



**Social Responsibility and Sustainability Committee**

**Thursday 2 June, 2pm**

**Cuillin Room, Charles Stewart House**

**AGENDA**

- 1 Minute** **A**  
To approve the minute of the previous meeting on 26 February 2016

- 2 Matters Arising**  
To raise any matters arising not covered on the agenda or in post-meeting notes

**STRATEGIC AND SUBSTANTIVE ITEMS**

- 3 Good Food Policy** **B**  
To discuss and endorse a paper from the Head of SRS Programmes

- 4 SRS Communications – Next Steps & Lessons Learnt** **C**  
To discuss a paper from the Head of SRS Programmes and receive a presentation from the SRS Communications Manager

- 5 Procurement Update** **D**  
To note and discuss an update from the Acting Director of Procurement on legal obligations and current and planned activities to further integrate SRS issues

- 6 A Pathway to Support Student Social Enterprise** **E**  
To discuss and endorse a paper from the Director of SRS setting out a rationale and model for the University to support student social entrepreneurship

- 7 University Climate Strategy** **F**  
To receive an update from the Director of SRS

**ITEMS FOR FORMAL APPROVAL/NOTING**

- 8 The Commission on Widening Access Report** **G**  
To note a briefing on the full report and receive a presentation from the Head of Widening Participation

- 9 SRS Reporting** **H**  
To note a paper from the Head of SRS Programmes on 2015/16 Reporting

- 10 Responsible Investment** **Verbal**  
To receive an update from the Director of SRS

- 11 Any Other Business** **Verbal**  
To consider any other matters from Group members

## UNIVERSITY OF EDINBURGH

**MINUTE OF A MEETING** of the Social Responsibility and Sustainability Committee held in the Elder Room, Old College on Friday 26 February 2016.

**Present:** Charlie Jeffery (in chair), Senior Vice Principal  
 Michelle Brown, Head of SRS Programmes  
 Moira Gibson, External Affairs Manager, Communications & Marketing  
 Kathleen Hood, Head of Widening Participation  
 Gary Jebb, Director of Estates  
 Zoe Lewandowski; Director of Human Resources  
 Urte Macikene, EUSA Vice President Services  
 Lesley McAra, Assistant Principal Community Relations  
 Phil McNaull, Director of Finance  
 Janet Philp, Joint Unions Liaison Committee  
 George Sked; Acting Director of Procurement

**In attendance:** Sabrina Jenquin, Procurement Legal Services, for item 7

**Apologies:** Gavin Douglas, Deputy Secretary Student Experience, USG  
 Hugh Edmiston, Director of Corporate Services  
 Dave Gorman, Director of Social Responsibility and Sustainability  
 Pete Higgins (Vice Convener), Dean of Students, CHSS  
 Jane Norman, Vice-Principal People and Culture  
 Heather Rea, Project Lead, Beltane Public Engagement Network  
 James Smith, Vice Principal International

- 1 SRS Committee welcomed new members Lesley McAra and George Sked (sharing the Director of Procurement role with Karen Bowman). On behalf of the Committee, the Convener thanked outgoing member Kathleen Hood whose effective leadership of Widening Participation work had brought many positive benefits. A

The minute of the meeting on 21 October 2015 was approved as a correct record.

- 2 **Matters Arising**  
 Under item 11, 'Public Engagement Overview', it was noted that Vice-Principal Community Development Mary Bownes had set up a working group including College Deans of Research to follow through on this activity.

**STRATEGIC AND SUBSTANTIVE ITEMS**

- 3 **Strategic Direction Setting for SRS Committee 2016-2017** B  
 Following the refresh of the Committee's remit, membership and scope, as well as agreement on a definition of SRS, the Head of SRS Programmes presented a proposed strategic agenda for 2016-17.

The Committee endorsed the paper, including the proposal to update the SRS Strategy in 2016/17, and the recommended programme of topical half day away sessions.

Action – All to share any further ideas with MB.

Action – MB to amend the programme to prioritise areas that could lead to income generation, update the programme, and proceed as agreed.

- 4 **SRSC Away Session 2015 – Strategic Plan Content** C  
 Following discussions with the Head of Strategic Performance & Research Policy at the meeting on 17 June, away session on 23 October, and subsequent dialogue, the Head of SRS Programmes shared suggested SRS content for the new Strategic Plan, including introductory text, KPIs and case studies. Though its final shape, structure and length was not yet clear, the Strategic Plan was evolving, and the new version would be a shorter, more dynamic document, brought to life through the website, less generic and more focused on the distinctiveness of the University.

Members highlighted the need to refine this material, focusing on brief statements and distinctive case studies, as the amount of detail included was more suited to development of a new SRS Strategy than draft content for the higher level Strategic Plan, and there was a risk that key elements would be overlooked. Hotlinks in the online version could be exploited to tell the wider story.

The new Strategy would take a different approach to KPIs and indicators. In terms of SRS, metrics could be set with reference to the inventory of key issues outlined in Paper B Table 1, with a focus on their relevance to an external audience.

Action – MB & DG to think further on these prompts and redraft, focusing on evocative, significant statements and illustrative case studies that exemplify the institution.

#### **5a Community Relations – Draft Strategy**

The External Affairs Manager set out the context of the draft Community Relations Strategy 2016-18, replacing the 2009 Community Relations Plan, which evidenced how UoE supports economic development, contributes to civic and community life, and works in partnership locally. Community engagement was included in the University's mission statement, beginning to have an impact on research income, and may be a criterion in future rankings.

An October 2015 survey of the local community indicated that, while respondents saw UoE as an asset, they did not have a clear idea of what the University did, or how it contributed to the health service, schooling or culture of the city. There was already significant outreach activity in Edinburgh and Midlothian, and the Strategy was not intended to disrupt this, but to identify further opportunities and ways to align activity and work more strategically.

The Strategy had three main aims: strengthening relationships (mapping activity, understanding gaps and opportunities, and investigating if resources could be better distributed); research, learning and teaching (identifying opportunities for research and experiential learning, and promoting Edinburgh as a 'learning city'); and building understanding (improving communications and listening to what the local community would value). When the survey is run again in three years it should show greater understanding of the University in the community.

The Committee noted potential opportunities in this area and agreed with the aspiration and direction of the strategy, but indicated a need for tighter definition and further work on implementation and metrics. An annex covering aspects of implementation was available on request from the Secretary.

Action – MG to take an updated version of Paper D1, to include elements of an Implementation Plan, to CMG on 12 April for University-level endorsement.

#### **5b Community Relations - Overview**

The Assistant Principal Community Relations presented an overview to be picked up via a May/June workshop. Proposals included opportunities for experiential learning outside the classroom, scholarships linked to social enterprise, and digital education as a fundamental part of outreach. There had been a tendency to reproduce rather than make best use of existing practice. A proportion of supporting resource, currently scattered, could be repurposed. A Community of Practice had been set up, run through IAD. Much more could be done in terms of corporate narratives and promoting UoE values and identity. With the University growing exponentially, more needed to be done to ensure students felt part of a scholarly community and were included in University activities in the city. This could be linked to work around degree programmes as the gold standard for employability, building resilience, emotional intelligence and a problem-solving mindset.

SRS Committee noted the perspectives 5a and 5b afforded into community relations, the former offering practical steps and a platform for the activities outlined in the latter. While there were deficits, there were also excellent examples of good practice. These were currently fragile because they were not articulated. Better mediums for

**D1**

**D2**

communication were needed, particularly externally, as part of more general discussion around the institution's communicative capacity and competence. This should connect in to wider debate regarding a Customer Relationship Management (CRM) system.

Members agreed to continue developing the wider agenda set out by the Assistant Principal Community Relations, identifying measureable outcomes and areas where there was resource, and ensuring work stayed aligned with the purposes of the University.

## **6 UoE as a Good Employer**

**E**

The Director of Human Resources introduced an overview of UoE performance as a fair, inclusive and socially responsible employer, highlighting the Living Wage and Scottish Business Pledge.

The Committee noted the upcoming visit of Annabelle Ewing MSP to the School of Chemistry (first Athena Swan Gold award recipient in Scotland) and re-emphasised the importance of having communication plans in place to adequately promote this, internally and externally. Members recommended converting the paper into a brief document summarising the package that could be issued to all staff.

Action – ZL to amend the paper to clarify the position of apprentices with regard to the Living Wage.

## **7 Modern Slavery**

**F**

The Head of SRS Programmes presenting this briefing paper produced in conjunction with Legal Services and the Head of Court Services. The Act, introduced in March 2015, encouraged organisations to assess, prevent, mitigate and account for any risks of forced and/or compulsory labour. Section 54 required the University to produce a slavery and human trafficking statement for each financial year and display it prominently, preferably on the University homepage. While risks were very minimal within the University's own employment practices, the requirements included international offices, contractors and supply chains.

SRS Committee acknowledged the legal duties and approved a cross-department consultation and action plan including creation of a short-life working group, linking with processes already in place around the Scottish Procurement Prioritisation Tool.

Action - MB to follow up with others on next steps and the mandatory statement.

## **8 Conflict Minerals Policy**

**G**

The Head of SRS Programmes noted that the approach taken in the Conflict Minerals Policy linked to that of the UN Guiding Principles for Business and Human Rights and that many companies were currently making efforts to clarify their position. The Policy had been endorsed by the Fair Trade Steering Group and the Sustainable IT Group.

Members noted the potential leverage the University could have to raise issues through simply asking questions. UoE was currently lobbying APUC to include the issue in their tenders. Work was ongoing to raise awareness in staff and student purchasing and to link in to research in different disciplines. The Head of SRS Programmes thanked the EUSA Vice President Services for help in raising the agenda, putting a similar policy through the EUSA Student Council.

The Committee endorsed the policy, recognised the reputational importance of communicating the University's commitment to the issue and that this should also be linked to membership of Electronics Watch for over two years.

Action – MB to take the Policy to CMG for formal noting and approval.

***Post-meeting note: CMG approved the policy on 12 April.***

## **9 Climate Strategy Update**

**H**

The Head of SRS Programmes updated members on technical consultancy work, supported by the Scottish Funding Council, feeding in to review of the University's Climate Strategy. Action for the Climate, COP21, planned events with ECCI and a new

Community of Practice were all feeding in to the process. The new Strategy would take a whole institution approach, bringing in links to teaching & research, cross-referencing responsible investment, and aligning with the Strategic Plan.

## REPORTS AND MINUTES FROM SUB-GROUPS

### 10 SOAG Report to SRS Committee

I

SRS Committee noted the minute of 26 January 2016 including 2014/15 Waste and Energy Annual Reports, an update on the Utilities Project and proposal for a Sustainable Campus Fund.

### 11 SITG Report to SRS Committee

J

SRS Committee noted the minute of 2 October 2015.

Members agreed that in future minutes of sub-groups would be dropped from Committee papers, with key issues coming as full items.

## ITEMS FOR FORMAL APPROVAL/NOTING

### 12 The Commission on Widening Access

K

The Head of Widening Participation presented a briefing on findings and implications of the Commission's interim report. The full report, due on 24 March, and UoE response would be discussed at the next meeting.

Edinburgh was the only University to be invited on to all expert groups, indicative of the in-roads that had been made. The Convener recognised the substantial contribution made by Kathleen Hood, and the need for the Committee to reassess how to express the University's commitment to Widening Participation in these changed circumstances.

### 13 Current & Potential Awards in the SRS Area

L

The Committee noted this initial scoping paper to stimulate discussion around existing awards and prizes in the SRS area and identify potential for initiating or extending involvement with parallel initiatives on SRS themes within the University and with partner organisations.

The Sustainability Awards ceremony in April would be shorter this year, focusing on special awards in particular categories. The Head of SRS Programmes thanked the EUSA President and the Director of Corporate Services who had agreed to present the awards, and the Assistant Principal Community Relations who would chair a workshop on the morning of the ceremony.

Members reiterated the need for suitable mechanisms to communicate and celebrate activity in this area.

Action – All to email the Secretary with any relevant awards that have been missed.

### 14 SRS Reporting

M

SRS Committee noted an update on 2014/15 Social Responsibility and Sustainability Reporting. Based on the information which was included in the Annual Report & Accounts, the 2014/15 SRS Report comprised the key points, infographic and a link to the [microsite](#).

Action – All members to share any feedback with the Secretary.

### 15 Responsible Investment

N

Members noted an update on the new RI Policy Statement agreed at CMG on 19 January which summarised the University's approach. This followed the decision to sign up to PRI (formerly UNPRI), to divest from coal and tar sands, and to engage with companies on responsible investment. The Convener emphasised the need to ensure the policy statement was communicated clearly and to follow up on implementation.

### 16 Any Other Business

2015 Green Gown Awards: - UoE was shortlisted for four awards, winning in the category 'Facilities and Services' for the project 'Sustainable Laboratories – sharing best practice through peer learning', a collaborative project with Estates and CMVM.



## Social Responsibility and Sustainability Committee

Thursday 2 June

### Good Food Policy

#### Description of paper

This paper proposes a University Good Food Policy for endorsement by the group. The policy was developed in partnership by the Department for Accommodation, Catering and Events (ACE) and the Procurement Office and the Department for Social Responsibility and Sustainability (SRS), with input from others including academic colleagues.

#### Action requested

SRS Committee is asked to consider and approve the policy.

#### Background and context

In June 2014, SRS Committee reviewed a proposed Sustainable Food Systems Policy for the University. The committee acknowledged that a policy would build on existing achievements and enable a strategic approach. However it was agreed that more work was needed before such a policy could be endorsed.

Work began again in 2015, after a break to accommodate staffing changes and other priorities. The result is the Good Food Policy presented below. The policy sets out a whole-institution commitment to good food across 5 themes; Sourcing, Provision, Practices, Research Learning & Teaching and Leadership & Culture.

#### Discussion

As a socially responsible institution the University of Edinburgh aims to benefit society as a whole. One way to deliver on this commitment is to ensure our activities support sustainable food systems<sup>1</sup>. Many modern food systems are associated with environmental degradation, high greenhouse gas emissions, wastage, worker exploitation, poor public health and lack of safe, nutritious food for many people. Sustainable food systems conserve natural resources and have a positive socioeconomic impact.

The University already supports sustainable food systems through its research, learning & teaching and operations. ACE aims to serve healthy food sourced from responsible supply chains. The department has received numerous awards recognising this achievement. The Procurement Office works to influence the selection criteria for national food and drink contracts to reflect the University's sustainability objectives. The SRS Department raises awareness and facilitates action on food issues through events and practical support. Research conducted at the University is helping to solve food sustainability challenges, and the University also benefits from innovative student-led initiatives. The Food Researchers in Edinburgh (FRIED) network brings together academics, students and others at the University who are interested in food related research.

The proposed policy explains how these activities contribute to a larger ambition and assists the University in publicly expressing its commitment to good food. It also enables the University to

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<sup>1</sup> The term 'food system' incorporates all aspects of the production, processing, trade, transport, retail, consumption and disposal of food and drink.

respond to a number of internal and external drivers. These include legal obligations<sup>2</sup>, evolving best practice across the HE sector<sup>3</sup>, new opportunities to link University research with practice and student expectations<sup>4</sup>. Recent surveys indicate that food issues are a priority for many students and staff.

### **Resource implications**

The draft policy outlines responsibilities and scope. Resource implications relate to staff time for the implementation of this policy. This will be achieved using existing resource and integration within SRS, ACE and Procurement.

### **Risk Management**

Ethical, reputational and legal risks associated with this issue, and with not having a clear policy, have been explored in the policy development consultation with numerous colleagues and other stakeholders. The proposed policy would help us manage these risks.

### **Equality & Diversity**

No Equalities Impact Assessment has been carried out in relation to this policy, as it fits within a wider approach to social responsibility, catering and procurement.

### **Next steps/implications**

Following approval by the Committee, relevant stakeholders would work together to ensure implementation. The policy would be published on the SRS, ACE and Procurement websites and assist in highlighting our already strong track record.

### **Consultation**

The draft policy has been reviewed and endorsed by the Director of Procurement, the Director of SRS, and the Assistant Director of Catering. The policy was approved by SOAG on 24 May 2016.

### **Further information**

#### Authors

Alexis Heeren, Social Responsibility and Sustainability Projects Coordinator, SRS  
Ian Macaulay, Assistant Director of Catering, ACE

#### Presenter

Michelle Brown, Head of SRS Programmes

### **Freedom of Information**

This is an open paper.

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<sup>2</sup> For example, in the Procurement Reform (Scotland) Act. A planned Good Food Nation Bill which will “draw together all aspects of the Scottish Government’s work on food and drink – including food standards, public procurement and food waste” (SNP Manifesto) could introduce new duties.

<sup>3</sup> 17 Russell Group universities have published sustainable food policies. The People and Planet University League asks, “Does the university have a publicly-available sustainable food policy (or a Sustainable Procurement Policy which integrates sustainability criteria for food) that is reported on annually at a senior level of the university?”

<sup>4</sup> The SRS Student Survey found that a large majority of students expect University food provision be sustainable across a range of issues.





# THE UNIVERSITY *of* EDINBURGH

## Good Food Policy

### 1. Purpose

The University's Strategic Vision 2025<sup>5</sup> states that "as a truly global University, rooted in Scotland, we seek to benefit society as a whole". The Strategic Plan 2012 - 2016<sup>6</sup> describes the University's aim to "make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world."

This policy is a key element of this vision. Accepting that many modern food systems contribute to environmental, social and economic challenges, it sets out a whole-institution approach to Good Food that will support more sustainable food systems.

The policy builds on achievements by the Department for Accommodation, Catering and Events (ACE), the University's Fair Trade Policy<sup>7</sup> and our Procurement Strategy<sup>8</sup>.

### 2. What is Good Food?

Good Food is food and drink that is tasty, healthy, good for the environment and good for the people who make it. It is produced, purchased, transported, consumed and disposed of within food systems that are;

1. *Environmentally sustainable* by conserving or regenerating natural resources; avoiding pollution; mitigating emissions that cause climate change; protecting biodiversity; and upholding the highest standards of animal welfare.
2. *Socially sustainable* by fulfilling every person's right to adequate, healthy, safe, nutritious, good quality and appropriate food; providing people with opportunities to enjoy and learn about Good Food; and encouraging diverse food cultures.
3. *Economically sustainable* by delivering viable livelihoods for the people employed within its supply chains through living wages, workers' rights, fair trade and safe, decent working conditions; supporting thriving local economies; and ensuring Good Food is accessible and affordable to all.

### 3. Our commitments

The University will adopt a whole-institution approach to Good Food by taking action within five key areas - Sourcing; Provision; Practice; Research, Learning & Teaching; and Leadership & Culture.

1. *Sourcing* - The University sources food and drink that is produced to the highest environmental, social and economic standards. We work together to;
  - a. Use traceable ingredients that minimize harm to the environment and uphold the highest standards of animal welfare from farm to plate.
  - b. Sourcing a range of sustainable, seasonal fish and seafood.

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<sup>5</sup> <http://www.ed.ac.uk/schools-departments/governance-strategic-planning/strategic-planning/strategic-vision-2025>

<sup>6</sup> <http://www.ed.ac.uk/schools-departments/governance-strategic-planning/strategic-planning/strategic-plan-2012-16>

<sup>7</sup> <http://www.ed.ac.uk/about/sustainability/themes/fair-trade/governance>

<sup>8</sup> <http://www.ed.ac.uk/procurement/policies-procedures/strategy>



- c. Uphold our Fair Trade Policy by sourcing products from fair and ethical supply chains.
  - d. Champion food and drink produced and manufactured in Scotland and in our local community (e.g. from small and medium enterprises, third sector and supported businesses).
  - e. Use and highlight seasonal ingredients on our menus.
2. *Provision* - The University provides good value, high quality, healthy and sustainable food that meets dietary needs and enhances the wellbeing of staff and students. We work together to;
- a. Serve nutritionally balanced, freshly prepared food free from harmful additives.
  - b. Offer better quality meat and attractive vegetarian and vegan options.
  - c. Raise awareness of healthy, sustainable options and help people make informed choices by highlighting the provenance, seasonality and other sustainability and health aspects at the point of sale (including meat free options).
  - d. Publish allergen and nutritional information (Guideline Daily Amounts) for all menu items.
  - e. Provide free tap water in all catering outlets and buildings and encourage staff and students to use tap water in preference to bottled water.
3. *Practice* - The University acts responsibly when managing catering and engaging with suppliers, staff, students, visitors and commercial/public customers. We work together to;
- a. Save energy and water by efficiently managing our facilities and events.
  - b. Take action to minimise food and packaging waste generated from our activities.
  - c. Work with suppliers to reduce negative environmental impacts, including emissions from transport and waste from packaging or food.
  - d. Encourage our suppliers to consider fair work practices and to sub-contract or source according to best practice.
  - e. Train ACE staff in sustainable catering practices and follow all University HR policies. This includes paying the living wage.
  - f. Encourage staff and students to conserve resources.
4. *Learning, Teaching & Research* - The University supports initiatives that deepen understanding, collaboration and evidence based action on Good Food. We work together to;
- a. Encourage opportunities for staff and students to learn about sustainable food and gain practical skills.
  - b. Support staff and student-led activities that enhance the University's food culture (e.g. food growing on campus, resource efficiency initiatives and shared actions with the Students Union).
  - c. Support research and teaching to improve our understanding of sustainable food systems and use evidence to improve University practice.
5. *Leadership & Culture* - The University seeks to show leadership and adopt transparent and inclusive policies and practices that reflect the values of our staff and students. We work together to;
- a. Ensure opportunities for dialogue between researchers, students and professional services staff.
  - b. Publicly advertise the Good Food Policy, set targets / commitments and report on performance annually.
  - c. Demonstrate leadership and maintain best practice by securing and retaining external awards.
  - d. Partner with others in our community to promote Good Food throughout Edinburgh.
  - e. Procure good food and related services in a sustainable and collaborative manner, demonstrate community benefits, gross value add, quality and value for money without risk to our reputation and to people who provide or consume food.

#### **4. Responsibility and scope**

This policy has been developed by the Department for Social Responsibility and Sustainability (SRS), the Department for Accommodation, Catering and Events (ACE) and the Procurement Office. It applies to University of Edinburgh sites.

This policy does not apply to the Edinburgh University Students Association, external catering suppliers or others using University premises under license (e.g. festival tenants).

All staff and students engaged in University activities have a duty to uphold the Policy.

## 5. Implementation and review

This policy will be prominently displayed for visitors at events venues and on our website. SRS will coordinate a policy review every 3 years to respond to new developments and meet evolving best practice in the sector.

An Implementation Plan will be produced and updated annually. Progress by SRS, ACE and the Procurement Office will be reported to the Social Responsibility and Sustainability Committee, convened by the Senior Vice Principal.

## 6. Equality and diversity

This policy fits within our Accommodation, Catering and Events Food Strategy and the Procurement Strategy, both of which include consideration of equalities duties. A separate Equalities Impact Assessment has therefore not been carried out.

## 7. Support

SRS can provide contacts and advice regarding this policy for staff or students. Press or media enquiries should be directed to the Press Office.

## 8. Approval and review

<i>Consultations held</i>	The policy was developed in partnership by the Department for Accommodation, Catering and Events (ACE) and the Procurement Office and the Department for Social Responsibility and Sustainability (SRS), with input from others including academic colleagues.
<i>Final approval by</i>	Ian Macaulay (Assistant Director Catering) – 04/04/16 Dave Gorman (Director of Social Responsibility and Sustainability) – 11/04/16 Karen Bowman (Director of Procurement) – 26/04/16
<i>Date policy approved</i>	May 2016
<i>Date of commencement of policy</i>	Immediate
<i>Dates for review of policy</i>	May 2019

## 9. Contact

For further information, or if this policy is required in an alternative format, please contact Jane Rooney at [jane.rooney@ed.ac.uk](mailto:jane.rooney@ed.ac.uk).

**Social Responsibility and Sustainability Committee****Thursday 2 June****SRS Communications – Next Steps and Lessons Learned****Description of paper**

This paper provides a summary overview of SRS Department Communications, some highlights and lessons learned, and current thinking on next steps.

**Action requested**

The Committee is asked to review and provide recommendations for integration into 16/17 planning.

**Background and context**

The Department for Social Responsibility and Sustainability (SRS) was established in 2013 to provide high quality advice, support and action on SRS at the University of Edinburgh.

A small communications team supports the delivery of the University's SRS Strategy and, within the context of the University's Strategic Plan, delivers awareness and involvement in SRS programmes. The Department 3 year plan (2015-2018) sets out the goals and related objectives which have guided the work of the communications team over the last year. We seek to ensure that staff and students are informed about the issues, challenges and best practice through communications campaigns and events and inspired to be involved in SRS activities.

- By 2016 we will have re-launched a University campaign on energy savings (i.e. Switch & Save) aiming to have at least 250 active champions by 2018.
- During 2015 we will improve our systems to collect information on stakeholder awareness of and support for SRS issues including the programmes we deliver.
- By 2018 we will reach at least 25% of staff and 10% of new intake students through our communication campaigns and maintain active relationships with at least 2000 staff and students.
- By 2018 we will have expanded our social media presence and our newsletter subscription to support our campaigns including at least trebling our user base from a 2014 baseline.

Other objectives in 2015/16 linked to providing high quality communications support to enable the delivery of the department's programmes (Energy Engagement, Sustainable Laboratories, Awards, SRS in Supply Chains, Resource Efficiency and Circular Economy, Sustainable Travel) and supporting wider SRS communications issues (e.g. Responsible Investment). Support was provided to Estates with one team member located there (May 2015 to Dec 2015). In autumn 2015 there was also a decision to launch 'Action for the Climate' linked to university participation at COP21.

**Discussion**

Despite the loss of one full time position within the team, and needing to deal with various ad-hoc situations as they arose throughout the year, the team has performed exceptionally well. SRS works closely with Communications and Marketing colleagues throughout the University. Other staff within the department also support the communication and dissemination of SRS (i.e. through staff and student engagement, reporting, research and policy, and events).

## Highlights and Achievements

- Action for the Climate campaign focussed on highlighting expertise of the University's many academics. TROPOS project video with 38,000 views. Positive SRS press coverage with CAM running one web story per week in Q3. Implemented positive media relations campaign on changes to investments.
- Switch & Save energy savings campaign relaunched (SWITCH). More than 100 materials packs distributed to labs and energy coordinators, including around 1,500 'Switch' cards. Distributed more than 600 posters for the winter shutdown and a large number of stickers. Materials downloaded from website more than 700 times, including posters, checklists & guides. Members of the University have engaged with 'Switch' campaign messages more than 1,100 times. Of those: 70 percent came via email and social media, 20 percent via the cards and less than 1 percent via posters.
- Communications campaigns and events on Waste and Reuse (March 2016).
- Fair trade fortnight communications were reasonably successful, with good coverage of the 6 word stories. Conflict Minerals Policy received significant and positive media coverage.
- Participation at events exceeded 5,000 target with 95 percent providing 'very good' feedback. Nearly 500,000 people reached through digital and social media channels.
- Contacts with both staff and students have increased in 2015/2016 from 4867 to 8021 with the most significant increase in student contacts. 1000 new newsletter subscribers in Q3.
- SRS Student and Staff Survey launched. Highlights to be presented to Committee in June.

## Some Lessons Learned

- Proactive releases on positive investment and policies related to SRS is important throughout the year rather than being reactive to specific issues as and when they arise. Continuous climate change research news releases, plus wider publication of internal SRS messages. Multiple spokespeople from academics, students, external groups important on key issues.
- Social media channels where the conversations are happening. Student groups likely not reading the Herald or the Scotsman. Social media not just tools for voices but giving people opportunities to collaborate and get involved.
- Events do not necessarily lead to programme participation but important communication and engagement vehicles in their own right.
- CAM's promotion of stories within mainstream university channels has led to a doubling of SRS Department Facebook reach and increase in follower growth.
- Tangible investments such as the Sustainable Campus Fund will be important for achieving staff engagement and wider communications.
- Results from Student Survey indicate that priorities suggested by our broad cohort of respondents differs from those of student representatives and campaigning organisations.

## Next Steps / Priorities

Key priorities in 2016/17 will be the communications around the Climate Strategy and the roll out of the Sustainable Campus Fund.

- **Climate Strategy:** Work closely with CAM and following finalisation and approval: Announcing the strategy, generating buy in from staff, students and alumni; Addressing any feedback; Clarifying the 'how' of future carbon reduction targets. Following initial launch: Celebrating strategy successes; Encouraging change / implementation of strategy; Managing reputational issues, esp. renewables; raising the University's profile in climate change research and action; and ongoing reporting on targets.
- **Sustainable Campus Fund and Energy Savings:** Prepare communications materials (June) and an interactive webpage to test ideas against project criteria. August internal launch and ongoing engagement with Schools. External launch with Climate Strategy.
- **SRS Reporting:** Standalone Report and Microsite (see paper H on SRS Reporting).
- **Student and Staff Participation and Engagement:** investigate ways to increase visibility, test more targeted promotion of events, and trial using posters again. Develop programme specific videos. Continue to strengthen our relationship with other CSG teams. Build on current relationships with schools and departments.

### **Resource implications**

Resourcing of communications work within SRS is via SRS Communications Manager responsible to Head of SRS Programmes. Numerous requests for communications support and prioritisation is critical. Opportunity also for further time bound internships and placements to be managed within the SRS Communications team and helping to achieve wider strategic commitments.

### **Risk Management**

Effective SRS Communications are critical for managing potential reputational risks. SRS Communications personnel work closely with Communications and Marketing to ensure alignment of issues / messages / etc... Since the new Climate strategy will include revised targets this will need to be communicated well.

### **Equality & Diversity**

Due consideration has been given to equality and diversity as a key element of the SRS agenda. An Equality Impact Assessment is not required.

### **Consultation**

SRS Department works collaboratively with Estates, Procurement, Finance, Communications and Marketing, EUSA, Human Resources, as well as Colleges and Schools consulting on department strategies as well as programmes and projects. No specific consultation has taken place in regards to this paper.

### **Further information**

Michelle Brown, Head of SRS Programmes  
Joseph Farthing, Communications Manager

### **Freedom of Information**

This is an open paper.

**SRS Committee****2 June 2016****Further integrating SRS considerations into procurement actions****Description of paper**

1. This paper provides an update on new law obligations, and current and planned activities taking place to further integrate SRS issues into University procurements.

**Action requested**

2. This paper is for information only.

**Recommendation**

3. The group is asked to **note** the discussion and the activities taking place.

**Background and context**

4. In light of new laws which come into force on 18th April 2016, with a 1st June 2016 enforcement of a 'Sustainable Procurement Statutory Duty', SRS and Procurement teams have continued to work together to embed SRS issues into procurement practices; in particular by using the Scottish Government's Sustainable Procurement Prioritisation Tools. Appropriate governance via Procurement Risk Management Executives (representing the University Court delegated authorities) is in place.

**Discussion****5. Sustainable Procurement Duty:**

A new 'Sustainable Procurement Duty', in section 9 of the [Procurement Reform \(Scotland\) Act 2014](#), applies to 'regulated' contracts (above thresholds of £50k goods/services and £2M for works) as a statutory duty. Aspects of social, environmental and economic policy can also apply at EU thresholds<sup>1</sup>. S.9.(1) says the duty of a contracting authority, is

(a) before carrying out a regulated procurement, to consider how in conducting the procurement process it can:

- (i) improve the economic, social, and environmental wellbeing of the authority's area,
- (ii) facilitate the involvement of small and medium enterprises, third sector bodies and supported businesses in the process, and
- (iii) promote innovation, and

(b) in carrying out the procurement, to act with a view to securing such improvements identified as a result of paragraph (a)(i).

(2) The contracting authority must consider under subsection (1) only matters that are relevant to what is proposed to be procured and, in doing so, consider the

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<sup>1</sup> <http://www.gov.scot/Topics/Government/Procurement/policy/ProcurementReform/implementEUDirProcRef>

extent to which it is proportionate in all the circumstances to take those matters into account.

(3) In this section, “small and medium enterprises” means businesses with not more than 250 employees, “third sector bodies” means organisations (other than bodies established under an enactment) that exist wholly or mainly to provide benefits for society or the environment.

(4) In this section, references to the wellbeing of the authority's area include, in particular, reducing inequality in the area.

6. This aligns well with the University Strategic Plan and SRS Strategy to *permit* social, environmental and economic benefits to be considered, *appropriately*, in our acquisitions, plans, and in specifications, as well as in contract management or performance reviews.

7. Those with criminal, environmental, economic or social (tax) convictions *must* now be excluded from bidding. For contracts worth over £4 million (total lifecycle cost), we *must consider* if the procurement or contract can offer ‘Community Benefits’. These typically include apprenticeships or engaging with supported businesses, but can be studentships, graduate traineeships, or greening local places. We *must state* our food procurement strategy showing education on ‘healthy eating’ and supporting ‘animal wellbeing’. Local sourcing (supporting small business) e.g. as in our Supplier Charter are other aspects.

8. All these options still have to conform to the ‘Principles’ of public procurement.

9. The University is well placed to deliver on this duty with a (draft) Food Policy, (formal) Climate Action Plan, adopting fair work practices, through our Business Pledge, and to consider Equalities duties and a supply chain Code of Conduct in procurements e.g. the Fair Trade Policy, Conflict Minerals Policy, affiliation to Electronics Watch and similar schemes, and the new work on Modern Slavery. This is well aligned to the Scottish Model of Procurement balancing price, quality, sustainability to deliver Value for Money.

10. We have appointed Procurement Risk Management Executives (PRiME) on behalf of the Court Delegated Authorities and Subsidiary Companies. These senior people will assist in ensuring a wide range of procurement law ‘duties’ are applied appropriately in their College/Support Group or company. We collaborate with sector-wide groups e.g. Environmental Association (EAUC) or shared services (APUC Ltd) as appropriate.

11. The University must produce a procurement strategy and annual report (from 31st December 2016), to be shared publicly, which will be based on legal duties, the Strategic Plan, and key outcomes. It will aid transparency, along with our [Contracts Register](#), which has been live since 18<sup>th</sup> April 2016, for all ‘regulated’ contracts we let.

12. Sustainable Procurement Prioritisation Tools

The Scottish Government has developed a suite of tools to assist bodies in embedding sustainability into procurement decisions and fulfil their Sustainable Procurement Duty:

- Sustainable Procurement Prioritisation Tool (SPPT)



- Sustainability Test
- Lifecycle impact mapping.

13. These tools have been influenced by this University and our students throughout their development. Colleagues in Procurement and SRS have received training in the use of the tools, and have worked together to develop a plan to assess 5 key commodity areas where SRS criteria can apply, and to develop action plans for considering SRS aspects. Procurement category assessments are:

- Travel (in progress)
- ICT and electronics (May-June, building on pilot run in 2015)
- Labs (May onwards)
- Food and catering (June onwards)
- Estates (later in 2016).

14. Methodology: for each category, a briefing paper on SRS risks and opportunities is prepared. A scoring meeting will be held with key representatives from SRS and Procurement functions using the SPPT. A stakeholder workshop uses participatory methods to test assumptions and adjust the scoring. A suite of documents detailing the process and outcomes for procurement practices will be produced by the end of 2016.

15. Academic and student input is welcomed and SRS Committee members are invited to contribute via the SRS Academic Network and SPPT workshops.

### **Resource implications**

16. The activities described are taking place using existing resource (primarily staff time) from Procurement, SRS and other related functions. Stakeholders' input assists us in ensuring that the procurements will meet the client needs. PRiME members will assist in ensuring that any College/Support Group/Company issues are being tackled.

### **Risk Management**

17. The use of SPPT tools described above will help identify and mitigate SRS-related risks in supply chains, reducing not only formal Legal risk but Commercial risk (loss of value for money, challenges under procurement law) or Reputational risk – e.g. of using unethical suppliers. Any risk of not completing the process for the key categories identified will be mitigated - through clear planning and communication between SRS and Procurement regarding any changes in priority or competing University workloads.

### **Equality & Diversity**

18. The SPPT process includes a focus on identifying equality and diversity risks, and the new legal duty includes 'fair work practices' and considering the opportunities to improve equality throughout the lifecycle of products / services reviewed or procured.

### **Next steps/implications**

19. The above process will run throughout 2016. Progress is reported through SOAG who will oversee the resourcing and the benefits.

## **Consultation**

20. Several SRS and Procurement colleagues have contributed to this paper.

## **Further information**

21. For further information on the Scottish Government duty and tools, see:

<http://www.gov.scot/Topics/Government/Procurement/policy/corporate-responsibility/Sustainability>

and

<http://www.gov.scot/Topics/Government/Procurement/policy/corporate-responsibility/Sustainability/ScottishProcess/SustainableProcurementTools>

### **22. Authors**

Liz Cooper, SRS Research and Policy Manager  
Karen Bowman, Director of Procurement

### **Presenter**

George Sked, Acting  
Director of Procurement

## **Freedom of Information.**

23. This is an open paper.

**Social Responsibility and Sustainability Committee****Thursday June 2<sup>nd</sup> 2016****A Pathway to Support Student Social Enterprise****Description of paper**

1. This paper sets out a rationale for the University to support student social entrepreneurship and a pathways model by which this can be achieved. The paper is for discussion.

**Action requested**

2. The SRS committee is asked to review the contents of the paper and approve the model.

**Recommendation**

3. As per point 2 above.

**Background and context**

4. Integrating social enterprise within the curriculum and creating an environment where social entrepreneurship can flourish are important ways in which the University can reinforce its commitment to social responsibility and sustainability. Enhancing opportunities for students to learn about and practice social entrepreneurship chimes with key dimensions of the forthcoming strategic plan (2016-21) linked to global and local impact and the student experience. In doing so the proposed model will also enable us to build stronger links to existing social enterprises both locally and internationally, with further opportunities for mentoring, placements and shadowing.

**Discussion**

5. The detailed model is included at table 1 in the attached paper. This is based on a 'life-cycle' setting out the ways in which the University can support: awareness raising amongst the student body; provision of courses to enable students to develop core skills; support for social enterprise incubation (from initial idea to proof of concept and development of business models); and practical support for start-ups as well as new initiatives within existing social enterprises.

6. The model will result in the construction of an 'ecosystem' across the University with student peer support for student entrepreneurs. This will take the form of free legal advice, mentoring, monitoring and evaluation of social enterprise impact (peer support will also be credit bearing).

**Resource implications**

7. As stated in the paper, much of the proposed pathways model can be met within existing resources (with careful articulation between a number of key appointments across the University - including the Assistant Principals External Relations and Industry Engagement and the Vice Principal Global Access- as well as the mobilisation of support from Schools, the Department for Social Responsibility and Sustainability, and Launch.ed). Corporate Services have given a commitment in

principle to provide the 5K prize money for the first year of implementation. Discussions are also to be held with the Vice Principal Philanthropy and Advancement in the context of a wider fund-raising strategy linked to community engagement, and with the Director of Scholarships, Legacies and Regular Giving to support the two PGR scholarships and UG sabbatical fellowship as outlined in the paper.

### **Risk Management**

8. As noted in the paper, the University and its distributed communities have much to gain from a campus which nurtures partnership working and student social enterprise. Indeed there could be significant reputational risks should the University choose not to develop an integrated support strategy for such activity. Because it builds on existing strengths, the model set out in the paper is low in risk and offers efficiencies in terms of resource deployment.

### **Equality & Diversity**

9. An Equality Impact Assessment has been undertaken. Greater support for student social enterprise is a significant dimension of the University's commitment to social responsibility. The pathways model will enhance equality of opportunity for students and make a positive contribution to the wider community.

### **Next steps/implications**

10. The Assistant Principal Community Relations will be responsible for overseeing the implementation of the pathways model, including consultation with the Schools providing its course-based components and the Careers Service (who were not represented at the expert group- see below). The SRS department has agreed to support the taster seminar series outlined in the model, with intention that it will run in the academic session 2016/17. The Assistant Principal Community Relations will also work closely with EUSA in terms of communicating and supporting the implementation of the model.

### **Consultation**

11. This paper was reviewed and approved by an expert group comprising: Senior Vice Principal; EUSA; Vice Principal Global Access; Assistant Principal External Relations; ERI; Director of Social Responsibility and Sustainability; Project and Planning Manager Corporate Services; Director of Scholarships, Legacies and Regular Giving.

### **Further information**

12.

#### Authors

Professor Lesley McAra  
Assistant Principal Community Relations

#### Presenter

Mr Dave Gorman  
Director of SRS

Mr Phil McNaul  
Director of Finance  
May 2016

### **Freedom of Information**

13. Open

## A PATHWAY TO SUPPORT STUDENT SOCIAL ENTERPRISE

### Introduction

This paper sets out the key stages of a 'pathways model' to support student social enterprise. It has been developed following: a series of meetings and events relating to student social enterprise (including a EUSA-led Showcase of Social Enterprise, March 2016, and a two day seminar on investment for social impact led by the Vice Principal Global Access, January 2016); and the publication of a research report commissioned by the Department of Social Responsibility and Sustainability on student social enterprise at the University of Edinburgh. The paper was also discussed at a meeting of key University stakeholders including: EUSA, ERI, the Vice Principal Global Access, the Director of SRS, and the Senior Vice Principal.

### *Definition of social enterprise*

Social enterprises can come in many forms and the term itself is a contested one. For the purposes of this paper it means: not-for-profit\* businesses whose principal purpose is to offer goods and/or services of benefit to the wider community. (\*The term not-for-profit also includes businesses which make a profit but reinvest those profits into the company for the purpose of social impact).

### *Strategic context*

Integrating social enterprise within the curriculum and creating an environment where social entrepreneurship can flourish are important ways in which the University can reinforce its commitment to social responsibility and sustainability. The recently published document 'Making it Happen' (Universities Scotland, 2016) highlights the significant role which higher education institutions can play in making Scotland a world-leading entrepreneurial and enterprising nation. A number of Universities internationally have made social enterprise a core dimension of their identity as for example the Change-maker Campuses (<http://ashokau.org/programs/changemaker-campus/>) and the Talloires Network (<http://talloiresnetwork.tufts.edu>). The ambition of the University of Edinburgh should be to learn from, and build on, best practice and become sector leading through: the further development of community and industry partnerships; a formal mentoring scheme with alumni and industry leaders as mentors; the creation of a self-sustaining environment in which student peer-led assistance, advice and mentoring (for credit) supports student social-entrepreneurs; and the construction, showcasing and evaluation of social enterprises which have a transformative impact on the communities which they serve.

### **The pathways model**

The key stages of the pathway model are summarised in table 1 - from awareness raising amongst the student body (stage 1) to practical support for start-ups and beyond (stage 4). The model aims to align extant services and support more effectively in support of a truly developmental approach, as well as setting out a number of new initiatives to support innovation and entrepreneurship (marked in bold within the table). In doing so the model also demonstrates the ways in which the University is already meeting most of the eight specified actions in 'Making it Happen' including: embedding entrepreneurship and enterprise in the curriculum; committing to increases in the number of student start-ups and staff and student participation in entrepreneurship and enterprise workshops; driving institutional cultural change by improving incubation services, partnering with alumni and other networks and integrating entrepreneurship and enterprise into research training; ensuring that the University acts as a hub for innovation in the local community; and offering placements and experiential learning as part of the curriculum.

### **Resource implications**

Almost all of the model can be met within existing resources, but it will require articulation between a number of key appointments across the University (including the Assistant Principals Community Relations, External Relations, Industry Engagement and the Vice Principal Global Access) as well as the mobilisation of support from Schools, the Department for Social Responsibility and Sustainability,

and Launch.ed. Corporate Services have given a commitment in principle to provide the 5K prize money (see stage 4 below) for the first year of implementation. A flourishing model of social entrepreneurship may also attract philanthropic giving and will be an attractor for student recruitment. A fuller business case is in development.

### **Risks and benefits**

The University and its distributed communities have much to gain from a campus which nurtures partnership working and student social enterprise. Indeed there could be significant reputational risks should we choose not to develop an integrated support strategy for such activity. Because it builds on existing strengths, the model set out below, is low in risk and offers efficiencies in terms of resource deployment. Aligning an Edinburgh education with a wider community engagement strategy will play a key role in developing a greater sense of identity and purpose amongst our student body, with attendant benefits to the community at large.

**Table 1: A Pathway for Supporting Student Social Enterprise (SE)**

Key stages	Services and support
1. Awareness raising	<p><b>Annual 'Taster' seminar series in collaboration with Launch.ed and SRS:</b></p> <ul style="list-style-type: none"> <li>- High profile speakers (linking also to alumni) including contributions from, inter alia: those running successful social enterprises within local as well as globally distributed communities (drawing on key Scottish and international networks); social impact investors; beneficiaries of social enterprise; social enterprise ambassadors from e.g. 'Changemaker Campuses' (where social enterprise is embedded within curricula), or staff who teach and research entrepreneurialism, business finance, strategic leadership, corporate social responsibility and core skills for successful business development.</li> </ul> <p><b>Website development to showcase student social enterprise: tracking and communicating activity</b></p>
2. Knowledge, skills development and 'mindset'	<p><b>Integration of SE within the curriculum:</b></p> <p>Students with a strong interest in social enterprise development select from a suite of courses as part of electives within their curriculum*, for additional credit*, or on an auditing (attendance only) basis†. These courses would develop basic knowledge and skills and currently include:</p> <ul style="list-style-type: none"> <li>(i) Business School: Level 8 x 20 credits (these are open to all students)*†</li> <li>- Fundamentals of Innovation-Driven Entrepreneurship</li> <li>- Innovation and Entrepreneurship</li> <li>- Introduction to Entrepreneurship</li> <li>(ii) Health in Social Science: Level 8 x 20 credits (currently a quota course, involves placement with a not-for-profit organisation)*†</li> <li>- Learning from the lives of others</li> <li>(iii) Free online Innovation and Enterprise course (6 weeks): produced by Loughborough University available via Futurelearn†</li> <li>(iv) <b>SLICC on social enterprise:</b> reflective project researching an idea for a social enterprise, and demonstration of proof of concept; or reflective learning from involvement in EUSA volunteering initiative linked to social enterprise (at level 8)*</li> </ul> <p>At a more advanced level enable:</p> <ul style="list-style-type: none"> <li>(v) <b>Placements with social enterprises, with reflective learning as part of dissertation research at UG or PGT level, or as part of a SLICC (at level 10 or 11)</b></li> </ul> <p>Further opportunities:</p> <ul style="list-style-type: none"> <li>(i) Utilise EUSA's Volunteering database to provide volunteering opportunities in local social enterprises</li> <li>(ii) Reflective learning in the co-curriculum via the Edinburgh award</li> </ul>
3. SE incubation: from idea, proof of concept to pitch development	<p>Focused student support for enterprise development:</p> <ul style="list-style-type: none"> <li>(i) Launch-ed services and support (one to one meeting, coaching, events)</li> <li>(ii) <b>Industry mentoring: formal scheme based on a mentoring bank from local and global SEs with possibility of short-term placements and/or shadowing</b></li> <li>(iii) <b>Two PGR scholarships to support SE - one for home/EU student and one for International student: the doctorate will comprise action research on proof of concept and then setting up and running the SE, with reflection on process and impact</b></li> <li>(iv) <b>Student social enterprise fellowship (UG, one per year): to support a sabbatical year for students to develop idea, proof of concept and pitch (competitive)</b></li> </ul>
4. SE start-ups and beyond: supporting the enterprise life-cycle	<p>Launching the social enterprise and beyond:</p> <ul style="list-style-type: none"> <li>(i) Launch.ed and national competitions for start up monies</li> <li>(ii) <b>Dragon's Den: annual small grant competition with students bidding for 5K to support SE start-ups (could be expanded to include new projects developed by existing social enterprises and commercial start-ups), panel drawn from University and senior industry experts and potential investors</b></li> <li>(iii) <b>Industry mentoring: formal scheme based on a mentoring bank from local and global SEs with possibility of short-term placements and/or shadowing</b></li> <li>(iv) <b>Law students (via Free Legal Advice Centre) to provide legal advice (credit bearing)</b></li> <li>(v) <b>Business school students to provide peer mentoring (credit bearing)</b></li> <li>(vi) <b>School of Social and Political Science students to provide monitoring and evaluation of SE social impact (credit bearing)</b></li> <li>(vii) <b>Purposing space for activity: negotiating with Charteris and other Community Centres for space, facilitating student room booking, longer term possibilities for Quartermile/KB hubs</b></li> </ul>



**Social Responsibility and Sustainability Committee****2 June 2016****Commission on Widening Access factual briefing****Description of paper**

1. The paper summarises the recommendations within the final report of the Commission on Widening Access (CoWA) and suggests challenges and opportunities. This is for discussion with a companion presentation on the strengths and successes of widening participation as well as opportunities for change at the University of Edinburgh.

Final report: <http://www.gov.scot/Resource/0049/00496535.pdf>

**Action requested**

2. For discussion only.

**Recommendation**

3. For discussion to inform future widening participation strategy for the University.

**Background and context**

4. The committee is being asked to consider the recent recommendations within the Commission on Widening Access and to receive a verbal presentation at the committee meeting on 'Widening Participation at the University of Edinburgh: Successes and Opportunities for Change'. This paper and the presentation will then inform any subsequent discussion at the committee meeting.

**Discussion**

5. The paper summarises the recommendations within the final report of the Commission on Widening Access (CoWA) and suggests challenges and opportunities. This is for discussion with a companion presentation on the strengths and successes of widening participation as well as opportunities for change at the University of Edinburgh.

6. See above.

**Resource implications**

7. There are no resource implications at this stage. Resource implications will be detailed in any future proposals.

**Risk Management**

8. Recommendations from CoWA around linked targets to Outcome Agreements and funding could mean that without sufficient progress there is a risk to future SFC funding for the University.

**Equality & Diversity**

9. The CoWA report and the WP work undertaken by the University are designed to advance equality and diversity. Detailed Equality Impact Assessments will be included with any future proposals.

**Next steps/implications**

10. The Head of Widening Participation and SRA will take forward discussion points and will come back to the committee to contribute to future development of a University wide strategy for widening participation.

**Consultation**

11. Learning and Teaching Committee 25.5.2016

**Further information**

12. Author

Laura Cattell

Head of Widening Participation/Deputy Director of Student Recruitment and Admissions

26.05.16

**Freedom of Information**

13. Paper is open

## **The final report of the Commission on Widening Access (COWA): A Factual Briefing**

### **Timeline and initial rationale for COWA**

In 2015 the Commission was established to deliver on the following ambition:

The Government's ambition is that a child born today in one of our most deprived communities should, by the time he or she leaves school, have the same chance of going to university as a child born in one of our least deprived communities.

Consultation events and a call for evidence resulted in an interim report which was published in November 2015. This has been followed up with the final report which was published in March 2016 and proposed 34 recommendations to support Scotland to achieve the goal of equal access for those from deprived backgrounds or with care experience. The University of Edinburgh was involved in consultation events leading up to the final report and submitted a number of evidence submissions.

### **Notable recommendations and challenges/opportunities for the sector and the University**

#### **1. Commissioner for Fair Access**

CoWA recommended that the Scottish Government should appoint a Commissioner for Fair Access by the end of 2016 and the First Minister has already indicated her support for this. The Commissioner would coordinate the development of a more substantial evidence base on fair access issues, publish annual reports on progress, and act as an advocate for access for disadvantaged learners "holding to account those with a role to play in achieving equal access." (CoWA 09)

This could be a very positive move for the sector and if the Commissioner has the opportunity to remain arm's length from the Scottish Government while at the same time holding the HE sector to account then this could work well. CoWA and Universities Scotland have suggested that this role is a parliamentary rather than a Ministerial appointment to ensure independence.

#### **2. Targets, CoWA recommends the following target:**

By 2030, students from the 20% most deprived backgrounds should represent 20% of entrants to higher education.

There are a number of milestones to bring the sector closer to this target, one of which is:

By 2021, students from the 20% most deprived backgrounds should represent at least 10% of full-time first degree entrants to every individual Scottish university.

The targets in the report are based on SIMD 20 (Scottish Index of Multiple Deprivation) which when used alone is not a reliable indicator of an individual's

disadvantage. Many deprived students do not live in SIMD 20 areas, and this indicator is problematic in Edinburgh which contains a lower number of SIMD 20 areas than Glasgow and parts of the west of Scotland. At present SIMD 20 is used as an indicator within outreach activities at the University of Edinburgh and within the contextual admissions process, but it is not used in isolation, only when combined with other indicators of disadvantage. The Commission recognises the limitations of SIMD and includes a recommendation that the SFC and the Scottish Government should develop a “consistent and robust set of measures to identify access students by 2018”, but at the same time they state that SIMD is the best measure they have and still wish to set these targets for the sector based on an area indicator alone.

In 2014-15 only 6.1% of Scotland domiciled young university entrants at the University of Edinburgh were from SIMD 20 so the University of Edinburgh would need around 80 more entrants from SIMD 20 areas to meet the 2021 target.

### 3. Access thresholds and admissions

CoWA recommends that by 2019 all universities should set access thresholds for all degree programmes against which learners from the most deprived backgrounds should be assessed. These thresholds will be separate to standard entry requirements and set at a level that reflects the minimum academic standard necessary to complete a degree.

The University of Edinburgh is leading in the field and already sets minimum entry requirements for degree programmes which are lower than typical requirements. However these are still often out of reach for many WP students, and so consideration should be given to the possibility of reconfiguring outreach or partnerships to focus on attainment-raising, as well as on providing a clear evidence base to support the levels that minimum entry requirements are set at.

### 4. Care Experienced

The final report recommended that by 2017 those with a care experience who meet the access threshold should be entitled to the offer of a place at a Scottish university. CoWA also recommended that the Scottish Government should replace student living costs loans with a non-repayable bursary and provide a more flexible package of student support for care experienced learners from 2017-18.

At the University of Edinburgh we have a well-developed policy that supports care experienced applicants. We aim to make an offer to any care leaver who meets the minimum entry requirements for a programme, as well as offering guaranteed bursaries, 365 day a year guaranteed accommodation etc. The main issue that remains is finding a sector-wide definition of a care experienced student and this makes tracking and supporting this group of learners very difficult.

### 5. Scottish Framework for Fair Access and Coordinated Delivery of What Works

The final report recommends that the Commissioner for Fair Access should publish a Scottish Framework for Fair Access by 2018 (recommendation 4). This should identify the most impactful forms of access activity at every stage of the learner journey. Key to this framework is coordinating a coherent programme of interventions and the Commission recommends that the sector must work together more closely to avoid duplication. The report endorses bridging programmes and this is an opportunity for the sector to consider national recognition programmes for admissions purposes and for the University of Edinburgh to make the most of its partnership in LEAPS (Lothian Equal Access Programme for Schools).

## 6. Articulation

The Commission calls for an expansion of articulation from college to university including for those universities where this has not typically taken place. There is the capacity to grow articulation routes at the University of Edinburgh, but this is unlikely to come with any additional funded places attached and will be constrained by the limited curriculum match between vocational HNs and the University's programmes. This is an opportunity to consider an alternative to articulation that works for the University of Edinburgh. There may be other more suitable and innovative routes and methods for co-delivering curriculum with other providers.



## **SRS Committee**

**2 June 2016**

## **SRS Reporting**

### **Description of paper**

The purpose of this paper is to update SRS Committee members on 2015/16 Social Responsibility and Sustainability (SRS) Reporting.

### **Action requested**

SRS Committee is invited to note the paper and share any thoughts or comments on particular thematic priorities to highlight in the report.

### **Background and Discussion**

The University of Edinburgh reports annually on its Social Responsibility and Sustainability (SRS) performance. For 2015/16 we will be including content in the University's Annual Report and Accounts and will produce a shorter summary as a standalone document with a more detailed website.

This year SRS performance will be incorporated throughout the Annual Report and Accounts to reflect Finance's move towards integrated reporting. This will mean that there will not be a separate SRS section within the document, but rather SRS will be embedded within the foreword, risks and opportunities and the forward look sections. Two case studies and performance data will also be included within the document.

The timeline for compiling the required information has been adjusted this year to align with the desire to complete a draft Annual Report and Accounts by the end of August. The Department for SRS will consult with colleagues to collate the necessary information, with a focus on developing reporting around key performance indicators (based on the SRS Committee themes). In the longer term the aim is to move towards more quantitative reporting.

As part of the process we are aiming to identify particular thematic priorities to be highlighted in the narrative of the report. Suggestions include circular economy, climate change (Action for the Climate Campaign), responsible investment and widening participation efforts.

Further information on the timeline is attached in the appendix.

### **Equality & Diversity**

Due consideration has been given to equality and diversity as a key element of the SRS agenda.

**Further information** Matthew Lawson, Programmes Manager, May 2016

**Freedom of Information** This is an open paper.

## Appendix 1:

# Timeline of reporting process

Social responsibility and sustainability annual report 2015/16

This paper provides an overview of the annual reporting process for social responsibility and sustainability performance for 2015/16. The timeline reflects the need to align with the revised schedule for the University's Annual Report and Accounts.

Project	Timescale
Inception meetings with key stakeholders and information providers	May / June 2016
Receive content form information providers	Monday 1 <sup>st</sup> August
Confirm content for annual report	Friday 5 <sup>th</sup> August
Design annual report	w/c 8 <sup>th</sup> August
Sign off process – internal	w/c 15 <sup>th</sup> August
Sign off process - external	w/c 22 <sup>nd</sup> August
Final edits	w/c 29 <sup>th</sup> August
Submit annual report to finance <sup>1</sup>	31 <sup>st</sup> August 2016
Submit outstanding gaps in annual report to finance <sup>2</sup>	September / October 2016
Publish annual report microsite	December 2016
Publish physical report	December 2016

During the consultation process the Department for SRS will meet with key stakeholders and information providers. Information on progress against key performance indicators will be the focus of this process, in addition to identifying key headlines, case studies and performance data.

SRS Committee Themes		
Climate change emissions	Responsible investment	Widening participation
Sustainable estates	SRS in learning and teaching	Community engagement
Sustainable procurement, fair trade and supply chains	Equality	Public engagement

<sup>1</sup> Finance have stated that allowances will be made for gaps in the information submitted in August.

<sup>2</sup> The period of edits are to be confirmed with Finance.