

## The Royal Central School of Speech and Drama

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# ETHICAL POLICY FRAMEWORK

**Last updated and approved by Governing Body  
27 November 2017.**

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NB: Reference has been made to CIHE Guidance

## 1. INTRODUCTION

### 1.1 Background

The purpose of this document is to provide guidance on the ethical policy framework and processes through which The Royal Central School of Speech and Drama (Central) seeks to undertake its activities. Central is a Higher Education Institution under the provision of the Education Reform Act 1988 and the Further and Higher Education Act 1992 and a Federal member of the University of London. It is incorporated as a Company Limited by Guarantee and is an Exempt Charity. The principal regulator is currently the Higher Education Funding Council for England (HEFCE) and the accountability requirements in respect of public funding are set in the agreed Memorandum of Assurance and Accountability. The Office for Students (OfS) will succeed HEFCE as principal regulator on 1 April 2018. In fulfilling its mission and purpose, Central is committed to complying with the obligations of social responsibility, including the protection of human rights, civil liberties and the natural environment. Integral to this is Central's collective commitment to high ethical standards across all activities and the promotion of health and wellbeing.

Central aims to create a dynamic and inspiring culture which supports innovation and creativity. The global environment is ever-changing with uncertainty and the ways in which we operate have become more complex. It is important that we define our collective ethical vision and set out the values, policies, procedures and standards that guide the way we work. Central embraces the principles of ethical awareness and practices throughout its activities and the development of a culture where staff, students, visiting professionals, collaborators and other stakeholders feel comfortable about raising and discussing ethical issues.

#### **Central's vision and mission values**

*"To be a world-leading institution of the theatrical and performing arts. Placing students at the centre of its work, Central develops practitioners and researchers who shape the future of theatre and performance across the UK and beyond".*

Central's Academic Strategy outlines the key aims in relation to Learning, Teaching and the Student Experience, and to Research. In setting out these objectives and activities, Central has due regard to the Charity Commissioner's guidance in relation to public benefit and on the advancement of education and fee charging.

Central's work is guided and informed by its belief and commitment to:

**inclusiveness** – respecting people, valuing diversity and maintaining equality;  
**participation** – valuing and recognising the contributions of individuals;  
**quality** – striving for excellence through continued improvement; and  
**openness** – encouraging fairness and transparency and a commitment to a culture of teamwork and collaboration.

## **Academic Freedom**

Central has regard to the need to ensure that academic staff have freedom within the law to question and test received wisdom and to put forward new ideas and controversial and unpopular opinions. Central values such academic freedom as it pushes the boundaries of ground-breaking research in pursuit of new knowledge. However, activities will always require formal ethical consideration to minimise harm to participants or the environment. As such, Central is committed to carrying out its teaching, research and activities within an ethical framework. Central is committed to:

- maintaining the distinctive ethos as a world leading HE conservatoire at the crossing-point of HE, industry and community. This consists of a fluid combination of scholarship and research, industry-related vocational training and research-informed teaching;
- recognition that enhancement of learning is a project for staff and students alike, and that it takes many forms and relationships;
- active encouragement of diversity as a basis not only for an enriched learning experience but also for an enhanced working environment;
- opening doors to disciplines for new thinkers, makers and practitioners in dispersed and diverse communities and seeking to lead participation in varied but interrelated communities of interest and study.

In achieving these aims:

- Central's operations and reputation are based on the seven core principles of public life, namely: selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- Central requires and maintains the highest ethical standards in carrying out its operations. Staff, students, governors, visiting professionals and collaborators are expected to act according to Central's ethical principles. Unethical practice of any sort will not be tolerated. The institution will monitor ethical performance regularly and will produce regular reports about its performance.

We hope this Framework provides useful and practical guidance on ethical issues. Members of the Central community are encouraged to seek advice or raise any ethical concerns. You can raise matters with your line manager, course tutor, or with a member of the Executive Management Group (EMG).

Signed by:



.....

Principal

## **1.2 Purpose and Use**

This framework:

- a) Describes how Central attempts to embody its values in principles and practice.
- b) Acts as a central link to the policies, processes, procedures and information in relation to ethical matters across the institution's activities and constituencies.
- c) Provides guidance on addressing dilemmas about institutional, staff or student conduct and directs individuals to where they can obtain further assistance.
- d) Applies to all members of the Central community, including staff, students, members of the governing body, as well as visiting lecturers and students and to all of Central's operations. Partners, collaborators and contractors will also be expected to work within this framework.

## **1.3 How is the framework used**

This framework cannot address or anticipate all likely ethical dilemmas. It is intended to guide staff and students in how to act with integrity, good conscience and sound judgement at all times.

Central is collectively committed to regular and meaningful engagement with its stakeholders regarding its activities in general, including ethical principles and practice. The framework was produced in consultation with Central's main stakeholder groups and approved by the Governing Body.

This framework should be used alongside Central's staff and student policies, codes and guidance.

This framework will be reviewed regularly by the Executive Management Group and any revisions will be presented via the Audit Committee for Governing Body approval.

## **1.4 Framework Structure**

This framework is structured to set out Central's Ethical Principles, reflecting the connection to Central's Corporate Plan and its underlying sub-strategies and related plans.

It addresses each area of Central's activity and detailed Codes of Practice, related policies and further guidance in specific areas are referenced. When issues arise in any one area of activity, Central's aim is to consider any possible implications across all other areas.

A specified senior post-holder has responsibility for each identified area of activity (see Annex)

### **1.5 Challenging Unethical Behaviours – How to speak up**

Maintaining high standards of professional conduct is central to everything we do. We expect staff, students, governors and contractors to adopt high standards of professional integrity giving due consideration to the ethical, social, equality, sustainable and environmental implications before making decisions or undertaking activities. We strive to be socially responsible with high ethical standards. A Research Ethics sub-committee, reporting to the Research Committee, is in place to review and advise on any formal issues raised relating to research activities (see Section 11 for terms of reference and membership). All other formal Committees include a standing agenda item where relevant ethical questions may be raised.

Any member of the Central community may challenge the School if in good faith they feel standards as set out in this framework have not been met in relation to organisational or individual ethical behaviour.

Initially, such challenge should be discussed locally, for example with a tutor, supervisor, line manager, department/section head or the Dean of School.

If a resolution cannot be found then contact should be made with the responsible person for the area of activity (see Annex) in which the challenge is made.

If a resolution still cannot be found then this responsible person will ensure that the matter is passed to the appropriate Committee dealing with this area of responsibility or to the Executive Management Group for resolution.

In addition, in accordance with the Public Interest Disclosure Act, Central's 'Whistleblowing Policy' sets out arrangements for individuals to raise serious concerns about malpractice or serious wrongdoing in ways which will protect them from reprisal. This policy is particularly intended to cover concerns which are in the public interest and will be treated in a confidential and sensitive manner.

### **1.6 Implementing and Monitoring the Code**

To ensure the Code is implemented and up-to-date, the following steps will be taken:

#### **A. Training**

Familiarity with the Ethical Policy Framework is included within induction processes and the School will ensure that all in Central are familiar with the controls and governance relevant to their roles.

#### **B. Monitoring**

Senior post-holders across the School have been identified who will help to implement the code within their area of activity. The Research Ethics

Sub Committee and other School Committees will work with the Executive Management Group to ensure that Central abides by the Code wherever and with whomever the School does business.

**C. Self Certification**

Periodically colleagues may be asked to provide a written certification that they have reviewed and understood the Code and Framework and have complied with its standards, and also that they are not personally aware of any violation of the code by others. This certification is a pledge to live up to the code and its expectations and to promptly raise concerns about any situation which may violate it.

**D. Framework review**

To ensure the content is current, the Framework will be reviewed on an annual basis.



## **2. RESEARCH PRINCIPLES**

### **2.1 Staff and Postgraduate Research**

Research at Central is characterised by diversity and internationalism, and informed by the industry connections of the staff, bridging the creative industries and the academy, and producing a range of outputs relating to theatre and performance practices and practice research.

Our aims are:

- To undertake and disseminate research of the highest quality, across a range of forms within academic contexts and with a reach to local, national and international communities.
- To unite creativity and intellectual enquiry with professional practices and radical innovation.
- To investigate (through exploratory, innovative practice and scholarship) theatre and its ongoing relevance to, and impact on, culture and society.
- To develop an ethos that combines theoretical pursuits with an understanding of the intellectual needs and aspirations of contemporary professional practice – through experiment, innovation and critical enquiry.
- To provide ethical leadership to the discipline across areas of advocacy, legacy and innovation.
- To promote and engage in research-led and research-informed teaching.
- To offer graduate training of the highest order, educating future generations of theatre researchers and innovative practitioners.

### **2.2 Supporting policies and guidance**

The [Research Conduct and Ethics Handbook](#) provides staff and students with detailed guidance on best practice in undertaking research to an appropriate ethical, legal and professional standard, and includes related policies, procedures and guidelines. The Handbook is reviewed and updated on a yearly basis by the Academic Registrar and the Research Ethics Subcommittee which reports to the School's Research Committee.

Central endorses the Universities UK's Concordat to support research integrity which has provided the HE sector with a national framework for good research conduct and its governance. Central's related policies and procedures align with the Concordat and are consistent with other relevant sources of sector best practice, in particular the policies on good research conduct provided by Conservatoires UK and Research Councils UK.

General ethical issues relating to undergraduate and MA projects are considered by the Research Ethics sub-committee. Ethical approval for projects led by Research Degree students and staff is administered through the Research Ethics Sub-committee and then handled by the [Conservatoires UK Research Ethics Committee](#) of which Central is a member.

### 3. TEACHING AND LEARNING PRINCIPLES

#### 3.1 **Teaching and Learning Values**

At Central we identify, inspire and equip cultural leaders to develop the future of our theatre industries. By creating new challenges in our training environments, and establishing ourselves as a world-leading centre for performance research excellence, we aspire to foster a climate of creativity, artistry and innovation.

We also employ a great number of industry professionals who also teach, drawing on their current innovative practice.

We have recognised expertise in the areas of drama education and pedagogy; acting and actor-training; technical theatre and technical production management; applied and social theatre; directing; stage management; scenography and design; voice; movement; drama therapy; and cultural histories of performance.

#### ***Close relationship with creative industries***

Crucially, much of our teaching operates at the intersection with industry and is realised with partners from a range of sectors, including theatres, local authorities, NGOs, charities, educational institutions, cultural festivals, and the museum sector. These partners are based in the UK and in many other countries around the world. Learning very often takes place within a particular social context such as a theatre, a community based project, a prison, another performance training institution etc.

#### ***Research and Knowledge-exchange in teaching***

The convergence of teaching, scholarship, innovation and research as interrelated activities within a single eco-system of specialist knowledge production, exchange, innovation and impact, is a feature of the culture at Central. Many members of teaching staff are research active and there is an MPhil/PhD community. Research and teaching inform and enhance each other at Central.

In addition, the International Network for Voice and the International Community for Movement are hubs for the ongoing professional updating of movement and voice teachers, directors and other movement and/or voice practitioners working in theatre, actor training and allied fields. Current students benefit from access to these hubs.

Our Learning, Teaching and Student Experience plan, together with the Research plan, forms Central's Academic Strategy. This gives an idea of what we are hoping to do and how we plan to go about it.

### **3.2 Student Recruitment**

Central is committed to transparent and fair recruitment and admissions processes. Central offers opportunities to applicants from varied educational backgrounds who can demonstrate that they have the capacity to study as above, to benefit and to succeed. The selection process considers not only educational qualifications, but also evidence of aptitude and motivation. Central values learning from prior experience and particularly welcomes mature students who return to formal study.

Central's Single Equality Scheme and policy statements apply to the admission process and the same criteria for selection for each course applies to all applicants.

Central is committed to widening access and engages in a range of activities in support of outreach and fair access.

The admissions process is set out in Central's Student Admissions Handbook.

### **3.3 Student Experience**

At Central we put students' future careers at the centre of everything we do so that they have every chance of success as a specialist in their subject. The student experience and a collaborative approach to learning are at the heart of Central's mission; we aim to support all our students to become employable and successful in their careers. We encourage our students to reflect critically on their practice and develop their own learning experience, giving scope to experiment in a supportive environment and ensuring an unrivalled education.

Central is committed to supporting students and recognises the importance of a student's health and wellbeing in relation to their academic progression and wider college experience. The School has a responsibility to support students to feel and function well in order to maximize their potential whilst at the School and we have a range of support services and supportive practices in place.

Central prides itself on its curriculum, which we regularly examine and revise to ensure that we consider issues of equality, diversity and inclusivity, at all levels and in all courses.

While recognising the importance of historical tradition and practices, we believe that training students for world-leading roles in the creative and cultural industries and disciplines requires consideration of these crucial issues for today and the future.

We are not simply responsive to legislative duties, but seek to proactively promote equality, eliminate discrimination and foster good relations through the curriculum, regularly reviewing the management, design and delivery of learning, teaching and assessment so as to fundamentally incorporate equality and inclusivity.

In developing and adapting our courses, staff regularly consider both the importance of canonical texts as well as historically underrepresented groups. We believe that good pedagogy, like good theatre, is fundamentally connected to global citizenship in our diverse world and we seek to embed equality, diversity, and liberatory practices throughout all of our teaching in order to ensure a fair basis for all students and to develop world-leading artists and thinkers.

We recognise that definitions of diversity and equality are constantly changing and include race, ethnicity, gender, sex, sexual orientation, religion, class, ability, age, and nationality, among other vectors; considering all of these across our courses we believe that we provide an open and inclusive environment best suited to produce 21st century leaders.

Central sets out clear standards of behaviour that are required both for its staff (including visiting professionals) within its Standards of Professional Conduct, and for all students during their time as a registered student, within the Student Code of Conduct.

The Student Charter sets out what a student can expect of Central and what Central expects from its students, with the expectation that all staff and students will conduct themselves in a professional, courteous and inclusive manner.

Alleged breaches of the student code of conduct or the Standards of Professional Conduct (staff) will lead to investigation and/or disciplinary procedures.

Central has processes to listen and respond to student complaints and appeals so that students can raise matters of genuine concern with appropriate levels of confidentiality and without fear of disadvantage.

Central's courses include a high level of practical skills training and the health and safety of students both on campus and on placements, is of paramount concern.

### **3.4 Social Impact and Engagement**

The work that is undertaken at Central has impact beyond the institution. Curriculum projects as well as staff's scholarship, innovation and research projects engage with people and communities nationally and internationally. Our work has impact in schools and other educational contexts; it has influenced industry practice; and many of our practitioners and researchers have collaborated with professionals in other sectors, such as health care and social work. Our expertise is used not only by other researchers in university or conservatoire contexts but also plays a role in informing work that is of benefit to society.

Our research has had impact in schools and other educational contexts; it has influenced industry practice; and many of our researchers have collaborated with professionals in other sectors, such as health care and social work. You can find out more about our current research collaborations and ventures on our research projects webpage, but here below there are links to some research realized by Central staff that has had a tangible impact on sound design in theatre and training in health care, and helped open valuable discussions in influential forums up to Parliamentary level.

Central's work has been described in three Impact Case Studies <http://impact.ref.ac.uk/CaseStudies/About.aspx>.

Central has an extensive network of visiting professionals and regional, national and international companies who provide placement opportunities for students. The School defines 'placement learning' as 'an agreed period of learning that is integral to a higher education programme and is usually achieved and demonstrated through engagement with an organisation outside of the course'. In such activity, the course team are not present or directly conducting the learning opportunities. Normally, placement learning will be with an external organisation; however there are a number of internal placements within the School.

We have a Code of Conduct for off-site work. All students working off-site (including on placement, research, projects and festivals) are reminded that they are ambassadors for Central. As such, they are expected to conduct themselves politely, co-operatively and positively at all times. Students should act according to the School's on-site Code of Conduct as well as to any off-site one.

Central expects all of its students undertaking work off-site to receive a full Health and Safety induction on the site of such work in the UK, and for the hosts to comply fully with the Health and Safety at Work Act 1974. Students are expected to make themselves familiar with their Health and Safety responsibilities whilst on placement and to ensure that they comply with them at all times. Those students undertaking off-site work overseas should familiarise themselves with any differences to Health and Safety procedures.

Central expects all its students to be appropriately supervised whilst working off-site and for there to be a nominated member of staff to act as a contact and to be the person in charge of that student during the period that they are working offsite. This contact person should be available at all times during the working week, or provide alternative contact arrangements where this is impracticable. In some cases, the individual will be a member of Central's staff, whilst at other times it is the responsibility of the host organisation.

Students embarking on off-site work abroad should thoroughly research the country and local area that they will be living and working in, and the customs, attitudes and beliefs of that culture. The same should be true of a student entering into an unfamiliar environment in the UK. It is also the student's

responsibility to ensure that they have appropriate legislative documentation to enable them to undertake work.

All students who are likely to come into contact with children or vulnerable adults whilst they are on placement or involved in any other curriculum or research work are required to have a Disclosure and Barring Scheme (DBS) check before commencing the work. DBS checks are managed by Academic Registry. Central's full DBS policy and procedure is available from Academic Administration.

### **3.5 Short Courses and Outreach**

Central offers short courses, bespoke business training and outreach activity that do not award academic credit or HE qualifications. Central's Learning Teaching and Student Experience Committee ensures that the quality and values of this work reflect the high standards set by Central's full-time higher education provision.

### **3.6 Innovation, Collaboration, and Partnership**

Central has a number of formal and informal collaborative relationships with a range of organisations, charities, community groups and industry professionals to provide unique learning and training experiences.

Central's Collaborations and Innovations Panel reviews and makes recommendations to Academic Board on proposals for strategic partnerships with external partners and collaborators. Such proposals will follow three stages of consideration:

- Stage 0 – where a potential collaboration or partnership is identified, this will be shared with the Chair of the Panel, who will indicate whether this opportunity should be pursued. This decision will be logged for future reference;
- Stage 1 – the Panel will consider the appropriateness of the partner's mission, aims and type in relation to the School and its standing as a public institution;
- Stage 2 – the mutual benefits of the opportunity, as well as the associated costs and risks, will be assessed and considered for recommendation to Academic Board for approval.

The quality assurance procedures underpinning the School's collaborative activity include memoranda of agreement that state the rights and responsibilities of each party and regular review and monitoring. Academic Board, through the Collaborations and Innovations Panel, will ensure that due diligence is undertaken on all new partnerships, including consideration of the organisation's mission statement, audited accounts and annual reports (where available). The Panel will also monitor the progress and cost effectiveness of collaborations. Where a partnership is terminated, the Panel, on behalf of Academic Board, ensures that the quality and parity of the student experience is maintained and assured during the winding-down period.

### **3.7 Supporting policies and guidance**

Relevant policies and student guidance are available in the following documents which are published on MyCentral.

- Student Charter
- Student Code of Practice
- Student Code of Conduct for Off-site work
- Supporting students Guide to Academic and Personal Tutoring
- Placements Handbook
- Single Equality Scheme
- Safeguarding Children and Vulnerable Adults Policy
- Discipline/Grievance Procedures
- Harassment and Bullying?
- Smoking Policy
- Alcohol and substance Policy
- Financial Regulations
- Freedom of Information Publication Scheme
- External Speaker Policy
- Health and safety policy and procedure
- Business continuity process
- Intellectual Property Policy
- Data Protection Policy
- Research Conduct and Ethics Handbook
- Whistleblowing Policy

Staff Contracts of Employment will also apply in this regard including:

- Conflict of Interest Policy
- Disclosure and Barring Scheme (DBS)
- Staff Code of Conduct
- Fraud Policy

## **4. HUMAN RESOURCE MANAGEMENT PRINCIPLES**

### **4.1 Human Resources**

Central celebrates and values a diverse workforce and is committed to providing a positive environment where staff are treated with dignity, respect and courtesy. Central is committed to diversifying the community further in an environment which is innovative, creative and distinctive and where the skills and abilities of each individual are valued free from discrimination, harassment or victimisation.

Central recognises staff excellence is crucial to its success. Central is committed to maintaining a workforce that is appropriately qualified, knowledgeable and experienced and supports and encourages continuous professional development and training which is aligned to strategic objectives.

Central is committed to providing an open and transparent working environment which is fair and supportive and supports employee health, safety and wellbeing. It is also committed to addressing any issues arising from gender pay gap analysis and reporting processes.

All staff are held responsible and accountable for upholding Central's equality and diversity policy and for complying with all of Central's policies and procedures.

All staff are required to declare actual or potential conflicts of interest. The School strongly advises against sexual relationships between staff and students (short or long-lasting). If such a relationship - however brief - does occur, staff must declare the relationship in order that appropriate measures are managed. Likewise all forms of sexual relationships between staff members within the same team or department - no matter how brief - must be declared so that they can be managed appropriately.

Staff may not directly be involved in the offer of contracts or purchase orders or authorise any payments for goods or services to any family member or connected party.

No member of staff or Governor may give, offer, receive or request money or anything else of value, either directly or indirectly through connected parties, which could be construed as being intended as a bribe.

When representing Central, staff should act courteously and respectfully and, when working overseas and dealing with students of different nationalities and backgrounds, should acknowledge specific traditions and cultures.

Central does not tolerate sexual, physical or mental harassment (including bullying) of or by its staff.



## **4.2 Supporting policies and guidance**

Relevant policies and guidance are available in the following documents which are published on MyCentral:

- Recruitment Process
- Contracts of Employment
- Pay Framework and Conditions of Service
- Single Equality Scheme
- Standards of Professional Conduct Policy
- Discipline/Grievance Procedures
- Grievance Procedures
- Smoking Policy
- Alcohol and Substance Policy
- Health, Safety and Wellbeing Policy
- Whistleblowing Policy
- Fraud policy
- Exit Interview Processes
- Expenses and Benefits Policy
- Freedom of information publication scheme
- Register of Interests
- Financial Regulations
- Dignity of Work Policy (under development)
- Pay and Promotion Policy
- Staff development processes
- Job Evaluation processes
- Guidance on Conflicts of interest and relationships at Work
- Register of Interests Reporting

## **5. FINANCE PRINCIPLES**

### **5.1 Finance and Budgeting**

Central must ensure its long-term financial sustainability in order to continue to meet its mission and objectives.

Income is generated from a wide range of sources to support investment in staff, resources and the teaching, research and learning environment in support of an enhanced student experience.

The setting of budgets is overseen by the Executive Management and approved by the Governing Body, along with associated policy and process. Central continuously seeks to provide value for money throughout its activities, and individual budget holders are accountable for ensuring appropriate financial controls and ensuring operations are cost effective within their areas of responsibility.

Financial operations must comply with the Financial Regulations. This includes the principles of proper segregation of duties, due diligence, integrity, independence and objectivity.

Central seeks suppliers, contractors and providers who share the institution's values and ethical principles. Central seeks to identify suppliers and contractors by way of open and fair processes with formal tendering where required. Our contracts contain appropriate clauses placing obligations on suppliers in relation to prevention of modern slavery or human trafficking. Central seeks to pay its suppliers and contractors in accordance with agreed terms.

Members of staff with budgetary authority must take proper account of any conflict of interest that may arise from that position. Such interests must be declared and recorded on the register of interest form.

Budget managers must follow procurement guidelines, ensuring that expenditure of Central funds on goods and services takes place with the highest levels of probity, ethics, public best value and transparency.

Members of the community must conduct business without the use of inducement, corrupt practices or acts of bribery.

The Financial Regulations give clear guidance on appropriate procedures and behaviours in respect of expenses and hospitality.

The Governing Body has established an Investment Committee for the monitoring of surplus and investment funds. Central expects its Investment Managers to take account of social, environmental and ethical considerations in the management of funds.

External auditors audit the annual financial statements and ensure: compliance with accounting policies and procedures; evidence of sustainability; and that funds are appropriately utilised for the purposes in which they were given.

Internal auditors test and provide an annual opinion on Central's internal controls, governance, risk management and value for money.

The work of the auditors is overseen by the Audit Committee which presents an annual report to the Governing Body and the Funding Council.

## **5.2 Supporting policies and guidance**

Relevant policies and guidance are available in the following documents which are published on MyCentral:

- Budget procedures
- Financial Regulations
- Delegated authority
- Investment/Treasury Management Policy
- Procurement Policy
- Freedom of Information Publication Scheme
- Scheme of Delegation
- Financial Forecasts
- Fraud Policy
- Annual Financial Statements
- Register of Interests Form
- Whistleblowing Policy
- Fraud Policy
- Financial Limits
- Value for Money
- Financial SORP
- Value for Money Policy

## **6. DEVELOPMENT AND FUNDRAISING PRINCIPLES**

### **6.1 Donations and Gifts**

Alongside applications to trusts and foundations, Central also builds relationships with individuals and various organisations, to provide support to implement Central's approved strategy.

Central has policies and procedures governing the receipt of donations and gifts including a process of due diligence, formal approval process and completion of a gift agreement. These procedures ensure appropriate checks against conflict of interest, ethical concern and potential fraud.

### **6.2 Alumni Relations**

Central values its continued relationship with alumni and welcomes their continued support through a range of mechanisms, including utilisation of skills and experience, and financial support. There are processes in place to ensure alumni relations processes are ethical and avoid any potential conflicts of interest.

### **6.3 Supporting policies and guidance**

Relevant policies and guidance are available in the following documents which are published on MyCentral:

- Development Policy – approval of charitable gifts
- Alumni relations processes
- Register of Interests
- Fraud Policy
- Whistleblowing
- Expenses Policy
- Charity law
- Financial Regulations
- Due Diligence Procedures

## **7. EXTERNAL RELATIONS PRINCIPLES**

### **7.1 Marketing and External Communications**

Central undertakes corporate promotion and brand development nationally and internationally through its marketing and communications team.

At Central we endeavour to ensure that all marketing and promotional materials are accurate at the time of publication and not misleading, and is designed to assist the recipients to make informed decisions. Central also attempts to make information as easily accessible as possible. A process of review and sign-off is undertaken prior to publication.

### **7.2 Supporting policies and guidance**

Relevant policies and guidance are available in the following documents which are published on MyCentral

- Publications checking procedures
- Publications guidance
- Advertising policy
- Website publication – open access to information
- Standards
- CMA

## **8. ESTATE MANAGEMENT PRINCIPLES**

### **8.1 Estate Maintenance and Development**

Central's campus maintains industry standard facilities which are fundamental to the delivery of the strategic plan.

Central keeps its Estate Strategy under regular review. This includes reviewing overall space needs to support the operations of Central, ensure appropriate investment in infrastructure to maintain an ethically sustainable estate. All space is held on the central timetable to ensure maximum utilisation and equity of allocation in accordance with approved validated course needs.

Central is committed to encouraging practices leading to environmental sustainability, working with staff, students and partners to make a major contribution to the sustainability agenda. Low carbon emissions and energy efficiency initiatives will apply to existing buildings and any new build projects.

At Central we endeavour to ensure value for money is achieved throughout its activities and particularly in relation to its maintenance contracts and procurement processes.

Central has a high regard for health, safety and wellbeing which is reflected in practices across the estate as noted in section 4. above.

### **8.2 Commercial Income Generation**

Central generates income through engagement in commercial activity which maximises Central's facilities and expertise in ways which are consistent with, and support, the core objectives of the School as an academic institution. All surpluses from such activities after full application of full economic costing are reinvested into the School.

We seek business partners who share the School's ethical principles and respect Central's values. Agreements are sought to ensure all staff engaged in the delivery of commercial services subscribe to adhere to Central's ethical framework, policies and procedures.

### **8.3 Supporting policies and guidance**

Relevant policies and guidance are available in the following documents which are published on MyCentral:

- Environmental Policy
- Waste Management Policy
- Carbon Management Plan
- Procurement Policy
- Tender Process
- Health, Safety and Wellbeing Policy

- Emergency Management Procedures
- Planned Maintenance Programme
- Space Management/Utilisation Programme
- Intellectual Property Policy
- Financial Regulations
- Costing and Pricing procedures
- Risk Assessment Processes

## **9. INFORMATION SERVICES PRINCIPLES**

### **9.1 Information Technology (IT)**

Central requires high quality information services to support delivery of the strategic plan. Information Technology permeates all aspects of teaching, research, learning and working, and must be closely aligned with the strategic and operational requirements across all areas of institutional activity to meet the demands of Central's learners and academic community and be responsive to academic developments, changing priorities and technological changes.

Central is committed to ensuring that the IT provision is fit for purpose, user driven, reliable and secure, resilient, accessible and provides value for money. Central seeks to promote and facilitate the proper and legal use of Information Technology by its students and staff, whilst ensuring appropriate storage, maintenance and security of data held in accordance with the Data Protection legislation.

### **9.2 Supporting policies and guidance**

Relevant policies and guidance are available in the following documents which are published on MyCentral:

- IT Five-Year Strategy
- IT Architecture Strategy
- Systems Security Policy
- IT Purchasing Policy
- Computer Systems Interception & Monitoring Policy
- User Resource Allocation Policy
- Acceptable User Policy
- Printing resources policy
- Data Protection and Records Retention Policy
- Email Policy
- Cyber Security Policy
- Disaster Recovery and Business Continuity Plan



## **10. GOVERNANCE PRINCIPLES**

### **10.1 Governing Body**

Central has a Governing Body which has a majority of independent members but also includes governors from the staff and student community with equal status and responsibilities.

The Governing Body aims for diversity and wide representation within its membership and the Nominations Committee regularly reviews the skills, experience and diversity of the membership and seeks out new members from the wider community. The website encourages expressions of interest to be sent to the Clerk to Governors.

No Governor receives remuneration for the work they undertake for the Governing Body. Any payments received by Governors are disclosed within the Financial Statements.

All Governors complete a 'Fit and Proper Person' declaration in accordance with Charity Commission guidance and are required to declare any interest or involvement in any external organisation for publication in the register of interest.

The Governing Body has adopted a statement of primary responsibilities published annually in the Report and Financial Statements.

The Governing Body monitors and approves Central's policy and procedures. The Governing Body offers constructive challenge to management and assures itself that processes are operating ethically across Central.

The Governing Body has adopted the core values of higher education governance as set out in the HE Code of Governance and including the principles of public life as set out by the Committee on Standards in Public Life.

### **10.2 Supporting policies and guidance**

Relevant policies and guidance are available in the following documents which are published on MyCentral:

- Corporate Governance Framework
- Statement of Governing Body Responsibilities
- Charity Trustee responsibilities
- Directorship responsibilities
- Fit and Proper Person declaration
- HE Code of Governance
- Register of Interest
- Declaration of Interest Guidance
- Articles of Association
- Scheme of Delegation

- Governor Lines of Accountability and Responsibility
- Governor Role Profile
- Risk Management Strategy and Processes
- Effectiveness Review Processes
- Incident Reporting Processes
- Sustainability Reporting Processes
- Annual Reporting review Processes
- Remuneration Policy and Processes
- UK Legislation and Financial SORP
- KPI and Dash Board Processes

## 11. RESEARCH ETHICS SUB-COMMITTEE

### 11.1 The Terms of Reference

**Purpose:** To ensure that due diligence is paid to all matters concerning ethics in research at the School.

### 11.2 Membership

Chair	To be confirmed
Ex Officio	Director of Research
	Associate Director of Research (Research Degrees)
	Head of Research Services
Nominated by the Director of Research	Four research-active members of staff
External Representative	Member of CUK's Research Forum

**Secretary:** Assistant Academic Registrar

**Quorum:** Four members present

**Frequency of Meetings:** As required

**Reports to:** Research Committee

#### TERMS OF REFERENCE

- i. To consider the general ethical issues that relate to research activities at the School (including research assignments within taught courses) which involve human participants or use of ethically sensitive material.
- ii. To ensure that appropriate ethical codes of practice are made available to staff and students involved in research projects, at all academic levels, and to keep the suitability and use of those codes under periodic review.
- iii. To review the ethical implications of individual project proposals, as referred to the Committee, and to authorise or reject proposals, or require additional measures to be taken as a condition of authorisation, or - at the discretion of the Committee - to refer proposals for an external expert opinion.

**Note:** *The sub-committee may be convened electronically when appropriate.*

Please note that nominated members will serve a minimum term of two academic years and a maximum term of three academic years.

## Annex

Section	Lead
1. Introduction	Principal/Deputy Principal
2. Research Principles	Director of Research
3. Teaching and Learning Principles	Director of LTSE Academic Registrar Director of LTSE Director of LTSE Academic Registrar
3.1 TL Values	
3.2 Student Recruitment	
3.3 Student Experience	
3.4 Social Impact and Engagement	
3.5 Collaboration and Partnerships	
4. HR Principles	Deputy Principal/Director of HR
5. Finance Principles	Deputy Principal
6. Development Principles	Principal/Director of DEA
7. External Relations Principles	Principal/Director of DEA
8. Estate Management Principles	Deputy Principal
9. Information Services Principles	Deputy Principal
10. Governance Principles	Deputy Principal
11. Research Ethics Committee	Director of Research