBS Trustees
Any other relevant updates relating to valuation assumptions which have been before the Trustees

Contact and Support

Main contact for this review process will be Terry Fox, Assistant Director of Finance (0131 650 2166)

Sub Group Response to SBS Trustees, 21st March 2013

As you are aware a sub group of the University Court has been established to consider the request that was received by the University from yourselves initially in November 2012 and more recently on 25th January 2013. The request was for a lump sum contribution of £5m to the Scheme, in addition to annual contributions of 27.8% of payroll, which would result (all other assumptions remaining constant) in a reduction in the deficit recovery period from 13.75 to 12.5 years.

Having considered the results of both the current and previous triennial valuations along with interceding updates and having taken independent professional advice as to the assumptions used, we have concluded that we cannot support the request for an additional lump sum to be paid by the University at this time. There are three broad reasons for making this assessment:

1. The University has shown that despite carrying significant levels of cash on the balance sheet and returning better than budgeted surpluses for the past 2 years, the level of cash which is uncommitted is relatively modest given the overall scale of resources and impending planned expenditure. We consider that an injection of £5m into the SBS Fund is unaffordable at this time with continued investment in the core business of the University being held to be the prudent course.
2. The covenant of the University remains extremely strong and, although this is reflected in the assumptions underpinning the valuation, we feel that the guarantees this provides are sufficient at this time.
3. We consider that the impact (on the recovery period) of the lump sum being sought is essentially immaterial (for example a similar reduction could be achieved by modifying the technical provisions slightly: an increase in the discount rate by a modest 0.1% would achieve the same result).

We have observed that the current contribution rate of 27.8% is at the upper end of rates payable in similar schemes used by Institutions across the sector. Additionally, the current recovery period, whilst by no means the shortest, is not out of line with comparator schemes. We are satisfied that the assumptions used in the triennial valuation are, in the main, appropriate.

Given the nature of the scheme, the existing contribution rates and the continued size of the deficit we consider that it may be in the best interests of the University to consider the funds' long term sustainability ahead of making lump sum contributions which will have only a minimal effect on the currently estimated recovery period and do little to improve the longer term viability of the Scheme.

It is our view that we have been provided with sufficient information to come to the above conclusion. We would however be pleased to receive your thoughts and comments but, unless there is new information to be considered, we do not believe a meeting would be necessary to conclude the matter as we appreciate that this should be completed as quickly as possible so that the valuation exercise can be concluded.

Yours Sincerely

Sherriff Principal Bowen
Chair of Court Sub-Group

The University of Edinburgh

The University Court

13 May 2013

D4

Donations and Legacies to be notified

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

A report on legacies and donations received by the University of Edinburgh Development Trust from 1 February to 26 April 2013, prepared for the Meeting of Court on 13 May 2013.

Action requested

For information.

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk assessment? No, not applicable.

Equality and diversity

Has due consideration been given to the equality impact of this paper? N/A

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the effective conduct of public affairs.

Originator of the paper

Ms Kirsty MacDonald
Executive Director of Development & Alumni Engagement / Secretary, University of Edinburgh
Development Trust.

The University of Edinburgh

The University Court

13 May 2013

**Schedule of Dates of Meetings in Session 2013-2014
of the University Court**

The following dates and venues have been set for meetings of Court during the academic session 2013-2014:

16 September 2013	Informatics
4 November 2013	School of Chemistry, Kings Buildings
9 December 2013	Old College
17 February 2014	Venue to be confirmed
12 May 2014	The Roslin Institute, Easter Bush
23 June 2014	Edinburgh Centre for Carbon Innovation (To be confirmed)

In addition, there will be two Court Seminars held during the 2013/2014 session:

16 September 2013	Informatics
24 March 2014	Peffermill Playing fields

There will also be an induction event held on 2 September 2013 in Old College.

Dr Katherine Novosel
Head of Court Services
May 2013