



## Community Board Quarterly Meeting

Thursday 12 May, 2-4pm

Torridon Room, Charles Stewart House & Microsoft Teams

**Chair:** Dave Gorman, Director of Social Responsibility and Sustainability

**Attending:**

Sarah Anderson, Community Engagement Programme Manager, Social Responsibility and Sustainability

Katrina Castle, Head of Strategic Partnerships and Transitions, Student Recruitment and Admissions

Patricia Erskine, Head of Stakeholder Relations & Policy Officer, College Office – CAHSS

Ian Fyfe, Senior Lecturer, Moray House School of Education and Sport, IECS

Gemma Gourlay, Head of Social Impact, Department of Social Responsibility & Sustainability

Christina Hinds, Development Worker: Organisational Development & Capacity Building, EVOC

Hazel Lambert, Interim Head of Communications, Engagement and Marketing, College of Medicine and Veterinary Medicine

Anne-Sofie Laegran, Head of Knowledge Exchange and Impact, Edinburgh Research Office

Lesley McAra, Assistant Principal Community Relations and Director of Edinburgh Futures Institute

Jacky MacBeath, Head of Museums, Museums

Derek MacLeod, Head of Global Partnerships, Edinburgh Global

Lauren McLeron, Communications Manager (Finance and Community Engagement) – maternity cover

Lynn McMath, Interim Deputy Director Stakeholder Relations, Communications and Marketing

James Mooney, Director of Open Studies, Centre for Open Learning (cover for Kate McHugh)

Cameron Ritchie, Depute Director and Head of Operations, University Sport and Exercise

Sean Smith, Director of the Centre for Future Infrastructure, Institute for Infrastructure and Environment

Zoe Stephens, Head of Organisational Development and Change, Estates Management Group

Stuart Tooley, Community Relations Manager, Communications and Marketing

**Apologies:**

Eppy Harries-Pugh, Communications Manager (Finance and Community Engagement), Social Responsibility and Sustainability (on maternity leave)

Kate McHugh, Director of Open Studies, Centre for Open Learning (on maternity leave)

**In Attendance:**

Anne Douglas, Community Engagement Administrator & Projects Coordinator

Sarah Hoey, Immigration Legal Adviser, Edinburgh Global

Cathy Southworth, Community Science Engagement Manager, Centre for Regenerative Medicine

## Agenda

	Time	Item	Paper (closed/ open)
1.	2.00pm	Ukraine response: Lessons learned and actions for members of Community Board ( <b>Derek MacLeod</b> )	C (open)
2.	2.25pm	Approval of meeting minute of 10 February 2022 ( <b>Dave Gorman</b> )	A

3.	2.30pm	Matters Arising, not otherwise covered in the agenda ( <b>Dave Gorman</b> ) - Community engagement in curriculum transformation programme ( <b>Lesley McAra</b> ) - Update on Edinburgh Poverty Commission work ( <b>Stuart Tooley</b> )	-
4.	2.45pm	Introduction to Gemma Gourlay, Head of Social Impact ( <b>Dave Gorman, Gemma Gourlay</b> )	-
5.	2.55pm	Introduction to Lynn McMath, Interim Deputy Director (Stakeholder Relations) ( <b>Lynn McMath, Stuart Tooley</b> )	-
6.	3.00pm	May 2022 local council election results – Edinburgh and Midlothian ( <b>Lynn McMath</b> )	-
7.	3.10pm	University response to Edinburgh Partnership Community Plan 2022-2028 ( <b>Stuart Tooley</b> )	B (open)
8.	3.20pm	Standing item: Community Plan implementation – progress, risks and issue ( <b>Sarah Anderson, Stuart Tooley</b> ) <i>Please see <a href="#">Tracker</a></i>	D (open)
9.	3.40pm	Standing Item: Community Team and Communications update ( <b>Sarah Anderson/Stuart Tooley</b> ) <i>Paper for information</i>	E (open)
10.	3.50pm	AOB	-
11.	4.00pm	Meeting close	-

## UNIVERSITY OF EDINBURGH

## MINUTE OF A MEETING of the Community Board held via MS Teams on Thursday 10 February 2022

- Present:** Lesley McAra, Assistant Principal Community Relations and Director, Edinburgh Futures Institute (LMcA) (Chair)  
 Sarah Anderson, Community Engagement Programme Manager (SA)  
 Katrina Castle, Head of Strategic Partnerships and Transitions, Student Recruitment and Admissions (KC)  
 Gavin Donoghue, Deputy Director, Stakeholder Relations, Communications and Marketing (GD)  
 Patricia Erskine, Head of Stakeholder Relations & Policy Officer, College Office – CAHSS (PE)  
 Ian Fyfe, Senior Lecturer, Moray House School of Education and Sport, IECS (IF)  
 Christina Hinds, Development Worker: Organisational Development & Capacity Building, EVOC (CH)  
 Anne-Sofie Laegran, Head of Knowledge Exchange and Impact, Edinburgh Research Office (ASL)  
 Hazel Lambert, Public Engagement with Research Manager, College of Medicine & Veterinary Medicine (in place of Jen Middleton, now on secondment) (HL)  
 Matthew Lawson, Senior SRS Programmes Manager (secondment), Social Responsibility and Sustainability (interim member until Head of Social Impact appointed)  
 Jacky MacBeath, Head of Museums, Museums (JMacB)  
 Derek MacLeod, Head of Global Partnerships, Edinburgh Global (DM)  
 James Mooney, Director of Open Studies, Centre for Open Learning (cover for Kate McHugh)  
 Cameron Ritchie, Depute Director and Head of Operations, University Sport and Exercise (CR)  
 Sean Smith, Director of the Centre for Future Infrastructure, Institute for Infrastructure and Environment (SS)  
 Stuart Tooley, Community Relations Manager, Communications and Marketing (ST)
- In attendance:** Anne Douglas, Community Engagement Administrator & Project Coordinator (AD) (minute)
- Apologies:** Dave Gorman, Director of Social Responsibility and Sustainability (DG)  
 Eppy Harries-Pugh, Communications Manager Finance & Community Engagement (EHP)  
 Beth Simpson, EUSA VP Community (BS)  
 Zoe Stephens, Head of Organisational Development and Change, Estates Management Group (ZS)

**1 Approval of meeting minute, 18 November 2021**

A

The Community Board minute of 18 November 2021 was approved.

**2 Matters Arising, not otherwise covered in the agenda**

*The following italicized items were noted in an Action Points tracker, but not raised in the meeting:*

- (1) Minute item 2(2) – Matters Arising, Community Plan tracker – this remains partially completed.  
*Action: All – continue to update the [Tracker](#)*
- (2) Minute item 2(6) – Matters Arising, Reporting on year 1 of the Community Plan – this will be covered in a wider paper to be presented by Matthew Lawson at the SSCR Committee.
- (3) Minute item 2(7) – Reporting on year one of the Community Plan – Jacky MacBeath provided the requested case studies and images.
- (4) Minute item 2(8) – Community Survey results (discussed at the September Board meeting) has yet to be added to a future Board agenda.
- (5) Minute item 2(9) – Provide an update on Edinburgh Poverty Commission at the February Board meeting. See agenda item 4 below.
- (6) Minute item 3(1) – Gavin Donoghue introduced Tom Draper and Kirsty Wadsley, Into University Head of Operations (Scotland) to the Jack Kane Centre.
- (7) Minute item 3(3) - Discussions about ways in which Community Education (Moray House School of Education) can work with IntoUniversity and share contacts to be arranged through Tom Draper. Completed by Ian Fyfe.
- (8) Minute items 6(1) & 6(2) - Gavin Donoghue and Stuart Tooley to progress Alumni Measure of Success, [Tracker](#) Commitment 11, and report back to the Board. Completed: please see Paper C for agenda item 7 below.
- (9) Minute item 6(3) - Progressing Commitment 28 (physical front doors) will be discussed with the new Head of Social Impact, once she is in post. See also agenda item 7 below.
- (10) Minute item 6(4) - Reform of the Community Board (Commitment 34) to be added to the February 2022 Board agenda. This has now been added to the May 2022 Board agenda.
- (11) Minute item 6(5) - Draft Community Plan first annual report was circulated to the Board for any comments.
- (12) Minute item 2(1) – Matters Arising, Granton Waterfront Development. Lesley McAra updated the Board, noting that Liz McFall, Director of Data Civics & Chancellor’s Fellow, and Oliver Escobar, Senior Lecturer in Public Policy & Academic Lead on Democratic Innovation within the Edinburgh Futures Institute, had received a portion of a UK wide Economic and Social Research Council (ESRC) grant to help inform the work of the Granton Waterfront Development, which included ways to optimize participation and engagement from community stakeholders, including under-represented groups.
- (13) Update on Social Responsibility & Sustainability (SRS) Head of Social Impact. Lesley McAra informed the meeting that Gemma Gourlay had been appointed in the new SRS role of Head of Social Impact, was due to join the department later in March 2022 and would be attending the May Board meeting.

### **3 End Poverty Edinburgh Presentation**

This presentation was the first item of the meeting.

Lesley McAra welcomed Linda Craik and Kirsty Bell from the [End Poverty Edinburgh](#) lived experience group, Steven Drew (Community Participation Officer) from the Poverty Alliance, and Eleanor Cunningham (Lead Policy and Insight Officer), who was in attendance from Edinburgh City Council.

Linda, Kirsty and Steven gave a comprehensive, challenging and impactful presentation on the issues End Poverty Edinburgh addresses, including specific reference to student experience of poverty. Key issues addressed included food insecurity, fuel poverty, the lack of affordable housing, and the impact that childcare and/or caring responsibilities can have for students. The poverty that can arise for those dependent on student grants or loans was also covered.

There was a wide-ranging discussion with the Board, including the following points and queries:

- In relation to Community Fridges, Sarah Anderson will be discussing this with Beth Simpson, EUSA VP and two attendees of the November 2021 [‘Towards a Hunger Free Edinburgh’ event](#) in the next few weeks.

Action SA

- Access problems for some mature students had been recognised and in response a part time access course had been launched for the College of Arts Humanities & Social Sciences.
- The University’s Widening Participation team are currently working on ensuring that pathways from local Colleges into University are as smooth as possible.  
Action KC: to arrange a meet up with End Poverty Edinburgh, James Mooney and Laura Cattell
- In response to a query as to how best the University could help break down the stigma of poverty, Linda Craik suggested that educating people was primary, and that it was therefore essential there was open dialogue with staff and students.
- Sean Smith referred to the University’s work with Housing Associations and Local Authorities to retrofit stock in order to reduce greenhouse gas emissions, and thereby ensure more efficient and less expensive heating systems. SS also highlighted the employment and training opportunities created through the Edinburgh City Region Deal’s [Integrated Regional Employability and Skills programme](#).
- In terms of what the University could do to support the work of End Poverty Edinburgh, Steven Drew and Kirsty Bell suggested anything which reduced the stigma of poverty, so that staff and students feel able to use help already on offer, but to also consider more affordable child care support, as well End Poverty Edinburgh continuing to work with the University.  
Action GD/SA/ST: To keep in touch with End Poverty Edinburgh  
Action LMcA: To invite End Poverty Edinburgh to a future Board meeting (to discuss the University’s progress on issues highlighted at today’s meeting).

#### 4 Update on Poverty Commission work

B

Gavin Donoghue introduced his update on actions arising from the Edinburgh Poverty Commission paper to the Board.

A sub-group comprising some Board members and other staff had met three times to date. There were 4 new actions that were a specific response to the Edinburgh Poverty Commission’s work:

- (1) Anti-poverty training (in a less formal format), to be delivered in conjunction with the Poverty Alliance, for lower paid Estates staff.
- (2) General advice on income maximisation and debt, as income maximisation is considered the optimal route out of poverty. The University is already a Living Wage employer, but is exploring enhancing this to Living Hours.
- (3) Student poverty: Colm Harmon, Vice Principal (Students), and Gavin Douglas, Deputy Secretary Student Experience, are looking at ways to address student poverty, including food poverty, which has been identified as a particular issue, usually symptomatic of general poverty. Richard Andrews, Head of Moray House School of Education and Sport, is exploring hardship funding within the School.
- (4) Internet access in areas of multiple deprivation (also referred to in the Community Team update paper D). A ‘Connectivity Now’ pledge is pending approval by a meeting of the University’s Executive.

Action GD (AD): keep item on the agenda for the next Board meeting

#### Scottish Leaders Forum call for action re: child poverty

Lesley McAra updated the meeting on various University child poverty initiatives:

- IntoUniversity hub in Craigmillar, plus All4Paws Clinic to open up. There needs to be strategizing about developing a range of supports where the University has a physical, non-campus location.
- There needs to be further consideration given to short-term child-care options for staff and students, possibly on the lines of the Scottish Parliament crèche.
- Universities are involved in the Scottish Leaders Forum as part of cross sector collaboration with the national mission of ending child poverty.

Ian Fyfe queried whether it could be possible to link child care needs with employment opportunities for students, suggesting that the Childhood Practice Team, Moray House, may be worth consulting.

Patricia Erskine confirmed that the mapping of research in relation to the Edinburgh Poverty Commission would be reported back to Gavin Donoghue's sub-group on 23 February 2022.

Sean Smith referred to the Edinburgh and South East Scotland Regional Prosperity Framework 2021 - 2041, which although it doesn't specifically mention poverty, could be of relevance, particularly the Major Regional Opportunity for anchor institutions. Jenni Craig from the Scottish Borders Council is the chair of the Anchor Institutions Group.

Action LMCA: to meet with SS and Jenni Craig.

## **5 New reporting opportunity to CAHSS College Strategy and Management Committee**

Patricia Erskine explained that in October 2021 the College of Arts, Humanities & Social Sciences (CAHSS) introduced a change to the way information on Social and Civic Responsibility is reported to their Strategy Committee. PE was interested in how other Colleges were reporting on the Social & Civic Responsibility theme of Strategy 2030, to ensure that reportage ties in with what is required for the Community Plan. Hazel Lambert has yet to attend a Strategy Committee for the College of Medicine and Veterinary Medicine (CMVM), but once she does she will let PE know how they report on the Community Plan.

Action HL: get back to Patricia Erskine after CMVM Strategy Committee meeting

## **6 Talloires Network Prize**

Lesley McAra explained that the Talloires Network [MacJannet Prize](#) was open for nominations until 30 March 2022, to recognise exceptional student community engagement initiatives. Manchester, South Africa's Rhodes University and India's Kalinga Institute have been previous winners.

LMCA suggested that there were a number of projects/programmes across the University that could meet the criteria. Matt Lawson and Sarah Anderson will do an initial scoping exercise, and all Board members were asked to pass their suggestions to ML and SA.

Action ML & SA: propose possible projects for the MacJannet Prize.

Action All: pass suggestions of student community engagement initiatives to ML and SA by 28 February 2022.

## **7 Standing item: Community Plan implementation –progress, risks and issue**

**C**

Stuart Tooley introduced the Community Plan Implementation paper, referring the Board to commitment items 7, 11 and 39 where the Red, Amber, Green (RAG) status had changed positively.

Action ST: invite Edinburgh School of Architecture & Landscape Architecture to speak about their new project Community Consultation & Quality Of Life (CCQOL) at a future Board meeting.



Referring to paragraph 7 of the Community Plan Implementation paper, ST highlighted those commitments (9, 10 and 28) where the RAG status had changed negatively, or had remained at Red.

In relation to commitment 9 – a Day to Make a Difference – People & Money should be able, in due course, to provide a report, once there is capacity to build the report, but many other pieces of work will be higher priority for the People & Money team for the foreseeable future.

For commitment 28 – Physical front doors – once Gemma Gourlay is in post as Head of Social Impact she will be able to pursue this item.

Action GG: to progress the physical front doors commitment.

ST drew the Board's attention to a new tab on the Implementation Plan [tracker](#) which provides milestones for each commitment where it's been possible to assign these.

Action All: Board members were asked to contact ST if a commitment relevant to their School or Department is blank.

In relation to commitment 26 (apprenticeships and mentoring), Katrina Castle advised that work was currently ongoing with HR to sign up to the Young Person's Guarantee which will include apprenticeships.

Commitment 15, community engagement – student courses, is to be reported on by LMCA.

Action LMCA: report back to the next Board meeting on commitment 15.

SA explained that in relation to commitment 10, student volunteering, Matt Lawson was following up with EUSA on their volunteering database.

Sean Smith suggested linking Edinburgh City Council's 20-minute neighbourhood plans to the geospatial information systems (GIS) work of Professor Dan Van der Horst in Geosciences, developed through the DDI Data Platform Programme. This is being utilised for the neighbourhood plans and community development strategy, and is relevant to commitment 18, 2050 Edinburgh City Vision.

SA recommended that such work should be captured in the tracker, but she'll create a sharepoint folder to complement the tracker for press clippings and other evidence which qualitatively supports the tracker commitments.

Action SA: create sharepoint folder for evidence on tracker commitments.

Action ST: where there are gaps in the commitment tracker, ST will identify particular actions for individual Board members and email them.

## **8 Standing Item: Community Team Update**

**D**

Stuart Tooley referred the Board to the Community Team update paper.

Lesley McAra noted the Community Team capacity issues outlined in paragraph 6.

Action LMCA: to discuss capacity issues with Dave Gorman.

Jacky McBeath congratulated the Community Team on the first annual report of the Community Plan.

## **9 Any Other Business**

(1) Gavin Donoghue informed the Board that he was leaving the University on 8 April to take up another post. Lesley McAra warmly thanked Gavin for his considerable and invaluable contribution to the University's community work, as well as many other significant projects, and wished him well in his new post.

(2) It was asked if COP26 and sustainability was to be discussed by the Board, as referred to in the 18 November 2021 minute. AD confirmed that this was on the agenda for the May meeting.



**COMMUNITY BOARD**

**12 May 2022**

**University response to Edinburgh Partnership Community Plan 2022-2028**

**Description of paper**

1. This paper considers how the University's Community Plan and other activities are aligned with the Edinburgh Partnership Community Plan 2022-28 and other associated plans. It also seeks approval for the Community Plan 2022-28.

**Action requested/Recommendation**

2. The Board is asked to approve the Edinburgh Partnership Community Plan 2022-28 on behalf of the University of Edinburgh.

**Background and context**

3. The University of Edinburgh is an active participant in the Community Planning structures in Edinburgh, with representation at all levels – from the Edinburgh Partnership board to local community councils.

4. Alongside the University, the Edinburgh Partnership has a membership including the City of Edinburgh Council, Police Scotland, Scottish Fire and Rescue, NHS Lothian, Scottish Enterprise, Edinburgh College, Edinburgh Voluntary Organisations Council (EVOG) and others. Part of its remit is to bring together these organisations to improve the city for its residents, businesses and visitors.

5. The most recent meeting of the Edinburgh Partnership board (15 March 2022) agreed a new Local Outcome Improvement Plan (LOIP), known as the [Edinburgh Partnership Community Plan 2022-2028](#). This Plan describes activity that will be undertaken by the members of the board and prioritises workstreams on 'enough money to live on,' 'access to work, learning and training,' and 'a good place to live.'

6. It is now incumbent on the organisations who are part of the Edinburgh Partnership to put this plan through their formal governance arrangements, and for each to approve the plan. For the University, the Community Board would be the appropriate body to approve the Plan.

**Discussion**

7. The Edinburgh Partnership Community Plan 2022-2028 replaced a previous Plan from 2018. The changes are due to shifts in policy and context due to the following factors:

- The declaration of a climate emergency
- The effects of the pandemic and its impact on poverty and inequality
- The findings of the Edinburgh Poverty Commission

8. As a result, the plan has been updated in each of its three workstreams:



- ‘Enough money to live on’ – changes have been made to support income maximisations, poverty-proofing public services, and looking to find sources of affordable credit to help those in or at risk of poverty
- ‘Access to work, learning, and training’ – changes have been made in response to the pandemic, with activity now needed beyond the previous key groups of care leavers and prison leavers.
- ‘A good place to live’ – changes have been made to increase the scope of this priority to include issues of structural inequality and just transition. A meaningful change in this priority is support for the [20-minute neighbourhood model](#).

9. As you would expect, the Edinburgh Partnership Community Plan 2022-28 is significantly broader in scope than the University of Edinburgh’s Community Plan 2020-2025, given the extensive powers of the bodies on the board. However, there are places where the University’s priorities are well aligned with the City’s plans, examples of which are detailed in the table below.

Area	Edinburgh Partnership Community Plan 2022-28	University of Edinburgh priority/plan
Income maximisation	“residents should have access to income maximisation support where and when they need it”	As part of our response to the Edinburgh Poverty Commission, we have been considering whether income maximisation would be part of the new People Strategy
Young people with care experience	“we will recognise, promote and support wider achievement among young people with care experience”	There is a new corporate parenting plan being produced in 2022
Using data to improve services	“use data and insight more effectively to drive change in the way we design, plan and deliver services”	Key part of the DDI programme
Place making	“Engagement with communities clearly identified place making as important. Communities expressed a shared desire for improving various services within their localities including more integrated transport systems and improved use of civic space”	This is covered by several University projects, including Granton Waterfront and others. It is also aligned to Community Plan commitments 7 and 32.
Focusing CPP efforts	“focus community planning partnership efforts in Wester Hailes	These are the areas chosen by <i>Our Edinburgh Neighbourhood</i> , a project

	and Liberton to deliver new development in accordance with the principles of 20-minute neighbourhoods.”	led by Edinburgh School of Architecture & Landscape Architecture in partnership with City of Edinburgh Council and other city partners.
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10. Beyond the Edinburgh Partnership, there are also Local Community Planning Partnerships (LCPPs) covering the North-West, South-West, North-East, and South-East of the city, with the University having representation on the latter two. These bodies have their own, related Locality Improvement Plans (LIPs), each containing local priorities.

11. North East LCPP’s three priorities are:

- Provide targeted support and early interventions for young people and their families who are most in need in order to improve their access to opportunities which lead to positive destinations and help to maximise income
- Enable access to health and wellbeing opportunities, activities & social networks for people who are vulnerable and in poverty in order to restore, maintain or improve their quality of life and social connectedness
- Support and strengthen communities where poverty is highest to improve and maintain inclusive, safe and welcoming places to live.

12. South East LCPP’s three priorities are:

- Engage and support young people and their families to develop the skills they need to thrive and reach their potential, targeting support at those in greatest need.
- Engage with and provide support to those who are rough sleeping, begging and street drinking in the city centre and southside, working closely with local partners, organisations and communities.
- Support people living in Dumbiedykes, including those experiencing hardship, and help co-ordinate a sustainable response that builds community resilience and promotes life chances

13. The University is engaged in these priorities but is not the lead partner on any of them. However, our work does align well with these, including activity on the digital divide in Dumbiedykes, and on supporting those who are rough sleeping etc. in the Southside.

### **Resource implications**

14. There are no current requests for resource.

### **Risk Management**

15. Failing to approve the Plan could damage the reputation of the University and could undermine the positive working relationship we have developed with the Edinburgh Partnership.

### **Responding to the Climate Emergency & Sustainable Development Goals**

16. N/A

## **Equality & Diversity**

17. N/A

## **Next steps/implications**

18. The Board is asked to approve the Community Plan 2022-28. This will then be communicated to the Edinburgh Partnership by Lynn McMath at the next board meeting.

## **Consultation**

19. This paper was requested by Gavin Donoghue before he left the University of Edinburgh, as the previous representative on the Edinburgh Partnership.

## **Further information**

### Author

**Stuart Tooley**

Community Relations Manager  
Communications and Marketing

### Presenter

**Stuart Tooley**

## **Freedom of Information**

20. Open paper



## COMMUNITY BOARD

12 May 2022

### Ukraine response: Lessons learned and actions for members of Community Board

#### Description of paper

1. This paper considers the lessons for the Community Board from the University's response to the war in Ukraine. It seeks to be the starting point for a discussion on the Community Board's role in the University's response to major world crises, and specifically as our place as a University of Sanctuary.

#### Action requested/Recommendation

2. There are no specific actions for the Community Board from this paper. However the key lessons for the University are recommendations for our response to future crises:

- Action requires an institution-wide approach
- Long-term approaches are likely to be more successful than responsive approaches
- A strategic, longer-term approach cannot be limited to one nationality, conflict or crisis.

3. Further, it is proposed that the Community Board receives yearly reports on the Global Community work and assists in supporting and promoting the initiatives, projects and networks and implementing any recommendations.

#### Background and context

4. Following the recent war in Ukraine, a great deal of awareness has been generated amongst UK universities around the important role that higher education institutions can – and do – play in alleviating many of the challenges faced by those who are forced to flee their home countries due to conflict, crisis and displacement.

5. This is of particular relevance for the Community Board, given commitment 23 of the Community Plan 2020-2025: *Continue to build on our role as a University of Sanctuary when working with members of the local community who have had to flee conflict and persecution in their countries of origin.*

6. The University of Edinburgh has committed to expanding our support for displaced students, academics and local refugee communities, including further opportunities through partnership, for example [the new partnership with Taras Shevchenko National University in Kyiv, Ukraine:](#)

7. Providing support, sanctuary and opportunity is not a new endeavour at the University of Edinburgh, however, it is now recognised that there is a need for a longer-term approach to support the growing number of refugees and displaced scholars. The University of Edinburgh is actively responding to this need through a range of strategic projects as a core theme and part of our international activity.

8. The Community Board has an important role to play in implementing the University of Edinburgh's institutionalised approach to supporting refugees and at-risk scholars, and local refugee communities.

9. The University's Refugee and At-Risk Scholar Advisory Group oversees our University of Sanctuary status and have committed to monitor and understand activity ongoing at the University, report on examples of good practice and provide reports and recommendations for improvement on this activity to senior management.

## Discussion

10. A recent report (see [paper C2](#)) builds upon the activity reported in our University of Sanctuary renewal application with updated content outlining the existing initiatives and networks at the University of Edinburgh to support displaced scholars and students and the key priorities of the Advisory Group for 2022/23. We would ask that the Community Board receives our yearly report and assists in supporting and promoting the initiatives, projects and networks and implementing any recommendations.

11. The University of Edinburgh has an extended history of providing a place of sanctuary and education for those seeking protection. Over the years, many staff and students have joined the University community and found within it, a place of protection and normality in turbulent times in their home countries.

12. During the Second World War, the University hosted the only functioning Polish higher education institution in the world in the Polish School of Medicine. As a founding member of **the Council for At Risk Academics** (<https://www.cara.ngo/>), the University has over many decades funded and provided safe haven and a home for scholars and academics fleeing conflict and persecution.

13. In 2017, the University of Edinburgh was one of the first universities in the UK and first in Scotland to obtain **University of Sanctuary** status, in recognition of our culture and practice of welcome within the university and our wider communities. The University of Sanctuary <https://universities.cityofsanctuary.org/> is a national network who aim to inspire and support universities to adopt a culture and a practice of welcome within their own institutions, the wider community, and across the Higher Education sector. In 2020, we successfully renewed our status for a further three years, and committed to a three-year action plan.

14. In recent months, we have been granted membership by the **United Nations High Commission for Refugees (UNHCR)** to their global connected learning in crisis alliance. (<https://connectedlearning4refugees.org/>) The UNHCR Connected Learning Consortium aims to promote, coordinate, collaborate and/or support the provision of quality higher education in contexts of conflict, crisis and displacement. An important

part of this is ensuring that more refugees can access higher education – today only three per cent do so – with the UNHCR aim of reaching fifteen per cent by 2030.

15. Our work in this area cannot be static – we need to constantly review and revise our existing support and reformulate as required. We aim to achieve this through our **Refugee and At Risk Scholar Advisory Group**, which brings together colleagues and students to discuss, monitor and report on University activity (<https://global.ed.ac.uk/community/refugees-scholars/>)

16. In our changing world, we must continue to support, champion and enable the free exchange of ideas, people, knowledge and understanding as a key pillar of our international engagement. Increasing and embedding our support for displaced students and scholars is in line with our commitments to the UN Sustainable Development Goals (SDG's) and the values that underpin the University's Strategy 2030, ensuring that we are diverse, inclusive and accessible to all.

17. The lessons learned from the Ukraine response and previous work in this area:

1. Levels of knowledge to support displaced communities – especially in relation to access to the University – exist throughout the University, and the location of knowledge and ability to act are often in different areas. Action requires an institution-wide approach.
2. We cannot simply react to situations that arise from conflict or crisis – we must embed a longer-term approach to the growing number of refugee and displaced persons.
3. A strategic, longer-term approach cannot be limited to one nationality, conflict or crisis.

### **Resource implications**

18. There are no additional resource implications for the board. However, given the recommendations it is suggested that all parts of the University remain engaged and open to new requests, especially at times of crisis.

### **Risk Management**

19. The long-term approach to this work represents a risk-averse approach to unknown future crises. All appropriate risk management for the projects listed above are governed by other groups.

20. Given the University's strong commitment to the University of Sanctuary, both in the Community Plan and elsewhere, the activity above represents a mitigation against the risk of being seen to not meet this commitment.

### **Responding to the Climate Emergency & Sustainable Development Goals**

21. The crises response particularly contributes to the following Sustainable Development Goals:





## Equality & Diversity

22. Taking an approach that looks at crises across the world, rather than a responsive one particularly looking at, for example, Ukraine, is an important measure to prevent any suggestion that we are favouring one country over another in terms of our partnerships and support.

23. The University is rightly proud of our international links, and our Global Community work is a key part of this.

## Next steps/implications

24. The Global Community team will provide a yearly report to the Community Board.

## Consultation

25. This paper was produced in consultation with Stuart Tooley from CAM, and colleagues in Edinburgh Global.

## Further information

### Author

Sarah Hoey  
Global Community  
Edinburgh Global

### Presenter

Sarah Hoey

## Freedom of Information

Open

University of Edinburgh

# Supporting displaced scholars and students

**Initiatives, projects and networks at the University of  
Edinburgh**

University of Edinburgh Refugee and At-Risk Scholar  
Advisory Group  
April 2022

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## Introduction

The University of Edinburgh has an extended history of providing a place of sanctuary and education for those seeking protection, with notable alumni who have found sanctuary at the University including physicist Max Born. Over the years, many staff and students have joined the University community and found within it, a place of protection and normality in turbulent times in their home countries.

As such, providing support, sanctuary and opportunity is not a new endeavour at the University of Edinburgh. However, we have recognised that there is a need for a longer-term approach to supporting the growing number of refugees and displaced scholars, and the University of Edinburgh is actively responding to this need through a range of strategic projects involving the direct action of our staff and students. We support and coordinate this through our Global Community team, based in Edinburgh Global.

Our work in this area cannot be static – we need to constantly review and revise our existing support and reformulate as required. We aim to achieve this through our Refugee and At-Risk Scholar Advisory Group, which brings together colleagues and students to discuss, monitor and report on University activity. This report provides an overview of the initiatives, projects and networks that exist at the University of Edinburgh to support activity in this area, and has been prepared by members of the Advisory Group.

In our changing world, we must continue to support, champion and enable the free exchange of ideas, people, knowledge and understanding as a key pillar of our international engagement. Increasing and embedding our support for displaced students and scholars is in line with our commitments to the UN Sustainable Development Goals (SDG's) and the values that underpin the *University's Strategy 2030*, ensuring that we are diverse, inclusive and accessible to all.

## Adopting an institutionalised approach at the University of Edinburgh

Integrating refugees and displaced scholars into higher education challenges the whole university system, including its organisational, curricular, and academic facets. In 2015, we introduced a **Refugee Advisory Service** to coordinate advice and assistance to prospective and current students with refugee status (and protected status/asylum) across the University. The Refugee Advisory Service is located in our Edinburgh Global Office as there was already local knowledge of the specific situations facing refugees and those with related status, including knowledge of the refugee legal framework.

Although this first point of contact allowed us to improve access and information for refugee students and scholars, we realised that levels of knowledge in this area – especially in relation to access to the University – existed throughout the University, and the location of knowledge and ability to act were often in different areas. Action required an institution-wide approach. In response to this, we set up the University of Edinburgh **Refugee and At Risk Advisory Group** in 2019.

- The group has membership from across professional services, admissions and recruitment, student representatives and academic colleagues who have expertise or direct involvement in this area of work. It has also been important to ensure appropriate refugee and student voices in the group (which we achieve through representation from the Syrian Futures project and STAR/EUSA). *See current membership list – Annex A*
- The aim of the group is consult, share a community of practice and seek to develop institutional responses to barriers to entry including admissions process, access to information, English language, financial support and relevant issues, scholarship provision, on programme support and opportunities for open and distance learning. The expected outcomes from this group include:
  - Improved internal coordination and communication relating to refugee and displaced scholar support activity
  - Creation of a community of practice across the University and promoted knowledge sharing
  - The widening and sharing of opportunities to engage and encourage participation
- The Group meet around 3-4 times each year, to work on achieving our agreed outputs. The meetings are collaborative and intend to establish an institution-wide approach to supporting the growing number of refugees and displaced persons who want to access higher education.
- Our key learnings are that direct-communication, more interdepartmental exchange, and a discussion about a ‘new welcoming culture’ at universities is necessary to support refugees to navigate through a very complex university system.

The University of Edinburgh Advisory Group was recognised as an example of best practice in an e-handbook ‘*Promoting Core Higher Education Values*’ created by the EU funded project ‘*Academic Refuge*’ (June 2019).



## Our status as a University of Sanctuary

University of Sanctuary (<https://universities.cityofsanctuary.org/>) are a national network who aim to inspire and support universities to adopt a culture and a practice of welcome within their own institutions, the wider community, and across the Higher Education sector.

In 2017, the University of Edinburgh was one of the first universities in the UK to obtain a University of Sanctuary status, in recognition of our culture and practice of welcome within the university and our wider communities. In 2020, we successfully renewed our status for a further three years, and committed to a three-year action plan (*see Annex B*).

The Refugee and At Risk Scholar Advisory group oversees our University of Sanctuary status and have committed to monitor and understand activity ongoing at the University, report on examples of good practice and provide reports and recommendations for improvement on this activity to senior management.

This report (April 2022), builds upon the activity reported in our renewal application with updated content outlining the existing initiatives and networks at the University of Edinburgh to support displaced scholars and students and the key priorities of the group for 2022/23.

The Refugee and At Risk Advisory group aims to submit reports on a yearly basis.

We also have a website outlining our work here:  
<https://global.ed.ac.uk/community/refugees-scholars/>

## Current initiatives, projects and networks at the University of Edinburgh to support displaced scholars and students

### Refugee Advisory Service

The University of Edinburgh Refugee Advisory Service offers coordinated advice and assistance to prospective and current students with a refugee or related status. This first point of contact is run by dedicated members of staff within the Global Community Team in Edinburgh Global. The service can be contacted at [refugee.support@ed.ac.uk](mailto:refugee.support@ed.ac.uk)

### Scholarship provision

The current position at the University of Edinburgh is as follows:

- **Fee status – Asylum seekers and Refugees**

Asylum seekers have permission to study in the UK whilst their application is considered, but do not have equal rights. Critically, this means they are not entitled to funding support.

The University of Edinburgh has made the decision to classify students seeking asylum from within the United Kingdom as equivalent to ‘Scottish domiciled’ for tuition fee purposes in terms of admission to undergraduate and postgraduate degree programmes.

- **Scholarships – Asylum Seekers**

We offer ‘University of Edinburgh Asylum Seeker Scholarships’. In 2022/23 this allows for two undergraduate scholarships and two postgraduate scholarships, which covers full tuition fees and living costs/stipend support. It was considered a priority to ensure this funding was available, as asylum seekers are unable to access government funding.

Information for both is available at: <https://www.ed.ac.uk/student-funding/tuition-fees/asylum/fees-sch>

### University of Edinburgh Admissions Policy

**Contextual admissions:** Refugees and asylum seekers are recognised as disadvantaged applicants within the University’s Admissions Policy. This entitles them to a guaranteed widening access offer, at our minimum entry requirements, for most of our degrees. For degrees that include additional assessments such as interviews or portfolio inspections, widening access applicants are guaranteed to progress to that second stage of consideration.

**Application processing:** Best practice guidance is provided for all admissions practitioners, which advises staff to be aware of the stressful and often unsupported context from which an applicant with refugee or related status may have made their application. Whilst the University of Edinburgh works to UCAS timeframes to process undergraduate applications, for postgraduate applications, our Guidance asks staff to provide flexibility, where possible, beyond the normal response turnaround times.

The guidance also allows for flexibility to be put in place for applicants with partial or no formal qualification documents (as a result of their status) and to use other means of assessment. These can be carried out in similar ways to those used to assess recognition of prior learning (RPL), and may include a review of a piece of writing, or an interview, or another appropriate form of assessment. Flexibility is also allowed when determining qualifications in respect of the period of time that has elapsed between an applicant's previous studies and the point of application.

## English Language Provision

**Pre-sessional scholarships:** English Language Education (ELE) offers English Language Pre-sessional English for Academic Purposes scholarships to Asylum Seeking students. There is provision for two scholarships, one on the summer programme and one year-round place. These scholarships cover full tuition fees and living costs and have recently been amended to align with the post progression support offered by the 'University of Edinburgh Asylum Seeker Scholarships.'

**Community partnerships:** There are a great many people who require support through Sanctuary initiatives and thus we are looking to extend provision to include local people with At Risk statuses who would like to attend English Language classes. This will be done by partnering with local charities and organisations such as The Welcoming, Friends of Scottish Settlers, and LinkNet because ELE is able to provide language classes and English Language teacher training for those volunteering with local charities. Engaging more with local the community is part of the Centre of Open Learning (COL) Action Plan, but we are aware that the scale and scope may increase due to the Crisis in Ukraine and are now making connections with local organisations. Edinburgh Local is involved in planning these partnerships.

**Trauma Informed Pedagogy:** ELE has an emerging expertise in Refugee and Asylum-Seeking student (RAS) support, and this is being cascaded via staff training workshops regarding Trauma Informed Pedagogy. A community of practice is being strengthened across the Centre of Open Learning and the wider university with links being made between the department of psychology, the chaplaincy and ELE so as to learn, embed and share institutional and pedagogical approaches to supporting trauma experienced students; and the staff who are supporting them.

**EAP for Social Justice/RefugEAP:** Widening Participation for English Language is involved in the nationwide SIG (BALEAP), which is a scheme whereby English for Academic Purposes practitioners work to increase opportunities for RAS students. [EAP for Social Justice SIG \(BALEAP\) – BALEAP's EAP for Social Justice Special Interest Group website \(eap4socialjustice.net\)](http://eap4socialjustice.net)

**Linguacultural transitions:** ELE can facilitate the linguacultural transitions of RAS students and At Risk Academics via the Academic Language and Literacies In-sessional Support (ALLIS) courses. Academic staff at the Centre work with Cara participants too.

**English language testing for admissions:** Some applicants applying from outside the UK within/near conflict zones may not be able to access English language tests. In such cases, policy states that staff in ELE may be able to carry out remote testing to avoid applicants having to make potentially dangerous journeys to test centres in adjacent countries.

## University of Edinburgh Mastercard Team

Our Mastercard Team is collaborating with the Refugee Law Project, which is part of the Law School at Makerere University, the American University of Beirut and the Centre for Open Learning and the English Language Education (ELE) teams at the University of Edinburgh, to pilot 'Foundations for All', a blended bridging programme for refugee learners to assist them in accessing higher education.

Courses on FFA include Math, English, Study Skills, Digital Skills, and a psychosocial component, Understanding Myself and Others. Forty students with refugee backgrounds based in Kampala and Kiryandongo were enrolled on the programme. Uganda has no restrictions for refugees to work and study. The staff from the University of Edinburgh will deliver online teaching content from Edinburgh, while students will physically stay in Uganda.

One of the strategic goals of the Mastercard Foundation is to have 25% refugee students on the programme by 2023.

## Scholars Network

Academic year 2021/22 saw an initial pilot year for the Scholars Network, a new initiative at the University to support scholars from priority scholarships. These Scholars are funded at least in-part by the University's Development Trust Fund, which has a mandate to provide support to access/widening participation students. Two of the first Scholars Network cohort are recipients of the University of Edinburgh Asylum Seeker Scholarships. The ambition is to scale the Network's role in future years, to provide wrap-around opportunities, advice and guidance for Scholars, as well as establishing a network of peers.

## Global Access Plan

A small working group has been undertaking a consultation with colleagues from across the institution to understand how we can better support the inclusion, access and success of 'global access' or international widening participation students at the University. The consultation is in the beginning stages of developing an Action Plan, which will incorporate existing initiatives, as well as propose changes needed throughout the whole student cycle (application to graduation) to meet the University's objectives set out in its 2030 Strategy.

## Widening Participation Drop-In Sessions

The Widening Participation team, in collaboration with Edinburgh Global have monthly drop-in sessions for all undergraduate students with asylum or refugee status. The sessions provide an opportunity for students to raise areas of concern, which can be dealt within the group or privately – for example welfare issues, special circumstances applications or advocacy work. The sessions also provide a space to celebrate what is going well and share this with the group. Finally, the sessions act as a student voice project – where student experience is then translated into staff practice and action.

## Syrian Futures Project

The Syrian Futures project (based at the University's Centre for the Study of Islam in the Contemporary World) supports Scottish Syrians to access Higher Education and Employment in order to achieve their full potential. They work and collaborate with other initiatives and projects within and beyond the University of Edinburgh to help create opportunities, engage Syrians within their local communities and help them make positive contributions to wider society.

Previous initiatives have included a Pre-Open Day (in collaboration with the Widening Participation team and STAR student group), Syrian Culture Night (in collaboration with STAR students), weekly online Community catch-up meetings and a befriending scheme, which aims to connect university students, especially Arabic learning students. Some of the students are matched with elderly, isolated refugee women who are struggling to attend English classes or to make friendships to keep them connected with the community.

Syrian Futures also offer free English classes for members of the Syrian refugee community (aged 18+). A volunteer English teacher runs classes for advanced and intermediate language levels. A new beginner's class is in planning.

More information about the Syrian Futures project:

<https://www.ed.ac.uk/literatures-languages-cultures/alwaleed/syrianfutures>  
[University of St Andrews welcome Syrian Futures \(cityofsanctuary.org\)](http://cityofsanctuary.org)

## Chaplaincy

The University Chaplaincy offers 1 to 1 and group support for students and staff from Ukraine, Russia, Poland, the Baltic States and beyond – including all crisis areas- via the Listening Service. Students and staff can contact it directly or are referred to us by Student Services, Counselling or their Schools.

In addition, we organise vigils, events like <https://www.ed.ac.uk/chaplaincy/ukraine/aid-for-refugees> and conversations bringing people together and expressing support and solidarity to those in war and other forms of crisis, contribute to the Refugee Week and network with the Iona Community's Common Concern Network Migration, Refugees and Asylum: <https://iona.org.uk/our-resources/migration-and-refugees/>. We are also part of the Ukraine Working Group.

The Chaplaincy is involved in a number of initiatives – including ARTISTS IN EXILE that offers creative UK residencies to Ukrainian artists.

We help with travel, accommodation and living costs. Accommodation is provided for a minimum of 6 months. Every one of these opportunities is bespoke. We will find out individual needs before making specific arrangements. If artists have children or other immediate family members, they can come too. We have good safeguarding procedures and use enhanced DBS checks where needed. As part of the project, we also plan opportunities for Ukrainian artists to create and present work together, to communicate thoughts and responses to UK audiences and beyond. Applications to come to the UK will be made through the Homes For Ukraine scheme, which the UK Government has launched. We will do this with / for people once we have the necessary information. Under Phase One of this scheme, people can make a visa application if they have named people in the UK willing to sponsor

them. We will provide sponsors. The scheme is open to Ukrainian nationals, resident in Ukraine prior to 1 January 2022 and their immediate family members (for example spouse/partner and children under 18) who may be of other nationalities. Applicants can apply from Ukraine or any other third country. You can find out more about the scheme here: <https://homesforukraine.campaign.gov.uk/>

While we are initially offering this opportunity to Ukrainian nationals, we want to extend it to all artists who find themselves unable to stay in their own country. We will seek every chance to make this possible for people from everywhere in the world.”

We also established the award winning **Syrian Teenagers Tutoring and Education Programme (STTEPS)**. This project involves students tutoring local Syrian teenage refugees in a variety of subjects.

In addition to weekly tutoring sessions, the group organises Saturday fun trips and runs a Syrian teenager football team. The team managed to acquire 24 refurbished laptops for teenagers from the University project partner - Remakery, a social enterprise reuse and repair store in Edinburgh. The tutoring sessions continue running on Zoom during the lock down

More information about the Syrian teenage tutoring project can be found here: <https://www.teaching-matters-blog.ed.ac.uk/syrian-teenager-tutoring-scheme/>  
<https://www.ed.ac.uk/news/2018/student-tutors-help-refugees-find-their-feet>

This project has also had external recognition:

- Article from UNHCR here: <https://www.unhcr.org/uk/news/stories/2017/5/59280b174/teen-spirit-edinburgh-students-help-syrian-refugees-to-integrate.html>
- Recently selected by Universities Scotland as an example of how university students cooperate with locals to support teenage refugees who need most help.
- One of the students working on this project, Estifa Zaid was honoured with a William Darling Prize from the Principal during the 2019 Welcome Ceremony. A copy of her speech can be found here: [https://www.ed.ac.uk/files/atoms/files/speech .pdf](https://www.ed.ac.uk/files/atoms/files/speech.pdf)
- Winner of the Social Responsibility and Sustainability Award for Community Partnership 2018 <https://www.ed.ac.uk/sustainability/news/2019/sustainability-award-winners-2018>

## Partnership engagement

Collaboration across the global university sector is a vital way to maximise the impact of national and institutional efforts to support refugees and displaced people in accessing higher education. We are involved with a number of key partners/networks, including:

The Council for At Risk Academics (Cara)  
(<https://www.cara.ngo/>)

At the University of Edinburgh, we recognise the importance of supporting academics at risk and believe that academics in higher education and research form a single global community. We believe it is right to do all we can to ensure that academics and researchers who are in grave danger are supported and their knowledge preserved. The fate of at-risk



academics is important, not just for the individual concerned, but for the fact that they are representative of the higher education system in their country.

We were a founding member of the Council for At-Risk Academics (Cara) and our strong support for the organisation continues to the present day.

Some key highlights of our partnership have included:

- Hosting the **first Cara Scotland Conference** on 18th April 2018. This conference explored the work of Cara, highlighting best practice hosting fellows across the Scottish higher education sector and identified areas for further partnership.
- We are active participants of **Cara's Fellowship Programme, hosting a minimum of two post-doctoral fellows as visiting researchers** on a two-year placement, each year. These placements have previously been funded by Edinburgh Global, with match funding offered by Schools, Colleges and external funding bodies.
- In 2021, Edinburgh Global increased their funding amounts in response to the situation in Afghanistan. In 2022, the Principal announced that we would expand our support of the Fellowship Programme further, to host more at-risk academics and work on this programme is currently ongoing.
- Colleagues across the University are involved with **Cara's Syria Programme for displaced Syrian academics**. The Syria Programme has over 450 registered participants in exile from Syria, located across various neighbouring countries in the Middle East. There is a pool of 131 English for Academic Purposes (EAP), UK-based education, and discipline experts who have volunteered to support the Syria Programme as mentors, proposal and academic paper reviewers/readers, principal investigators, independent expert reviewers, workshop facilitators, and in other capacities, and colleagues from the University of Edinburgh are key to this programme.
- Our academic colleagues have also been involved in **joint bids for funding to work on research projects with Cara fellows**. For example, Dr Lisa Boden, Global Academy of Agriculture and Food Security, received funding from the University's Global Challenges Research Fund for a project focussing on Global Health and Food Security in Fragile and Conflict Affected States, with the Cara Syria Programme listed as a research collaborator.
- Our Principal provided the introduction for the most recent Cara Annual Report: <https://www.cara.ngo/cara-2018-19-annual-report/>
- In 2019, IT colleagues in Edinburgh Global reconditioned laptops for use by at-risk academics on the Syria Programme.
- Article in Edit Magazine: <https://www.ed.ac.uk/edit-magazine/supplements/a-lifeline-for-academics-at-risk>.
- In 2017, we appointed a **Cara Scotland Manager post**, funded and hosted by the University of Edinburgh. This role aims to further develop partnerships with universities, research institutes and civic society groups in Scotland to support at-risk academics and facilitate collaboration.

### Scholars At Risk (SAR)

(<https://www.scholarsatrisk.org/>)

In 2019, we obtained institutional membership for Scholars At Risk (SAR) to show our ongoing support for work in this area. We regularly engage with them as a stakeholder (for example, consultation responses or attendance at events) and encourage staff to engage with opportunities (for example, to introduce student advocacy seminars and legal clinics).

## UNHCR CLCC (Connected Learning in Crisis Consortium)

(<https://connectedlearning4refugees.org/>)

In January 2022, the University of Edinburgh was successful in their application to become a member of the UN High Commission for Refugees Connected Learning Consortium (UNHCR CLCC). The consortium aims to promote, coordinate, collaborate and support the provision of quality higher education in contexts of conflict, crisis and displacement through connected learning.

This is achieved through sharing and disseminating knowledge, experience and evidence; developing innovative and good practices; and ensuring accountability to students and their communities to foster self-reliance. The consortium consists of over 40 members, including HEI's, refugee led organisations and digital education specialists.

### Forum engagement with key partners

We believe that it is important to engage in forums and share examples of best practice with internal and external partners, to recognise the importance for the higher education sector to develop longer term approaches for supporting refugees, asylum seekers and at risk scholars in access to higher education. Recent examples include:

- On 7-8<sup>th</sup> March 2019, we hosted a conference in collaboration with the Association of Commonwealth Universities (ACU) and British Council, 'Extending the welcome' which brought together academics, policymakers, students, and partners from across the Commonwealth and beyond to explore the role of universities in supporting displaced people worldwide. This event provided a forum to share best practice and show case innovative approaches in supporting refugees and at-risk academics.
- Following this event, we contributed to the following report: (<https://www.acu.ac.uk/media/1494/extending-the-welcome.pdf>) - demonstrating how – when we work in partnership – the higher education sector can support refugees, at-risk scholars and displaced people across the world and attended the follow up event at Kings College, London.
- The University of Edinburgh were represented at an event in Brussels as a key stakeholder (13<sup>th</sup>-14<sup>th</sup> June) launching the project (Higher Education Values in Practice, Integration of highly skilled refugees and at-risk academics in Europe event). More information here: <https://acaevents.events.idloom.com/greet>
- Hosted the first University of Sanctuary Scottish network meeting on 3<sup>rd</sup> June 2019 to discuss potential collaboration amongst the Scottish HEI sector on access to higher education for refugees, asylum seekers and at risk scholars.
- In 2022, we will be hosting a Higher Education Advocacy Forum in collaboration with UNHCR and Times Higher Education.

## Academic engagement

The University of Edinburgh Displacement Research Network was established in 2020, and allows the opportunity for collaboration across the University for those working with and on displacement-related issues, with a database providing a brief overview of our academics' theoretical and geographical areas of interest and any current research projects being worked on. For more information, please contact Georgia Cole ([georgia.cole@ed.ac.uk](mailto:georgia.cole@ed.ac.uk))

There are also a number of research projects relating to refugee access and digital education at the University of Edinburgh, for example -

'Refugee access and participation in higher education in Uganda: the nexus of brokers, barriers, and the digital | Digital Education'.

Research clusters: Digital Education Research Cluster in Nigeria, Tanzania, and Uganda | Digital Education.

## Refuge.Ed

Refuge.Ed project, supported by the Student Experience Grant, aims to gain a deeper understanding of the refugee and asylum seeker student experience at the University by giving student scholars a voice. The Global Community Team has been undertaking interviews with current refugee and asylum-seeking students, organising gathering for students to connect and provide peer-support. As a result, this project will deliver a suite of supportive materials for students, applicants and support staff by the start of academic year 2022/23.

We currently have 6 scholarship holders at the University of Edinburgh (2 postgraduates and 4 undergraduates), and as well as providing financial support (stipend and tuition fees), we have recently taken steps to improve the additional support we provide. For example:

- At the end of 2019, we held individual conversations with Asylum Seeker Scholarship holders. Students shared their experiences and gave feedback on our current practices and future projects (see testimonies below). We will use this information to inform our work, including the next review of scholarship provision.
- In March 2020, we contacted all scholarship holders following the Covid-19 outbreak. We offered support and sent details/encouraged them to apply for a hardship grant offered by the University of Edinburgh. We are aware that one of the scholars was provided with £1000 grant award.
- We continue to have regular contact with scholars to promote funding and engagement opportunities. We have also invited scholars to engage in the University of Edinburgh Refugee Week 2020.

## Refugee Week celebrations at the University of Edinburgh

Refugee Week is a UK wide event that celebrates the contributions of refugees and people seeking sanctuary in order to challenge negative stereotypes and create a space where refugees can be seen and heard beyond their experience of displacement.

In 2019, the University of Edinburgh introduced Refugee Week (and the Refugee Festival Scotland) into our annual calendar of events, to recognise the importance of providing a positive platform to celebrate refugees and asylum seekers, their stories and what they contribute to our society.

These celebrations and events allow our staff, students and the local community the opportunity to discover the voices and stories of refugees themselves, and the space to challenge ourselves.

- Our first Refugee Week celebration (2019) included, film screenings, language learning workshops and art exhibitions. More information about our activities during this week can be found here: <https://global.ed.ac.uk/features/refugee-week-2019>
- In June 2020, we were one of the few University of Sanctuary universities in the UK celebrating Refugee Week 2020 as a digital festival. We have curated a programme of online events and a Refugee Week Digital Exhibition. This will include contributions from the University and local community.
- <https://global.ed.ac.uk/refugee-week-2020/>
- More about Refugee Week 2022 can be found here:  
<https://global.ed.ac.uk/refugee-week-2021/>  
<https://global.ed.ac.uk/refugee-week/>

We have shared our experience in setting up and coordinating a Refugee Week at the annual Universities of Sanctuary conference in 2020. We also delivered a joint presentation with the University of Bristol “University of Sanctuary or University of Sanctions” at the annual UKCISA (UK Council for International Student affairs annual conference 2021), and a joint presentation with the Scottish Refugee Council and STAR on “Running A Successful Refugee Week/Refugee Festival) at the annual Universities of Sanctuary conference 2021.

- More information will be available on our website: <https://global.ed.ac.uk/community/refugee-scholars>

## Edinburgh’s Community Stories

To celebrate Refugee Week 2020, we brought together the stories of volunteers, researchers and refugees themselves, from the University and the wider community of Edinburgh.

The stories are told by each individual in their own words, so that you can hear their voices, their passions, their struggles and their achievements. The aim of this collection was to inspire us to make changes and find out ways that we can help people within our community, to understand the issues that can be faced by people displaced from their homes and to help shape future areas of work and research.

This can be viewed here: <https://global.ed.ac.uk/wp-content/uploads/2021/03/Edinburghs-Community-Stories.pdf>

## Student Groups and activity

We ensure that we collaborate and support the student groups at the University of Edinburgh involved in this area of work, as well as ensuring they have the opportunity to feed into our work – for example, a representative of STAR sits on our Refugee Advisory Group.

### Student Action for Refugees (STAR)

STAR is a student-run organisation who seek to connect students with opportunities to campaign, fundraise and volunteer on behalf of refugees and asylum seekers in the UK.

The University of Edinburgh STAR team members are successful campaigners and fundraisers. Their vintage clothes sale raised over £1300 and their Climate Change talk focused on the impact of climate on the refugee crises was very well attended. In February 2020, the team coordinated an evening of discussion about family reunification of refugees in the UK in collaboration with the Scottish Refugee Council, that opened an exhibition “The Museum without a Home”, that displayed real items donated by people in Greece to refugees and asylum seekers in 2015/16.

Their Instagram account is here: <https://www.instagram.com/star.edinburgh/>

Their Facebook page: <https://www.facebook.com/STAREdUni/>

Museum Without a Home: <https://www.facebook.com/events/222247812112925/>

Syrian Futures and STAR supported local Syrian refugees, aged 16-25, and put together an evening celebrating Syrian food and culture - Syrian Culture Night on 24 January 2020. The event raised £600 for the Edinburgh Children’s Hospital. The teenagers showed great leadership skills and delivered a very successful event that was very well attended. Funding was provided for this event by the University of Edinburgh Global Community Fund.

### Amnesty International Student Society:

Coordinated a highly collaborative one day cultural celebration by and for newcomers to Scotland.

A full day of activities in March 2020 included a calligraphy workshop, a film screening and panel discussion led by Syrian Futures team, a lunch catered by refugee-owned businesses, musical performance, Dabke dance, exhibition of artwork made by Syrian youngsters organised by Bilingualism Matters, poetry and spoken word performed by Justice for Palestine Society, language exchange by the Tandem Language Society, SolidariTee stand, Linknet Mentoring presentation, music by a Kurdish musician from Iran, amongst others.

Funding was provided for this event by the University of Edinburgh Global Community Fund.

Homecoming Event Facebook

page: <https://www.facebook.com/events/1049629552078264/>

## Third Culture Society

The Third Culture Society aims to unite people of different background, nations and cultures, to promote peace and inclusive community. Among their events were a meeting with Alex Deng from Scottish Refugee Council about relocation, family and resilience in February 2019 and a screening and discussion about Syrian War documentary in March 2020 (together with the Middle Eastern Society).

<https://www.facebook.com/events/604255336802707/>

## “Students with Refugees” series of events

Violet Tinnion (4<sup>th</sup> year MA Philosophy student) organised a series of events to dispel myths surrounding refugees and asylum seekers, including a cooking class where 4 refugees taught 20 students to cook 4 different dishes from South Africa, Zimbabwe, Bolivia and Pakistan. She also organised a Saturday evening lecture with the same 4 refugees and a representative from the Scottish Refugee Council, which had over a hundred attendees. Violet was shortlisted for the Student Association Place for All Award category.

<https://www.ed.ac.uk/ppls/news/ppls-students-shortlisted-for-student-awards>

## SolidariTee

Students in the School of Literatures, Language and Cultures support the student-run charity SolidariTee. The Head Rep for the charity at the University of Edinburgh, Emma Penney, talks about her work with SolidariTee here: <https://www.ed.ac.uk/literatures-languages-cultures/life-at-llc/putting-the-tee-into-translation>

## Refugee Community Kitchen

Refugee Community Kitchen was set up by a collective of students and Edinburgh locals who had met whilst volunteering in Calais, where the central RCK is based which provides between 1000 to 2000 hot meals a day to refugees and asylum seekers in the Northern France area. The principles of Refugee Community Kitchen is to provide hot meals with dignity to those in Edinburgh who may need it and to fundraise to continue the vital work in Calais. Alongside organising fundraising events for Refugee Community Kitchen, RCK partners with Streetworks and The Settlement project in Edinburgh to provide tasty, wholesome food to those who need it.

Student newspaper article: <https://en4news.com/2020/02/07/hungry-for-change-edinburgh-students-open-citys-first-refugee-soup-kitchen/>

## Europe Must Act Campaign – student activism

Three University of Edinburgh students currently set-up a focal point for the Europe Must Act Campaign. The aim of this campaign is to work from the bottom up to facilitate change. This campaign aims to make cities across Europe pledge that they will take in more refugees from the Aegean Islands camps so that those at the top can no longer make excuses.

<https://www.europemustact.org/>

<https://www.facebook.com/groups/edinburghmustact/>



[https://www.change.org/edinburgh-must-act?fbclid=IwAR1cdhm1ibrD9-ILt-VX\\_EU6IKG93NRWmDAOHQi8P0bLPMvPQfjYtdmyY0](https://www.change.org/edinburgh-must-act?fbclid=IwAR1cdhm1ibrD9-ILt-VX_EU6IKG93NRWmDAOHQi8P0bLPMvPQfjYtdmyY0)

## Sharing facilities and infrastructure at the University of Edinburgh

As a large, devolved University, we want to work collaboratively to ensure that, where possible, facilities and infrastructure (and key contacts) are shared in support of this area of work.

For example, in 2020 the Chaplaincy Service and Widening Participation worked together with the Centre for Sport and Exercise in order to provide free access to sports facilities as part of the Chaplaincy run Syrian Refugee Project.

The Centre for Sport and Exercise provided free access to the games hall at weekends as well as practical equipment for football training sessions. These sessions ran during first and second semester until the COVID19 lockdown came into place, overseen by Dr Amer Masri, a co-founder of the STTEPS project and member of the Syrian community.

The addition of sporting opportunities, alongside the already existing academic tutoring that takes place on Friday afternoons, provided a valuable socialising opportunity for the pupils. This opportunity to form extended peer groups, relied on the University sharing its facilities and infrastructure with the local community in an act of solidarity. The sporting element of the Syrian Refugee Project has been hugely successful. Rev. Ali Newell, (previous) Associate Chaplain at the University noted that: “*The social impact will be building confidence in skills in sports (both team and individual ability) for the teenagers and developing further the bonds of friendship and community between the Syrian teenagers and the Edinburgh University students who already are in good relationships with them.*” The sports will continue next academic year once COVID19 restrictions are lifted and it is fully safe to do so.’

## Response to recent emergency global situations

The University’s recent responses to emergency global situations has been wide ranging and has involved colleagues sustaining substantial effort over the past month and working collectively to coordinate efforts across the University. Discussions and action remain ongoing to assist students, applicants, staff and those forcibly displaced by global events, such as the Taliban control in Afghanistan and the Russian war in Ukraine.

The work includes supporting members of our community who have been affected, ranging from immigration and financial support for affected students, to academic and wellbeing support and support for prospective students who have been affected by the crisis. Humanitarian support for scholars – staff and students – has also been a priority. Working with the Council for At Risk Academics (Cara), funding has been agreed to host ten at-risk scholars from conflict zones across the world, with a focus on Ukraine as the most pressing issue.

As well as supporting academics, a scholarship fund has been agreed for displaced undergraduate students to join us in Edinburgh. We are reviewing collaborations and partnerships in the light of the changed security situation, and remain committed to the

Universities UK statement against boycotts and supporting free exchange of people and ideas, irrespective of nationality or location.

A Ukraine Working Group has been established to coordinate ongoing activity across the University, and a dedicated web page is in development with guidance for colleagues and further information on the actions being taken by the University. Looking to the future, we are considering the implications of the current events for our wider response to crisis situations and the associated humanitarian response, and are working with our European partners on how we can best support Ukrainian universities, and develop closer long-term relationships with them.

## Areas of focus for the Refugee and At Risk Advisory Group 2022-2023:

Please see our University of Sanctuary Action Plan (Annex B). Priority areas for next 12 months:

1. **Scholarship Review:** review current funding opportunities (e.g. asylum seeker scholarships) and investigate other funding opportunities for sanctuary scholarships/funding
2. **Investigate the introduction of Staff Training and publications:** including supportive materials for students, applicants and support staff as outcome from Refuge.Ed project.
3. **Prepare for University of Sanctuary Renewal Application 2023**

## ANNEX A: Membership of the Refugee and At-Risk Advisory Group

Current membership:

- **Chair: Sarah Hoey**, Refugee & At-Risk Scholar Support Lead, Immigration Legal Adviser, Edinburgh Global
- **Inga Ackermann**, Global Community Coordinator, Edinburgh Global
- **Neil Speirs**, Widening Participation Manager, SRA
- **Gillian Simmons**, Head of Admissions, SRA
- **Amelia Harker**, Teaching Fellow (English for Academic Purposes), English Language Education (ELE)
- **Urzula Glienecke**, Associate Chaplain, Chaplaincy
- **Nadin Akta**, Outreach and Projects Coordinator, Alwaleed Centre (Syrian Futures)
- **Jennifer Brown**, Finance Manager, Student Administration
- **Georgia Cole**, Chancellors Fellow, School of Social and Political Sciences
- **Nick Rowland**, Regional Director Africa, Edinburgh Global
- **STAR representatives** (Nula Langmuir & Suzanna Creasey – 2022)
- **EUSA Vice President Welfare** (Aisha Akinola Janki – 2022)

## ANNEX B: University of Sanctuary Action plan 2020 - 2023

University of Edinburgh action plan
<p><b><u>Learn</u></b></p> <p><b>Review and revise existing support, maintain level of support or reformulate as required.</b></p> <p><b>Introduce ‘Refugee Week’ into our annual calendar of events</b> – this annual celebration will include a series of events held at the University of Edinburgh, as part of a nationwide programme of arts, cultural and educational events – and engage students and staff to raise awareness of refugee issues throughout the year.</p> <p><b>Introduce staff training for colleagues</b> at the University working with refugees, asylum seekers and at-risk scholars</p> <p><b>Strengthen our support and work with academics at risk – in particular through our partnerships with Council for At Risk Academics (Cara) and Scholars At Risk</b></p> <p><b>Continue to collaborate and contribute to networks, such as City/University of Sanctuary to develop a Scottish wide network for supporting refugees, asylum seekers and at risk academics in accessing higher education</b></p>
<p><b><u>Embed</u></b></p> <p><b>Establish closer links within the University through the Refugee, Asylum and At Risk Advisory Group:</b> The aim of the group is to consult, develop a community of practice and to establish a resource hub for projects throughout the University for the benefit of staff, applicants/students and the wider community. Members will also commit to <b>knowledge exchange and a collaborative approach</b>, including use of internal networks and connections.</p> <p><b>Scholarship funds:</b> review current funding opportunities (e.g. asylum seeker scholarships) and investigate other funding opportunities for sanctuary scholarships/funding</p> <p><b>Monitor and understand activity ongoing at the University in this area and report on examples of good practice</b>, for example Syrian Futures project/Mastercard Programme, and <b>provide reports and recommendations for improvement on this activity to senior management.</b></p>
<p><b><u>Share</u></b></p> <p><b>Create a website/online resource dedicated to providing information on University of Edinburgh support and involvement with refugees, asylum seekers and at-risk scholars.</b> This site will pull together work being carried out by the Refugee, Asylum and At-Risk Scholar Advisory Group at the University of Edinburgh.</p> <p>The goals of the website are:</p> <ul style="list-style-type: none"><li>• To improve access to information for refugee and displaced persons</li></ul>

- To celebrate the success stories of refugee and asylum seekers pathways into education
- To provide a space to link research and related events at the University of Edinburgh,
- To provide practical information for prospective applicants and to showcase the work being carried out at the University of Edinburgh (e.g. with Cara)
- To enhance the Refugee Advisory service.

**Engage further with our academic community** – we have primarily focused on the barriers to higher education for applicants/students and at-risk academics (and will continue to do so), however we also intend to reach out to our academic community working in this area. University researchers are highlighting the challenges faced by asylum seekers and refugees through their academic work. We aim to engage with the growing number of researchers at the University working on refugee and migration issues with the aim of supporting partnerships, engaging academics and developing research links.

**Provide and engage in forums to share best practice and innovative approaches in developing longer term approaches to supporting refugees, asylum seekers and at-risk scholars in access to higher education.**

**Encourage and facilitate the sharing of facilities and infrastructure** to support work in this area.



## COMMUNITY BOARD

12 May 2022

### Community Team update

#### Description of paper

1. This paper is a regular update on the activity of the Community Team since the last Board meeting in February 2022.

#### Action requested/Recommendation

2. No action is requested as this paper is just for information.

#### Background and context

3. The Community Team is currently a group of four staff who hold community-focused roles in the Department for Social Responsibility and Sustainability (SRS) and Communications and Marketing. Team members are line-managed and their roles and operational budgets financed by their respective departments. The Community Team help to deliver the Community Plan, including several commitments where they have full responsibility.

4. Members of the Community Team share a place on the Community Board.

5. The Community Team provide a short regular update to each Board meeting. Previously, this has included updates on the implementation plan and changes in RAG status. This information is now in a separate paper. This paper covers the Community Team's own activities.

#### Discussion

6. **Membership of the Community Team** has changed, with Eppy Harries-Pugh currently on maternity leave (welcoming baby Wesley!). Lauren McLeron has been appointed to cover her maternity leave, on secondment from another role in SRS. Ricardo Ribeiro Ferreira's student internship has ended, and he has reported on improvements that can be made to Edinburgh Local's social media and newsletter, which are both being put into action. Gemma Gourlay joined the University as its first Head of Social Impact in March 2022 and line manages Community Team members in the Department for Social Responsibility and Sustainability. Those members now sit in a wider Social Impact Unit.

7. Round 10 of the **University's Community Grants scheme** recently closed, and after assessing 60 applications, 7 were funded. This has now brought the total distributed through the scheme to just shy of £500,000 since it began five years ago. We are now planning to do some publicity, and work to build connections with our new grantees. There are some additional projects which may be funded from this round if the money can be found.

8. The **Edinburgh Community Engagement Forum's** membership has grown since the previous meeting by 24 to 362. The network meeting in March 2022

featured Tom Draper, IntoUniversity Community Liaison Coordinator. It was clear attendees were pleased to learn of Tom's post and are keen to work with him.

9. The **Scottish Universities Community Network** held its second meeting in March with attendance from Napier, Dundee, GSA, UWS, St Andrews and Aberdeen. This informal network seeks to share best practice between universities on community relation. As well as providing general updates, the group also discussed how we define local communities and response to the crisis in Ukraine.

10. Proposals have come forward for a **parkrun event** at Holyrood Park. The Community Team are supporting the volunteer recruitment, communications, and community engagement around the event. The first event is scheduled for late-June or early July.

11. Preparations are underway for the **Meadows Festival** in June. The University of Edinburgh has regularly attended and supported the festival, and efforts are being made to co-ordinate the University's presence.

12. **Doors Open Days** have been cancelled for 2022. We are currently working with the Cockburn Association on potential ways forward for 2023.

13. The Community Team have been working with the vet school on the plans for an **All4Paws outreach centre** on Nicolson Street. This is now open, and we are looking at potential ways to otherwise use the space for community engagement.

14. Iona Barrie has been appointed as the **Inclusion Scotland Digital Inclusion intern** to assist with installation of free Wi-Fi in Dumbiedykes. Iona is due to start in post on 23<sup>rd</sup> May 2022, working 8 hours/week. Iona's post is funded by the Edinburgh Futures Institute (via Patricia Erskine, Head of Stakeholder Relations, CAHSS). Her role will involve close working with the Greyfriars Charteris Centre and Edinburgh Old Town Development Trust, supported by Sarah Anderson as her line manager. Her work will involve both community engagement with Dumbiedykes residents and assessment of technical options already scoped by the Greyfriars Charteris Centre.

15. The University submitted its first nominations for the [Talloires Network MacJannet Prize](#) in the spring. The University made 2 nominations and was delighted to hear that All4Paws has been 1 of just 10 projects shortlisted globally. The All4Paws team are now being interviewed by the Prize committee and we hope to hear if they have won sometime during May 2022.

16. [Procurement of the private sector partner](#) for stage 3 of Edinburgh BioQuarter is live and the first dialogue session with bidders has taken place. Sarah Anderson is one of the markers for this procurement, specifically as an expert for the community theme (which contributes 10% to the final mark).

17. The University has supported the campaign for a **statue for Elsie Inglis** with a donation. The campaign is now just £3,000 short of its goal and is now seeking a sculptor. The statue is planned for the Royal Mile.

18. The **Hunter Square Place sub-group** is still meeting. This has been set up by Police Scotland and the Council, local homelessness support services and the University (Sarah Anderson) are members. Sarah Anderson met with Lesley McAra (Assistant Principal Community Relations) and John Lowrey, and the working group has been provided with relevant University research and contacts at Scottish Historic Buildings Trust.

19. The paper encouraging the University to sign People Know How's '[Connectivity Now](#)' pledge was approved by University Executive in January 2022, and a video has been recorded but not yet put out to support the campaign.

20. There is a new project which the Community Team are supporting named '**Our Edinburgh Neighbourhood**'. This project sees the University in partnership with the City of Edinburgh Council, Scottish Government and EVOC to look at new ways of doing community consultations. This will also include a new Urban Room at Waverley Market in June, and an online hub.

21. The Community Team have been engaged in the Ukraine Working Group, with more information in paper C.

## Communications

22. Social media activity has continued in a consistent fashion, taking forward recommendations from Ricardo's work. By posting more regularly, the idea is that we have more of a presence on social media.

23. The top performing post over the period was the news about our new round of grants, which reached more than 11,000 people on Facebook, well outstripping all other posts which were in the hundreds at best. The best posts on twitter made around 6,000 impressions – on volunteering in Borders woodlands, and World Gaelic Week.

24. Followers continue to grow:

Channel	Followers/subscribers	Change since last report
Instagram	1,424	+62
Facebook	745	+13
Twitter	1,878	+77

## Resource implications

25. There are no additional requests for resource.

## Risk Management

26. N/A

## Responding to the Climate Emergency & Sustainable Development Goals

27. The work of the Community Team particularly contributes to the following Sustainable Development Goals:





### **Equality & Diversity**

28. N/A

### **Next steps/implications**

29. N/A

### **Consultation**

30. This paper was written in consultation with the Community Team.

### **Further information**

#### Author

**Stuart Tooley**

Community Relations Manager  
Communications and Marketing

#### Presenter

**Stuart Tooley/Sarah Anderson**

#### **Sarah Anderson**

Community Engagement Programme  
Manager  
Social Responsibility and Sustainability

### **Freedom of Information**

31. Open paper



COMMUNITY BOARD

12 May 2022

Community Plan implementation – progress, risks, and issues

Description of paper

1. This paper updates the Community Board on progress towards implementing the commitments in the Community Plan, and highlights risks and issues to be aware of

Action requested/Recommendation

2. The Board is asked to comment and act on the risks and issues paragraph 7, and to provide either verbal or written updates on those commitments assigned to them.

Background and context

3. The implementation of the Community Plan has been a topic at each of the Community Board meetings. At previous meetings it has been agreed that there should be an implementation plan (also known as the Tracker), which records progress on each of the commitments. The same spreadsheet also includes underlying measures of success, as well as a RAG status for each commitment.

4. The purpose of these measures of success was to pin down, in more concrete terms, what successful implementation of the Community Plan’s 32 commitments, would look like. Some of the Community Plan commitments are broad and varying levels of thought were given to how they could be implemented when the Community Plan was being developed. Despite the Plan now being over a year old, some commitments still require further thinking on how to implement them.

5. There are also seven further rows of the implementation plan. These refer to five items in the Community Plan that are outside of the main 32 commitments, as they are to do with how we implement the plan itself (33-37). Two other rows (38/39) refer to commitments made in the Social and Civic Responsibility Plan that are of interest or relevance to this board.

Discussion

6. The Board is requested to note those commitments where RAG status has changed positively.

Commitment	Change	Reason for change
6 - IntoUniversity	Amber -> Green	Positive action from IntoUniversity to begin further integration with local communities
8 – Sharing resources	Amber -> Green	Positive actions in this area over recent months

10 – Student volunteering	Red -> Amber	EUSA staff now in place and making a difference, though remains a challenge
26 – Apprenticeships	Amber -> Green	New Modern Apprenticeship programme has restarted and seeking applications.

7. The Board is requested to comment on commitments where RAG status has changed negatively or is Red

<b>Commitment</b>	<b>Previous -&gt; Current</b>	<b>Reason for RAG status</b>
9 – Day to Make a Difference	Red -> Red	Remains a lack of resource since project officer role ended. Remains lack of ability to track through People and Money
21 – Doors Open Day	Green -> Amber	Cancellation of DOD2022. Potential for new event in 2023, but new uncertainty here.
28 – Physical front doors	Red -> Red	Discussion at Nov-21 meeting left the action to new Head of Social Impact

8. Previous meetings of the Board requested that in addition to the implementation plan, there should also be a table that showed each commitment in relation to time. A first iteration of this timetable is produced for this meeting, and shows expected periods of activity, along with completed and expected milestones. This can be found as a tab on the [implementation plan](#).

9. Board members are invited to provide any updates against any of the commitments, either by email or verbally at the meeting.

### **Resource implications**

10. There are no additional requests for resource.

### **Risk Management**

11. The use of RAG statuses and regular reporting of changes to the board are a proportionate mitigation to the risks of not meeting our commitments.

12. The new use of a timetable will help to show when there are busy/quiet times. This will help allocate resources in the future and avoid potential conflicts.

### **Responding to the Climate Emergency & Sustainable Development Goals**

13. The work of the Community Plan particularly contributes to the following Sustainable Development Goals:



### **Equality & Diversity**

14. There are negative equality and diversity implications should the University not deliver on some of its Community Plan commitments.

### **Next steps/implications**

15. Further efforts will be made by the Community Team in conjunction with Community Board members to further clarify measures of success for commitments where this remains unclear. Actions will be taken based on the conversations associated with this paper, especially on the Red commitments (9, 28).

### **Consultation**

17. This paper has been drawn up based on conversations with the Community Team. All Community Board members have ongoing access to the [implementation plan and measures of success](#) and are encouraged to treat it as a 'living' document, updating as they go.

### **Further information**

*Author*

**Stuart Tooley**

Community Relations Manager  
Communications and Marketing  
(on behalf of the Community Team)

*Presenter*

**Stuart Tooley**

### **Freedom of Information**

18. Open paper