THE UNIVERSITY of EDINBURGH

Social Responsibility and Sustainability Committee

Monday 17 October, 2pm

Raeburn Room, Old College

AGENDA

1 Minute   **A**
To _approve_ the minute of the previous meeting on 2 June 2016

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

STRATEGIC AND SUBSTANTIVE ITEMS

3 University Climate Change Strategy 2016-2026   **B**
To _note_ and _discuss_ a paper from the Director of SRS

4 University Procurement Strategy 2016   **C**
To _note_ and _approve_ a paper from the Director of Procurement

5 SRS Strategy Review   **D**
To _discuss_ and _endorse_ a project plan from the SRS Programme Manager

6 SRS Staff & Student Surveys and Response   **E**
To _review_ and _discuss_ an overview paper from the Head of SRS Programmes
and _receive_ a presentation from the Communications Manager

7 SRS Programmes Q4 Report 15/16   **F**
To _note_ and _discuss_ a paper from the Head of SRS Programmes

8 Community Engagement Strategy: Progress Report   **G**
To _note_ and _discuss_ a paper from the Assistant Principal Community Relations and
Head of External Affairs

9 SRS Annual Report 2015/16 and Key Narratives/Themes for 2016/17   **H**
To _note_ and _agree_ a paper from the Director of SRS

10 Modern Slavery   **I**
To _discuss_ and _endorse_ a paper from the Head of SRS Programmes

ITEMS FOR FORMAL APPROVAL/NOTING

11 Measuring Performance & Sustainability Benchmarking Update   **J**
To _receive_ an update on internal benchmarking from the Programme Manager

12 Staff Training, Learning & Development for SRS   **K**
To _note_ a paper from the Vice Convenor

13 Embedding SRS Issues into Learning & Teaching: The development of an   **L**
optional on-line undergraduate course
To _note_ a paper from the Vice Convenor

14 Any Other Business   **Verbal**
To _consider_ any other matters from Group members

If you require this agenda or any of the papers in an alternative format e.g. large print please
contact Jane Rooney on 0131 650 4375 or email jane.rooney@ed.ac.uk

UNIVERSITY OF EDINBURGH

A

MINUTE OF A MEETING *of the Social Responsibility and Sustainability Committee held in the Cuillin Room, Charles Stewart House on Thursday 2 June 2016.*

Present:	Charlie Jeffery (in chair), Senior Vice Principal
	Michelle Brown, Head of SRS Programmes
	Laura Cattell, Head of Widening Participation
	Moira Gibson, External Affairs Manager, Communications & Marketing
	Dave Gorman, Director of Social Responsibility and Sustainability
	Pete Higgins, Dean of Students, CHSS
	Phil McNaull, Director of Finance
	Jane Norman, Vice-Principal People and Culture
	Janet Philp, Joint Unions Liaison Committee
	George Sked, Acting Director of Procurement
In attendance:	Joe Farthing, SRS Communication Manager, for item 4
	Liz Vander Meer, Climate Policy Manager, for item 7
Apologies:	Gavin Douglas, Deputy Secretary Student Experience, USG
	Hugh Edmiston, Director of Corporate Services
	Gary Jebb, Director of Estates
	Zoe Lewandowski, Director of Human Resources
	Urte Macikene, EUSA Vice President Services
	Lesley McAra, Assistant Principal Community Relations
	Heather Rea, Project Lead, Beltane Public Engagement Network
	James Smith, Vice Principal International

1   SRS Committee welcomed new member Laura Cattell, Head of Widening Participation, replacing Kathleen Hood.   **A**

The minute of the meeting on 26 February 2016 was approved as a correct record with one amendment: under item 5a the Community Relations Draft Strategy should be updated to read 'Community Engagement Strategy', having been approved by CMG on 17 May. The Convenor thanked all who had supported and fed in to the process.

2   **Matters Arising**

There were no matters arising not covered on the agenda or in post-meeting notes.

STRATEGIC AND SUBSTANTIVE ITEMS

3   **Good Food Policy**   **B**

The Head of SRS Programmes presented the proposed University Good Food Policy, developed by ACE, Procurement and SRS. The Policy aimed to clarify and frame UoE ambitions, publicly express its activities and how they contributed to this commitment, and connect to research.

'Good' was felt to better communicate the focus of the policy than 'Sustainable' which raised other questions. Given where the Policy originated, the sustainability aspect was stressed, but the intention was to convey an even balance with health, which was covered in section 2. Members commended the absence of contentious terms such as 'organic' and 'local'.

The Committee discussed relative spend with ACE, through which the vast majority of food was ordered, compared with EUSA or external suppliers. Given it is a separate organisation, EUSA had not been included in the scope of the policy, but had fed in to an

earlier draft. Off-contract expenditure was the main area of weakness, and Procurement were working with the Director and Assistant Director (Catering) to address this issue.

Awareness raising and greater appreciation of ACE's achievements and activities should follow as part of promotion of the new Policy. In terms of benchmarking, UoE was ahead of the sector. Any members wishing to review the supporting evidence could request a detailed Implementation Plan from the Secretary.

SRS Committee endorsed the policy for onward transmission to CMG, and recommended it be sent to EUSA as a guideline to potentially develop an equivalent, aligned with their evolving plans to introduce the living wage.

4   SRS Communications – Next Steps & Lessons Learnt   C

The Head of SRS Programmes presented a summary overview of SRS Department communications comprising highlights, lessons learned and next steps. Priorities over the last year included improving systems, reaching more staff and students, expanding social media presence and supporting colleagues across the University. Current priorities were the energy savings campaign, sustainable business travel, Action for the Climate and launch of the Climate Strategy.

A close working relationship with Communications and Marketing was leading to positive reputational outcomes for the University. The Convenor noted that the paper could have made greater mention of SRS involvement in cross-department work, such as support for the Race Equality Charter Mark, and this should be integrated into strategic planning going forward- and greater focus was needed on Widening Participation, Community Relations and UoE as a Good Employer.

SRS Committee welcomed Communication Manager Joseph Farthing who presented a summary of results from the SRS staff and student surveys. Almost two thousand students responded. A representative and engaged audience, almost two thirds considered SRS issues in daily life most or all of the time. Key programmes generally available to students, such as recycling or fair trade options in cafés, were highly visible and used. Awareness of the energy campaign was high, despite not explicitly targeting students. Half of respondents were also aware of targeted activities such as the cycle roadshow or video conferencing facilities, even though only a small percentage had used them. Awareness of the sustainable laboratories programme tallied with the number of students working in labs. In terms of how students received information about SRS, posters were surprisingly popular, though the SRS Department produced very few.

<u>Action - JF</u> to follow up with the Energy Office, to ensure coordination re poster campaigns.

The survey yielded useful output on priorities. Respondents' highest priority was students employed by the University, followed by free drinking water. Responsible investment came significantly lower down the list, though was the main issue raised in the free text section, with a lot of respondents repeating the same message. Members recognised that the free text format was amenable to campaigning. Some student responses included very detailed plans on what the University should do next. From a trade union point of view, it was good to see how UoE students see treatment of staff as the third highest student priority.

As the staff survey had closed three days previously only very early results were available. 1901 staff responded. Staff awareness of SRS issues tended to come more from the web than posters, with social media much less important.

The Committee questioned how ambitious the target of reaching 25% of staff by 2018 was, and suggested SRS aim to reach 100% of new intake, given the range of channels available. The Director of SRS accepted the point, noting that 'reach' needed further definitional clarity, as it was currently defined as taking a positive step, and that

awareness could be separated further from active participation. Having reflected on the outcomes and identified key areas to focus on, SRS would report back before taking action.

Action – JR to circulate a summary of the report once available.

Post-meeting note: attached as Paper E, discussed under item 6.

5   Procurement Update   D
The Acting Director of Procurement presented an update on legal obligations and related activities. Since the last meeting the sustainable procurement statutory duty had been enacted for all regulated procurements over £50K. SRS and Procurement had been working to embed SRS issues into procurement practices, using the Scottish Government's Sustainable Procurement Prioritisation Tools. Workshops piloting the SPPT focused on travel, ICT, Labs and Estates. Outputs would be used to formulate what could be included in tender award criteria. On the whole, UoE was well placed to meet the requirements, though ensuring compliance across the institution would be key. Procurement were working with communications colleagues to facilitate this.

From November 2015, how suppliers treat their workforce could be included as an award criterion. Awards could also be split into smaller lots or subcontracted, to increase partnerships with SMEs. There were new exclusion clauses, including a mandatory exclusion from engaging with suppliers who had broken the law. A Procurement Risk Management Executive had been set up, with representation from the Colleges and support groups, to engage on the implications of the law for specific areas. A Procurement Strategy would be in place by December, going through the committees for discussion.

The Committee noted considerable press interest in the Conflict Minerals Policy endorsed at the previous meeting. The reference in Section 7 to 'support animal wellbeing' was limited to the food procurement process and was distinct from policies on animal research.

6   A Pathway to Support Student Social Enterprise   E
In the absence of the Assistant Principal Community Relations, the Director of SRS introduced a paper setting out a rationale and pathways model for the University to support student social entrepreneurship. Creating an environment where social entrepreneurship can flourish and integrating it within the curriculum reinforces UoE's commitment to social responsibility and sustainability. The proposed model would help build stronger links to existing social enterprises with further opportunities for mentoring, placements and shadowing.

There had been a good deal of discussion around student social enterprise, without deciding the best way to move forward. The paper was written following a meeting with ERI and student representatives. The proposed model aligned with modernisation of the curriculum and increasing emphasis on experiential learning and offered a third way between traditional business and traditional grant support. Ideally, an investment fund would be put in place securing more than just a cash return, including nonfinancial experiential and social impacts. The fund should be business focused in terms of expecting a clear business case and a return, setting out criteria and examples of what good student social enterprise looked like (e.g. in terms of the social benefit created). The Head of SRS Programmes confirmed that colleagues running courses in the Business School and Health in Social Sciences mentioned in the paper had been made aware of the proposal.

SRS Committee greeted the proposal with enthusiasm and approved the model.

7   University Climate Strategy   F

SRS Committee welcomed Climate Policy Manager Liz Vander Meer, in attendance for discussion of the new Climate Strategy. Targets were as stretching as possible, with all known growth factored in. The previous Climate Action Plan had been located in an operational Estates context and included very ambitious targets not necessary well-grounded in evidence. The revision should not be seen as a lack of commitment as the expectation was more action at every level across the University. The paper had been well supported at PSG in April and a fleshed out strategy would go to CMG in August, along with an outline three year implementation plan which would be subsequently refined. Subject to approvals, the finalised strategy would be launched in the autumn.

The next issue to address would be the business case for renewables, with a proposed task group to be set up looking into options on and off site to reduce energy consumption, carbon and cost. Robin Wallace, Head of the Institute for Energy Systems, had agreed to join, along with representatives from Estates, Finance, SRS and other experts from the Colleges and ECCI. The Convenor noted the example of the University of Cyprus which had built a solar farm with €200M from the European Investment Bank, the consequent reduction in energy bills covering the interest, and advised the task group to be bold in testing assumptions on renewables and the viability of UoE generating its own energy. With renewables factored in, UoE could reach near zero carbon emissions. Another key issue would be transport, particularly the signal value of aviation. Other opportunities existed around space, design and data centres. The vice-Convenor noted for example that Napier were currently offsetting a large proportion of their travel and energy related carbon cost protecting mangrove swamps in Kenya and Brazil.

Members reflected on wider trends and the need to adapt the estate, including what climate disruption might mean for UoE as an international university. A rigorous carbon methodology was needed, including assessing the carbon implications of the Estates capital projects programme. SRS Committee recognised the work done establishing an evidence base and business case for the proposed Strategy and looked forward to next steps.

ITEMS FOR FORMAL APPROVAL/NOTING

8   The Commission on Widening Access Report   G

The Head of Widening Participation introduced a factual briefing summarising recommendations in the final report of the Commission on Widening Access (CoWA) and delivered a companion presentation outlining challenges and opportunities to inform future Widening Participation (WP) strategy for the University.

The collaborative approach in Scotland gave the sector an advantage over England, where competition led institutions to work in isolation. As part of its mission, UoE had a strategic aim to widen access and needed to assess the impact of the stretching targets around SIMD 20 set in the CoWA report. The school attainment gap in Scotland was a major concern, with high-achieving school leavers from deprived areas not existing in the volume needed to form 20% of university entrants. UoE needed to reflect on action it could take to address this, including long-term outreach to develop a cohort of learners.

The current approach had three strands: raising aspiration through outreach programmes, equality of access, and supporting current students. Its strengths included the contextual admissions policy; the evidence base; the proportion of entrants from LEAPS (400 in 2014-15); credit-bearing modules such as SLICCS; reciprocal international opportunities for WP students connecting with the global access agenda; and the commitment of UoE staff. Opportunities existed in the interplay between WP and Equality & Diversity; digital learning (using MOOCS as a tool for upskilling);

reconfiguration of LEAPS to achieve targets and connect with other collaborative projects such as Aspire Law and Focus West; WP and postgraduate study; and strategic relationships with schools including co-designing curricula.

Members discussed opportunities to expand outreach at primary and nursery level. The Committee was strongly supportive of early intervention to open up routes to wider participation. The School of Education could be a key ally, including offering pre- and post- qualification training for school and community educators. While the University was very involved with local schools and colleges, relationships were not as strategic as they could be. In addition to financial support, there needed to be work to develop a postgraduate cohort of WP students, emphasising PG study as a tool for social mobility. Development of the Community Engagement Strategy included very clear work on schools.

Action – MG to put LC in touch with the project lead.

Action – MG & LC to follow up on barriers to implementation of the Institute of Chartered Accountants mentoring scheme in Edinburgh.

Action – JN & LC to discuss further aligning the WP and E&D agendas.

The Head of Widening Participation was encouraged to be bold and develop radical new thinking on how we can widen access which the Committee was keen to assist with. The Director of SRS noted the plan for workshops on themes including one later in the year.

9   SRS Reporting   **H**
SRS Committee noted an update from the Head of SRS Programmes on 2015/16 Reporting. UoE reported annually on its SRS performance. This was not a standalone activity and work was ongoing to identify and highlight the issues stakeholders wished to hear about. For 2015/16, content would be incorporated throughout the Annual Report and Accounts, with a shorter standalone summary and more detailed website. The longer term aim was to move towards more quantitative reporting. Suggested narrative priorities included circular economy, climate change, responsible investment and widening participation. SRS would take guidance from the new Strategic Plan when finalised.

Action – DG to ensure reporting narratives aligned with priorities outlined in the new Strategic Plan.

10   Responsible Investment
The Committee noted a verbal update from the Director of SRS on recent developments, including a new policy statement agreed at the start of the year and currently being implemented with Investment Committee and Finance. The second PRI Report was submitted in March. Direct investment in fossil fuels was between 2 and 3%, or 1% of the total endowment. In May Cary Krosinsky from Yale delivered a keynote on positive investment and opportunities to build links to the curriculum.

THE UNIVERSITY of EDINBURGH

Social Responsibility and Sustainability Committee

Monday 17th October

Leading Through Action: The University of Edinburgh Climate Change

Strategy 2016-2026

Description of paper
1.   This paper summarises the Climate Change Strategy 2016-2026 for the University of Edinburgh. The strategy was approved by the Central Management Group on 30 August and Court on 26 September 2016.

Action requested/Recommendation
2.   The paper is for noting and discussion.

Discussion
Introduction
3.   Climate change is recognised as one of the most significant challenges of the 21st century.[1] The Paris Agreement in December 2015 resulted in worldwide recognition that global warming must be kept below 2°C[2] above pre-industrial levels. Organisations and governments are increasingly pursuing renewables to reduce future energy costs, meet their moral commitments to reduce their carbon emissions and secure their energy supply in a volatile world. Renewable energy will represent the largest single source of electricity growth over the next five years, becoming the dominant energy source by the time our undergraduates reach middle age[3].

4.   Mandatory reporting of carbon emissions by public bodies, including universities, is now a statutory requirement under the Climate Change (Scotland) Act 2009 from November 2015, with the first official reporting deadline scheduled for November 2016.[4]

5.   Efforts to move towards low carbon energy sources have accelerated domestically and globally, spurred on by climate science and efficiency improvements. Renewable energy exceeded coal and nuclear in supplying the UK's electricity at various points last year and remains in a rapid upward trajectory despite recent changes in government policy. The costs of technologies are changing quickly, with onshore wind now approaching cost competitiveness to fossil fuel based grid electricity (already cheaper on a full economic cost basis). Solar photovoltaics at large scale should be comparable in the near future having seen cost reductions of c80% in 5 years and indeed are already the cheapest energy

[1] Brief history of international efforts on climate change, UN Foundation
http://www.unfoundation.org/what-we-do/issues/energy-and-climate/tackling-global-climate-challenge.html
[2] Paris Agreement https://unfccc.int/resource/docs/2015/cop21/eng/l09r01.pdf
[3] International Energy Agency's Medium-Term Renewable Energy Market Report 2015
[4] Public Sector Climate Change Reporting, Scottish Government
http://www.gov.scot/Topics/Environment/climatechange/publicsectoraction/publicsectorreporting

source in dozens of countries around the world. The recent closure of Longannet power station means Scotland is now without coal fired electricity for the first time since 1906.

Lessons Learnt from Previous Climate Action Plan 2010 and Global Best Practice Review

6.   It is recognised that climate change is likely to impact the University across a number of strategic priorities and cuts across financial, reputational and operational risks. The Climate Action Plan 2010-20 proposed a reduction in carbon emissions of 29% by 2020, against a 2007/8 baseline year. As of 2014/15, the University was 12% above baseline against an interim 2015 target of -20%. It is clear that the original targets were not set with sufficient consideration for the likely drivers of carbon emissions in the University, and did not align adequately to other objectives. Performance against relative space and turnover indicators has been much more positive, demonstrating improvements in the carbon efficiency of the University. This has been aided by large-scale (£30m) investment in Combined Heat and Power (CHP) energy centres and district heating networks.

7.   Jointly funded with the Scottish Funding Council we undertook a range of global reviews of best practice and carbon strategies and built a forecasting tool and a generic renewables business case template. Universities from across the world are increasingly adopting innovative measures to reduce their carbon emissions. On-site renewables and alternative energy sources are being more commonly installed across universities for climate and financial reasons.

8.   Our reviews of data and scope of emissions, reporting, energy management, global best practice and carbon forecasting have informed the scope and detail of the revised strategy with a priority to ensure that targets proposed can be met and commitments achieved.

Elements of a Revised Climate Strategy

9.   It is important in setting out the strategy to achieve the correct balance – recognising the substantial progress and activities of the University across a very wide range of areas, whilst at the same time recognising that, given the scale of the climate challenge, we need to go further and take further sustained action.

10. The 'whole institution' approach is a departure from previous plans that had a more operational focus, and is key to achieving the buy-in and support needed to deliver change. At this stage the document incorporates early visuals as illustrations – the final document will be designed in partnership with Communications and Marketing prior to launch. We have included a wide range of material on existing and previous action to illustrate that our track record is substantial. There are some sections where wording is dependent on the finalisation of other strategies and so exact wording may change for the final strategy document. The full strategy is available for information as a background document on the Court wiki site: https://www.wiki.ed.ac.uk/display/UCC/University+Court.

11. Our new Strategic Plan reconfirms the University's commitment to make 'a significant, sustainable and socially responsible contribution' to the world, to embed social responsibility and sustainability into the student experience via our culture and

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practices, and to manage our estates and operations to ensure carbon and cost effective solutions. The climate strategy sets out in detail how we will meet these strategic commitments.

12. Climate Strategy: Vision and Targets

We will be carbon neutral by 2040.

As part of a global community working to address climate challenges, we will demonstrate our commitment through our research, our teaching, and the management of our operations and investments.

We will reduce our energy consumption, enhance our use of renewable energy, and explore new ways to cut our direct and indirect emissions, which will fall in line with the efforts required to avoid dangerous climate change.

We believe in demonstrating the value of climate solutions through our reporting and we will implement processes to understand the carbon impacts of our business decisions.

Targets:

- **We will reduce our emissions of carbon per £ million turnover by 50% from a 2007/08 baseline year by 2025.**
- **We will return our carbon emissions to 2007/08 baseline year levels by 2025.**
- **We will become a net zero carbon university by 2040.**

13. The importance of setting the right targets is evident with the failure of the Climate Action Plan 2010-20 to deliver on absolute targets, increasing the risk to the University's reputation. We have undertaken detailed forecasting of future carbon emissions to understand a 'business as usual' pattern of growth, as well as identifying the drivers of increasing carbon emissions and potential interventions to reduce future carbon emissions. In all cases where more than one driver of carbon exists, we have made a cautious (i.e. pessimistic) assumption to avoid underestimating emissions. This should provide some scope for lower emissions than predicted. Table 1 overleaf briefly summarises our conclusions on possible pathways to meet the main 2025 target. (Note that baseline emissions were c87,000 tonnes in 2007/08).

14. We have incorporated the decarbonisation of the UK electricity grid and its impact on the University's future carbon emissions into this analysis as it is extremely significant. Allowing for this, our modelling suggests it should be possible to factor in future known growth whilst achieving the above targets. In effect, the lowering of UK grid intensity abates much of predicted future growth in emissions resulting from University expansion. To recognize the potential for research-intensive facilities growth, we have factored into our projections an additional 'Archer super computer type' facility or facility of comparable size, gradually coming online from 2015.

Table 1 – Potential Pathways to carbon reductions

	Total CO2e
Projected emissions in 2025 (BAU/Medium grid carbon intensity)	106,802
Energy reduction campaigns	-8,363
10% reduction in BAU expected growth (doubling) of flights	-2,375
Move to electric fleet	-760
Other policy and behavioural change	-5,340
Total initial emissions reductions	-16,838
Possible Land based carbon offsetting[5]	-10,000
Possible 2025 net carbon emissions	79,964

15. As the table illustrates, it should be possible to return to 2007/08 emissions levels and therefore meet the 2025 target with some margin for overachievement (around 5-10% of emissions).

16. A number of additional opportunities exist and we will explore these over the lifetime of the strategy, but they have not counted as quantified reductions presented in Table 1. These include savings arising from the impending switch on of the new Combined Heat and Power facility at Easter Bush, potential new design standards for Estates developments, opportunities arising from improved space management, innovations in energy, ICT and buildings technology, and substantial opportunities should the University adopt renewables technologies. We believe further energy reduction opportunity targets beyond the initial 2-year energy reduction (10%) target should also exist. Many of these opportunities may offer financial and efficiency as well as carbon savings.

Implementation and Next Steps
17. We intend to launch the Strategy in October 2016. A three year Implementation Plan, 2017-2020, will be finalised by early 2017, setting out critical steps and timeframes for programmes integral to achieving Climate Change Strategy targets. We are committed to delivering the Strategy through a whole institution approach, which relies on a wide range of effective measures.

18. Communications and Marketing have helped to ensure that we have an effective plan for internal and external communications at launch of the strategy, with positive stories and evidence of action across research, investments and energy efficiency and low carbon activity. We would propose roadshows and campus events to secure awareness and support at that time, enhanced by FAQs and a range of campaign material, videos, champions etc.

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[5] Organisations purchase carbon credits to offset emissions, contributing essential finance to renewable energy, forest protection, peatland restoration and reforestation projects around the world.

Renewables Review Group Remit

19. A key component of the strategy is to establish a high-level review group (similar in nature to the Fossil Fuel Review Group) to evaluate the strategic and business case for renewables investment at scale by the University. It is clear that major investment by the University would allow the achievement of extremely demanding carbon targets (zero carbon in the 2020s for example) by offsetting its existing carbon emissions.

20. At the same time, such investment needs to be thoroughly evaluated, with risks, opportunities and financial implications carefully considered. We will adopt the successful Fossil Fuel Review Group model, where a range of senior colleagues from support groups and academe as well as student representation, report back to Central Management Group on options against a range of agreed criteria.

21. In order to fully evaluate opportunities and assist in setting a strategic direction, the group examine a range of renewable electricity technologies, sustainable heat technologies, and emerging demand management and storage opportunities, as well as the specific opportunities arising from land-based carbon offsetting. The Director of Finance has agreed to chair the group.

Communications, Stakeholders and Launch

22. As noted above, we aim to publish the Climate Change Strategy 2016-2026 in autumn 2016 to replace the current plan. A communications strategy will be essential to ensure that the climate strategy promotes a whole institution approach across the University community and establishes the University as a sector-leader in this area.

23. Our communications plan requires both an internal and external focus, reflecting the multiple and diverse range of stakeholders relevant to the Strategy. The plan will have a (proposed) 70/30 split in favour of an internal audience for implementation and initial launch. We will communicate the new Strategy with a strong focus on the aspirational '**zero emissions by 2040**' goal. We will create a new set of visual materials to fit within the University's core branding, with an emphasis on physical branding in public spaces, where resources allow. External engagement can be progressed through collaboration with the Scottish Funding Council, Scottish Government, the 2020 Climate group as well as ClimateXChange, key respected supporters, relevant conferences and media engagement. The launch will include announcement of the specific measures that will deliver the objectives of the strategy, providing substance and mitigating reputational risk (for example launch of the £3m campus fund, positive research stories, launch of renewables review etc.).

Resource implications

24. Achieving new absolute carbon reduction targets may require investment in renewables and carbon offsetting in the longer term. Some changes (building design, energy reduction, travel, IT) may require investment but should represent sound financial investments in their own right. Staff resource will be required from across the University to implement the plan but should come from within existing resources (primarily from Corporate Services Group but with input from other Support Groups and Colleges in specific areas). Initial energy reduction activity will be funded from the recently agreed 3-year sustainable campus fund.

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Risk Management

25. As with other risks to be managed, managing our carbon will first require prevention before looking towards offsetting the risk. Not addressing carbon risks will have financial, reputational and operational risks for the University. However, this can also present opportunities for innovation and for achieving multiple strategic objectives.

Equality & Diversity

26. Climate change has implications for global equality and diversity. Impacts such as drought, floods, extreme weather events and reduced food and water security, particularly affect the world's poorest, most disadvantaged and disproportionately affect women from the developing world.

Further Information

27. _Author & Presenter_
Dave Gorman
Director of Social Responsibility and Sustainability
11 October 2016

Freedom of Information.

28. This is an open paper.
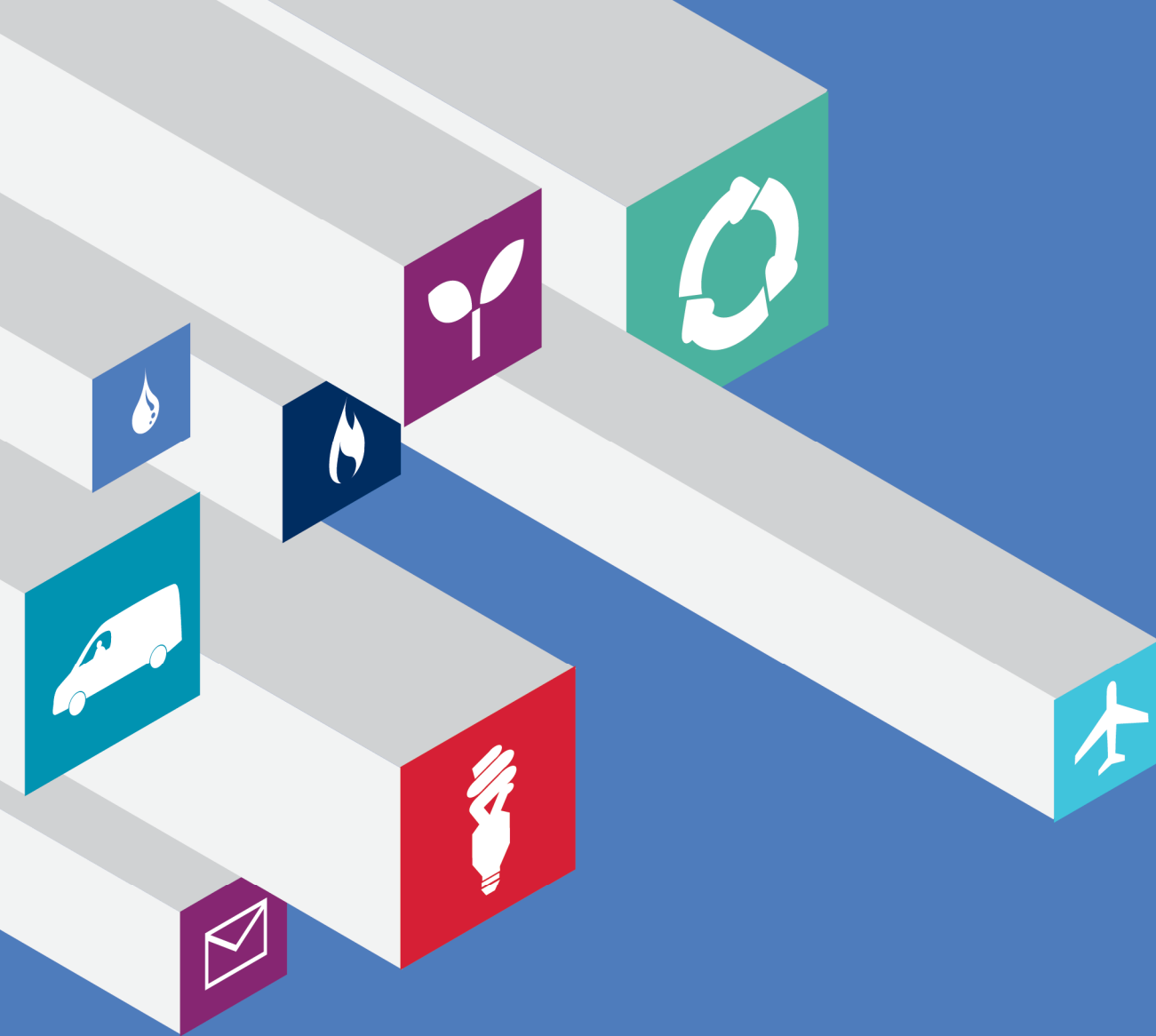
ZERO BY
2040

The University of Edinburgh's climate change strategy
2016-26

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University of Edinburgh Climate Change Strategy 2016-2026

Contents

Foreword- [Principal] and [Senior VP] [EUSA President] [Director of Corporate Services] to be agreed

I am (we are) pleased to launch the **Climate Change Strategy 2016-2026** which presents our **whole institution approach**, encompassing University research, learning, teaching, operations and investments. Through the efforts of our staff, student and alumni community and working with our partners, the University of Edinburgh makes strong and lasting contributions to addressing this vital issue.

We build on our outstanding history of discovery and innovation, showing our institutional commitment to sustainability. This commitment drives our cutting-edge climate research with impact, prepares our students to address one of the foremost global challenges of the 21st century, and leads to improvements in the energy efficiency of our estate and operations, reducing campus-wide carbon emissions.

We have learned from and draw on the successes of the University's Climate Action Plan (CAP) 2010-2020, and on our experience in investing over £30m in low carbon technology, and attracting more than £50m of climate research since 2010.

This new Climate Change Strategy will deliver our bold objective to be **carbon neutral by 2040**, including ambitious targets and concrete goals.

The time for debate on the science has long since passed, as has the time for arguments on whether to act. In this strategy, we commit to long-term goals to ensure we are leading the way in tackling climate change, across all of our activities and recognising the core strength of the University as a globally connected, socially committed research and learning organisation. There is no doubt that the dedicated efforts of our staff, students and partnership working will successfully deliver the programmes set out in the strategy and ensure that we achieve our new targets. I (we) look forward to working with you.

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Executive Summary

We recognise that climate change is one of the most significant global challenges of the 21st century.

The United Kingdom, along with more than 170 other countries, officially signed the 2015 Paris Agreement earlier this year. The Agreement sets out a global target to reduce greenhouse gas emissions, and a decisive call to action to mitigate dangerous climate change caused by human activity.

To meet this challenge and to support Scotland's and the world's transition to a low-carbon economy, the University of Edinburgh has set out these ambitious but achievable targets:

- **We will become a zero carbon university by 2040**
- **We will reduce our emissions per £ million turnover by 50% from a 2007/8 baseline year by 2025**
- **We will return our carbon emissions to 2007/8 baseline year levels by 2025**

A whole institution approach

Our strategy lays out a comprehensive whole institution approach to climate change mitigation and adaptation in order to achieve our ambitious targets.

To meet these new obligations, **we will take action on research, learning and teaching, operations, responsible investment, and investigate renewables opportunities**.

We will **use the University's five campuses as living laboratories** for learning, and to test innovative ideas.

Our vision

We will be carbon neutral by 2040.

As part of a global community working to address climate challenges, we will demonstrate our commitment through our research, our teaching, and the management of our operations and investments.

We will reduce our energy consumption, enhance our use of renewable energy, and explore new ways to cut our direct and indirect emissions, which will fall in line with the efforts required to avoid dangerous climate change.

We believe in demonstrating the value of climate solutions through our reporting and we will implement processes to understand the carbon impacts of our business decisions

Innovating to reduce our emissions

Our previous approach was ambitious, but did not adequately take into account the key drivers of University emissions. As a result of mergers, new buildings and growth in student numbers, emissions have increased since the introduction of the Climate Action Plan 2010-20. Following an extensive review of the University's emissions, this strategy identifies key drivers as **electricity, gas and business travel**. We are therefore developing targeted programmes to reduce emissions in these areas.
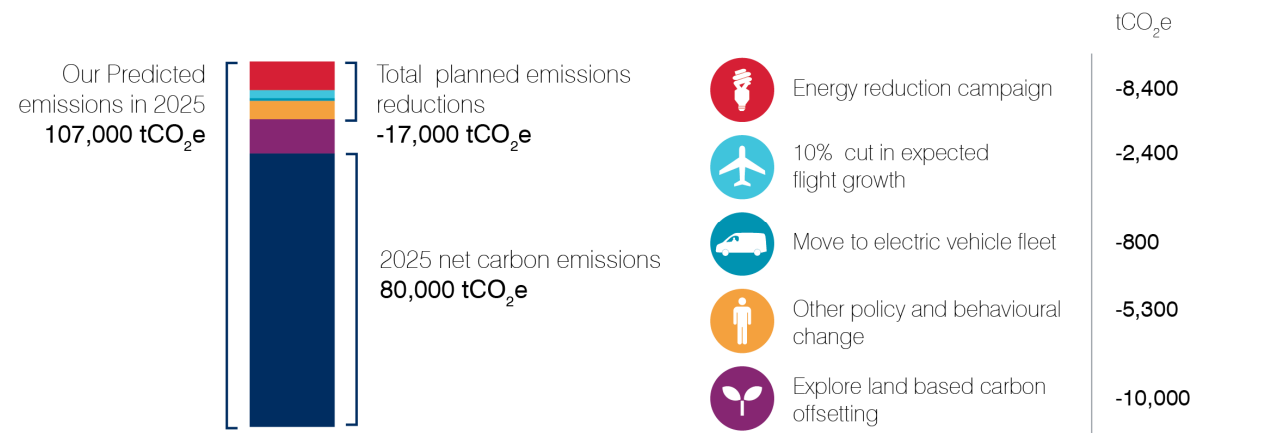
We will **continue to improve our sustainable infrastructure, building on £31 million already invested in low carbon technology since 2006**. We will continue to **develop our metering** to ensure that we have a better understanding of our emissions. **Programmes to encourage positive behaviours are being enhanced** to further reduce emissions and encourage staff and students to participate.

4

We will **implement completely new programmes in order to reach our targets**, including the new **Sustainable Campus Fund** to deliver energy efficiency savings across the University. **Sustainable travel advice** will be rolled out to improve awareness of alternative travel options and drive down business travel contributions to our emissions, and we will **move our vehicle fleet from fossil fuel to electric power**.

We will also **create projects to change our business practices and reduce our emissions in the future**. Projects are underway to reimagine our approach to carbon performance in IT and building design and have the potential to deliver significant savings and emissions reductions. **A new task group will investigate renewables opportunities** for the University, as investments in renewable energy and direct carbon offsetting could lead to a dramatic reduction in our emissions.

So that different areas do not have different approaches, **we will continue to make sure that the University's policies in waste, transport, procurement and food are aligned with this strategy**.

SIDE BOX: Our emissions in 2025*

		tCO$_2$e
Our Predicted emissions in 2025 107,000 tCO$_2$e	Total planned emissions reductions -17,000 tCO$_2$e	
	2025 net carbon emissions 80,000 tCO$_2$e	
	Energy reduction campaign	-8,400
	10% cut in expected flight growth	-2,400
	Move to electric vehicle fleet	-800
	Other policy and behavioural change	-5,300
	Explore land based carbon offsetting	-10,000

* indicative pathway to be confirmed

Beyond our own emissions

As a University, we have an opportunity to influence the world beyond our campuses.

We have already invested more than £50 million over the last seven years to fund our world-class academics working in climate science, emissions reduction and sustainable technology. Research has focused on identifying the threats climate change poses, particularly to some of the world's most vulnerable communities, and developing innovative technologies to help mitigate these threats.

We will continue to promote this research – to encourage wider public understanding of the challenges and solutions of climate change – and we will **ensure that all students have the opportunity to understand how their area of study will be impacted by climate change**.

In 2013, we became the first university in Europe to sign the UN Principles of Responsible Investment. We have **committed to encourage companies to cut their carbon emissions** and **prioritise low-carbon investment**. We have **divested from coal and tar sands** – reducing our direct exposure to fossil fuels by 90% since 2008. **We publish our annual Principles of Responsible Investment report online** for public viewing.

We will continue our work in this area and are exploring **development of a course in the Business School that will give students hands on experience of managing responsible investments** and recommending stocks or our investment committee.

5

Working together

We will only make progress on our climate change ambitions by working in city, national and international partnerships.

Locally, we are active members of a number of city groups that address adaptation and biodiversity, and participate in the Edinburgh Sustainable Development Partnership to promote the city's sustainability strategy.

Nationally, we work closely with the Scottish Funding Council (SFC) and other peers, and are members of the Environmental Association for Universities and Colleges (EAUC), which advances sustainability measures and information sharing across the sector.

Globally, we are forging links as a member of the International Sustainable Campus Network with leading universities such as Harvard, MIT and Oxford and Cambridge. We are exploring partnerships with leading, European, American, Asian and other global universities to share best practice and explore common objectives.

What happens next?

Building on more than two decades of progress, this strategy marks a milestone on our journey to becoming a zero carbon university. We have already started a number of programmes to make our commitments happen, and we will announce further decisions and developments over the coming years, starting with an implementation plan in early 2017 and our next annual social responsibility and sustainability report this winter.

1. Introduction: Challenges and Vision

Climate change is now recognised as one of the most significant global challenges of the 21st century.[1] The Intergovernmental Panel on Climate Change (IPCC) detailed the current scale of the problem and risks involved in their Fifth Assessment Report (2014), pointing to greenhouse gas emissions from human activities as the dominant cause of global warming since the mid-20th century.[2] The last decade showed the highest global average surface temperatures since records began, about 0.8°C above pre-industrial levels, meaning we already face a global climate never seen before by advanced industrial societies. The 21st session of the UN Framework Convention on Climate Change Conference of Parties (COP21), held in December 2015, resulted in the Paris Agreement, with consensus that the increase in global average temperature should be kept below 2°C above pre-industrial levels.[3] One hundred and seventy five countries, including the UK, have committed to achieving this goal by officially signing the Paris Agreement on 22 April 2016.[4]

1.1 The Scottish context

The Scottish Government noted that annual national carbon emissions reduction targets were missed for four consecutive years since 2010, but recent reports show that the annual target has been met for 2014.[5] Scotland's emissions have fallen by 45.8% from the 1990 baseline so that the 2020 target of 42% has already been reached. Continued and sustained action is required in order to meet future targets.[6] The Scottish Government has made mandatory reporting of carbon emissions by public bodies, including universities, a statutory requirement under the Climate Change (Scotland) Act 2009 from November 2015, with the first official reporting deadline scheduled for November 2016.[7] In addition, Section 44 of the Act places duties on public bodies relating to climate change, requiring them to contribute to Scotland's carbon emissions reduction targets, climate change adaptation, and to act sustainably.[8]

The need to take steps to mitigate and adapt has driven innovation towards low carbon energy solutions across sectors. Organisations and governments are increasingly pursuing renewables to reduce future energy costs, meet their moral commitments to reduce their carbon emissions and secure their energy supply in a volatile world. Solar and onshore wind are now cost-competitive in some parts of the world, with UK solar moving closer to being subsidy-free.[9] **Renewable energy will represent the largest single source of electricity growth over the next five years, becoming**

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[1] Brief history of international efforts on climate change, UN Foundation http://www.unfoundation.org/what-we-do/issues/energy-and-climate/tackling-global-climate-challenge.html

[2] See the IPCC Synthesis Report at https://www.ipcc.ch/report/ar5/syr/

[3] Paris Agreement https://unfccc.int/resource/docs/2015/cop21/eng/l09r01.pdf

[4] Please see the current list of signatories, 22 April, 2016, http://www.un.org/sustainabledevelopment/blog/2016/04/parisagreementsingatures/

[5] Scottish Greenhouse Gas Emissions Scottish Government press release June 2016 http://scottishgovernment.presscentre.com/ImageLibrary/detail.aspx?MediaDetailsID=4971&HUserId=n2bwGTDhkbSUAL1KX8G9_Q..

[6] Scottish Emissions Targets 2028-2032, Committee on Climate Change Report March 2016 http://www.gov.scot/Resource/0049/00496795.pdf

[7] Public Sector Climate Change Reporting, Scottish Government http://www.gov.scot/Topics/Environment/climatechange/publicsectoraction/publicsectorreporting

[8] Climate Change (Scotland) Act, Scottish Government http://www.gov.scot/Topics/Environment/climatechange/scotlands-action/climatechangeact

[9] see Business Green on the state of subsidy-free solar in the UK at http://www.businessgreen.com/bg/news/2452398/lightsource-urges-government-to-address-inaccurate-claims-about-subsidy-free-solar-readiness

the dominant energy source by the time our undergraduates reach middle age.[10] Mitigation and adaptation open up opportunities to apply new technologies, increase efficiency and reduce costs while reducing emissions.

1.2 The University of Edinburgh

The University of Edinburgh is a major energy user; we have 35,000 students, 13,000 staff, 550 buildings and 240,000 alumni and represent a significant part of the city of Edinburgh community. Students, staff and alumni have expectations of the University as a world-leading higher education institution that is a member of the Edinburgh and wider national and global communities, which must address climate change.

The University has an outstanding history of discovery, invention and innovation since its founding in 1583 on which we are committed to build.[11] University researchers increasingly focus on global challenges, conducting research with impact that feeds into climate change mitigation and adaptation strategies or that addresses responsible investment for the climate. We are also a leader in learning and teaching in the area of climate change, with undergraduate offerings as well as postgraduate courses. Student involvement and the student experience will continue to be integral to the success of climate action. We equally show commitment to addressing climate change as a founding signatory of the Universities and Colleges Climate Commitment for Scotland (UCCCfS).[12]

1.3 Our vision statement

The Climate Change Strategy 2016-2026 for the University of Edinburgh draws on this tradition of leadership and impact, learning from and building on the Climate Action Plan 2010-20 and reflecting approaches laid out in the University's Social Responsibility and Sustainability Strategy 2010-20. It aligns with and helps to deliver on the aims set out in the University Strategic Plan 2016-21, to "build sustainability into our planning processes, ensuring our new and refurbished estate is energy-efficient and meets waste and carbon standards throughout its lifetime".[13]

The Strategy takes a whole institution approach to deliver both global and local impact in mitigation and adaptation. The approach encompasses the University's research, learning and teaching, operations driven by efficient use of space and energy, responsible investment and work with local and global partners. The University campuses serve as a living laboratory for testing innovative ideas, thus bringing together learning, teaching, research and operations, leading to improvements that "teach" or progress research while reducing carbon emissions.

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[10] International Energy Agency's Medium-Term Renewable Energy Market Report 2015
[11] University of Edinburgh, Research Impact pages at http://www.ed.ac.uk/research/impact
[12] EAUC webpage for UCCCfS http://www.eauc.org.uk/universities_and_colleges_climate_commitment_fo2
[13] To be finalised once the Strategic Plan is finalised

8

> **We will be carbon neutral by 2040.**
>
> As part of a global community working to address climate challenges, we will demonstrate our commitment through our research, our teaching, and the management of our operations and investments.
>
> We will reduce our energy consumption, enhance our use of renewable energy, and explore new ways to cut our direct and indirect emissions, which will fall in line with the efforts required to avoid dangerous climate change.
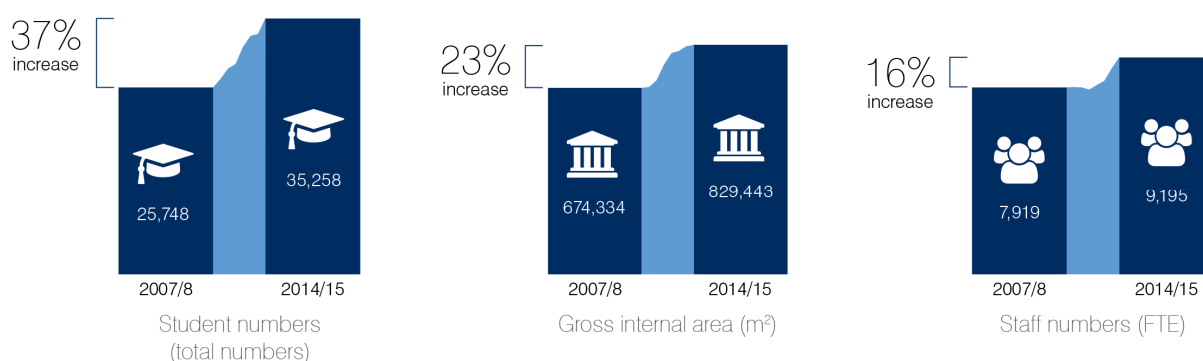>
> We believe in demonstrating the value of climate solutions through our reporting and we will implement processes to understand the carbon impacts of our business decisions.

2. The New Strategy Background and Context

The University of Edinburgh conducted an extensive programme of review from 2015-2016, to reconsider our approach to climate change mitigation and adaptation. Consultancy work resulted in identification of approaches to measuring emissions, review of international best practice in the university sector, an examination of the business cases for renewables and review of international carbon reporting. Lessons learned and recommendations for the University were identified and collated.[14] This research has informed development of the new Climate Change Strategy and we present key review findings here.
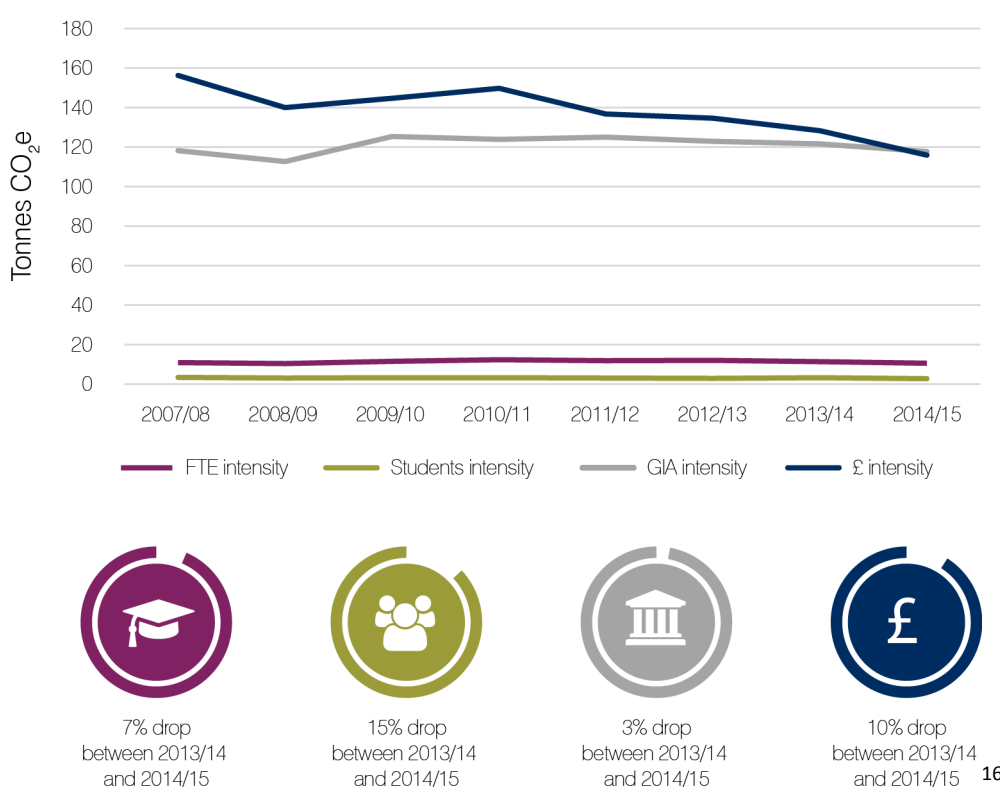
2.1 Lessons learned

The University of Edinburgh's first Climate Action Plan (CAP) 2010-20 proposed a reduction in our carbon emissions of 29% by 2020, against a 2007 baseline year. As of 2014/15, the University was 12% above baseline against an interim 2015 target of -20%. The principal reason for this has been an increase in the estate due to mergers and new build, with student numbers and the physical estate growing substantially since 2010. Original targets were not set with sufficient consideration for the likely drivers of carbon in the University such as the scale and context for growth within the period, and did not adequately align with strategic and estates objectives or identify pathways to achieve those targets.

37% increase	**23%** increase	**16%** increase
25,748 → 35,258	674,334 → 829,443	7,919 → 9,195
2007/8 — 2014/15	2007/8 — 2014/15	2007/8 — 2014/15
Student numbers (total numbers)	Gross internal area (m²)	Staff numbers (FTE)

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[14] Link to be added to reports published online
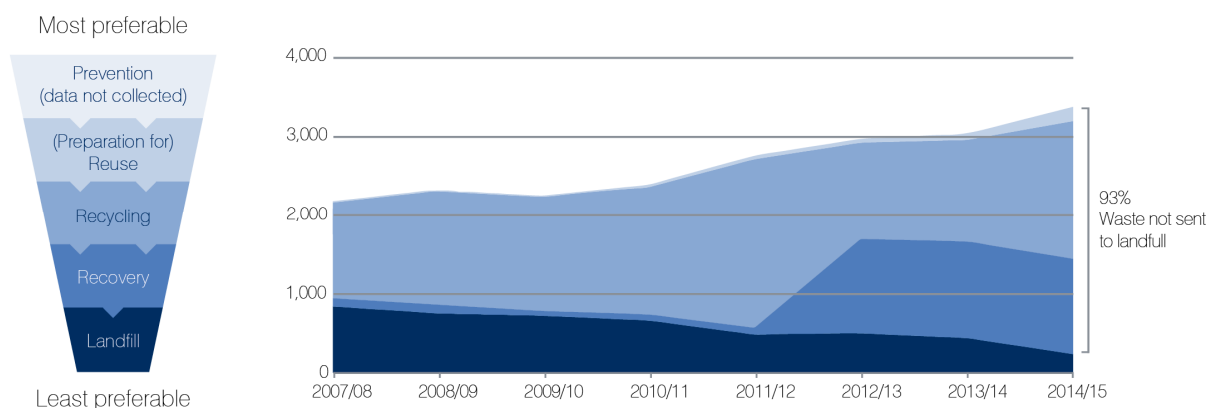
2.2 Previous success

Performance against relative space and turnover indicators has been more positive, demonstrating improvements in the carbon efficiency of the University. Large-scale investment in combined heat and power (CHP) energy centres and district heating networks has contributed to this performance and the University now leads the way in CHP technology in the UK. We have improved our energy infrastructure through the development of four CHP installations, with a fifth planned for Easter Bush campus, due to be running by 2017.[15] The University has saved almost 10,000 tCO_2e per year as a result of CHP installation. Progress in energy efficiency has been made against qualitative measures through programmes that encourage sustainable behaviour such as "Switch and Save" and the Edinburgh Sustainability Awards, with increased engagement.

7% drop
between 2013/14
and 2014/15

15% drop
between 2013/14
and 2014/15

3% drop
between 2013/14
and 2014/15

10% drop
between 2013/14
and 2014/15 [16]

The University has consistently reduced the amount of waste from our operations that we send to landfill. In 2014-15, 47% less waste was sent to landfill, 35% more was recycled or composted and twice as much waste was reused at the University compared to 2013-14. These improvements led to an **increase in waste diverted from landfill,** of 550 tonnes. In 2014-15, Landfill Diversion reached 93%, and we have shown a continual improvement over the past 3 years.

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[15] University of Edinburgh news on Easter Bush CHP at http://www.ed.ac.uk/news/2016/easterbushchp-290316
[16] Visual to be edited/explained (re: intensity) in final version

10

Most preferable
Prevention (data not collected)
(Preparation for) Reuse
Recycling
Recovery
Landfill
Least preferable

4,000
3,000
2,000
1,000
0
2007/08 2008/09 2009/10 2010/11 2011/12 2012/13 2013/14 2014/15

93% Waste not sent to landfill

The University has also made progress in transport and travel. We now have seven small electric vans and five petrol hybrid vehicles. Thirteen charging stations have been installed so that staff and visitors can charge personal electric vehicles. We have partnered with the higher and further education sector in Edinburgh to deliver the city's first electric bike share scheme, eCycle, providing eight bikes for staff use. We have also delivered a student bike hire scheme, UniCycles, in partnership with the Edinburgh University Student's Association (EUSA). Fifty bikes are available to encourage students to cycle to the University. We conduct staff and student travel surveys every two years, capturing valuable information on travel behaviours that feeds into transport strategy.

University of Edinburgh students contribute to solving global problems through innovative projects in the energy efficiency and renewables spaces. Project Elpis, for example, involves development of solar powered mobile chargers for refugees in Greece, which may also have future benefit for climate refugees.

Project Elpis

Emergency aid for refugees in Greece through solar-powered mobile charging devices.

Two second year students studying Environmental and Ecological Sciences with Management established Project Elpis which aims to provide free electricity for refugees through the use of solar power. With support from the University's Chaplaincy and crowdfunding efforts, the project installed their first solar powered units on the island of Samos in Greece in June 2016. The long term objective of the project is to provide a fully sustainable replicable model that addresses social, economic and environmental issues.

Further information is available online at www.projectelpis.org.

[ADD IMAGE]

11

Success is evident in the University's clear focus on climate-related research across disciplines. Our research in climate change spans behaviour and social change, cultural and technology studies, policy, law and business in the College of Humanities and Social Science. Research in our College of Science and Engineering includes atmospheric studies, biochar investigations, approaches to carbon capture and storage, forest carbon sequestration, offshore renewables and power systems. Our Global Environment and Society Academy (GESA) encourages multidisciplinary responses to challenging global issues such as climate change through teaching, research and outreach, engaging with civil society.[17]

2.3 Drawing on best practice

Universities worldwide are increasingly adopting innovative measures to reduce their carbon emissions, and best practice within the sector provides inspiration and direction for the University of Edinburgh. The University of British Columbia (UBC) serves as an exemplar, meeting ambitious absolute carbon emissions reduction targets through innovative retrofits and capital projects, despite growth in floor space and student numbers.[18] Energy efficiency improvements are central to carbon reduction in UK universities, and often successful funding options have included green revolving funds and price per tonne of carbon as the parameter for appraising projects. Universities install on-site renewables and alternative energy sources with more regularity for climate and financial reasons.[19] We have also identified decarbonisation of the UK electricity grid as a key factor that will reduce universities' emissions associated with electricity.

2.4 Our operational boundary, baseline and emissions

Review of both the University's CAP 2010-20 and best practice provided an opportunity to reconsider the baseline year and the University's operational boundary for carbon emissions. Our Climate Change Strategy 2016-2026 maintains the 2007/8 (academic) baseline year, but revises the boundary. Along with emissions from electricity, gas and other fuels, water, waste and company-owned vehicles, the Strategy now includes business travel, which accounted for almost 9% of the University's carbon emissions in 2014/15. This has led to a revision of total emissions from 2007/8 to 86,707 tCO_2e, previously reported as 76,959 tCO_2e in the CAP 2012 Update.

The University of Edinburgh bases our carbon accounting and reporting on the WBCSD/WRI Greenhouse Gas Protocol Corporate standard[20], using the Carbon Guru platform to generate assessments. We will continue to use this platform to generate annual reports on emissions, and will seek external verification of assessments, in line with standard best practice.

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[17] University of Edinburgh Global Environment and Society Academy (GESA) http://www.ed.ac.uk/global-environment-society

[18] UBC News http://news.ubc.ca/2016/03/02/ubc-vancouver-cuts-greenhouse-gas-emissions-30-per-cent/

[19] Link to report published online

[20] Greenhouse Gas Protocol Corporate Standard http://www.ghgprotocol.org/standards/corporate-standard
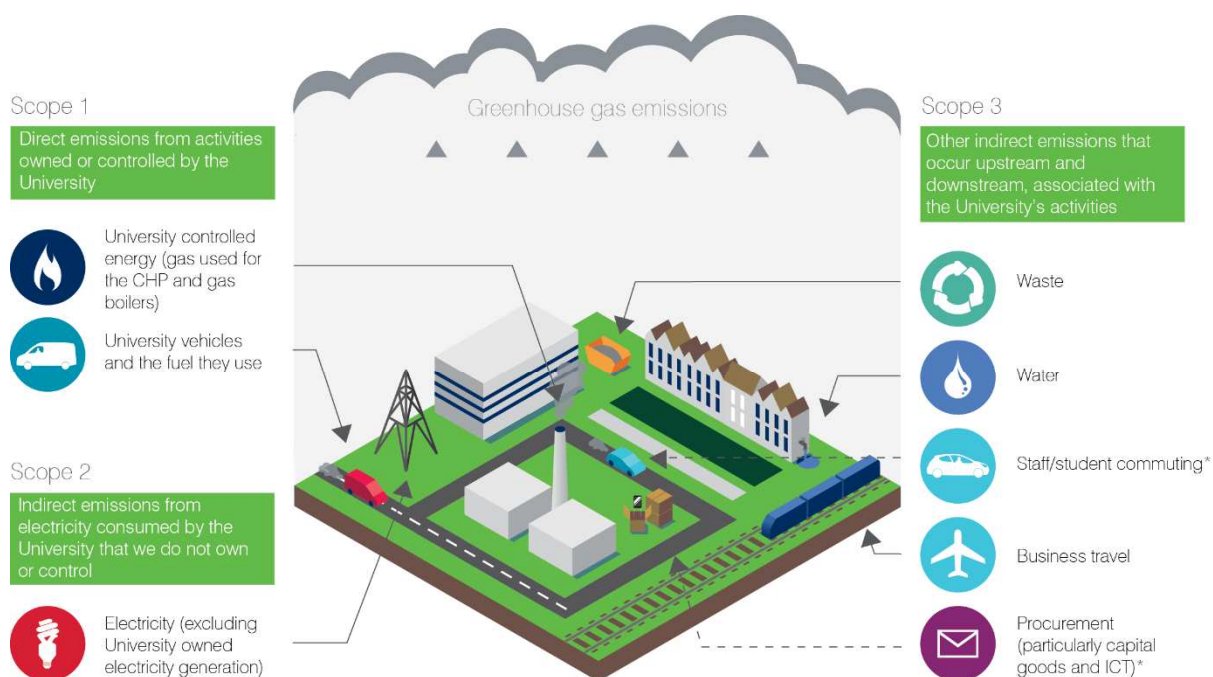
Greenhouse Gas Protocol Emissions Scopes

Scope 1 and 2 emissions

The University is required to report Scope 1 and 2 emissions. Scope 1 emissions are those from sources owned or controlled by the University, from gas usage (gas boilers) and fuel used by owned vehicles. Scope 2 includes electricity consumed by the University minus electricity generated by CHP units.

As evident in Table *, electricity and gas are key sources of University operational carbon emissions.

Carbon tCO$_2$e	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Electricity	38,836	34,281	37,543	42,877	47,212	53,132	49,791	43,306
Gas	38,054	39,122	43,668	44,439	38,558	35,339	38,073	40,672
Fuel	579	308.75	895.4	699	649.7	657.6	667.4	467
Owned vehicles	345	321	495	369	453	455	464	433
Total	77,814	74,032.75	82,601.4	88,384	86,877.7	89,583.6	88,995.4	84,878

Scope 3 emissions

Under recognised corporate standards, reporting on Scope 3 emissions is voluntary, however the University must report waste, water, staff and student commuting and business travel to the Higher Education Statistics Agency (HESA) for the Estates Management Record (EMR). The University includes **waste, water and business travel** in reporting, and these will be included in our target setting process. Business travel is a key source of University Scope 3 carbon emissions.

Staff and student commuting appear in our formal carbon assessments and reports, but these figures are not included in the Strategy's total for target purposes, as these activities are not directly under the University's control. Measurement of Scope 3 emissions from commuting and
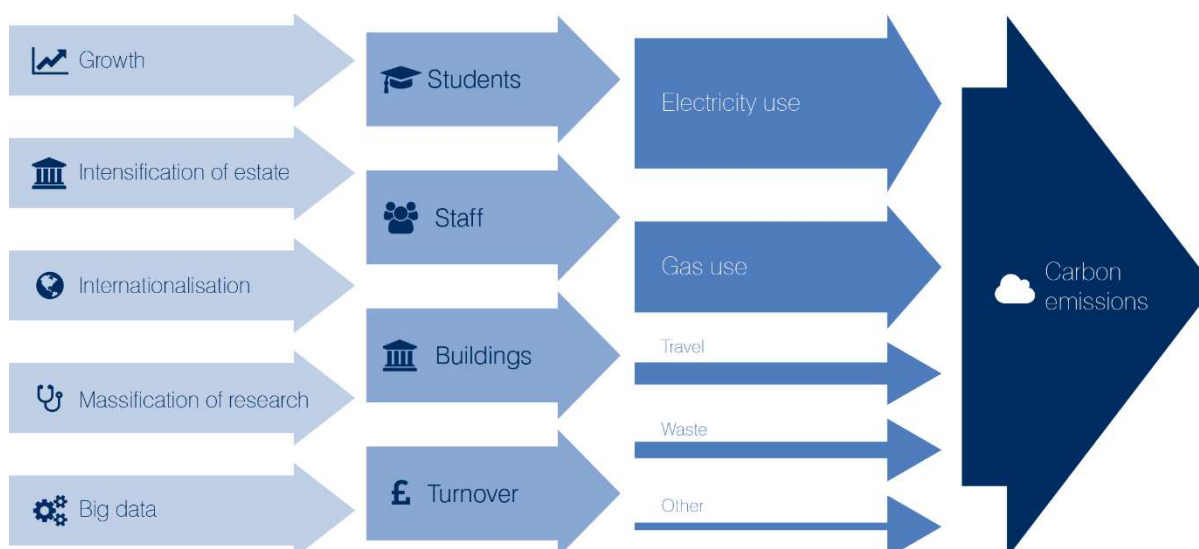
13

procurement, with a specific focus on capital goods and ICT, will be developed and refined for future inclusion in reporting.
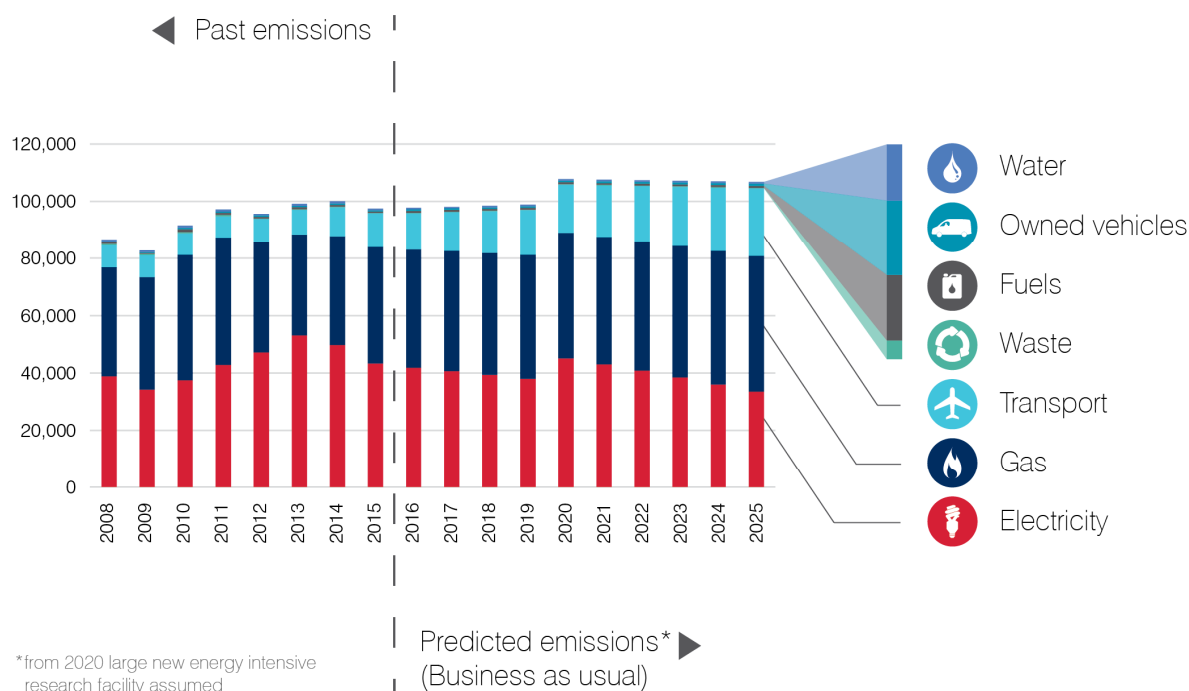
Over time, the University will both adopt best practice and seek to take the lead through our carbon and sustainability reporting, recognising the need to move beyond merely operational carbon reporting into attempts to quantify broader benefits from our activities. Our efforts here also fit with broader ambitions to show leadership in integrated reporting and linking to annual accounts.

Carbon tCO$_2$e	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15
Water	700	675	829	790	533	735	726	583
Waste	534	487	576	571	157	350	306	200
Business travel	7,659	7,610	7,602	7,490	8,124	8,544	10,048	11,909
Total	8,893	8,772	9,007	8,851	8,814	9,629	11,080	12,692

Business as usual

University carbon emissions for 2014/15 total 97,570 tCo2e. The University has conducted detailed forecasting of future carbon emissions to identify a 'business as usual' pattern of future growth and the drivers of increasing carbon emissions. This is crucial to understanding the opportunities that exist for reducing direct emissions.

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14

120,000
100,000
80,000
60,000
40,000
20,000
0

2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023 2024 2025

Water
Owned vehicles
Fuels
Waste
Transport
Gas
Electricity

*from 2020 large new energy intensive research facility assumed
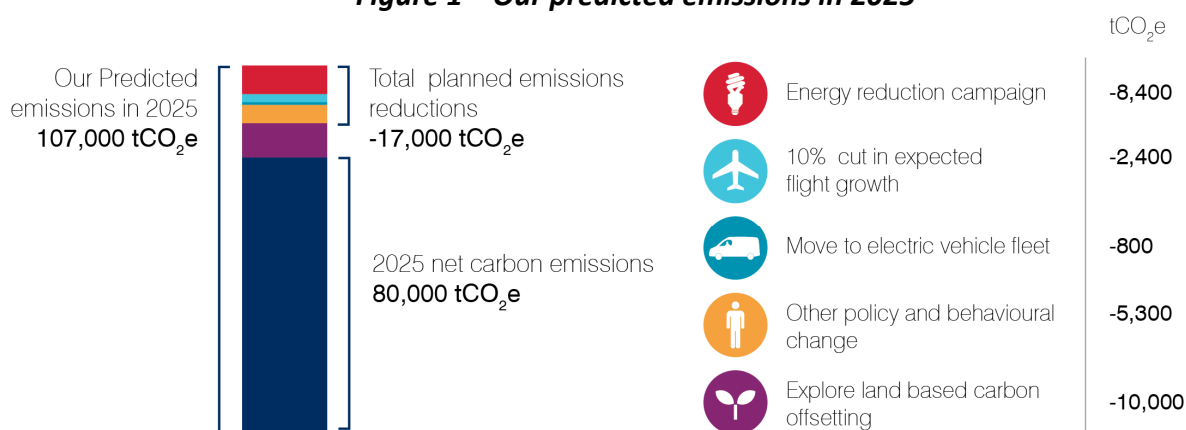
Predicted emissions* ▶
(Business as usual)

3. Climate Change Strategy Targets and Future Emissions

The University proposes the following ambitious targets, achievable through identified projects and programmes:

1 We will reduce our **emissions of carbon per £ million turnover by 50%** from a 2007/8 baseline year by 2025

2 We will return our carbon emissions to 2007/08 **baseline year levels by 2025**

3 We will become a net **zero carbon university by 2040**

Net zero, or carbon neutrality, means sequestering or offsetting carbon, where every effort is made to reduce operational emissions and only unavoidable emissions are offset. Detailed forecasting of future carbon emissions with the plotting of "business as usual" and identification of key drivers of increasing carbon emissions gives us confidence in our proposals for a series of interventions to reduce future carbon emissions. We have determined programmes with the most impact as noted in Figure 1, targeting emissions from **electricity, gas and business travel**. Decarbonisation of the UK electricity grid and its impact on the University's future carbon emissions has been incorporated into analysis and is extremely significant.

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Figure 1 – Our predicted emissions in 2025

tCO$_2$e

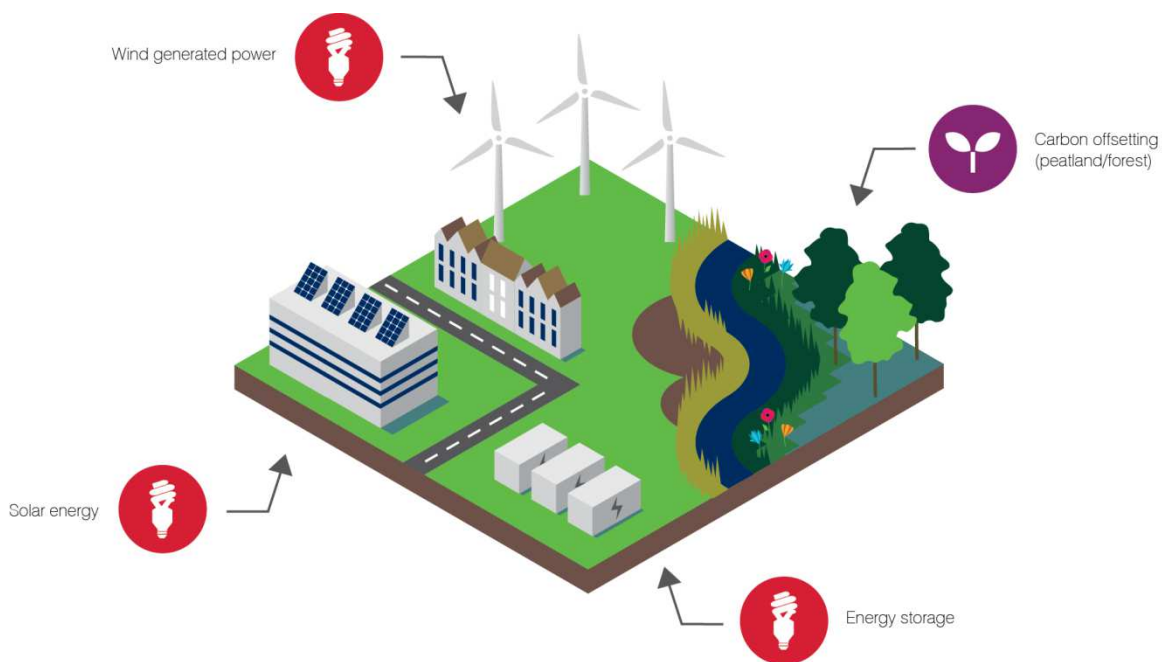|		tCO$_2$e
Our Predicted emissions in 2025 **107,000 tCO$_2$e**	Total planned emissions reductions **-17,000 tCO$_2$e**	
	Energy reduction campaign	-8,400
	10% cut in expected flight growth	-2,400
	Move to electric vehicle fleet	-800
2025 net carbon emissions **80,000 tCO$_2$e**	Other policy and behavioural change	-5,300
	Explore land based carbon offsetting	-10,000

Our energy reduction campaign includes the launch of a new Sustainable Campus Fund and extensive programmes encouraging positive behaviours, to deliver tangible pathways for emissions reductions by 2025. Business travel has been central to research collaborations and will continue to be, however it is also a key driver of the business as usual increase in future University emissions. Sustainable travel advice and a planned Integrated Transport Strategy will provide means to reduce business as usual emissions by 10% by 2025 through recommendations and incentives to, for instance, use virtual collaborative tools and rail alternatives. There will be further opportunities arising from greening the transport fleet and improvements to the carbon efficiency of ICT.

A number of additional opportunities exist which we will explore over the lifetime of the strategy, but which have not been counted in quantified reductions presented. Further savings will arise from the impending switch on of the new CHP facility at Easter Bush, potential new design standards for Estates developments, improved space management, innovations in energy, ICT and building technology, and substantial opportunities should the University adopt renewables technologies.

Renewables provide significant opportunities, as renewable technologies are predicted to continue to fall rapidly in price over the next five to ten years.[21]

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[21] Business Green, "Can Rapidly Declining Energy Costs Continue after 2025?" at
http://www.businessgreen.com/bg/analysis/2461571/can-rapidly-declining-renewable-energy-costs-continue-after-2025

16

Wind generated power

Carbon offsetting (peatland/forest)

Solar energy

Energy storage

Many of these opportunities may offer financial and efficiency as well as carbon savings. We introduce the whole institution approach and details of the key programmes and projects that will deliver efficiency and carbon savings in the subsequent sections.

4. The Whole Institution Approach

Our Climate Strategy takes an approach that will address key drivers of emissions increases, through targeted programmes, while also acknowledging the key role that the University plays as a leading higher education institution, conducting research with impact and teaching students to contend with a future where climate change will continue to be a global challenge.

The University will work to prevent or reduce emissions, influence emissions from its indirect operations and integrate **a whole institution approach** by linking operations, research, learning and teaching. Our staff, students and alumni will contribute towards identifying and implementing innovative solutions. A similar holistic approach has been taken by universities such as Harvard, Stanford and UBC, which have met ambitious emissions targets despite growth.

17

4.1 Our research, learning and living lab approach

- Key objectives:
    - Promote and profile University climate change research
    - Ensure students understand how their area of study relates to climate change
    - Promote the University as a living lab
- Key challenges:
    - Sufficient engagement with the University as a living lab
    - Embedding of climate change mitigation and adaptation across University learning and teaching
- Role of staff and students:
    - Contribute to research, learning and teaching in climate change areas
    - Define and implement innovative projects to positively impact University operations, driving down carbon emissions

The University of Edinburgh is responding to climate change with multi-disciplinary and high-impact research across a range of disciplines. Our submissions to the research assessment framework for UK higher education institutions reflect a strong and increasing presence of research designed to better understand the earth and its climate and other systems, and of research on the development of climate change mitigation strategies. Research includes development of renewable energy technologies and carbon capture and storage. Facilities built at the University provide researchers and students with unique research and learning opportunities.

The FloWave Ocean Energy Research Facility was conceived for cutting-edge academic research into wave and tidal current interactions. It provides a testing ground for ocean energy technologies in replicated real ocean conditions.

[ADD IMAGE]

The ARCHER supercomputing service, based at the University of Edinburgh, is also an invaluable resource for researchers studying problems with global impact such as climate change.[22] Projects undertaken using ARCHER include development and refinement of extreme weather forecasting and simulations of offshore marine renewable energy devices.

The University already provides unique opportunities for students to immerse themselves in climate change issues and approaches. The Carbon Management MSc is considered a landmark collaboration between the world-renowned Schools of Geosciences, Economics and the Business

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[22] See Archer website at http://www.archer.ac.uk/

School at the University of Edinburgh.[23] The University also offers the world's first MSc in Carbon Finance[24], and an LLM in Global Environment and Climate Change Law. [25]

> **MSc Carbon Management, MSc Carbon Finance, and LLM Global Environment and Climate Change Law**
> The University offers three world-leading MSc programmes focused on different aspects of climate change. Edinburgh has emerged as one of the most important global centres in this new area.
>
>
> [ADD IMAGE]

We also offer an online PGCert in Climate Change Management and in Carbon Innovation.[26] More broadly, the University is piloting a new undergraduate online sustainability course open to on-campus students, with the longer term aim to widen access to alumni. A staff course in sustainability is in development as well, providing 16 themes that will have direct relevance to a wide range of staff roles within the University.

The Climate Strategy aims to support continued efforts in research, learning and teaching, taking the following approach:

- **Promotion and profiling of climate change related research, reporting on impact and aligning with University research strategy**
- **Ensuring students will have the opportunity to understand how their area of study relates to climate change** and how it will be impacted by climate change
- **Promoting the University as a living laboratory** where new and innovative solutions are applied by both staff and students to our own organisational challenges

The University launched Edinburgh Action for the Climate in September 2015 to harness University expertise in climate change, encouraging global debate and exchange before, during and after the UNFCCC COP 21.[27] It will continue to serve as a hub to promote public awareness[28], knowledge

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[23] MSc Carbon Management course page:
http://www.ed.ac.uk/studying/postgraduate/degrees/index.php?r=site/view&id=412
[24] MSc Carbon Finance programme page:
http://www.business-school.ed.ac.uk/msc/carbon-finance
[25] LLM in Global Environment and Climate Change Law:
http://www.law.ed.ac.uk/postgraduate/llm_msc/global_environment_and_climate_change_law
[26] PGCert Climate Change Management course page: http://www.ed.ac.uk/geosciences/postgraduate/taught-masters/climate-change-management
[27] University of Edinburgh Action for the Climate http://www.ed.ac.uk/about/sustainability/events/series/cop-21
[28] Please see the University of Edinburgh Action for the Climate video wall:
http://www.ed.ac.uk/about/sustainability/themes/climate-change/events/cop21

<div align="center">19</div>

exchange and collaboration around climate change research and policy development, linking with ClimateXChange.[29]

The strategy complements on-going efforts to establish undergraduate and staff sustainability courses, as well as supporting development of specialised offerings that exemplify the living lab approach. Across the University, academics, professional services, support colleagues and students are collaborating to develop academic research projects that analyse sustainability-related issues and opportunities on campus, proposing and testing solutions. The University as living lab is a key tenet of the Climate Strategy and will continue to be championed, delivering a rich student experience, of solving real world problems while improving our operations.

4.2 Reducing our operational emissions

- Key objectives:
    - o Target emissions from electricity and gas through the new Sustainable Campus Fund and enhanced programmes to encourage positive behaviours
    - o Target business travel emissions through new sustainable travel advice
    - o Support the Sustainable Information Technology Group in identifying pathways to energy and resource efficiency
    - o Develop estates design guidelines for future emissions reductions relating to buildings and infrastructure, while also considering adaptation
    - o Ensure organisational alignment on climate change across policies
- Key challenges:
    - o Adequate staff and student engagement with the Fund and other programmes
    - o Implementation of guidelines for estates sustainable design
- Role of staff and students:
    - o Widespread participation in the Fund and other programmes, to deliver projects that will reduce University operational carbon emissions

We are committed to climate change mitigation and adaptation through our operational activities, and this commitment is central to delivery of emissions as well as cost reductions. Our new Estates Strategy will support and underpin this drive to tackle the issue of reducing operational emissions and develop a carbon resilient estate.

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[29] ClimateXChange http://www.climatexchange.org.uk/

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> **Estates Strategy 2016-:** *We will continue to demonstrate our commitment to address climate change across our operations and buildings. We will have processes in place to understand the carbon impacts of decisions and will integrate these into our decisions. Our estate will be proactively planned to be climate resilient and to embrace the opportunities that our natural environment provides to adapt to climate change.*
>
> *We will take action to reduce our energy use, and promote effective use of resources and sustainable travel where possible. We will support positive changes in behaviour and investigate innovative forms of energy saving, generation and storage including the greater use of renewable energy. We will protect and where possible enhance the natural value and biodiversity of our estate.* [30]

The University will continue our commitment to CHP, and we expect to save an additional estimated 2,000 tCO_2e annually after installation of a further CHP at Easter Bush in 2017.[31] The Energy Systems Consolidation Project is being led by Estates with the aim to support improved reporting by delivering a metering, monitoring and targeting system solution that will capture and report energy consumption across the University. The project will span two years and include implementation of changes to the existing system and providing a newly procured system.

Key Projects to Deliver Energy Efficiency and Carbon Emissions Reductions

Sustainable Campus Fund – delivering energy and cost savings

The University is committed to strong action to ensure we use energy efficiently and wisely. As a first step, we are excited to launch our first Sustainable Campus Fund, jointly managed and administered by Estates and the Department for Social Responsibility and Sustainability (SRS), as a key part of the Climate Strategy. The Fund supports carbon emissions, cost and energy reduction goals. This measure is vital to engagement and local action, providing financing to parties within the University to implement energy efficiency, renewable energy and other sustainability projects that generate cost savings. The fund is established with a total allocation of £2.75M over three years, beginning in 2016/17 with an investment of £750k for year 1, and £1M for year 2 and year 3. We will track and measure cost and energy savings and emissions reductions in a similar manner to tracking in a revolving fund. The success of similar funds is evident in the United States at top performing universities such as Harvard, Caltech and Stanford.[32] Success can also be found in the UK, with the Higher Education Funding Council for England's (HEFCE) Revolving Green Fund (RGF).[33]

A list of projects has been developed, presenting opportunities in buildings and infrastructure, heating and lighting, and laboratory-specific interventions. On-going location reviews and audits continue to identify these various opportunities. Example projects in the pipeline include ventilation alterations, fume cupboard replacements and lighting upgrades. Following the initial three years of the fund, we will review performance, with the aim to provide continued funding for innovations in new builds and on-going alterations of existing buildings where needed.

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[30] Wording to be finalised once Estates Strategy finalised
[31] University of Edinburgh news on Easter Bush CHP at http://www.ed.ac.uk/news/2016/easterbushchp-290316
[32] Billion Dollar Green Challenges, Resources, Case Studies http://greenbillion.org/resources/#case-studies
[33] HEFCE Revolving Green Fund http://www.hefce.ac.uk/workprovide/rgf/

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Encouraging positive behaviours through targeted sustainability programmes

The University has developed a suite of programmes to encourage and recognise positive staff and student behaviours that contribute to carbon reduction, with the goal of nurturing a culture of sustainability and action on climate change. We recognise that we need to provide information on what behaviours will help (e.g. Be Sustainable guide[34]), provide feedback on the difference being made by adopting these behaviours (e.g. energy data availability), and provide mechanisms to implement original ideas to enable creativity and leadership (e.g. Sustainable Campus Fund). Both new and existing programmes will deliver savings.

Travel is an integral part of working in both academia and support groups, and international travel is key to the University maintaining collaborations and enhancing its global presence. At the same time, business travel contributes significantly to our total carbon emissions. Our new University sustainable travel advice will promote alternatives to air travel where possible and develop a range of incentives and policies linked to supportive technologies to provide non-travel solutions that help save time and costs, while also reducing emissions.

Programmes that support and encourage positive behaviours have delivered, and will continue to deliver, significant energy and cost reductions across the University campuses. These programmes are integral to the success of the Climate Strategy. In 2006, we launched the "Switch and Save" campaign, which included local engagement with staff and students in University buildings and departments, resulting in a total savings of £80K in electricity consumption in its early years This programme has been renewed and invigorated to continue to support emissions reductions.

The Carbon Trust estimates that an investment of between 1-2% of energy spend in an effective employee engagement campaign can save organisations up to 10% on energy costs with the right institutional mechanisms in place. We have these mechanisms. More than one hundred Energy Coordinators form a network to take practical action within their work units, identifying savings opportunities.[35] Energy audits are taking place and will link with the Sustainable Campus Fund, providing data to inform implementation of energy efficiency, renewable energy and other sustainability projects.

Projects to encourage sustainable behaviour also focus on waste reduction and reuse, and have significant impact on the amount of University waste going to landfill. A network of 50 staff volunteer Waste Coordinators take action to ensure that waste is disposed of sustainably. The WARPit internal reuse platform has over 500 users, who together have saved the University £100,000 in new item purchases over 18 months.[36] A PC reuse project is in progress whilst the SHRUB student cooperative facilitates reuse.[37]

We continue to support reuse initiatives as part of a vision for a circular economy. The University of Edinburgh is keen to support and become a major player in the drive towards a circular economy in the context of Scotland as a thought and practice leader.[38] We will nurture these valuable opportunities to develop greater understandings of procurement for a circular economy

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[34] University of Edinburgh SRS Be Sustainable Training
http://www.ed.ac.uk/about/sustainability/about/programmes/be-sustainable-training
[35] University of Edinburgh SRS Energy Reduction Campaign at
http://www.ed.ac.uk/about/sustainability/themes/energy
[36] University of Edinburgh SRS WARPit at http://www.ed.ac.uk/estates/waste-recycling/reuse-exchange
[37] SHRUB Co-op at http://www.students.coop/our-network/the-shrub-co-operative/
[38] University of Edinburgh SRS Circular Economy at http://www.ed.ac.uk/about/sustainability/themes/circular-economy

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and collaborations with industry on product design and development. In keeping with the whole institution approach, we aim to support further student-led projects that can impact and improve University operations.

Our Sustainability Awards also contribute strongly to emissions reductions and cost savings through positive behaviour across University operations.[39] The Awards recognise and reward staff and students who act to make our University more socially responsible and sustainable. Since the Awards launched in 2010, an increasing number of schools and departments have taken part every year. In 2014-15, 35 departments and four student societies participated. Every year teams make an impact by finding new ways to conserve resources, save energy, fundraise for good causes and build links with the local community.

Finally, positive change results from learning opportunities provided by the University. The Be Sustainable resources provide an online guide, face to face workshops and an online training programme, giving access to information on day to day sustainable practices and offering our staff and students ways to get involved.[40] We have a future ambition to link our Be Sustainable staff training to the online undergraduate sustainability course currently under development, as part of continuing professional development.

Key Projects with Future Quantifiable Benefits

Sustainable IT
The Sustainable Information Technology Group (SITG) has been formed with the following objectives that support the Climate Strategy:

- Evidence building: to gather data to reach a broad understanding of the scale of the University's footprint associated with IT, including agreeing a boundary in line with the remit of the group
- Pathways to energy efficiency: to identify and enable IT efficiency improvement projects throughout the University, assessing the effectiveness and consequences of various opportunities to make energy, carbon and cost savings
- Pathways to resource efficiency: to identify and enable IT efficiency improvement projects throughout the University, assessing effectiveness and consequences of various opportunities to make resource savings

The Group's work could assist over time in identifying reductions in expected IT-related emissions growth.

Estates sustainable design – minimising environmental impact
The built environment is responsible for 45% of UK carbon emissions, with 18% derived from non-domestic buildings.[41] Sustainable design can minimise environmental impacts of buildings (mitigation), whether new build or existing, while also facing head-on those challenges posed currently by climate change (adaptation). An extensive programme of new buildings and estates

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[39] University of Edinburgh SRS Sustainability Awards at
http://www.ed.ac.uk/about/sustainability/about/programmes/awards
[40] University of Edinburgh SRS Be Sustainable at http://www.ed.ac.uk/about/sustainability/about/programmes/be-sustainable-training
[41] "Sustainability in Building Design and Construction", Designing Buildings: the construction industry knowledge base (2016). http://www.designingbuildings.co.uk/wiki/Sustainability_in_building_design_and_construction

improvements is planned for the University over the coming years, so embedding effective climate action in the current Estates design process and practice is imperative.

ECCI blends a combination of new technologies and innovative methods to achieve a BREEAM Outstanding rating for refurbishment.   It was designed for exceptionally low energy demand as a listed building, outperforming new builds. Refurbishment prioritised use of natural, local and sustainable materials, as well as clean and green energy generation through solar, air source heat pump and connection to CHP.

"ECCI's unique building is a successful negotiation of heritage and sustainability that fosters innovation, joint working and bold forward thinking" Building Design Magazine

{ADD IMAGE]

The University already aims to deliver sustainable buildings, with exemplars such as the Edinburgh Centre for Carbon Innovation (ECCI).[42] Estates has the objective of obtaining a BREEAM rating of "excellent" for new buildings and "very good" for refurbishments.

At the same time, valuable improvements can be made to streamline and cohere processes and practice across new builds and refurbishments, while also testing innovative and cutting-edge approaches. Informal post occupancy evaluations of certain new builds on the University estate reveal instances of sustainability failures. It is important to identify standards or principles that can be followed consistently in order to place our buildings and their surroundings at the leading edge of design developments.

Therefore, supporting our forthcoming new Estates Strategy, the University will develop and apply a proportionate and effective method to assess the carbon implications of our estates strategy, capital programme, refurbishments and minor works, based on clear roles and effective methodologies. We will also maintain an understanding of leading edge sustainable building design, and develop and update design guides for sustainability based upon low impact, low carbon, human health and wellbeing and whole life costs. The University will incorporate low carbon technologies by default across all Estates developments, demonstrating the case for adopting cutting-edge low carbon, low impact technologies, building on the concept of net positive, regenerative buildings.

Laboratories have been identified as a key contributor to operational emissions, with a high carbon and environmental footprint, and especially high energy consumption. The University, with support from the UK-wide S-Lab project, set up a pilot in 2013 to deliver an assessment of the impact of laboratories and to provide support to develop relevant standards for promoting and implementing effective practices within University laboratories.[43] Work has extended to laboratory design and we will integrate efforts in this area with the broader estates sustainable design programme.

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[42] ECCI venue details http://edinburghcentre.org/files/documents/ECCI_Events_Brochure_A5_16pp_LowRes.pdf
[43] University of Edinburgh SRS Sustainable Labs
http://www.ed.ac.uk/about/sustainability/about/programmes/sustainable-laboratories

We are reviewing carbon appraisal methodologies in order to be able to deliver quantifiable savings with each estates development or refurbishment project.

Organisational Alignment – policies contributing to positive change

The whole institution approach of the Climate Change Strategy prioritises organisational alignment across policies. We will ensure continued coherent development of relevant policies to provide a comprehensive framework for tackling climate change mitigation and adaptation.

Recycling and waste management policy

The University of Edinburgh is committed to low resource use, recycling and reuse. Our recycling and waste management policy focuses on reducing the unnecessary use of raw materials, reuse of products and encouraging and enabling recycling, composting or energy recovery. The policy recognises the impact of the transport, treatment and disposal of resources and subsequent wastes on the local and global environment, and on the University's carbon footprint. It clearly aligns with Climate Strategy goals through commitment to reducing impact through continued improvement of recycling and waste management practices, good procurement practice and promotion of sustainable behaviour amongst members of the University community.

Scotland is the first country to become a Circular Economy 100 network member, and the University is part of the Ellen McArthur Foundation Network Universities Scheme. Researchers and practitioners at the University of Edinburgh have worked together with Zero Waste Scotland to produce a report to identify ways that principles of the circular economy can be embedded in research, learning and teaching as well as University operations.[44] This research will be extremely valuable to inform ways forward.

Integrated transport strategy

Since the University commenced monitoring of its transport impact in the year 2000, we have implemented travel policies and actions to encourage our students and staff to travel by lower carbon forms of transport that benefit our environment by reducing traffic congestion and improving air quality. The main objective of our travel policy has been to reduce the proportion of staff and students who commute by car, as this is the least sustainable form of transport. The actions we have implemented have reduced the proportion of staff driving to work from 28% to 16%, and the proportion of students from 4.5% to 3%. Our latest travel survey (2016) estimates the carbon footprint from staff and student commuting is 13,283 tonnes CO2e per annum.

Our forthcoming Integrated Transport Strategy responds to the objective of the University Strategic Plan to facilitate sustainable and active travel between the different parts of our estate and promote more sustainable modes of business travel. It supports our Estates Strategy, which recognises that our dispersed estate presents significant transportation challenges for our students and staff who need to move between our campuses. The Integrated Transport Strategy will set out how the University will achieve this vision, so that by 2021 our students, staff and visitors will be able to access our estate by the mode of transport best suited to their needs. We will have in place facilities and incentives that make walking, cycling and public transport the obvious and preferred way to travel both for commuting and business travel. All of our sites will benefit from equitable access to travel measures and incentives that take account of the access arrangements and geographic constraints and opportunities of each. The Transport Strategy

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[44] Circular Economy Report available on SRS website http://www.ed.ac.uk/about/sustainability/news/archived-news/2015/circular-economy-report-published

recognises that transport makes a significant contribution to our carbon footprint and air quality, and that to address this we need to encourage more active and low carbon travel choices. It will include actions that will increase walking, cycling and public transport use, and increase the proportion of electric vehicles within the University fleet and used by staff and students to commute to the University.

Procurement policy

The goal of sustainable procurement policy and strategy at the University of Edinburgh is to procure goods and services in ways that maximise efficiency and effectiveness while minimising negative social and environmental impacts.[45] The Procurement Office works with suppliers to reduce carbon emissions, for instance with the stationary buying initiative, which aims to reduce orders and deliveries through local collaboration. The trial of this initiative has shown success, with van deliveries reduced by 25%, thus saving over 200kgs of CO_2. Use of the eProcurement service saved over 68,000 paper orders in 2014/15. The University directly engages with suppliers to reduce their carbon emissions associated with procurement. This approach is consistent with Climate Strategy goals, delivering emissions reductions. The difficulties inherent in calculating emissions from supply chains will be addressed in future steps.

Good food policy

The University has recently developed the Good Food Policy (2016), which reflects a whole institution approach and sustainability associated with food, such as waste and procurement. University research is helping to solve food sustainability challenges, and we also benefit from innovative student-led initiatives. The Food Researchers in Edinburgh (FRIED) network brings together academics, other staff and students who are interested in food related research. University surveys indicate that food issues are a priority for many students and staff. The University's Accommodation, Catering and Events (ACE) aims to serve healthy food sourced from responsible supply chains. ACE has received numerous awards recognising such achievements. The Procurement Office works to influence the selection criteria for national food and drink contracts to reflect the University's sustainability objectives.[46] The SRS Department raises awareness and facilitates action on food issues through events and practical support.

The Good Food 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 respond to a number of internal and external drivers. These include legal obligations[47], evolving best practice across the higher education sector[48] and new opportunities to link University research with practice and student expectations.[49]

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[45] University of Edinburgh Sustainable Procurement Reports http://www.ed.ac.uk/about/sustainability/governance-publications-reports/reports/2014-15/themes/sustainable-procurement

[46] See University of Edinburgh Sustainable Procurement progress and awards
http://www.ed.ac.uk/procurement/sustainableprocurement/sustainable-procurement

[47] 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.

[48] 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?"

[49] The SRS Student Survey found that a large majority of students expect University food provision to be sustainable across a range of issues.

4.3 Leveraging investments

The University of Edinburgh was the first university in Europe to sign the UN Principles of Responsible Investment in 2013.[50] Subsequent actions to divest from coal and tar sands and explore positive changes to the endowment portfolio demonstrate leadership and show the whole institution approach in practice, bringing about positive change that reduces emissions from fossil fuels. We engage with companies still carrying out activities in fossil fuel industries in order to exert influence towards mitigation and alternatives. The University also provides transparency by publishing the annual Principles of Responsible Investment report online for public viewing.[51] Drawing on innovative approaches at universities such as Yale and Brown, we are exploring development of a course in the Business School to give students hands on experience of managing investments and recommending innovative low carbon investment strategies.

4.4 Renewables investigation – defining opportunities and risks of investment

Best practice in the private sector and review of approaches to energy and carbon emissions reduction reveal that companies worldwide have met absolute reduction targets in large part through renewable energy technologies.[52] Universities in the UK are also embracing renewables options with greater frequency. Feasibility studies for widespread use of renewables technology (PV specifically) on the University of Edinburgh campuses are already being conducted by MSc students, and we can consider these findings in future discussions.

The University will harness our academic expertise, working with support group colleagues, to conduct a review of renewables options. A renewable energy and carbon offsetting review group will be formed to examine the business case for and opportunities and risks associated with investment at scale in renewable energy and carbon offsetting. The review will explore measures such as solar, offsite solar and wind as well as evaluating the future fuel supply of our existing CHP energy centres and rapid developments in demand management and energy storage

The Group will examine emerging low carbon and storage technologies suitable for our estate. Land-based carbon offsetting will be assessed as it may provide multiple benefits in terms of linking to practical Scottish sustainability action and offsetting University emissions via peatland or woodland planting or restoration. The University will also consider partnerships and collective infrastructure for renewables and energy. The Review Group will report findings to University management on recommended options with the aim to gain momentum for a future commitment to renewables investment and to identify the right mix of renewables investments for the University.

4.5 Risk management and adaptation

The Scottish Government's Climate Change Adaptation Programme, launched in 2014[53], addresses issues raised by the climate change risk assessment undertaken for Scotland, and its aims and themes provide the foundation for the University of Edinburgh's approach to adaptation: climate ready natural environment, climate ready buildings and infrastructure networks, and climate ready society.

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[50] University of Edinburgh SRS Sustainability Themes, Responsible Investment
http://www.ed.ac.uk/about/sustainability/themes/responsible-investment/responsible-investment-policy
[51] University of Edinburgh SRS Responsible Investment http://www.ed.ac.uk/about/sustainability/governance-publications-reports/reports/2014-15/themes/sustainable-procurement
[52] Link to published report (Carbon Masters)
[53] *Climate Ready Scotland*, p. 5 at http://www.gov.scot/Resource/0045/00451392.pdf

Climate change in Scotland has already brought warmer, wetter autumns and winters and hotter, drier summers.[54] The consequences of climate fluctuations with potential impact on the University of Edinburgh include:

- Increased flood risk, threatening the estate (particularly the historic environment)
- Water shortages from drought in summers, affecting University-held land
- The need to adapt performance and design, construction, management and use of buildings and surroundings
- Possible disruption of transport, energy and communication networks in Scotland and around the world, impacting markets and affecting supply chains – lack of resilience in this area could mean that the University feels the effects of a potential decrease in international student enrolment
- Global energy market impacts affecting energy supplies and energy security
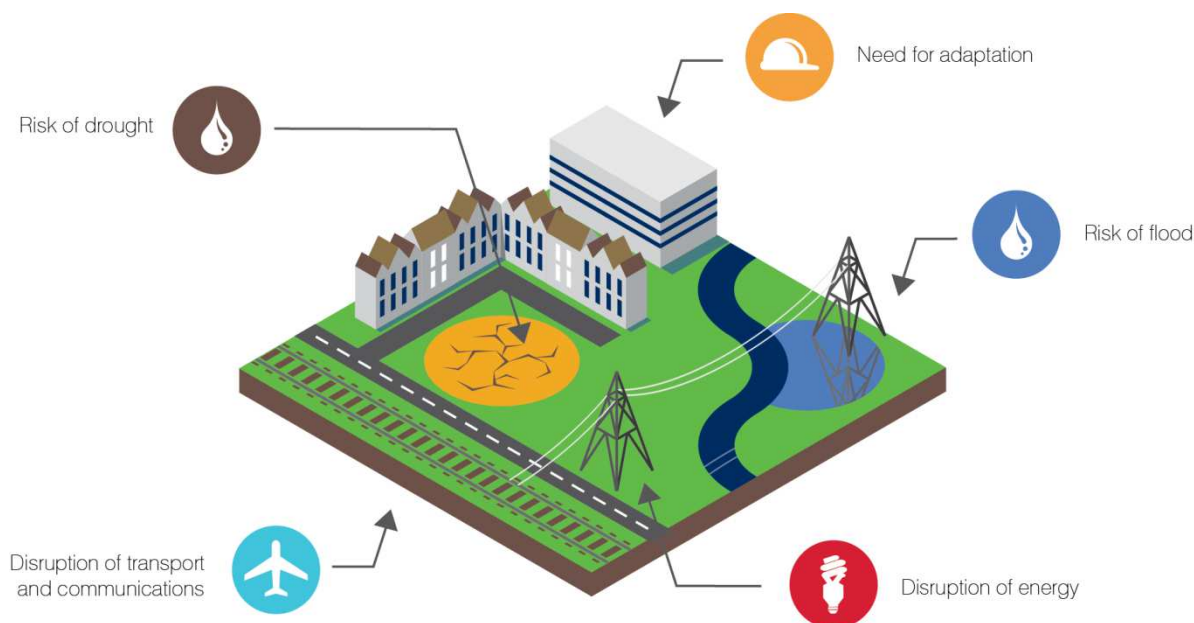
Beyond consideration of these direct impacts and risks to estate and functions and capacities within it, the University adopts an approach to climate change that acknowledges that we are embedded locally in the city of Edinburgh, but also in the context of Scotland and more widely in the world. As also emphasised in the University Strategic Plan 2016-21, the Scottish adaptation programme notes that actions must be taken at local, national and international levels.[55]

The University of Edinburgh is developing an adaptation strategy to include the following objectives to mitigate risk and increase opportunities and well-being:

- **Deliver globally by supporting/encouraging research, learning and teaching in adaptation**, in keeping with the Strategy's whole institution approach
- **Act in partnership locally**, with continued representation on the City of Edinburgh Council Edinburgh Adapts Steering Group and participation in the Edinburgh Living Landscapes (ELL) Partnership, which addresses issues of adaptation for the city and will feed into estates design

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[54] *Climate Ready Scotland,* p, 13 at http://www.gov.scot/Resource/0045/00451392.pdf
[55] *Climate Ready Scotland*, p. 13 at http://www.gov.scot/Resource/0045/00451392.pdf

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- **Identify, evaluate and monitor adaptation actions**, following Adaptation Scotland guidance: assess climate threats and opportunities, assess climate risks and identify actions, report and implement, monitor and review
- **Conduct assessments of risk** to operations and impact on stakeholders and future business every three years, collating data and information for the new Scottish Government mandatory climate change reporting requirements for adaptation

4.6 Progress through partnerships

The University aims to progress climate change ambitions through engagement in city and Scottish, UK and international partnerships. At local level, our active memberships in the City of Edinburgh Council Edinburgh Adapts Steering Group and Edinburgh Living Landscape (ELL) Partnership address both adaptation and biodiversity issues that do not remain confined within the borders of our campuses. We also participate in the Edinburgh Sustainable Development Partnership (ESDP), which has a broad remit to collaborate to promote Edinburgh's sustainability strategy, strengthen partnership working across stakeholders, share best practice and identify areas of city life in need of improvement.   The University partners on reuse, for example, as a member of the Community Resources Network Scotland (CRNS), Scotland's national community repair, reuse and recycle charity. We utilise the network of over 100 members to find homes for items what would have otherwise become waste.

The University works closely with the Scottish Funding Council (SFC) and other peers to contribute to climate change policy for the sector and we have worked jointly with SFC to develop reviews of renewables technology, best climate strategy practice and a carbon forecasting tool. We are a member of the Environmental Association for Universities and Colleges (EAUC), which advances sustainability measures and information sharing across the sector while also providing key support to higher education institutions in development of climate action plans as part of the UCCCfS.

At international level, we are forging links as a member of the International Sustainable Campus Network. The University is exploring partnerships with leading US and other global universities to share best practice and explore common objectives.

The partnerships introduced by no means represent all University partnership working relevant to climate change mitigation and adaptation. They illustrate central areas of activity. We aim to continue to strengthen and widen collaborative efforts such as these.

5. Governance, Review and Reporting

Progress to meet climate change goals requires strong leadership and commitment from the entire University of Edinburgh community, with appropriate plans for review and an understanding of obligations for reporting. The Social Responsibility and Sustainability Committee (SRSC) provides climate change governance for the University and will review and monitor the Climate Change Strategy on behalf of the Central Management Group (CMG). We will conduct a midterm review in 2021 to gauge progress against the strategy and assert any new measures needed to meet proposed targets. Reviews will lead to continual improvement of both our targets and means to achieve these targets.

The Sustainable Operations Advisory Group (SOAG), a sub-committee of SRS Committee, will ensure oversight on sustainable operations issues such as climate change and energy efficiency.

The University adheres to the following annual reporting schedule:

CRC* Energy Efficiency Scheme	Only emissions from Energy in CO_2e
EU Emissions Trading System	CO_2 only from energy generation
UoE Sustainability Report	Full carbon footprint
Scottish Government	Full carbon footprint
Higher Education Funding Council	Full carbon footprint
UoE Financial Report	Full carbon footprint

*Carbon Reduction Commitment

6. Implementation and Next Steps

The University will finalise a three year **Implementation Plan, 2017-2020**, by early 2017 to set out the critical steps and timeframe for programmes integral to achieving Climate Change Strategy targets. We are committed to delivering the Strategy through a whole institution approach that relies on a wide range of effective measures, as set out in previous sections. Planning will span communications and engagement, research, learning and teaching, ways to reduce our operational emissions, further development of an adaptation strategy, growing partnerships and exploring investment in renewables.

Communications and engagement

- The devolved nature of the University means that a communications strategy will be essential to ensuring that the whole institution approach is successful. All objectives rely upon positive engagement with our community, and many will require action to be taken by staff and students themselves. As such, the communications plan will require both an internal and external focus, reflecting the multiple and diverse range of stakeholders concerned with the climate strategy.
- We embed public and community engagement, as well as student experience, into our implementation plans. This means that all significant activities will be explained and promoted to our community so that they can understand what the University is doing and why.

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Research, learning and teaching

- The University will reflect climate change thinking in research, learning and teaching through support for expansion of student course offerings in climate change and development of the living lab concept.
- We will work to engage the wider public – both at the University and beyond – in understanding the research conducted on climate change, what this means to Scotland and the world, and how the University will help to tackle these challenges.

Reducing operational emissions

- We are committed to an energy reduction programme that will deliver energy and cost savings. This programme includes the new Sustainable Campus Fund, the expansion of renewables across campuses and the Switch Energy Awareness campaign.
- We will support and encourage positive behaviours through targeted programmes such as the Sustainability Awards as well as through comprehensive guidance for sustainable labs and business travel.
- We will ensure that mitigation and adaptation planning are integral to design programmes for new builds and refurbishments, including laboratories, identifying best practice and developing a leading edge and innovative approach.
- The University will continue to ensure organisational alignment and Climate Change Strategy input across IT, recycling and waste management, travel, procurement and food policies and strategies, so that we are all speaking the same language of sustainability in order to meet our targets.
- Finally, we will develop our carbon reporting and accounting capabilities in order to deliver refined data and a sound evidence base for action.

An adaptation plan

Further work will be undertaken to develop an adaptation plan, through an assessment of threats and opportunities, and implementation of relevant actions in partnership.

Growing partnerships

We will also grow partnerships and continually search for new partnership possibilities to progress our own climate change goals while contributing to the wider community.

Investment in renewables

We will harness academic and support group expertise to explore renewables and new technology options for the University, with the aim to gain momentum for a future commitment to renewables investment and to identify the right mix of renewables investments for the University.

Social Responsibility & Sustainability (SRS) Committee

17ᵗʰ October 2016

University Procurement Strategy 2016

Description of paper
1. This paper seeks support for (new) University Procurement Strategy 2016 (Enc 1) agreed by CMG to be recommended to Policy & Resources Committee and Court. The Social Responsibility & Sustainability Committee views and key comments will be incorporated into the final version for the Policy & Resources Committee, as discussed below.

2. The Procurement Strategy must be formally approved by the governing body (Court), and be made a public document by 31st December 2016.

Action requested
3. SRS Committee is therefore asked to:

    (1) APPROVE the University Procurement Strategy 2016 in Enc1

        And

    (2) AGREE any additions from SRS Committee to be made before finalisation [& submission to PRC] e.g. on *sustainability duty – see Section 6 extract below*

And to

    (3) NOTE the following:

        a. the work of the procurement risk management executives (PRiME), established by CMG, in January 2015, e.g. for the Act, will continue,

        b. that SRS Department and Procurement Office already work together,

        c. annual reviews of strategy and an annual report are to be made public,

        d. materials to support the overall strategic plan and this strategy, such as action plans for specific areas or agreed key performance indicators will be kept updated and shared with PRiME and inform reports into SRSC.

Recommendations to SRSC
4. It is recommended that SRSC

    • approve the Procurement Strategy 2016 and recommend it to Court.

    • note and support steps being taken in management of the strategy.

Background and context
5. The Procurement Reform (Scotland) Act 2014 ('the Act') commenced on 18 April 2016, and it applies to the University's procurement strategy and to our practices:

    • The Procurement Strategy must be formally approved by the governing body (Court), and be made a public document by 31ˢᵗ December 2016.

    • Under the Act, this strategy must be reviewed and reported on annually e.g. in University Annual Report and Accounts.

    • The statutory sustainable procurement duty applies to regulated procurement.

6. 'Regulated' procurement is defined in law since 18th April 2016, but thresholds may be amended by Ministers, currently it applies to all acquisitions, across the University, for:

   - procurement of £50,000 goods, £50,000 services or £2,000,000 of works[1].
   - The University 'regulated' procurement is likely to exceed £200 million p.a.

7. A [procurement and commercial improvement programme](#) assesses progress independently re procurement strategy outcomes, every two years, due 2018.

Current Procurement Strategy

8. The *current* [University Procurement Strategy](#) covered the *previous* [Strategic Plan](#).

   In June, an external assessment ([PCIP](#)), an independent Full Assessment (by APUC ltd), found the procurement strategy and actions of this University were rated in the <u>highest scoring</u> bracket (F1: over 70%[2]). This gives management assurance on progress on strategies. Measures for SRS aspects are reported, SRS department are given relevant information to incorporate in annual reviews.

Drafting new strategy (for Dec 2016) and annual reports (from 2017)

9. The University Procurement Strategy activity underpins the Strategic Planning. Underlying principles are consistent with the currently used procurement strategy. PRiME and the SRSC convenor and the Director of SRS were consulted on this.

   The approach to content has been one of caution, due to new legal definitions. Next year (and subsequent) annual reports on progress will be made public. The strategy content has to comply with statutory duty, restated in 10 & 13 below.

   Annual Report content is also defined in the Act[3]; but further guidance yet may be given by Scottish Ministers and it will cover from January 2017 and full FY2017-2018 with a look forwards at 'regulated' procurement, (say) up to FY2019-2020 +.

Statutory Content of (new) 2016 Procurement Strategy

10. The procurement strategy will (*in a supporting action plan*), describe consideration relevant to types of goods, capital works and services contracts, as well as the mandatory statements[4] we must provide on *how* the University:

    (1) consults and engages with those affected by its procurements,
    (2) procures in compliance with the sustainable procurement duty,
    (3) promotes compliance by contractors and sub-contractors with the Health and Safety at Work etc. Act 1974,
    (4) plans, when selecting tenderers and awarding contracts, to take into account issues such as how businesses perform as ethical employers – e.g. do they treat their employees fairly, with respect, pay a living wage and have good employee relations?
    (5) approaches the procurement of fairly and ethically traded goods and services,
    (6) has a general policy on how it intends its approach to regulated procurements involving the provision of food to -
       a. improve the health, wellbeing and education of communities in the authority's area[5], and
       b. to promote the highest standards of animal welfare,
    (7) intends to achieve prompt payment (no later than 30 days after due invoice, or similar claim) in the supply chain,
    (8) will consider if a living wage is paid to persons involved in producing, providing or constructing the subject matter of regulated procurements,

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[1] The thresholds are estimated on whole life costs and recurring services (or associated with goods/works) over 48 months.

[2] The University scored Full F1 70.83% and will be externally assessed every two years using PCIP Full Assessment toolkit, next due in 2018

[3] http://www.legislation.gov.uk/asp/2014/12/section/18 section 18 describes the content for Annual Report

[4] http://www.legislation.gov.uk/asp/2014/12/section/15 section 15 of the Act describing content for the Procurement Strategy

[5] *NOTE 'area' – "In this Act, a contracting authority's area is the area by reference to which the contracting authority primarily exercises its functions, disregarding any areas outside Scotland." As a global university we may refer to wider procurement supply chain issues.*

(9) will consider the use of community benefit requirements, and

(10) intends to comply with the general duties in the Act.

Discussion

Central management

11. CMG understood the need for a compliant strategy and welcomed the SRS Committee input in regard to the sustainable procurement duty. PRiME will be asked to support improved communications. Specific areas of interest to SRSC may be:

❖ food procurement policy   – specific uses of social enterprises and local food,

❖ speed of process/options   – a culture of speediest routes is required e.g. ISG,

❖ training and awareness   – improve communications for schools and units,

❖ balancing local /City e.g. SMEs and community impact and fair/ethical trade or global aspects,

some quick examples e.g. social enterprises, professional services, rapid routes for urgency.

Contracting authority status

12. This University is defined as *public contracting authority* in EU or Scots law and by Scottish Government and it has a relevant Outcomes Agreement.

A *public contracting authority* gets the majority of its total income in from public funding sources or other public contracting authorities.

This public/private income balance is kept under review in Finance, for the 10 years forecast, the University is likely to remain a 'public contracting authority'.

Performance – against sustainable procurement duty (extract from section 6 of Enc 1)

13. Priorities are led by the Social Responsibility & Sustainability Committee and SRS department. The Procurement Office work with SRS teams on delivery.

(extract) Priorities for Social Responsibility & Sustainability (SRS) –

Statutory duty: the authority must set out how it intends to ensure that its regulated procurements will be carried out in compliance with the sustainable procurement duty; and
  - a statement of the authority's general policy on the use of community benefit requirements:
  - a statement of the authority's general policy on the procurement of fairly and ethically traded goods and services
  - a statement of the authority's general policy on how it intends its approach to regulated procurements involving the provision of food to:
    - Improve the health, wellbeing and education of communities in the authority's area
    - Promote the highest standards of animal welfare.

Considerations of environmental, social and economic issues and how benefits can be delivered through procurements will be prioritised, in consultation with stakeholders, for a category strategy. The University uses available shared tools such as Sustainable Procurement Prioritisation, Life Cycle Impact Mapping, Sustainability Test, assessment tool Flexible Framework, and is working towards the highest level (Level 5) wherever possible.

The University will also consider insisting on appropriate and proportionate contract conditions that provide assurances on fair and ethical supply chains, both contracting directly or via main contractors or with collaborators.

The University publishes a statement regarding the Modern Slavery Act 2015 which sets out our approach to ensure that slavery and human trafficking is not taking place in our supply chains or in any part of our activities, as a fair trade university we adopt a range of related policies.

The Good Food Policy will be kept under review to deliver a relevant approach to regulated procurements involving the provision of food, and research in animal welfare will be kept under review by SRS Committee and catering team.

For every procurement over £4million, the delegated authority of the University will consider how the acquisition can improve the economic, social or environmental wellbeing of our area through inclusion of community benefit clauses, to assist with our strategic objective of Community Engagement.

14. To deliver on procurement strategies, we use routes in the Procurement Journey, and agree category strategies (e.g. Estates, ICT, Professional, Labs) which takes account of the relevant and proportionate social responsibility & sustainability objectives, related policy and key strategic priorities which the University follows;

Key performance indicators:
Finance & Procurement services and SRS Department indicators for example.
Climate Action Plans and SRS reports will consider procurement benefits/risks.

Contribution to national outcomes: 'Public Procurement in Scotland' is the new name for the recent procurement reforms, Scottish Ministers are obliged to annually report to Parliament on the new Act progress for national outcomes, including sustainability duty; the University has an Outcomes Agreement as well as its own Strategic Plan. Reporting models will be discussed in a future SRSC briefing.

The Director of Procurement is part of Scottish Procurement Policy Strategic Forum which assists in steering procurement policy and best practice guides.

15. As the new University Strategic Plan is yet to be fully published, the first annual review (around this time next year) can address local specific considerations e.g.

- SRS Committee priorities and recommendations on impact of strategies,
- College and Support Group expenditure plans to suit the new University Strategic Plan objectives, during a period of financial and political changes,
- Audits or other findings re our procurement or SRS strategy and delivery
- the Finance Services Excellence or other Project outcomes and proposals,
- the legal guidance on reviews and on reporting on procurement strategy.

Resource implications
16. Planning Rounds and advice from PRiME or SRSC will identify resources to meet strategy. The driver for social responsibility & sustainability through procurement is risk and opportunities. SRS Department and Procurement Office work together.

Service Excellence projects will help in refining resourcing plans, and reconsider the impact of EU and Scots laws in our structures and review opportunities. The driver for procurement activity is usually total non-pay expenditure, VfM and risk.

Risk Management
17. Procurement strategies aim to reduce risks (i) in supply chain (ii) value for money. Social Responsibility & Sustainability Committee or SRS Ops group will review SRS issues and risks, and identify and deliver on key opportunities and benefits.

18. Risk Management Committee (RMC) 16 Oct. 2014 were advised on incoming laws as 'Procurement Risks'. Central Management Group set up Procurement Risk Management Executives (PRiME) in 2015. Procurement Office and Legal Services have (in the view of RMC by April 2016) taken steps which mitigated key law risks – e.g. early policy guidance and staff training. RMC get regular updates.

The changing sector and wider financial & political environment, and any social responsibility & sustainability (SRS) risk is kept under review, updating strategy.

Equality & Diversity

19. Equality Impact Assessment (EIA) is not required. It is considered in procurement category (or contract) plans or in projects, and this is led by the budget-holders.

Next steps/implications

20. Approval by PRC and Court and publication on University web (by legal deadline) 31 December 2016. Scottish Government will then be informed of its availability.

Consultation

21. Social Responsibility & Sustainability Committee, CMG, PRiME and wider University, Policy & Resources Committee for inputs to Court December 2016.

Further Information

22. <u>Author</u>   <u>Presenter</u>
Karen Bowman   Phil McNaull,
Director of Procurement   Director of Finance
4th October 2016

Freedom of Information

Open

University Procurement Strategy 2016

We aim to meet the needs for goods, services and capital works as a truly global university, rooted in Scotland's capital city and achieve value for money on a whole life basis, generating benefits not only to the University, but making a significant, sustainable and socially responsible contribution locally and globally.

Foreword

This University Procurement Strategy 2016*, underpins the University's Strategic Plan 2016-21, and it sets out the strategic direction for all procurement activity for the next five years.

The strategy has three main purposes:
- to demonstrate compliance with legal duties, the University Court requires delegated authorities to always follow relevant regulations and legal duties, including, but not limited to (the new rules, effective on 18th April 2016),

    - the Public Contracts (Scotland) Regulations 2015 which covers EU-regulated procurement,
    - the Procurement Reform (Scotland) Act 2014, the Procurement (Scotland) Regulations 2016 and related Statutory Guidance, which covers above/below EU level regulated procurement,
    - any other legislation, relevant case-law and formal policy requirements, as amended.

- to underpin the University's strategic objectives in the acquisition of goods, services and works, from capital and revenue funding, including research or collaborations,

- to facilitate practices encouraged by recent procurement reforms, or relevant professional standards.

All procurement in the University is conducted on behalf of the legal entity of the University i.e.
The University Court of the University of Edinburgh.

Quote   *Procurement matters in the University as it not only delivers value for money but sets the tone for ethical business and responsible dealings with our commercial partners.*
Phil McNaull Director of Finance

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*The procurement strategy and annual report is to be reviewed by the Court each year and be re-issued or amended. The current economic, political, financial environment may affect elements of the plan.

1

EXECUTIVE SUMMARY: *The University will act in procurement in a transparent and proportionate manner.*

[The Delegated Authorisation Schedule](#) determines who is responsible for law and strategy compliance.

The Annual Report will confirm progress and be a public document according to our legal duties (from 2016-17)

Action Plan - Priorities for 2016-17

• improved finance services for users and providers in 'procure to pay'; from planning to end-of-life/re-use

• simplified or routine transactions using eProcurement tools; inviting bids via eCommerce (digital first);

• improved estates capital and services procurement using a common protocol;

• increased use of contracts and staff awareness of procurement information and shared benefits.

Key Performance Indicators   **Targets for 2016-17   with previous year results**

Procurement Influence - % of procurement spend influenced by professionals (inc. shared services)

Target 85%   *2015-16 80%*

Assessed using procurement analytics project, assessed using Scottish Government definitions

Procurement efficiencies - £ value of procurement efficiencies reported for FY 2016-17

Target £10million, stretch target £12million   *2015-16 £13.5m*

Assessed using Scottish Government definitions

eProcurement use - % and value/volume of purchases using eProcurement tools e.g. SciQuest online

Target 70% by volume, £20million by value   *2015-16 60% £17.9m*

Target 100%[1] of regulated procurements electronic tender e.g. using PCS-Tender online   ✓

Target 100%[2] of regulated procurement contracts on Contracts Register e.g. using Hunter dataset ✓

Universities Scotland Efficiency Task Force – a shared procurement services target for collaboration

Target 40% by value of purchases via contracts let in collaboration with other sector bodies e.g. APUC

2015-16 25%

Other targets and measures used are Procurement & Commercial Improvement Programme, Procurement Competency Framework (Scottish Government models), global standards and procurement Ethical Code for professional staff (annual assessment – Chartered Institute of Procurement and Supply models), **Social Responsibility and Sustainability Flexible Framework.**

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[1] This became a statutory duty on 18th April 2016, achieved.
[2] This became a statutory duty on 18th April 2016, achieved.

University Procurement Strategy 2016

Strategic fit

1. The procurement strategy underpins the University Strategic Plan

Statutory duty: The authority must set out how it intends to ensure that its regulated procurements will contribute to the carrying out of its functions and achievements of its purpose.

University Mission:

We discover, develop and share knowledge. As a centre of academic excellence we aim to:

- *provide the highest quality research-led learning and teaching*
- *challenge the boundaries of knowledge, research and disciplines*
- *enable our graduates and staff to be exceptional individuals equipped to address global challenges*

Procurement contribution to University strategy

University Procurement Vision[3]   *'We aim to meet the needs for goods, services and capital works as a truly global university, rooted in Scotland's capital city and achieve value for money on a whole life basis, generating benefits not only to the University, but making a significant, sustainable and socially responsible contribution locally and globally.'*

Procurement Values and Behaviours[4]

Continuously improving   – *active professional development, listening, learning*
Cohesive strong team   – *empowered, sharing professional capacity, motivated*
Working for the wider aims of the University – *focus on value add for University strategy*
Mutually respectful   – *deal fairly with others, respect confidentiality, decisions*
Customer focussed   – *fast, friendly, flexible, consistent, understand customer views*

Procurement aims:

1. To work with budget-holders and suppliers to obtain innovative and sustainable solutions which achieve value for money as quickly as possible without compromising standards
2. To promote good procurement practices and the optimal use of collaboration
3. To support staff development, supplier capability and eCommerce efficiency
4. To assist sound management information to aid with planning and processes
5. To embed ethical, social, environmental policies within procurement practices
6. To reduce supply and legal or reputational risks for the University overall

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[3] As stated in previous strategic plan, approved by Court since 2006 procurement reforms and amended for new SP Vision.
[4] Extracted from 'Procurement and Printing Vision' developed as *Investors in People* (2014-15)

3

Transparency and governing principles[5]:

Statutory duty: The authority must set out how it intends to ensure that its regulated procurements will be carried out in compliance with its duty to act in a transparent and proportionate manner.

2. To demonstrate that we comply with transparency and proportionality, University staff will choose routes to market, following an appropriate Procurement Journey.

3. The University will publish and maintain its contracts register and improve information for buyers to use contracts so that third parties (e.g. local firms, potential bidders for future business) can be aware of agreements we use, or may offer services to our contractors.

4. The University Procurement Office is staffed with professional Members of the Chartered Institute of Procurement and Supply[6] (CIPS) to advise colleagues of the appropriate procurement routes and what to consider, against global professional standards and to uphold CIPS code of ethical conduct, which is re-assessed regularly. Procurement Office is part of the Finance Department.

Principles of the University of Edinburgh Procurement:

- equal treatment
- non-discrimination
- transparency
- proportionality
- mutual recognition

Suppliers' Charter and Business Pledge

We will conduct open and fair competitions in accordance with the suppliers' charter and adhering to our public commitment to uphold the Business Pledge.

Regulated procurement thresholds (2016)

Regulated procurements, defined by Scots law, are for goods of £50,000; services of £50,000; capital works of £2,000,000 or more[7].

EU-Regulated procurements, as defined by EU law, are for goods of £164,176; services of £164,176; capital works of £4,104,394[8] or more.

The University will ensure suitable procurement routes for all acquisitions deliver Value for Money[9].

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[5] EU Treaty Principles apply as we are a *public contracting authority*, but are pertinent to good governance and charitable status of the University, and are likely to remain relevant if the EU Treaty no longer applies in future. 'Brexit' only changes status *after UK leaves* the EU.
[6] MCIPS are in certain schools and units as well as the central procurement office.
[7] *The levels and responsibilities are subject to change by Scottish Ministers.*
[8] *Public contracts (EU) thresholds are revised every 2 years – next due on 01 /01/2018.*
[9] Relevant services will be reviewed as part of Finance Services Excellence Project.

Delivering Value for Money

Statutory duty: *The authority must set out how it intends to ensure that its regulated procurements will deliver value for money.*

5. **Value** comes from better quality or service, social responsibility and sustainability gains, using supplier 'know how' to deliver innovation, using skills and competency to improve performance and drive added value which grows support, from those who fund our institution, to deliver its strategic purpose.

This procurement strategy is aligned to the Scottish procurement reform process and maps to the procurement & commercial improvement programme, under which the University is assessed, independently, every two years (due 2018) on;

- Procurement Leadership and Governance
- Procurement Development and Tenders
- Contracting
- Key Purchasing Processes and Systems
- People
- Priorities for Social Responsibility & Sustainability
- Performance Management and Reporting

Procurement Risk Management Executives (PRiME) advise CMG while Delegated Authorities and the University Central Management Group oversee the operations.

5.1 Procurement Leadership and Governance -
Continue to increase the profile and senior sponsorship of procurement across the organisation, improving links to the University strategic plan objectives and embed in all its business plans.

5.2 Procurement Development and Tenders -
Develop better "category management" using existing shared resources and build up category procurement strategies which give 85% coverage of third party spend and agree targets for each category that are shared at Colleges and Support Groups.

Encourage small and medium enterprises, third sector and supported business.

Where appropriate, and on any given contract, the University will assess the legislation and University health and safety policy applicable prior to a procurement and take steps to ensure bidders comply with such legislation. If proportionate, the University may also assess compliance of subcontractors, and request changes if risks are identified in bids or during contracts.

Where appropriate, and on advice from Director of Procurement, we will collaborate on procurement strategies, contracts and framework agreements with other organisations.

5.3 Contracting -
Whom we do business with affects the reputation of the University and how firms are chosen is a matter of public scrutiny. As a charitable body and public contracting authority, we will adhere to the best practice on selecting bidders.

5.4 Key Purchasing Processes and Systems -

Continue to improve Estates procurement protocols, systems and controls, working with the estates tendering review panel and capital teams. Continue to improve HR procurement innovations, systems and controls, working with the HR transformation programme and information services flexible resource plans. Aim to increase the speed of procurement activity through proactive engagement with colleagues and use of professional knowledge of the process.

Improve electronic document management and workflow in eCommerce to create opportunities for increasing competition for contracts, as well as better purchase order to payment eProcurement end-to-end processes. (https://www.ed.ac.uk/procurement/eprocurement)

Consider research into the latest process improvements such as supplier managed e-catalogues, supplier (vendor appraisal and supply chain risk reports) relationship e-enablement, and the use of dynamic purchasing systems or eAuctions, appropriate to the market and community need.

Statutory duty: The authority must set out how it intends to ensure that, so far as is reasonably practicable, the following payments are made no later than 30 days after the invoice (or similar claim) relating to the payment is presented:
- *Payments due by the authority to a contractor.*
- *Payments due by a contractor to a sub-contractor.*
- *Payments due by a sub-contractor to a sub-contractor.*

Comply with Late Payment legislation, adhere to our Business Pledge and manage and monitor finance control process to pay due invoices efficiently and pay suppliers according to terms. Seek to agree appropriate terms for firms who are sub-contracting.

Prepare for and implement eInvoices for statutory duty regarding 'all electronic' supplier communications by November 2019.

Statutory duty: Statement of the authority's general policy on consulting and engaging with those affected by its procurements.

5.5 People and decision making -

We will take steps to ensure that we consult with our community, understand market opportunities, risks and objectively appraise the short and long term implications of our decision options.

We will manage our costs on a whole life basis and drive efficiencies in the delivery of our strategic plan activities, including through the use of fair competition and enabling suppliers' e-procurement and considering flexible resource strategies, where this is appropriate.

We will maintain comprehensive risk management, an internal audit and assurance framework and carefully manage procurement risks, particularly on regulated procurements.

We will ensure an ethical procurement approach. Our social, environmental and economic impact is considered in a proportionate manner. We will uphold equalities duties, avoid conflicts of interest.

Statutory duty: Statement of the authority's general policy on promoting compliance by contractors and sub-contractors with the Health and Safety at Work etc. Act 1974 (c.37) and any provision made under that Act.

The University is committed to contracting only with suppliers and contractors that comply with all appropriate and relevant legislation, including Health and Safety legislation and related policies.

6

The University recognises the values of a well-motivated and dedicated workforce both in its own organisation and in those of its suppliers. Please refer to the Business Pledge.

Where relevant or proportionate, the delegated authority will consider the fair work practices of suppliers in regulated procurements.

6. Priorities for Social Responsibility & Sustainability (SRS) –

Priorities are led by the Social Responsibility & Sustainability Committee and SRS department.

Considerations of environmental, social and economic issues and how benefits can be delivered through procurements will be prioritised, in consultation with stakeholders, for a category strategy. The University uses available shared tools [URL] such as Sustainable Procurement Prioritisation, Life Cycle Impact Mapping, Sustainability Test, assessment tool Flexible Framework, and is working towards the highest level (Level 5) wherever possible.

The University will also consider insisting on appropriate and proportionate contract conditions that provide assurances on fair and ethical supply chains, both contracting directly or via main contractors or with collaborators.

The University publishes a statement regarding the Modern Slavery Act 2015 which sets out our approach to ensure that slavery and human trafficking is not taking place in our supply chains or in any part of our activities, as a fair trade university we adopt a range of related policies [URL].

The Good Food Policy will be kept under review to deliver a relevant approach to regulated procurements involving the provision of food, and research in animal welfare will be kept under review by SRS Committee and catering team.

For every procurement over £4million, the delegated authority of the University will consider how the acquisition can improve the economic, social or environmental wellbeing of our area through inclusion of community benefit clauses, to assist with our strategic objective of Community Engagement.

7. Risk Management

Procurement risks are managed by delegated authorities and on advice sought from procurement professional staff as early as possible in planning, in specification stages, in process and pre-award. Contract management risks will be shared. Procurement Risk Management Executives (PRiME) advise for each delegated authority and subsidiary companies, as required by Central Management Group.

The University Risk Management Committee will oversee the approach and assurances needed.

7

8. Performance Management and Reporting –

Statutory duty: *This Annual Report, as a contracting authority, will include the key elements for reporting on regulated procurements which were completed during the year, namely*

- *a link to summary of regulated procurements completed*
- *a review of how procurements complied with the authority's procurement strategy,*
- *to the extent that any regulated procurements did not comply, a statement of how the University intends to ensure future regulated procurements comply,*
- *a link to a summary regarding regulated procurements of*
  - *(i) any community benefit requirements, imposed as part of a regulated procurement*
  - *(ii) any steps taken to facilitate the involvement of supported businesses*
  - *(iii) regulated procurements that the University expects to commence in the next two financial years, where known and the information is available to be made public at the time of producing the report.*

Procurement Risk Management Executives (PRiME) have a role to play for delegated authorities in reviewing the University's report on how well it was able to meet all key performance indicators, and plan/deliver improvements from the Procurement & Commercial Improvement Programme.

9. Key Performance Indicators for Procurement Action (KPIs)

Procurement Action key performance indicators, agreed in consultation, are to:

- **Achieve the highest possible rating** of F1 (over 70%) under the full Procurement & Commercial Improvement Programme, which is an independent assessment of procurement capability carried out every two years
- **Increase the value and volume** of competitive contracts regulated and registered by a 5% growth in expenditure which is influenced or spend-under-management, to 85%
- **Report efficiencies and value for money** annual targets are £10M or 3% of procurement expenditure which can be influenced
- **Optimise** the supply base (cleanse data records and reduce actual numbers) to develop strategic sources (e.g. 50% fewer in volume, 10% increase in value via eProcurement)
- **Recruit, retain and develop** procurement skills in central and devolved teams including annual reviews, graduate trainees, career paths, modern apprenticeships as Investors in People
- **Adopt a Digital First** strategy with suppliers where possible.

Annex 1 - Our stakeholders
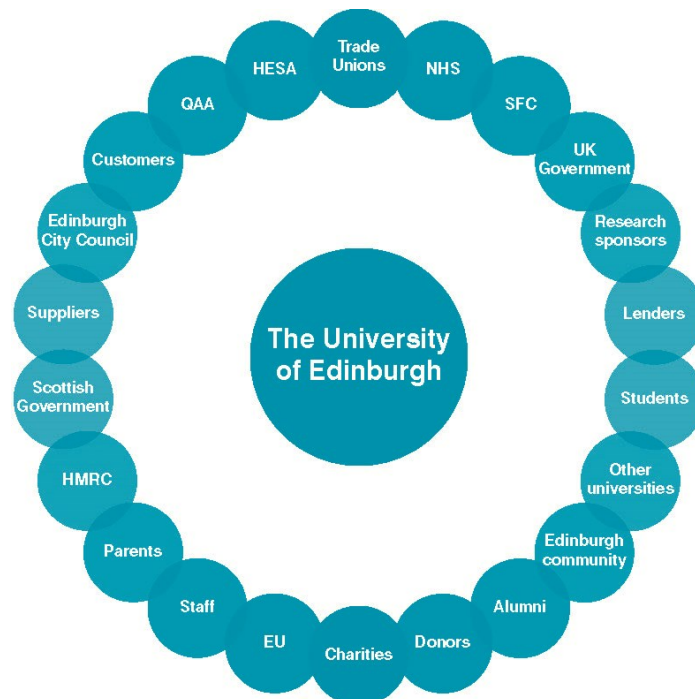
- **Operational strategies** will be developed in consultation with each community (stakeholders) for:
  - Estates: capital works and services
  - Research: equipment and laboratories
  - Professional: services and campus services
  - Information services and technology

- **Annual Plans and Reports** will be developed in consultation with a community (stakeholders) and will be subject to allocation of resources, agreed by the University Planning rounds for:
  - Strategic Plan priorities each year or in-year strategic initiatives and projects approved,
  - Service Excellence project outcomes or resourcing plans,
  - Collaborative procurement action (contracting workshop),
  - Social Responsibility & Sustainability priorities,
  - Risk management and Value for Money priority.

9

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Social Responsibility and Sustainability Committee

Monday 17th October

Social Responsibility and Sustainability Strategy Review

Description of paper
This paper provides a project plan for the review of the Social Responsibility and Sustainability Strategy 2010-20, with the intention to update and publish a new strategy in Spring 2018.

Action requested
SRS Committee is asked to consider and provide recommendations for the strategy review.

Background and context
The University of Edinburgh established its Social Responsibility and Sustainability (SRS) Strategy in 2010 and over the last six years much progress has been made in working towards its objectives. The University has now reached a point where a review of the strategy is now necessary to deliver against a new strategic plan for the University, providing a framework for the University to demonstrate leadership on SRS issues.

A more specific and directional strategy would steer the University's efforts, address changing external expectations on universities, guide the SRS Committee in its oversight and accountability role, and further assist the departments working on SRS issues to align long term goals.

Discussion
The review and development of a new strategy will be overseen by the SRS Committee, with the Department for SRS responsible for the coordination and management.

Please see **Appendix One** for detailed information.

The project will run from October 2016, with the intention to publish a revised strategy in Spring of 2018. Regular updates will be provided to the SRS Committee and relevant groups on progress with the strategy review. This will include utilising the SRS Committee Thematic Workshops and delivering a seminar on the SRS Strategy to the University Court in Autumn 2017.

The following work streams will make up the project:

1. **Review and work stream development** (October 2016 – February 2017)
    a. Review of current strategy and meeting key stakeholders
    b. Scope sector and analyse similar strategies
    c. Develop structures and plans for remaining work streams

2. **Development of SRS issues** (March 2017 – June 2017)
    a. Analyse SRS staff and student survey results
    b. Extensive stakeholder engagement
    c. Develop outline of new strategy

3. **Strategy formulation** (July 2017 – October 2017)
    a. Staff and student workshop
    b. Strategy formulation

c. Identify objectives and key performance indicators
d. Review monitoring and governance processes

4. **Writing and strategy sign off** (November 2017- March 2018)
   a. Draft text and design strategy
   b. Departmental feedback and sign off
   c. Wider stakeholder feedback
   d. Committee sign off

5. **Publication and promotion** (April 2018 onwards).
   a. Development of relevant communication materials
   b. Internal communications campaign
   c. External communications campaign

Resource implications
The strategy review will be delivered using existing resources within the Department for SRS.

Risk Management
Key risks include ethical and reputational, both are associated with not having a clear strategic long term direction for the University on SRS issues. Other risks include raising expectations, delivering aspirational but unrealistic goals and failing to achieve buy in from stakeholders.

To manage these risks, the project will work on de-risking opportunities and updating a risk log. The project plan clearly sets out critical success factors and deliverables, and highlights stakeholder engagement as a critical element of the project.

Equality & Diversity
Work will be undertaken to ensure that equality and diversity issues will be considered as part of the review and development of the new strategy. This will include work to ensure the review engages with a diverse range of stakeholders and making events accessible to all.

Next steps/implications
Recommendations from the SRS Committee will be incorporated within the project plan and work will be undertaken to implement the start of the strategy review.

Consultation
The project plan has been developed in consultation with the Director of SRS and the Head of SRS Programmes. Extensive consultation will be undertaken with key internal and external stakeholder as part of the strategy review.

Further information
Authors:

Matthew Lawson, Programme Manager

Presenter:

Michelle Brown, Head of SRS Programmes

Freedom of Information
This is an open paper.

Appendix One
SRS Strategy Review 2016-18

Project plan (initiation documentation)

Executive Summary

The University of Edinburgh established its Social Responsibility and Sustainability (SRS) Strategy in 2010 and over the last six years much progress has been made in working towards its objectives. The University has now reached a point where a review of the strategy is now necessary to deliver against a new strategic plan for the University, providing a framework for the University to demonstrate leadership on SRS issues.

A more specific and directional strategy would steer the University's efforts, address changing external expectations on universities, guide the SRS Committee in its oversight and accountability role, and further assist the departments working on SRS issues to align long term goals.

This paper will provide an overview of the project plan to review the existing strategy and to publish a revised version in Spring 2018. This will include background information, project roadmap and scope, control and risk management, intellectual underpinning, stakeholder engagement and critical success factors.

Background

In 2010 the University adopted its first SRS Strategy to build and develop its longstanding commitment to social responsibility and sustainability, bringing together the University's existing policies and commitments on these related issues. Efforts in research, learning and teaching, and people, services and infrastructure, were framed around creating opportunities from the 'Global Challenges' identified by Sir John Beddington in 2009. The strategy promoted a whole institution approach, underpinned by the following principles:

- **Lead by example**, explicitly embedding our commitment to social responsibility and sustainability in our policies, strategies and procedures.
- **Actively support best practice, innovation and leadership** with regard to social responsibility and sustainability: in learning and teaching, research and knowledge exchange, and across our services and physical infrastructure.
- **Recognise and communicate** relevant activity by students, staff and alumni.
- **Demonstrate and report** our main social, environmental and economic impacts.

Progress was taken forward and monitored through an annual implementation plan which was reviewed by the Sustainability and Environment Advisory Group (SEAG) (now known as the SRS Committee) and the SEAG Operations Group (now known as the Sustainable Operations Advisory Group).

A light touch review in 2014 indicated a need to update the strategy to address weaknesses of the document. This included a lack of embedding within a broader University strategic context, lack of specificity in objectives and few meaningful indicators or targets.

Since 2010, significant changes have taken place within the scope of SRS, adding to the need for a review of the strategy:

- **Introduction of the Department for SRS** in 2013
- Revision of the SRS governance structures, leading to a **revised remit for the SRS Committee** in 2015
- Development of the **University's new Strategic Plan for 2016-21**

- Adoption of **17 Sustainable Development Goals** by the United Nations in 2015
- Creation of **social responsibility standards for universities in Europe**.
- **Increasing stakeholder expectations** around social responsibility within organisations and their value chains
- **Evolving standards, tools and approaches** for organisational social responsibility and sustainability (from within and outside the sector)

In addition to the above changes, both the community and physical footprint of the University have changed significantly since 2010. The strategy was always considered a blueprint, setting out the aspirations and the initial direction of travel for the University on SRS issues, which would need to be revised over time.

Project roadmap and scope

The review and development of a new strategy will be overseen by the SRS Committee, with the Department for SRS responsible for the coordination and management. The project will run from October 2016, with the intention to publish a revised strategy in Spring of 2018. Regular updates will be provided to the SRS Committee and relevant groups on progress with the strategy review.

The following work streams will make up the project:

6. **Review and work stream development** (October 2016 – February 2017)
    a. Review of current strategy and meeting key stakeholders
    b. Scope sector and analyse similar strategies
    c. Develop structures and plans for remaining work streams.

Outputs: Document outlining best practice in SRS/corporate social responsibility strategies, project management documentation for each work stream, GAP analysis of current strategy (through desk based research and interviews with relevant stakeholders).

Outcomes: Learnings from the current strategy, understanding of what best practice is and looks like, clear direction of travel for the project.

7. **Development of SRS issues** (March 2017 – June 2017)
    a. Analyse SRS staff and student survey results
    b. Extensive stakeholder engagement (including SRS Committee Thematic Workshops)
    c. Develop outline of new strategy.

Outputs: Materiality matrix of SRS issues (through survey analysis and stakeholder feedback) and draft structure for the new strategy.

Outcomes: Understanding of SRS issues to address/include in new strategy, importance of SRS issues to key stakeholders and agreed understanding of the structure of the strategy.

8. **Strategy formulation** (July 2017 – October 2017)
    a. Staff and student workshop
    b. Strategy formulation
    c. Identify objectives and key performance indicators
    d. Review monitoring and governance processes.

Outputs: List of potential objectives and indicators for each key SRS issue, document outlining the proposed monitoring and governance of the new strategy.

Outcomes: Agree understanding of governance process, common understanding of projects that require to be implemented to achieve those performance indicators that are shortlisted and intellectual underpinning of strategy.

9. **Writing and strategy sign off** (November 2017- March 2018)
   a. Draft text and design strategy
   b. Departmental feedback and sign off
   c. Wider stakeholder feedback
   d. Final committee sign off (SRS Committee, Central Management Group, University Court).

Outputs: Draft text copy of strategy, final text copy of strategy, final strategy (after type setting and design), University Court seminar on SRS issues, relevant appendices and implementation plan.

Outcomes: A more specific and directional approach to SRS issues and buy in from a range of senior stakeholders.

10. **Publication and promotion** (April 2018 onwards).
    a. Development of relevant communication materials
    b. Internal communications campaign
    c. External communications campaign.

Outputs: Communication plan, physical events to promote strategy to University community and beyond, published materials and website.

Outcomes: Raised awareness of strategy and shared sense of ownership in University community, strategy recognised as an example of best practice within the university sector and beyond.

As an integral part of the strategy development, the review will prioritise the need to build on work to develop key performance indicators for the strategy, analyse external commitments and frameworks that encourage organisations to implement social responsibility goals and ensuring the strategy development addresses the objectives within the University's new strategic plan. The scope of the project will aim to include the following:

- Develop an SRS Strategy for the University with new targets and structure to be determined.
- Report on similar strategies adopted by universities and relevant external commitments.
- Comprehensive feedback from stakeholder generating shared ownership of strategy.
- Materiality index derived from stakeholder feedback (including via survey results).
- As part of strategy development, recommendations on monitoring and governance processes.

Critical success factors

The SRS Strategy development will revise the existing strategy, providing objectives and indicators, with some context on how those will be achieved. This will include ensuring the strategy is structured to allow for a formulation of a long-term approach to climate change that the University can commit to reasonably. The proposed critical success factors would include:

- The University has a clear remit on social responsibility and sustainability.
- The University has clear aspirational objectives and indicators to monitor implementation.
- The University's generates a shared form of ownership of the strategy across the University community.
- The University is able to meet the targets avoiding reputational risk.
- The University clearly demonstrates it is a leader in this area.

Risk management

Through the project management of the strategy development associated risks will be identified, monitored and addressed. A risk register will be established to include information on the associated risks, likelihood, impact, risk

category, counter measures, contingency and the owner. This document will be updated on a regular basis as further risks and counter measures are identified through stakeholder engagement. A significant part of this will be to work towards de-risking opportunities associated the work on the strategy review.

The initial potential risks for the project include:

Lack of clarity on project scope, objectives and timelines	Lack of clarity or agreement on timelines and governance
Lack of buy in from key stakeholders	Answers to vital questions not delivered in time
Slippage in timeline and progress	Lack of agreement on targets and key performance indicators
Lack of a clear intellectual approach	Lack of plan and resource to achieve targets
Disconnect between other strategic plans	Failure to achieve expectations of stakeholders

Stakeholder engagement

Informed by the Appreciative Inquiry approach, the review process will engage with key stakeholders to establish what currently works and to build upon this, fostering relationships and increasing overall capacity for collaboration and change. This will be done by the following:

- Strategic conversations with thought leaders and practitioners
- Interview with key stakeholders
- SRS Committee thematic workshops
- SRS Staff and student workshop.

In trying to balance the need for the more in-depth and strategic conversations that workshop formats allow, with the already heavy schedule of meetings that Committee members face, it is proposed to hold 2 '1/2 day away days' per year on new or emerging themes. The purpose of the away days would be, with the emphasis shifting depending on the topic under review, to explore new objectives and actions, uncover existing work not currently recognised as contributing, improve coordination between activities, and enable the development of a stronger narrative and reporting.

These can be facilitated directly by the Department for SRS or supporting more expert colleagues as required, following a format of context setting paper in advance, discussion of current position, opportunities and issues, and agreement on a broad agenda for future development. Depending on the size of the topic, one or two topics could be covered per workshop, giving the possibility of good coverage across the committee's remit. It may be decided to restrict attendance to committee members only, or to enlarge for specific topics to ensure key people are in the room. It may be that not all committee members need to attend all topics.

Table 1 - Possible Strategic Workshops themes for SRS Committee members

2016/17	2017/18
Community engagement/relations and SRS	Finalising SRS 2017-2025 strategy
Linkages and opportunities between Learning and Teaching and SRS	Public engagement/SRS issues
Fair employment and E and D	SRS and emerging research opportunities

Access to education/widening participation	Development and alumni/SRS issues
Staff training and development in SRS	Income generating activities in SRS issues

Intellectual underpinning

Part of the strategy review will be to explore and identify the appropriate intellectual underpinning for the document. This will assist with the understanding of why the University is undertaking action and aiming to be a leader on SRS issues.

For example, we will seek to positively frame the strategy with consideration for our net positive impact. This can include concepts and approaches such as the 'handprint method' and an integrated approach to value creation across different types of capital (human capital, natural capital) which looks at the positive impact organisations have on wider society and the world. This is in contrast to a narrow approach of organisations, which considers their 'footprint', very much focusing on reducing the organisations negative impact on society.

The strategy will look to engage with academics and thought leaders to develop the necessary intellectual underpinning through strategic conversations. The Delphi Method[1] will be considered as part of this as it is commonly utilised for policy development.

Project management

The review and development of the strategy will be managed by the Department for SRS, led by the Programme Manager. Progress will be monitored through regular meetings with senior management in the Department for SRS, with oversight resting with the SRS Committee.

The revised strategy will need to be endorsed by the Central Management Group (CMG) and tabled at the University Court. It is to be determined if any additional committees require to endorse the strategy. It is imperative that the Senior Vice-Principal, Director of Corporate Services, Rector and a selection of vice principals review and endorse the strategy before going to the relevant committees. Timing for this is incorporated into the project timeline.

The Programme Manager will provide monthly briefing notes on strategy development progress to senior management in the Department for SRS and key stakeholders. Further detailed notes will be available on the Trello, a web-based project management application.

Resources required for the review and development of the strategy will be incorporated by the Department for SRS.

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[1] The method entails a group of experts who anonymously reply to questionnaires and subsequently receive feedback in the form of a statistical representation of the "group response," after which the process repeats itself. The goal is to reduce the range of responses and arrive at something closer to expert consensus. Further information available at www.rand.org/topics/delphi-method.html

Appendix - Stakeholders

Proposed list of stakeholders to consult during the project, including members of relevant committees, academic and professional staff, and external experts and practitioners. This list will be updated throughout the project.

Internal Stakeholders

- SRS Committee Members
- SOAG Committee Members
- SRS Student Forum Attendees
- Professional staff from
  - Accommodation, Catering and Events
  - Chaplaincy
  - Communications and Marketing
  - Edinburgh Research and Innovation
  - Estates
  - Finance
  - Governance and Strategic Planning
  - Human Resources
  - Institute of Academic Development
  - International Office
  - Procurement
  - Widening participation
- Edinburgh University Students' Association
- Global Academies
- SRS Academic Network
- Senior management of academic colleges.

External Stakeholders

- Benchmark Standards for University Social Responsibility Project Team
- City of Edinburgh Council
- Environmental Association of Universities and Colleges
- External experts / thought leaders
- Scottish Funding Council
- Scottish Government / local politicians
- Sustainable Scotland Network.
- Universities and other higher education institutional leaders.

Social Responsibility and Sustainability Committee

October 2016

SRS Staff and Student Survey

Description of paper
This paper provides an overview of findings from the SRS Staff and Student Survey carried out in Spring 2016.

Action requested
The Committee is asked to review and discuss the findings and recommendations.

Background and context

In early 2016 the Department for Social Responsibility and Sustainability conducted a survey to better understand staff and student involvement in various sustainability and social responsibility programmes as well as interest in different issues. The survey was intended to provide a baseline of information for some activities and to help inform future programming and reporting.

Discussion

The student survey ran in February - March and the staff survey in May. Due to other surveys taking place around the University, it was not possible to operate both surveys at the same time.

The survey including a range of ranking questions as well as a few open ended questions. It was developed by the Department with support from the Communications and Marketing (CAM) Market Research Team, and was approved by the Student Surveys Ethics Committee. The SurveyMonkey portal was used. It took respondents approximately 10 minutes to complete.

CAM provided a preliminary analysis to the Department on the findings which were further analysed by the communications team. 6 percent of students and 19 percent of staff responded. See figures 1 and 2 for a demographic breakdown. Free text responses were grouped into topics using the MALLET machine learning tool[1] and then verified by hand.
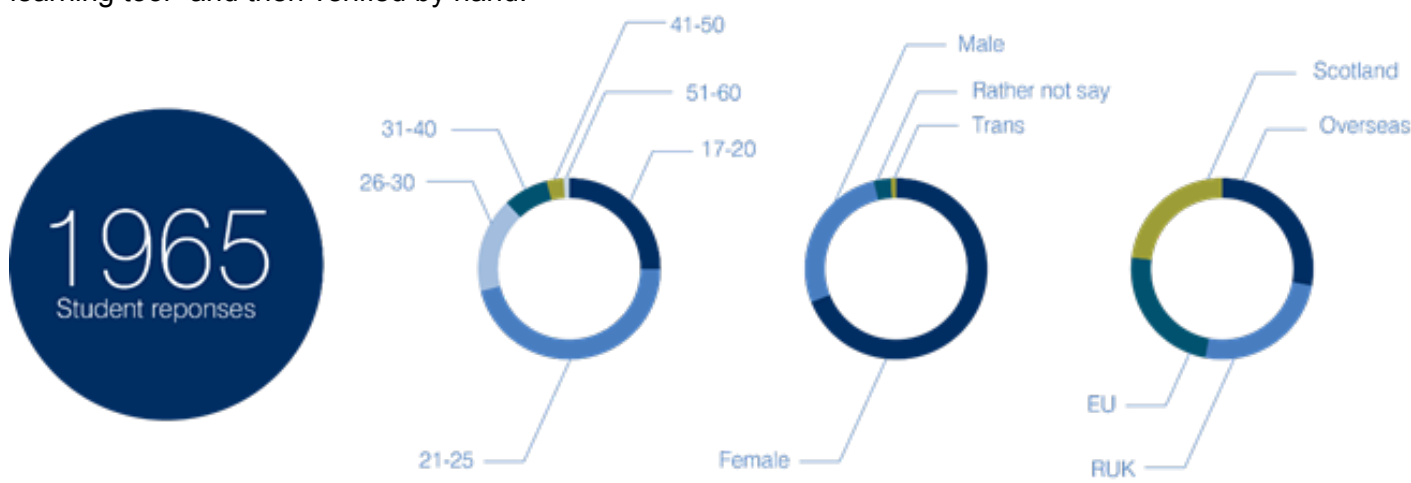

Figure 1 Demographic breakdown of student survey. The survey slightly over-represented students who were female and from the EU. There was no substantial difference in opinion between these groups, and so the survey can be considered representative.

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[1] MAchine Learning for LanguagE Toolkit by the University of Massachusetts Amherst. http://mallet.cs.umass.edu/

Figure 2 Demographic breakdown of staff survey. 19% of staff responded, and respondents were from a good mix of role types and locations. Thus, the survey can be considered representative.

We recognise the potential limitations of the surveys, including potential self-selection bias (as those who are most interested in SRS may be more likely to complete the survey), and of issues inherent self-reporting of activity (as respondents may misremember or misreport their feelings and activities).
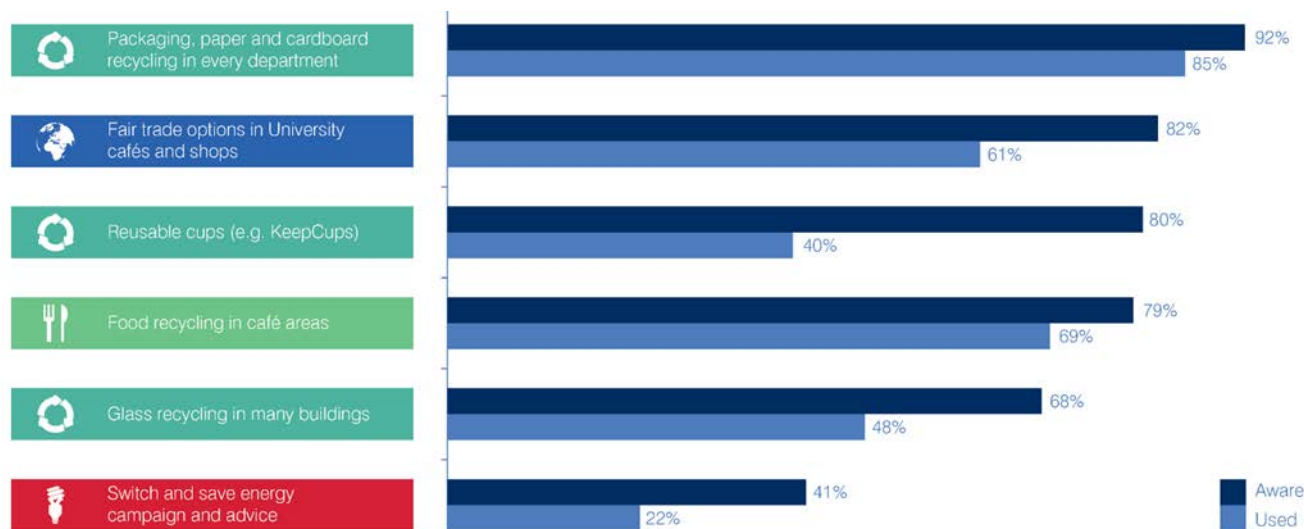
Nonetheless, it has been a very useful exercise for the department in relation to our programme planning and results can also be considered in the context of the wider SRS strategy of the University as well as the work of other departments.

Findings

- Staff and students are **very interested in social responsibility and sustainability**, with almost two-thirds considering it most or all of the time in their daily lives, and just over one in ten doing so rarely or never. This result was found in both staff and student surveys, although students were slightly more interested than staff.

- Respondents were asked about 'awareness' and 'use' of a range of SRS related activities (from energy campaigns to fair trade to sustainability awards, networks and training). Findings were relatively similar across both groups with high awareness of programmes like the Sustainability Awards as well as initiatives such the Switch campaign, recycling and Fair Trade options. Nearly **80% of students and 44% of staff are unaware of our department**, but most are aware of related programmes and services.

- A range of issues across SRS topics (as per SRS committee remit) were provided for ranking. **5 out of 29 available issues were ranked as high 'priority areas' for both staff and students over the next year** with another **3 being ranked high priority by students alone**. The Treatment of staff and employed students, equality & diversity issues and widening participation were considered particularly important by each stakeholder group, alongside free drinking water on campus.

- **Making cycling safer, making buildings more energy efficient and renewable energy generation** were the most popular topics in staff free text responses, while students most frequently cited **responsible investment** and **vegan/vegetarian food** as issues they cared about. A disparity between overall rankings and free text issues may be the result of selection bias and organised campaigns that focus a core audience on particular issues.

- Staff and students **broadly prefer digital communications**, but also list posters and flyers as key sources of information. Email and social media were preferred by students more often than by staff. This all suggests that getting new items on main University webpages and social media channels is very important for visibility, and that either our existing printed materials are reaching our target audience, or we should test the effectiveness of print campaigns.

Awareness of services and activities around campus

the majority of staff and students were aware of **paper and cardboard recycling**, **fair trade** options, **glass recycling**, **reusable cups**, **food recycling** and the **Switch energy campaign.**

	Aware	Used
Packaging, paper and cardboard recycling in every department	92%	85%
Fair trade options in University cafés and shops	82%	61%
Reusable cups (e.g. KeepCups)	80%	40%
Food recycling in café areas	79%	69%
Glass recycling in many buildings	68%	48%
Switch and save energy campaign and advice	41%	22%

Amongst more niche areas, cycling roadshows and video conferencing facilities are particularly visible (44-49% awareness), even though not many students staff or students have actually used them (9-12% usage). Only 38% of staff respondents were aware of energy coordinators in every department and only 32% were aware of sustainable options in procurement systems.

Given the size of the opportunity there was relatively low awareness and use (26% and 8%) of the reuse portal Warp-it. Student respondents indicated relatively low awareness of the SRS Student Forum and the Be Sustainable online training, as well as apps such as recycle.ac.

Volunteering

The Department was also asked to include within the staff survey a few questions on volunteering. Approximately half of staff who responded already volunteer in some shape or form. When asked what sort of practical actions would support further engagement with the community, 78% noted the option to take a volunteering day (in addition to annual leave) and 74% noted that a database of volunteering opportunities.

- Staff are considerate, with half currently volunteering in some shape or form

- To encourage and support more staff volunteering, give them information about opportunities and a dedicated time to carry out the volunteering.

Priority issues

When asked to share their views on what issues are important to them over the next year, staff and students prioritised five areas strongly. **Staff and students highly value issues related to workers' rights, equality & diversity, and access to education** – accounting for four of the five highest ranked subjects.

The importance given to **drinking water** is surprising, and may be worth revisiting (it was a 2012/13 Students' Association Sabbatical Officer campaign pledge).

High 'priority areas' >70% "very important"
1. How we treat our own staff
2. How we treat employed students
3. Equality & Diversity
4. Access to free drinking water
5. Helping people with different backgrounds to go to university
Additional high priorities of students, although staff did also consider these somewhat important
6. Recycling & reuse
7. Worker's rights in Supply chains
8. Cycling & public transport

Students also highly prioritised **recycling & reuse, workers' rights in supply chains, and cycling & public transport**, although staff also thought these were moderately important.

A greater priority for sustainable and active travel modes amongst students is consistent with the lower proportion of students who travel to the University by car[2], while other differences between staff and students may be representative of generational changes and a greater interest in specific social issues.

Free text responses

There was a clear disconnect between the plurality of free text responses and the overall priority ranking. In such open responses, staff made many comments about making cycling safer and making the University more energy efficient / carbon neutral, while a significant proportion of students asked for divestment from fossil fuels and more vegan options.

This disparity seems to be caused by two different issues. The first is a selection bias, whereby the most interested respondents may be the most likely to complete an optional free text response. Less than half of all respondents completed a free text response, indicating that this may indeed have been a factor. The second issue is that of ongoing organised campaigns, which led to a call for respondents to raise fossil fuel divestment

Proposed next steps

Based on the survey, there are a range of findings which can be integrated into current Social Responsibility and Sustainability programme planning for the next three years, and in the work which we carry out in partnership with Estates and other departments. Other issues will be returned to this committee if opportunities arise to

- There is an opportunity to communicate the University's response to these issues. We propose to create responses to each high and medium priority issue with the relevant partners and departments and promote these responses through a variety of digital and physical media.
- Continue building awareness of our core programmes. Review KPIs.
- Further develop SRS Supply Chains programming, working with procurement to understand risks and opportunities and develop communications and engagement as appropriate (i.e. Conflict Minerals, Human Rights and Modern Slavery, etc…)
- Investigate ways to increase visibility of SRS programmes and related activities, to test more targeted promotion of events, and to trial the greater use of posters again.
- Ensure time and resources needed to raise awareness of the Switch energy campaign, and to increase awareness of and uptake of the voluntary Energy Coordinator role. Capitalise on the opportunity to link this to the launch of the University's Climate Strategy – as a way for staff and students to take part in implementing the zero carbon ambition.
- Increase promotion of Warp-it (only 26% of staff aware and 8% have used) and the Be Sustainable online training (23% aware and 5% have used).
- Build on current relationships with schools and departments to have a greater presence amongst students – work with Learning for Sustainability Scotland to promote SRS content in courses
- Work with Estates to review drinking water feedback. Understand if this is a communications issue regarding water facilities that are available, and/or if this is an infrastructure issue in terms of gaps in provision.

Future planning
- Share findings with other departments to explore opportunities for next steps and further research.
- Compare staff and student prioritisation of issues to our SRS objectives. Integrate learning into SRS Strategy review.

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[2] In 2013, 27% of staff and 6% of students travelled by car. http://edin.ac/2dSpoIH

- We propose to run the survey again in 2017 and then again in 2019, or earlier we see a large variation between the 2016 and 2017 results.

Resource implications

Findings on services and activities around campus can be integrated into current programming. Understanding of stakeholder interest on particular issues can be integrated into our reporting and communications on social responsibility and sustainability issues. Time for running the survey and analysing findings from within SRS as well as other departments.

Risk Management

This survey is undertaken to help contribute to risk management through a better understanding of stakeholder interest on social responsibility and sustainability and through participation in current programmes.

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 worked closely with CAM on the survey. Preliminary findings have been shared with various topic leads around the University. However, before sharing more widely, it was deemed important to engage with the Committee on the findings.

Further information

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

Freedom of Information

This is an open paper.

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Annex 1: Ranking of 'priority areas' for the University against free text responses

Issue	Staff priority rank ~1,600	Staff free text ~600	Student priority rank ~XXXX	Student free text ~XXX	Detail / sample free text comments
How we treat our own staff	*High priorities* 1	5	*High priorities* 3		More ethical employment practices - not trying to shift everything to fixed term contracts, which deny people the security they need to have stable homes and families.
How we treat students employed by the University	2		1		Stop employing people on short-term or zero-hours contracts.
Equality & Diversity	3		4	8	More resources for promoting equality and diversity - put your money where your mouth is!
Free drinking water	4		2		Providing free drinking water on campus is a great idea and stop selling plastic bottles of water in areas where water is available.
Widening participation	5		7		Increase access from less affluent backgrounds.
Workers' rights in supply chains	*Medium priorities* 6		6		*(none)*
Recycling, reducing & reusing waste	7	4	5	3,5	Make zero waste a priority please.
Support for walking, cycling & public transport	8	1	8	6	Proper, off road (segregated) bike lanes between Easter Bush, Kings Buildings, and centre of town.
Buildings sustainability	9	3	10		Need to implement individual heating controls in offices. Work in south-facing office where we need to run fans because the heating is still on!
Saving energy on campus	10	2	12	4	Make energy materials more widely seen and accessible (e.g. posters).
Food waste	11		9		Review event catering - huge amounts of wasted food.
Responsible investment	12	7		1	Know exactly where our money is invested, and make sure it is not invested in fossil fuels, arm companies, etc.

Carbon emissions & climate strategy	13	8	11		Greater renewable energy generation on campus.
Sustainable and responsible purchasing	14				Reduce waste paper. Ordering offsite books via Alma requires printing of 2 single sides of paper. By adjusting the templates perhaps this could be reduced?
Healthy, local and low carbon food options on campus	15	11			Better provision of fresh fruit, salads and vegetables on campus, rather than just sandwiches.
Public engagement	16				Make public better aware of what services and facilities are accessible to them.
Fair trade products on campus	17				More fair trade products.
Our relationship with our neighbours	18	9		7	Far too much building in the Newington / Holyrood / George Square areas.
Low carbon and renewable energy on campus	19	6			Greater renewable energy generation on campus.
Our water use	20				One trivial issue: bottled water is provided at many events. Our tap water is / should be drinkable. Bottled water is not environmentally friendly. Why is it not more strongly discouraged?
Research into SRS	21	10			*(none)*
Sustainable computing	22				I would strongly recommend a move towards laptops (rather than desktop computers) for staff, and a move away from the use of paper.
Our fair trade status	23				*(none)*
Public events	24				*(none)*
Low carbon business travel	25				Review the need for business travel and promote video conferencing options.
Vegetarian / vegan products on campus	26			2	Offer many more vegan and fair trade options.
Volunteering, charities and social enterprise	27				Have a dedicated programme for volunteering in the community.
SRS in other courses	28			9	Embed SRS in learning and teaching.
Courses about SRS	29				*(none)*
SRS Department	-			10	Advertise SRS work wider within the UoE community.

Social Responsibility & Sustainability (SRS) Committee

October 2016

SRS Programmes Q4 Report 15/16

Description of paper

This paper provides a report on SRS Programmes 2015/16 and highlights some key projects taking place in 16/17.

Action requested

SRS Committee is invited to review and comment on this paper.

Background and context

The Department has continued to progress work against 7 priorities: carbon and energy savings; resource efficiency; supply chain SRS; responsible investment; localised advice and projects; community / public engagement and links to learning and teaching. We facilitate and manage programmes to catalyse action across the University and undertake work to support assessment and management of risks and opportunities.

We review our outcomes, outputs and inputs on a quarterly basis with monthly internal updates. The University measures performance in relation to carbon; energy; waste and recycling and other material sustainability issues. The purpose of this reporting is to be transparent and accountable on how the programmes of work facilitated and managed by the Department are performing in relation to the strategic ambitions of the University. We work closely with others to deliver these programmes.

Figure 1 – SRS Q4 end of 15/16 Infographic available at http://www.ed.ac.uk/files/atoms/files/q4_highlights_2016_final.pdf
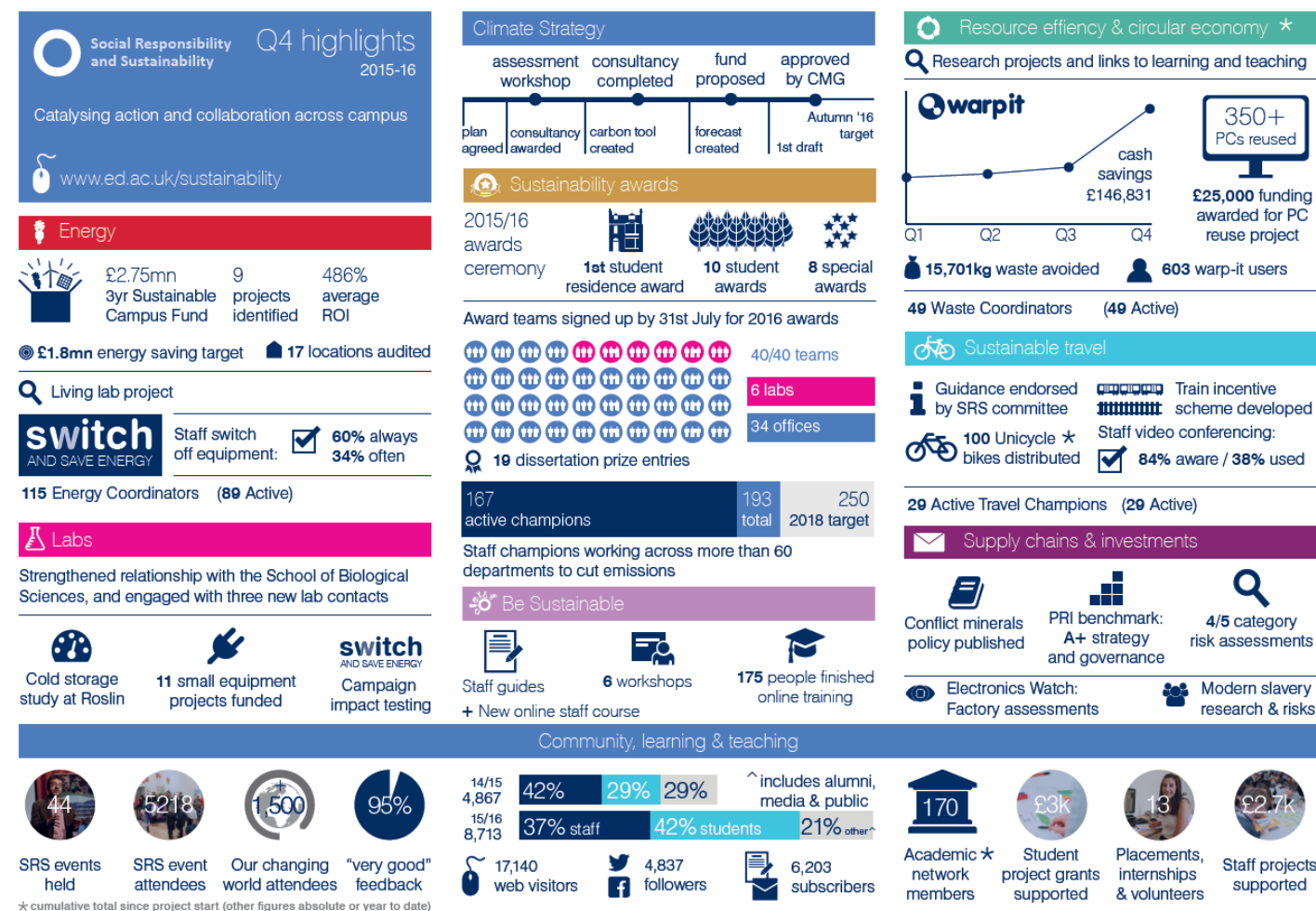
Energy and Carbon

Energy Engagement and Communications
- The '**Action for the Climate**' campaign was launched in Autumn 2015 to highlight the expertise of many academics. In the last quarter, with the help of an intern, a series of case studies and accompanying videos were developed and shared online. Views were initially low.
- Following approval of the **Sustainable Campus Fund** to invest in energy efficiency, renewable energy and other sustainability projects, work progressed on an online platform for applications and development of a pipeline of projects. As of August 2016, 17 Expressions of Interest were received, 13 projects were pre-screened for the Utilities Working Group. 9 projects were recommended for sign off with average return on investment over 400%.
- 115 **Energy Coordinators**, 77% of whom are 'active' took practical action within their work units to identify savings opportunities. 15 new coordinators joined in 15/16 with 9 of those in the last quarter. This did not reach our target of 30 new coordinators over the year but we are optimistic that Campus Fund will draw further engagement. Staff absences and prioritisation of the climate strategy and other tasks has meant less progress here than originally planned.
- 15 of the 17 locations prioritised with Energy Office underwent **location reviews and energy audits** in the last half of the year. Next steps being discussed with Energy Office and work-plan for 16/17 locations developing.
- **SWITCH** and save visual materials were updated in 15/16. More than 100 material packs were distributed to labs and energy coordinators. In advance of the winter shutdown over 600 posters were distributed but these were deemed to have had limited success. SWITCH reports supported via walk-arounds from the Security Section has helped identify opportunities for savings in some locations. Communications channels for promoting energy savings in the upcoming year with opportunities to hang this off the soon to be released climate strategy.
- Collaboration with **ENHANCE** research project which is studying the use of energy, and the potential for energy saving through smart digital feedback, in University of Edinburgh and the City of Edinburgh Council (led by researchers in Informatics, Sociology, Architecture)
- An Energy Programme video will be launched with the Climate Strategy (emphasising ways that staff and students can get involved).

Sustainable Laboratories
- A project with the School of Biological Sciences has been developed to test SWITCH off materials and engagement in the laboratories context and the impact on electricity consumption in laboratories. Findings anticipated December 2016.
- Working with the **Steering Group**, a one-year programme was developed including business cases for energy efficiency and engagement on energy; waste and recycling; sustainable procurement and other issues. Pipeline of projects feeding into the Campus Fund.
- Winner in the EAUC **Green Gown Awards** and shortlisted in the **Guardian Sustainable Business Awards**.   Programme video in development.

Sustainable Travel
- Sustainable Travel **Advice** was endorsed by SRS Committee and discussed at CMG with further follow up actions identified and for follow up with Sustainable IT Group. Some activity support for Transport such as for the Unicycle Initiative, Electric Bikes on Campus and promoting of active travel through communications. There are currently 29 active travel champions and we will look to further support this network as well as working with transport to promote uptake of electric vehicles (event at Science Festival).

Resource Efficiency and Circular Economy
- Successful pilot of **PC reuse** was undertaken with Information Services, Waste and Recycling and Records Management and funding from Zero Waste Scotland. A carbon study with ECCI demonstrated benefits of PC reuse were significant: extending the lifetime of a single

computer and monitor from four to six years avoids an estimated 190 kg of CO2e. The six month Project resulted in a total of 174 PCs being reused internally, along with 257 other IT items such as monitors, keyboards and mice. This has saved the University an estimated £63,086 and 39,382kg of CO2e, and diverted 2,657kg of waste. Equipment which was not reused in the University was donated to the social enterprise Remade in Edinburgh.

- Waste and Reuse (**Warp-it**) portal has brought an estimated cumulative savings of £146,831 with over 600 staff now signed up (increase of close to 100 over the last year). However, there are opportunities for further expansion as results from staff survey shows limited awareness of this innovative project.
- 49 **Waste & Recycling Coordinators** were active in the year (1 short of our target) and we will review opportunities to further engage with staff champions in this area.
- Continued engagement with the Business School has led to further collaboration on **Circular Economy**. Following meetings with Zero Waste Scotland proposal developed for wider University approach and collaboration on research, learning and teaching.
- Social media campaigns and communications materials.

SRS in Supply Chains: Fairness in Trade and Sustainable Procurement

- The **Conflict Minerals Policy** was developed in 2015 and approved at CMG in 2016 with positive media coverage.
- 5 categories were prioritised by procurement for **risk and opportunity review** and piloting of the Sustainable Public Procurement Prioritisation Tool (SPPPT) for the Scottish Government. SRS is supporting the assessment and preparing briefing statements by category (travel; food; ICT and small equipment; laboratories consumables; estates/works). 4/5 categories progressed in 15/16. Next steps on sustainable procurement in Estates in development.
- **Electronics Watch** Factory Reporting began. Pan European project on human rights in ICT supply chains developed linking academic and operational colleagues.
- Following the **UK Modern Slavery Act**, organisations with an annual turnover above £36M are now obliged to prepare a 'slavery and human trafficking statement'. Working with other departments we have prepared a draft statement outlining our organisations response to this critical global human rights issue.   See additional paper.

Responsible Investment

- PRI annual report and submission prepared and signed off by Investment Committee. A+ rating given by PRI for benchmarking on strategy and governance. University shortlisted for EAUC Green Gown Award.
- Exploratory work for SLIC Responsible Investment with Business School began and Social Finance Recommendations put forward. Sharing approach with other universities globally.

Community and Public Engagement and Links to Learning and Teaching

- 2015/16 **events** reached 5,218 attendees with positive feedback generally. Streamlining of our own systems brought greater efficiencies in how we organise and partner on events.
- **Our Changing World** series shortlisted for EAUC Green Gown Award.
- 11 **SRS Student Projects** were supported via small grants scheme with EUSA over the year.
- Contacts with both staff and students increased through the year. Significant progress in increase in social media contacts and newsletter sign ups. Contacts with students increased higher rate than with staff.
- 29 student dissertations with links to SRS on campus. Case studies in Sustainable Development Course and linkages with numerous other courses. SRS Dissertation prizes were launched with 19 applications and 3 winners identified.
- SRS Academic Network continued to grow with 170 network members and a plan in place for more topic specific meetings (circular economy, supply chains, energy) in 15/16.

- Successful with Erasmus+ Project Bid for Student Engagement of University approaches to SRS (with 2 other European Universities) – EUSA, SRS and School of Education 2016-19.

Staff Learning & Development on SRS

Sustainability Awards
- In April 2016 the achievements of staff and students were recognised at an annual awards ceremony. This was smaller scale than in previous years due to the change of timeline for the office and labs awards and updating of the criteria.
- 48 teams signed up by the end of Q4 with a target of 60 teams by 2018. Some Labs teams have not renewed over the year while some new offices and departments have signed up. Other smaller teams have joined together in a 'whole school' approach which impacts the absolute number of teams but joins up for increased participation. Over half of staff surveyed are aware of the Awards with 11 percent noting participation within it.
- A staff '**small grants'** scheme was piloted in 15/16 with £2700 in grants for small projects such as Roslin Institute apiary; H2O Primary School Project; KB apiary expansion; and low carbon food growing project.
- **Be Sustainable** Guidance was updated in 15/16. Workshops offered had limited uptake of staff. An online module was developed which had a wider reach with 117 students and 58 staff participating. Be Sustainable targets both staff and students.

- Meetings and presentations around the University took place to understand needs and demands and encourage participation in programmes. SRS staff at HR new staff welcome days.

- A project with Learning for Sustainability Scotland (LFSS) and Professor Pete Higgins reviewed opportunities for staff learning and development and made **recommendations for online learning** (MOOC for staff and alumni) building on the new SRS student module. Building on existing opportunities the project has recommended next steps for training to further support staff around the University who can learn more about the issues and how they relate to their work, practical steps they could take in their job and how that would help the University achieve its aims. Recommendations are for the training to be developed and that a project steering group with IAD, Centre for Open Learning, HR/L&D, and other colleagues with a Gr.7 working part-time over 6 months to further develop the content.

Other Advice and Projects

SRS Reporting and Benchmarking
- Supported further integration of SRS within the Annual Report and Accounts with a move towards Integrated Reporting. Standalone SRS Reporting for 15/16 and a microsite for online reporting developed with positive feedback received (see other paper in this pack). Review of indicators in use carried out.
- Participation and trial of AUDE Green Scorecard.
- School specific sustainability strategies and approaches were supported throughout the year leading to development of an internal benchmarking approach.
- We carried out a Student Survey and a Staff survey to better understand awareness of and participation in SRS programmes and initiatives as well as important issues and perceptions. Paper and presentation will be put forth to the SRS Committee (see other paper in this pack) and learning also integrated into SRS Programmes development.

Food Policy and Related Projects
- With Accommodation, Catering and Events (ACE) and Procurement, a '**Good Food Policy'** was prepared based on learning from benchmarking and gap analysis and operational needs. Further work to integrate into fairness in trade and sustainable procurement work. Implementation plan being developed in September.

- Delivered catering review carried out with links to environmental and carbon indicators. Food growing procedure developed with landscaping.

Equality and Diversity
- Support provided to Vice Principal and HR on Race Equality Charter Mark with coordination of communications strand and identification of internship opportunity for Black History Month.
  - Student Intern on a short term placement developing materials
- Support provided to Vice Principal Community Engagement on Prisoners project

Status (RAG)
The Department report regularly on the status of key projects and initiatives in relation to our targets*.

Green	All objectives on track or only minor deviation. Report major milestones and successes.
Amber	Some risk of some objectives not being met or being delayed- explanation of mitigating measures proposed required.
Red	Serious risk that some or all objectives will not be met or will be delayed- explanation required.

*Note that this version links to key issues as prioritised for Department and included in RAM/SES whereas Q3 version reported to key themes as noted in 3 year department strategy.

Key Issues	Related Department Indicators	Targets for 2018	Progress at end of 15/16 Q4	
Carbon and Energy	- Climate Strategy in place on time - SRS in UoE Strategies - Contribution to Utilities Savings - Funded EE Projects - #active energy coordinators - Participation in awards	- Delivery of agreed Climate Strategy by 2016 - UoE Strategy 2016 and Estates Strategy - Savings Identified for 10 Percent target - Project Funding Secured - 250 Active Champions by 250 (across energy, waste and travel) - 60 teams by 2018	- Climate Strategy to CMG Aug 16 - Sustainable Campus Fund approved and 13 projects developed for UWG review with average ROI over 600 percent. - SRS included in high level aspirations of University Strategic Plan and in more detail in Estates Strategy. Need for standalone SRS policy and strategy identified. - 133 Active Champions (below target) - 40 Awards teams by Aug 2016 - Labs Programme won Green-Gown 15 Award and runner up for Guardian Awards - Sustainable IT work plan developed	G A
Resource Efficiency	- Waste avoided - Other indicators linked to awards, awareness and communications	- 10 tonnes waste avoided through warp-it - 50 active coordinators - PC reuse project tested with 100 computers	- Warp-it targets met and exceeded - PC Reuse Project successful with targets exceeded - 49 Active Champions (1 below target)	G
Supply Chain SRS	- Scanning used by Senior Managers (*not only for this topic but also in other topics)	- 3 main policy areas scanned by 2018	- Conflict Minerals policy approved - Modern Slavery preliminary risk assessment and research and draft statement progressing - ICT Supply Chain Risks and Opportunities - Travel Supply Chain Risks and Opportunities - Laboratories Supply Chain Risks and Opportunities Preliminary Review - Food Supply Chain Risks and Opportunities Preliminary Review	G
Responsible Investment	- Contribution to RI	- All RI reviews and policy complete by 2016	- All RI reviews and policy complete by 2016 - PRI Report signed off and submitted	G
Advice and Projects (incl Reporting and Benchmarking)	- SRS Reporting to required standard and on time - Items to committees get approval	- Annual Report signed off by committees - 80 percent approval rate for items brought to SRS Committee and SOAG	- SRS Report 14/15 prepared and signed off - Aude Green Scorecard - Internal Benchmarking approach development	G
Community/ Public Engagement and Links to L&T	- Student learning opportunities for SRS - Researcher & Practitioner Living Labs for Programmes	- 25% of staff and 10% of new intake students reached through campaigns - Trebling digital presence from 2014 baseline	- 29 Student Dissertations with links to SRS on campus. Case studies in Sustainable Development Course - 170 signed up to SRS Academic Network -	G

	- Academic Participation in Programmes - Reach of communications campaigns and events	- 5000 people reached through SRS department events	

Risk Management

Risks in relation to our objectives and targets are monitored and mitigating strategies developed as appropriate.

- Last year there was some risk in relation to the 10 percent savings from energy and utilities without incentives for change. The commitment to investment in the Sustainable Campus Fund has already had a positive impact as there is more interest from schools on identifying opportunities for efficiencies.
- Recruitment of energy coordinators did not meet our intended target and there are opportunities to improve the reach and depth of our energy saving campaign. We are working on programme videos and the update to the University Climate Strategy will provide a synergistic campaign for practical programmes around the University. The update to the strategy was a department priority over the year and with some staff absence due to illness other intended activities were reprioritised.

Equality & Diversity

Although due consideration has been given to equality and diversity as a key element of the SRS agenda, and we do not currently think than an Equality Impact Assessment is required, we will continue to monitor issues within our programmes. It should be noted that SRS Department is currently located in a place which is not accessible for a member of staff with mobility limitations and this can have knock on implications.

Next steps/implications

We seek to continuously improve our monitoring and evaluation to ensure programmes, projects and activities are cost effective in their use of time and other resources and that there are quarterly and annual reviews of outputs and outcomes. The Department will be updating its 3 year strategy which provides the opportunity to review the metrics that we use for understanding programme impact. We will also do further work on targets communicated to better reflect performance relative to the size of the target audience and improve our internal reporting to better capture lessons learned.

Consultation

This report has been based on team and programme and project specific reports. Quarterly output and outcome reports are prepared for senior management and shared with other interested stakeholders.

Further information

Presented by: Michelle Brown, Head of SRS Programmes, October 2016

Freedom of Information

This is an open paper.

6

THE UNIVERSITY *of* EDINBURGH

Social Responsibility and Sustainability Committee

Monday 17th October

Community Engagement Strategy: Progress Report

Description of paper
This report offers a brief update on activity undertaken in line with the three key aims of the Community Engagement Strategy since it was approved by the SRS Committee in February:

Aim 1: Build and strengthen relationships between University, city and communities;

Aim 2: Enhance community relations through research, teaching and learning;

Aim 3: Enhance interaction and understanding between the University and its communities.

Action requested
SRS Committee is asked to *note* and *discuss* the paper.

Discussion
Key milestones since February include:

May 2016: Approval of Strategy and Implementation Plan by CMG;

June 2016: 2nd Workshop for Community Engagement practitioners across the University;

September 2016: Scottish Government Social Impact Pledge approved by Court;

October 2016: SRS Workshop on Community Engagement: building a business case for resources.

Progress on particular projects linked to each of the aims is outlined below:

AIM 1: BUILD AND STRENGTHEN RELATIONSHIPS BETWEEN UNIVERSITY, CITY AND COMMUNITIES		
Project	**Progress**	**Next steps**
Brexit and You	A series of public events bringing together members of the community and academic experts to discuss the implications of Brexit. Co-organised with Dr Adam Budd (HCA), and run in association with IASH and the Beltane Network First event held on 25th August at the Community Centre in Ocean Terminal Leith, 75 community attendees Facilitated by John Sturrock QC Experts: Professor Jo Shaw, Salvesen Chair of European Institutions; Dr Emile Chabal, Chancellor's Fellow in History; Sandra Eden, Senior Lecturer in tax law; and Dr Harry Weeks, expert in media and communication.	Following positive evaluation, events are now planned for: Ocean Terminal, Leith (November) The Pilton Community Health Project (January 2017) Charteris Community Centre (Spring 2017) Discussions are also being held with community centres in: Broomhouse, Currie, Craigmillar. Team of Experts expanded to include: Prof. Neil Walker (Regius Professor of Public Law and the Law of Nature and Nations); Prof. Simon Clarke (Head of School, Economics); Dr Tobias Locke (European Law and Human Rights)

Expanding the Scope of the Edinburgh Guarantee	This project will explore, develop and communicate further employment opportunities through the *Edinburgh Guarantee Scheme*. The aim is to ensure that school leavers and other traditionally excluded groups (for example those leaving prison) have increased opportunities to work or volunteer at the university as e.g. apprentices, technicians, and other support roles. Scheme developed to support prisoner (day release licence) placements (presented to CMG in August)	To be taken forward by HR in collaboration with AP Community Relations
Good Neighbour Forum	This initiative to encourage and support students, especially those living in private rented accommodation, to be good neighbours has been established. Representatives of the Council's Community Safety staff, the Police, EUSA and other bodies attended and welcomed the initiative as a basis for dialogue and improved mutual understanding.	City of Edinburgh Council restructuring has delayed progress but the next in a series of meetings is planned.
Community Groups	Ongoing liaison with and participation in the Southside Association, the Southside Community Council with access to local Police and Councillors. The University has enhanced awareness of local concerns and issues, and local people alert us to problems affecting buildings and safety.	Ongoing. Trying to organise a meeting with the Council's new Head of the South East Locality in which most of the University is based. Important to be represented on Board, if possible.
Local health services	In liaising with community groups, an issue relating to local health services has emerged. The national and city-wide shortage of GPs is squeezing local health provision and may GPs have closed patient lists. The University has been asked how it is mitigating the effect of significant student numbers on local health provision. The local MSP is involved.	Meeting between local representatives and Deputy Secretary (Student Experience) arranged.
Meadows Festival	In line with facilitating two-way engagement, the University for the first time ever took a stand at the Meadows Festival. Around 500 people visited the stand to ask about degree programmes, lifelong learning, animal research, estates development etc.	Feedback showed that the public appreciated the visibility and accessibility offered at this event. Resources permitting, it can be replicated next year and in more local locations.
Doors Open Day	15 University buildings opened for Doors Open Day, hosting talks, tours, workshops - generally welcoming the public and demonstrating what we do.	Evaluation is ongoing but we believe that around 8,000 visitors attended. This is an annual outreach event.
Centre for Open Learning	Presentation at Awayday of new COL (formerly OLL) to encourage new thinking about engaging with local people	COL staff were part of the team at the Meadows Festival weekend and courses generated a lot of interest
Edinburgh Gaelic Festival	Working with the Gaelic Officer, we have transformed Gaelic Week into Edinburgh Gaelic Festival, a city-wide week-long programme of over 20 events. The Lord Provost has written a foreword for the booklet welcoming the new festival. The University leads the producing consortium which includes the Gaelic School, St Giles, National Museums, Greyfriars etc.	This new, more ambitious approach will be evaluated and attempts will be made to bring it within the orbit of the Festivals constellation.
Diwali	Working with the Principal's Office and EUSA to contribute to and participate in the city's Indian community's celebration of Diwali at the Ross Bandstand in November – an initiative supported by the Lord Provost.	Our contribution thus far has been welcomed. A meeting between Diwali organisers, EUSA reps and student society reps is being set up.
Common Purpose	Liaison between CP Meridian Programme for city leaders and speakers from the University. A tour organised, which was well received.	The link is being cultivated.

AIM 2: ENHANCE COMMUNITY RELATIONS THROUGH RESEARCH, TEACHING AND LEARNING

Project	Progress	Next steps
Digital Ambassadors	6 months funding from ISG to support project manager Pilot project with Charteris Community Centre Developing training for students to be ambassadors (in consultation with SCVO) Putting the training materials into practice with students Newly fledged student ambassadors then training older people to develop basic digital skills, Run in collaboration with the University's WEEE Recycling programme (i-pads provided) Evaluation found that self-efficacy increased across all basic digital skills for all participants, with users feeling most confident using Google, email and online tutorials / MOOCs	Expansion of the scheme as part of the University's social impact pledge Recruit and train a further 20 student ambassadors (peer led learning), Partnership now developed with Edinburgh City Libraries to use our ambassadors Continued partnership with the Charteris Community Centre Link to an Edinburgh Award
Student Social Enterprise	Pathways programme developed: - A taster seminar series with high profile external speakers (including those from the local social enterprise network) to raise awareness of social entrepreneurialism amongst students new to the University; - Creation of a bespoke course in social entrepreneurship open to all students across the University, and a managed portfolio of elective courses focusing on business acumen, leadership and innovation, resilience and risk management, as well as communication and community engagement; developing the SLICC (student led individually created course) model to support reflective learning re social enterprise development as part of electives within the curriculum - An enhanced mentoring and placement scheme to enable students to gain wider practical experience of social entrepreneurship (drawing on the skills and experience of alumni); - Bursaries to support sabbaticals and research projects to develop social enterprises, and a bespoke fund to support student social enterprise start-ups and new projects developed by existing student social enterprises, with students pitching for small grants to a panel of experts. The overall aim of the programme is to provide students with the requisite skills and support to produce step-change in the number of new student-led locally-based social enterprises and to enhance the sustainability of existing social enterprises over the longer term.	Implementation of the scheme part of the University' year 1 social impact pledge Taster seminar sessions organised (first session 3rd November, Gordon Hodgson, Edinburgh Social Enterprise Network) Dragon's den to run on 17th November Social enterprise course being developed by Winston Kwon (CF, Business School) D & A in discussions with Regents regarding possible bursary support Developing pathways approach to create three further modes (in addition to social enterprise) on the themes of: leadership for innovation, global citizenship, and sustainability
The Learning City (1): Schools' Engagement to Raise Attainment	Mapping University-school's engagement, ensuring quality and promoting sustainability (building on Dawn Smith's work on the Student experience project, an internship was provided by SRS to enable further mapping) Extension of the early years literacy project ('*Moray House: Read, Write, Count*') in partnership with the Director of Widening Participation. The aim here will be	Subject to resource availability, mapping to be completed by January 2017 Bringing together staff involved in school's engagement to review quality and sustainability of the Edinburgh offer

| | to learn from the evaluation of the early years project to develop a longer term and more sustainable programme supporting literacy and numeracy in Edinburgh secondary schools. This will be undertaken in collaboration with the Teacher Education Partnership with bespoke training to be provided for students involved in delivering the programme.

Supporting leadership development within City schools (building on the Business School's coaching of Head Teachers), and developing bespoke leadership training for community and third sector groups. | Consultation with Moray House, Business School and City of Edinburgh, on leadership development |
|---|---|---|
| **The Learning City (2): Pathways into Further and Higher Education** | Providing further opportunities for lifelong learners to benefit from the University's learning and teaching, with a particular focus on constructing pathways into education for 'at risk' groups who have experienced social and educational exclusion. Here the emphasis will be on experimentation with digital resources including new ways of utilising the format of Massive Open On-line Courses to promote educational inclusion (with students as tutors for credit). This will link with the work of Professor Grant Jarvie (Moray House School of Education) who is exploring links with football clubs as a means of supporting educational inclusion (partnership agreed with Hibs). | Open discussions with Hearts football club with aim of balancing our portfolio of football stadia related inclusion projects

Work with APs Digital Education, the Director of Widening Participation, and the Cowgate project (for at-risk young people), to explore pedagogic pathways |
| **The Learning City (3): Cityscope** | Supporting the on-going development of the Edinburgh *Cityscope* project (led by Professor Jonathan Silvertown, School of Biological Sciences in collaboration with Prof Karen Forbes, ECA) as a data hub at the service of Edinburgh and its communities. It is planned to develop 100 multi-disciplinary student projects (for credit within the curriculum) in partnership with community groups, with the aim of building content for *Cityscope*. The Cityscope data hub will also be used to facilitate adult learning (through Centre of Open Learning) and research evaluation (providing a unique resource through which to track the impact of major infrastructure projects including the City Deal).
In collaboration with D & A an application with the Scottish Power Foundation for £100K to support the building of digital infrastructure

SLICC model now developed by Dr Simon Riley to include student group projects

Discussions held with community groups (including Pilton Community Health Project and the Charteris Community Centre) about potential partnerships

Discussions with Finance team about ways of incentivising Schools to support this type of cross-university pedagogy. | Course organiser to be appointed by ECA

First projects will run in the academic session 2016/17 |
| **Link-ed** | This project will develop, co-ordinate, implement and evaluate a package of services in support of local community groups. The project will involve close collaboration with the 'Edinburgh Compact/Third Sector Interface': a partnership of Edinburgh's diverse Third Sector - charities, social enterprises, as well as local | This project is in development with the aim of implementation from 2017/18 as part of phase 2 of the University's social impact pledge. |

	community groups – working together to reduce inequalities, and build strong and inclusive communities. It is planned that the package of support will include: - Pro bono legal advice service (provided by Law Students in partnership with local solicitors, and for which students will gain credit as part of their degree programmes). - Green audit (provided by students under the supervision of the University SRS department). - Review of business plans (to be undertaken by the Finance Department of the University in partnership with students from the Business School). - Evaluation service(s) provided by students in the School of Social and Political Science (for credit within their degree programmes) - to enable community groups to monitor and assess the impact of their work.	Commitments given by Head of School Social and Political Science; Director of SRS; Director of the Edinburgh Centre for Professional Legal Studies (with responsibility for the Free legal advice centre)
The Edinburgh and Global Village Design Challenge	To be delivered as part of the Creative Learning Festival (and involving staff and students(This event aims to take a holistic (indeed whole University) approach to design, drawing on all disciplines across the University which have something to contribute to an understanding of well-being (including inter alia: human centred design; criminology; education; medicine; human geography; informatics; engineering, the science of climate change; business and entrepreneurialism; sociology and social policy). Participants will be allocated to multi-disciplinary teams which will be required to solve two design challenges relating to: (i) the Edinburgh Village; (ii) the Global Village. In the final practical session of the event, each team will showcase their design solutions to an expert panel. An ethnographer will be present throughout the event to observe the ways in which individuals and teams approach inter and cross-disciplinary working. The day will conclude with critical reflections on the ways in which the University can best support inter-disciplinarity and next steps needed to promote design for well-being (which may involve exploration of new research synergies, transformations in the ways in which knowledge exchange is approached, teaching collaborations, and/or further design/multi-disciplinary interface).	Subject to evaluation, it is planned to develop the design for well-being challenge into a 20 credit course, based on reflective learning (student group based SLICC) for implementation in 2017/18, using panel of experts as part of the assessment

AIM 3: ENHANCE INTERACTION AND UNDERSTANDING BETWEEN THE UNIVERSITY AND ITS COMMUNITIES

Project	Progress	Next steps
Causey Development Trust	Ongoing liaison between the University and the Trust about a vision to enhance the 'Causey' area in Chapel Street/Buccleuch Street, adjoining our central area.	Ongoing liaison with Estates, which is aware of the project and local support and concerns, and will respond to the consultation.
Estates Developments	Ongoing advice/consultancy on sensitivies of proposals for a range of local developments	Ongoing
St Cecilia's Hall	Development of communications strategy to build local awareness and appreciation of the St Cecilia's Hall redevelopment	Plans for hard hat visit by local community groups and politicians to elicit support

UNIVERSITY INFRASTRUCTURE IN SUPPORT OF STRATEGY		
Project	**Progress**	**Next steps**
Community of practice	The community of practice (CoP) is being developed in IAD. Two academic secondments to IAD will be contributing to the evolution of the CoP (Andy Cross from Geosciences, who led the Geosciences Outreach Course, and Simon Riley, from Medicine, who is leading the second phase pilot of Student Led Individually Created Courses - a key pedagogic model which can support community curricular engagement). An ESRC impact accelerator grant has been applied for (in collaboration with the Living Labs team) in support of the community of practice.	Subject to resources, the CoP will be formally launched early 2017

Resource implications
The implementation of the Strategy can to some extent be delivered using existing resources, including the Assistant Principal Community Relations, the Institute of Academic Development, the External Relations Manager and the Department of Social Responsibility and Sustainability, in collaboration with EUSA and EUSU. However, some further funding is required to deliver key elements of the Strategy and these requests will be discussed with SRS Director, CaM Director and via future submissions to planning round.

Risk Management
There are reputational and political risks in failing to implement a strategic approach to community engagement. As has happened in England, it is likely that there will be increasing political pressure for universities to demonstrate their support for and value to their local communities. There is benefit to the University in building local support for and goodwill towards our activities and our ambitions.

Equality & Diversity
A strategic approach to Community Engagement will enhance equality and diversity across the city and our communities. It will not impair equality and diversity internally.

Next steps/implications
The Assistant Principal Community Relations will oversee the implementation of the Strategy, working with colleagues and partners as appropriate, and taking into account the new Strategic Plan, and the strategies for Social Responsibility and Sustainability, and for Learning and Teaching.

Further information
Authors & Presenters	Moira Gibson
Prof Lesley McAra,	Head of External Affairs
Assistant Principal Community Relations	October 2016

Freedom of Information
This is an open paper.

COMMUNITY ENGAGEMENT STRATEGY 2016-18 - FINAL DRAFT
Enhancing the University's engagement with its communities

The University of Edinburgh's Mission includes an aim to make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing.

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University of Edinburgh Strategic Plan 2012-16

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1. BACKGROUND

The University of Edinburgh contains and is part of many communities: global, academic, research, student, alumni, local, business and more. We were founded by Edinburgh's Town Council in 1583 as the *Tounis College* and, as the oldest university in the English-speaking world to be established as a civic foundation, we give special importance to engagement with our city and communities. We are very proud of our position not only as part of the physical and social fabric of the city but also our role as neighbour, educator, advisor, employer and cultural contributor.

The mission statement laid out within our Strategic Plan 2012-16 clearly identifies our commitment 'to make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing'. We already deliver on this promise at local level but we seek to work with others to play a more strategic role in strengthening the capacity and ability of both city and university to forge a strong and vibrant future.

We know that the University of Edinburgh brings major educational, economic, social, cultural and international benefits to the city and the region. We also know that the setting of our university in a beautiful, vibrant and safe capital city is as important as our academic reputation in attracting undergraduates to study here. With over 25,000 students, 12,000 staff and many alumni living locally, we form a significant proportion of the community we serve. The fortunes of both town and gown are thus inextricably linked.

A recent survey* shows that 90% of citizens believe we are an asset to the city, and 77% believe we serve the city as a whole, not only staff and students. However, 66% do not fully understand what we do, and 65% have never used our services or facilities. It is clear, therefore, that there is a significant opportunity to enhance our outreach and engagement with citizens and communities.

The audit of University activity conducted in 2014 outlines the many ways in which we already interact with our communities. This Strategy seeks to build on that foundation by developing a dialogue with the city and partners in our local communities to find ways of working together to strengthen this historic and symbiotic relationship for the benefit of all.

* Progressive: Perceptions of the University of Edinburgh, October 2015

2. ENGAGEMENT AT THE UNIVERSITY OF EDINBURGH

The University, within its Strategic Plan, is committed to and undertakes a wide range of engagement, locally, nationally and globally. Several areas operate within their own agreed strategy and some of these have an impact in the local community. This Community Engagement Strategy seeks to complement existing frameworks:

- Public engagement focuses on the dissemination of research findings to a wide range of audiences through channels such as publications, traditional and social media, café discussions, public lectures, policy advice, exhibitions, stand-up comedy, documentary films and festival workshops. Memorandums of Understanding between the University and several national institutions have cemented existing links and fostered new ones. The Beltane project co-ordinates this work across all Edinburgh's universities and there is overlap between public and community engagement.

- Engagement with schools is often related to student recruitment, including widening participation, seeking to raise aspiration and attainment in primary and secondary schools. Staff visit schools and pupils and teachers are invited onto campus for Open Days and special events. Additional in-school activities encompass science workshops, student teaching modules, student volunteering (eg sports, languages), study-related work (eg formal teacher-training, music in the community), and staff volunteering eg giving talks about their discipline or serving on School Parent Councils.

- Economic and business engagement spans a wide array of interactions from the Entrepreneurs Club in the Business School to the work of Knowledge Exchange Officers and Business Development Officers within Schools and Departments to the links the Careers Service has with local, national and international employers. Edinburgh Research and Innovation, with its focus on commercialisation of research, consultancy and science parks, has very strong business and economic links. The University is member of the Edinburgh Business Forum and is committed to procurement from local suppliers where possible.

- Engagement with alumni at home and with individuals and international chapters abroad is managed by the Development and Alumni department through a range of communication tools, including Edit magazine and social media. Face-to-face events include biennial meetings in Edinburgh of the General Council, alumni weekends, reunions, talks, receptions and fundraising drives.

- International engagement is conducted primarily through the International Office which not only recruits and looks after over 14,000 international students, but manages four overseas offices (Beijing, Mumbai, Santiago, New York City), oversees Global Academies, encourages home students to study abroad, and much more. It works to create links between international students and their host community through initiatives such as the Gather Festival and International Hospitality Scheme.

- Parliamentary engagement is carried out at a range of levels, with the Principal and senior staff meeting regularly with key Ministers and civil servants at Scottish and UK levels, supported by staff offering briefings for debates, motions, parliamentary questions and responses to enquiries and FOI requests. The University holds debates, seminars, conferences and receptions. Our public engagement and knowledge exchange networks also work with parliamentarians and their staff to ensure that evidence and research inform responsible policy-making.

3

- Civic and community engagement sees extensive local activity, some of which is listed above. University staff work with officials at the City of Edinburgh Council and Midlothian Council on planning issues, and there are many other connections relating to the training of our students, eg teacher training in local schools. More recently, we have been closely involved with six local authorities in the city region in developing the bid for a City Deal.

  Staff and students interact with local communities in very many ways, not least as citizens themselves, but also through activities in schools, provision of sports facilities and cultural venues, short courses and summer schools, participation in festivals, volunteering and fundraising, the free legal and veterinary services, and much more.
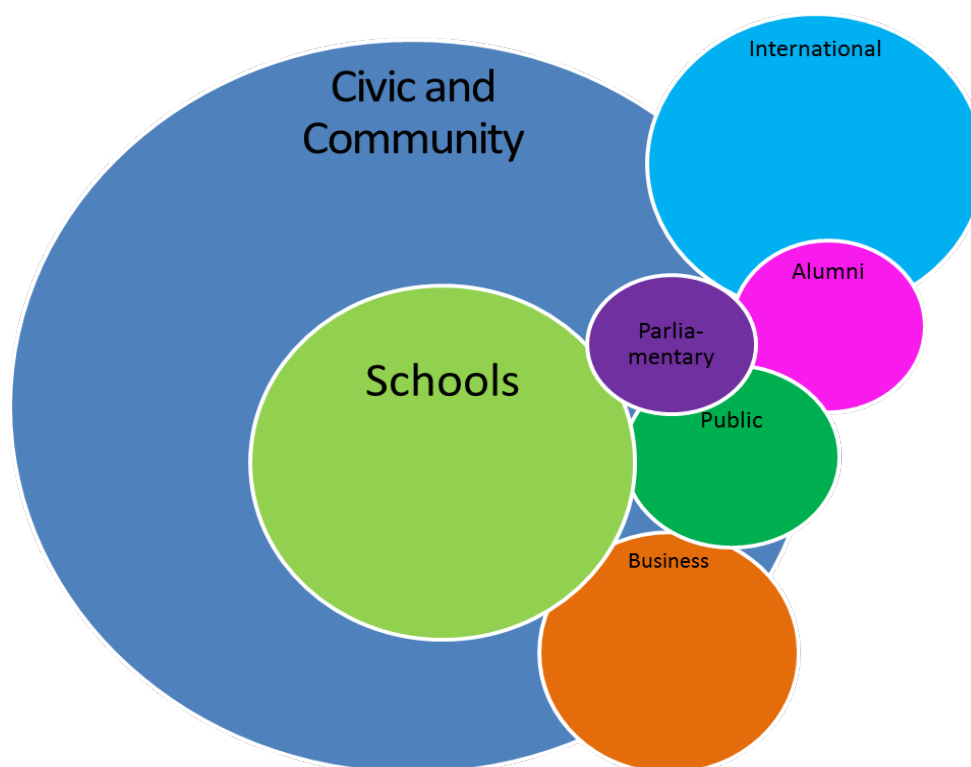

Fig 1: many kinds of University engagement take place in our local communities

3.   COMMUNITY ENGAGEMENT: SETTING THE SCENE

The University of Edinburgh is a vitally important part of the communities of Edinburgh and Midlothian. We are a key driver of their economies, with additional economic impact across Scotland. We are the third largest employer in Edinburgh, with over 13,000 staff, supporting a further 10,000 jobs and delivering £1.2bn GVA (gross value added). In Midlothian, we support over 1,000 jobs and £61.6m GVA. In addition, our research and knowledge exchange activities are important in supporting R&D in businesses in the city, offering facilities such as science parks and business incubators, creating start-up and spin-out companies, enhancing tourism and attracting inward investment.

In educational terms, the University not only delivers undergraduate and postgraduate degree programmes, but comprehensive lifelong learning opportunities which range from access courses to philosophy, languages, and art and design to Continuous Professional Development and online learning opportunities. This is complemented by outreach and workshops in schools, public events and lectures, and participation by staff and students in the city's many festivals.

Socially and culturally, we make a significant contribution to the quality of life in Edinburgh through staff and student volunteering and fundraising for local good causes; by sharing our museums, galleries and collections through a year-round programme of events, exhibitions, concerts and lectures; through outreach via initiatives such as the Free Legal Advice Clinic and the vets' care for the pets of homeless people; and by sharing our sports, arts and science facilities and expertise. Our international staff and students play a significant role in much of this enrichment activity and their presence in the city augments its diversity, its cosmopolitan feel and global outlook.

While it is incontrovertible that the city's prosperity is important in attracting new students and staff as well as inward investors and employers, and imperative that Edinburgh should remain a safe and attractive place in which to study, work, live and visit, we must also recognise that measuring success in terms of economic metrics only does not capture the whole picture. The value of community goodwill towards the University is incalculable.

Around 58,000 students from four universities live in the city of Edinburgh, approximately half of whom attend the University of Edinburgh. The way in which students and residents interact, as good neighbours and responsible citizens, is of great importance in ensuring community safety and cohesion. The University is supportive of the need to maintain balanced and sustainable communities in the city and will seek to build stronger links and a deeper understanding of the needs and concerns of all parties.

On a more strategic level, civic relationships between the University of Edinburgh and the Council which founded it deserve to be strengthened through more regular dialogue at senior level. Good relationships between individuals and departments at the University and in local authorities are valued and valuable, but there is an opportunity to build a stronger partnership which could offer a more co-ordinated approach to address wider and bigger issues in our communities such as education or health and wellbeing. Ensuring that all partners are aware of and supportive of each other's activities and ambitions will offer a firmer foundation for planning and progress.

4. DEVELOPING, HARNESSING AND STRENGTHENING RELATIONSHIPS

Good relationships between the University and external bodies, including local authorities, communities, businesses and voluntary groups, are crucial to engendering trust and creating mutual understanding.

It is particularly important that civic engagement between the University and local authorities is embraced by the respective senior management teams in order that regular meetings can take into account the wishes, needs and concerns of the city and communities within which we are located when considering how best to achieve our strategic aims. These meetings could also review strategic issues where there might be mutual benefit in formulating deliverable solutions.

The University is also home to an immense knowledge base which could be of value in addressing many of the challenges which face cities and communities. An example of this is the work of the Edinburgh Centre for Carbon Innovation, which is working with the City of Edinburgh Council on low carbon initiatives, and the work of the College of Medicine and Veterinary Medicine which supports the National Health Service in improving the health and wellbeing of local people and their pets.

At present, relationships are often generated and owned by individuals. This is both a strength and a weakness: individuals are empowered to make links unencumbered by bureaucracy but, as far as the University is concerned, these relationships and their history may be lost when the individual moves on.

In order to build a more sustainable network of association, we wish to put in place a user-friendly database which regularly maps and captures this web of connections. The aim is not to manage relationships but to gain a wider perspective on institutional interactions so that synergies and gaps can be identified and opportunities optimised. In particular, as experiential learning becomes an integral feature of curricula, an appropriately tailored database will prove to be a very valuable resource.

It is also crucial to work closely with EUSA, its societies and EUSU to understand more fully how our students engage externally and to seek to include, where appropriate, their data. Joint working is reputationally important because many of those not directly involved with the University do not distinguish between the 'official' institution of the University and the student body, seeing them both as 'the University of Edinburgh'.

Increased understanding of current and proposed activity would also allow identification of opportunities to co-ordinate certain types of initiative in order to provide greater support for staff and students involved in delivering them, for example engagement with schools. It would also supply an evidence base for developing discussions with key partners about delivery of projects and initiatives on a more strategic and sustainable basis.

There is enormous potential in the University harnessing and strengthening its current relationships and in developing new ones. It would yield opportunities to listen, consult, inform and partner as well as to ask for help and cross-fertilise opportunity. Key to successful relationships is communication and, with a better knowledge of our network and reach, we could ensure that appropriate channels of communication are established, targeted and evaluated *(see Aim 3)*.

We are increasingly aware that, as the University has grown in recent years, its impact on its environs and communities has also intensified. Pressures of space within a small city which is also a World Heritage Site present special challenges, particularly in the sphere of estate development and student accommodation where both city and University agree that maintaining sustainable and balanced communities is necessary for personal wellbeing and social cohesion. Students seek affordable

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accommodation of a decent standard and communities, while welcoming students, do not wish to feel overwhelmed by them.

In order to build stronger relationships between students and their communities, we will seek to enhance Good Neighbour initiatives, supporting students living in the community to play productive roles as citizens and neighbours. We will seek to build on the successful Community Guide, jointly produced by staff and students, and to work with EUSA, the Council and the Police to develop better education for students about community and personal safety, the obligations of communal and tenemental living, waste disposal and recycling, opportunities to take an active part in community life and all-round citizenship.

It is important that the University's relations with Councillors and communities do not become defined by planning and studentification issues. In order to broaden out the range of interactions, we will work to support programmes which reach out to the community by assisting and recognising staff volunteering, by strengthening our Friends initiatives, by supporting community fundraising schemes and outreach, and investigating ways in which we can develop more opportunities to share our facilities.

The University has also signed up to a number of socially responsible schemes, including the Scottish Business Pledge and the Edinburgh Guarantee, both of which commit us to helping local people. The establishment of a 'small grants' scheme for community projects will demonstrate the University's commitment to the potential of joint working.

AIM 1: TO BUILD AND STRENGTHEN RELATIONSHIPS BETWEEN THE UNIVERSITY, THE CITY AND OUR COMMUNITIES

How we will achieve our aim:

- **hold regular high level meetings between the University of Edinburgh and the City of Edinburgh and Midlothian Councils to explore issues of common strategic interest and mutual benefit**
- **meet regularly with local Councillors and neighbourhood and community groups to build positive relationships**
- **enhance support for students' awareness of positive practice as good neighbours and citizens**
- **strengthen relationships with external partners by developing an improved mechanism for capturing and collating engagement between them and the University and EUSA/EUSU, including outreach through volunteering and student societies**
- **identify opportunities to share facilities with the community eg sports facilities, meeting rooms, green space, equipment**
- **establish and promote a 'small grants' scheme to support local community projects**
- **support staff volunteering: identify, collate, publicise opportunities**
- **support the Edinburgh Guarantee scheme (hiring local school leavers as apprentices, technicians, clerical support)**
- **explore the potential for greater community support for Collections and further 'Friends' schemes**

5. WORKING WITH COMMUNITIES THROUGH RESEARCH, TEACHING AND LEARNING

Many of our staff, both academic and professional, and our students work and study within local communities whether on teaching or research projects, or through processes such as planning and procurement.

Particularly amongst academic staff involved in community engagement, there is support for establishing a community of practice which would allow them to share knowledge, experience and contacts, with provision of training, mentoring and a database of case studies. This might be done in association with the existing Beltane Threshold network for public engagement and with the Institute for Academic Development, making use of the proposed database outlined under Aim 1. In this way, the value of community engagement work and its practitioners will be better recognised, supported and valued.

Involving the community in the University's research programmes is already a feature in some Schools of the University where citizens participate in research into medicine, neuroscience, bilingualism, law, constitutional affairs, veterinary medicine and many other areas, helping to find new treatments for disease as well as answers to social problems. Public engagement with research has been increasing in profile and scope for the past several years and it is hoped that the synergies between public and community engagement can be maximised.

In addition, the University's capacity to address local challenges of all kinds through its extensive knowledge resources and its research and consultancy services is perhaps insufficiently well known and there is scope to work more closely with statutory and voluntary bodies and businesses to increase awareness of these valuable assets.

Increasingly, students are learning in community settings. This is perhaps most evident with students learning to be doctors, nurses, social workers, teachers and community educators, architects, musicians and so on. Further opportunities are now in place for students of other disciplines, such as GeoSciences and Informatics, through programmes such as education modules and Living Labs. Students value these opportunities for interaction beyond the walls of the classroom and can be rewarded through credit for study, through the Edinburgh Award or can simply take pride and pleasure in learning from and helping others. In order to enhance the experiential learning agenda within the Learning and Teaching Strategy, we will investigate the possibilities for developing more openings which would benefit both students and community.

As part of this outreach, and in consultation with local authorities, we wish to examine the potential of developing a more strategic and co-ordinated approach to our many and varied engagements with local schools which currently embrace recruitment and widening participation activities; science, art and music workshops; CPD and virtual resources for teachers; sports activities; language volunteering; staff volunteering on School Parent Councils, and much more. Appropriately resourced, this *Learning City* initiative could assist in providing a wider spread of relevant expertise and activity; help develop good quality practice and support amongst our staff in delivering experiences which enrich staff, students, teachers and pupils; and gauge the extent to which this type of outreach raises pupils' aspiration and attainment.

Student learning in the community and schools outreach which succeeds in raising attainment can be complemented by strengthening our provision of lifelong learning opportunities, for example through the remit of the Office of Lifelong Learning and our Community Education programmes, and the ever-

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growing scope of digital and online education in forms such as MOOCs, the Digital Ambassadors programme and the proposed Virtual Edinburgh project. Consultation with communities on what content would be most useful and relevant and which methods would be most welcomed should form part of the preparation for delivery, in which students and staff can participate as appropriate.

There is enormous potential within the exciting vision for a *Learning City* to create a transformative sea-change in our educational engagement with individuals, schools, communities, our students and the knowledge economy which could deliver significant benefits. In tandem and where appropriate, we would seek to co-operate with and support other engagement programmes within the community, such as public engagement and the social enterprise agenda emerging within the Social Responsibility and Sustainability Department.

AIM 2: TO ENHANCE COMMUNITY RELATIONS THROUGH RESEARCH, TEACHING AND LEARNING

How we will achieve our aim:

- **build a community of practice for academic staff already involved in or interested in developing community engagement activities to build capacity to enhance the student experience and benefit the community**
- **scope and, where possible, expand the capacity to offer students an opportunity to work, volunteer or study within a community setting during the course of their studies at the University in order to enrich their experiential learning and benefit the community**
- **develop and implement a vision for Edinburgh as a *Learning City:***
a) work with local authorities to develop a more strategic and co-ordinated approach to our current and potential engagement with schools and identify resources required to achieve this
b) scope, harness and develop opportunities for engaging with lifelong learners
- **support the University's public engagement activities by developing a directory of those willing to speak to community and interest groups**
- **support knowledge exchange activities within the city and communities**
- **support the University's emerging social enterprise agenda.**

6. RAISING AWARENESS AND UNDERSTANDING BETWEEN THE UNIVERSITY AND THE COMMUNITY

While recent research shows that 78% of those surveyed think the University is world class and 72% agree that we make them proud to live in Edinburgh, 66% have no knowledge of what we do, 65% have never used our services or facilities, ie never visited our campus, and only 22% have visited our website. Improving two-way communication between town and gown is therefore essential if we are to understand each other better, live together and work for a brighter future for our city and communities.

One direct way in which the University can raise awareness and understanding amongst communities of our purpose, activities and achievements is to improve our collation within the University of 'good news' stories relevant to local people, partly through using the database mentioned in Aim 1. We will create a new section of the website to highlight these stories, attracting visitors to the site by establishing a new regular e-newsletter and using our existing social media accounts. This could also host information about upcoming events and opportunities for engagement.

An annual stakeholder forum or conference could provide a further opportunity to get to know partners new and old, to showcase our contribution to the wellbeing of the communities within which we are located, and to hear from, discuss and work with others on issues and themes of current concern.

The value of keeping local communities informed about and supportive of the University's activities and aspirations should not be underestimated. Further opportunities for meaningful engagement exist in arenas such as estates consultations, Open Days, festivals and public engagement events where visitors can learn more about wider aspects of the University's work, just as we may wish to hear their views about us. A short promotional leaflet, widely distributed, could be very effective.

Creating more opportunities for the community not only to understand us but also to interact with us, and have a genuine dialogue, will be a vital part of this approach. A virtual 'front door' within the institutional website will make the University more comprehensible, more accessible and more welcoming of approaches from civic, voluntary and business groups and associations. In order not to duplicate effort, and where appropriate and possible, we will identify synergies with other parts of the University engaged in external engagement and outreach.

AIM 3: TO ENHANCE INTERACTION AND UNDERSTANDING BETWEEN THE UNIVERSITY AND ITS COMMUNITIES

How we will achieve our aim:
- **enhance communication of our community engagement activities and achievements**
- **scope and develop more opportunities and methods by which the community can understand and interact with the University, and vice versa**
- **investigate establishing an annual forum at which the University of Edinburgh hosts a dialogue with key partners in the community and beyond to address issues of common interest**
- **strengthen the University's engagement activity, where appropriate, by finding synergies between our various external interactions**
- **recognise more fully the impact of the University's built environment on the community, enhancing good practice in consultation and communication**

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7. SUMMARY

The University has a symbiotic relationship with the city of Edinburgh. The city created the University and the attractiveness of the city is a major lure for students and staff. Our fortunes are closely intertwined.

Our international reputation for excellence in teaching, learning and research enhances the capacity of the city to attract inward investment and tourists, to prosper, and to support many economic, social and cultural activities. In turn, the beauty, history and quality of life of the city are undeniably powerful factors in enticing students and staff from across the world to study and work at the University. For over four hundred years the University has been an indivisible part of Edinburgh, accessible to the community and an asset to the city. We seek to be a good neighbour and to foster an environment where city and University work in partnership for mutual benefit.

Located securely alongside the global and other contexts in which we engage, a Community Engagement Strategy necessarily has a local focus on the mutual benefit to be derived through positive interaction between the University and the city and its communities. In the spirit of Patrick Geddes, international town planner, ecologist and one of our former lecturers, 'think globally, act locally'.

In order to identify and deliver this mutual benefit, a strong network of relationships with key partners in and across the city and our communities must be strengthened and maintained. The opportunities to work with partners to advance research, learning and other agendas which are of value to the University and local people, organisations and businesses, hold immense potential.

It is clear that activities already generated by the University at many levels go some way to meet all five of the city's key strategic aims: developing the economy of the city region, improving the quality of life for all, improving health and wellbeing, supporting educational excellence and promoting environmental sustainability. Citizens benefit not only from the research and services offered by University staff, students and facilities, but also from the academic, economic, social, cultural and international advantages that accrue from having a world class university in their midst.

However, evidence of activity is not always evidence of engagement or outcomes of mutual benefit. It is not always apparent to what extent the community contributes to and participates in our activity, to what extent they are aware of it or our role in it, or how much they value it or benefit from it. Recent benchmark research indicates that our community is proud to have a world class university in its midst, whilst not fully comprehending what we are and what we do. Therefore, enhanced opportunities for an exchange of information and dialogue will help bridge this gap in understanding, increase awareness and appreciation of our work, and build support.

The University's Community Engagement Strategy with its agreed objectives seeks to advance our core purpose of research, teaching and learning, to build stronger relationships with our partners, to inform and enhance a dialogue with our communities for the benefit of all, and to build the goodwill of our fellow-citizens towards the University. In particular, we hope that our vision for a *Learning City* will be shared by our partners.

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The University of Edinburgh benefits hugely from being located within a beautiful European capital and a thriving metropolis which is not only home to most of our staff and students, but also provides a safe and welcoming space for our international community, a prosperous economy, an engaged citizenry and business base, and a unique and highly-valued quality of life. The interplay of these elements is of incalculable value and the University must do all it can to ensure that it plays its part in sustaining the important relationship between town and gown for the benefit and wellbeing of all.

MEASURES OF SUCCESS
- **More opportunities for interaction at senior level between the University and its partners and for wider interaction at neighbourhood and community level**
- **More opportunities for students to interact with the community as part of research, study, work or volunteering programmes supported by a community of practice**
- **More co-ordinated engagement with local schools leading to increased enrichment of pupils' experiences and, where possible and appropriate, their attainment**
- **More citizens involved with *Learning City* initiatives**
- **A database containing relationship information**
- **Establishment of Good Neighbour support for students and enhancement of good practice in Estates consultations**
- **Establishment of a 'small grants' fund for community projects and evaluation**
- **Increased support for joint University-community outreach and projects eg Edinburgh Guarantee, social enterprise scheme, Friends schemes**
- **Creation of a virtual 'front door' and web pages to support two-way interaction between University and community, supported by other communications channels and working with colleagues involved in other forms of external engagement**
- **An annual audit and reporting of community engagement activities across the University**
- **Survey of community perceptions shows increased awareness, knowledge and appreciation of the University and its activities**

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THE UNIVERSITY *of* EDINBURGH

COMMUNITY ENGAGEMENT STRATEGY 2016-2018

Appendix 1 – Implementation Plan final draft

KEY	
🟢	*= resources in place: in progress or can proceed*
🟡	*= resources in place: awaiting approval of Strategy*
🟣	*= dependent on allocation of resource: Community Engagement Co-ordinator*
🔵	*= dependent on allocation of resource: budget for 'small grants' scheme*
🟡	*= dependent on allocation of resource: create/maintain web section and e-newsletter*
🔴	*= scoping required resources*

AIM 1: TO BUILD AND STRENGTHEN RELATIONSHIPS BETWEEN THE UNIVERSITY, THE CITY AND OUR COMMUNITIES

Objectives	How we will achieve this objective	Resources Required	Lead Officer	Phase 1	Phase 2
To strengthen civic relations by holding regular high level meetings between the University of Edinburgh and the City of Edinburgh and Midlothian Councils to explore issues of common strategic interest and mutual benefit	• Regular meetings of Senior Management Teams at UoE and Councils to discuss issues of common strategic interest and mutual benefit, where the University can offer expertise and add value to enhance our city and communities, and our University (eg City Deal, schools engagement, experiential learning)	• Senior Management time, eg one morning (quarterly for CEC) for meetings plus professional support to facilitate meetings, implement agreed outcomes, liaison etc	*AP External Relations*	🟢	🟢
To have regular meetings between University representatives and local Councillors, neighbourhood and community groups to build positive	• Preparation of resources for presentations, if required, including institutional Q&A • Some co-ordination of requests and	• Identify appropriate representatives for each group visited, and frequency of interaction	*Head of External Affairs, CAM, SRS*	🟢	🟢

relationships	delivery	required • Administrative support for liaison	*Co-ordinated by SRS or External Affairs Officer*	🟢	🟢

To enhance support for students' awareness of positive practice as good neighbours and citizens	• Preparing and educating Year 1, new PG and other students to live in the community:
	  o Duties of tenants and landlords
	  o Noisy Neighbours – Council and Police
	  o Waste, recycling and end-of-year uplifts
	  o Parking
	  o Being part of your community
	  o Safety of your person and property
	  o Proactively getting to know your neighbours
		• Joint approach to student support and education
		• Deputy Secretary (Student Experience), ACE (working with Year 1 students moving out of halls), plus EUSA, SRS (which works with students in waste and recycling), plus partners (City of Edinburgh Council which runs the Landlord Accreditation Scheme, and Police Scotland on community safety).
			Head of External Affairs initially	🟢	🟢

	• Establish group where University works with partners to strengthen Good Neighbour behaviour and minimise local concerns, with an initial focus on community safety, noise and waste management	• Administrative support for regular partnership meetings and evaluation	*Supported by External Affairs Officer*	🟢	🟢
To strengthen relationships with external partners by developing an improved mechanism for capturing and collating engagement between them and the University and EUSA and EUSU, including outreach through volunteering and student societies	• In consultation with colleagues, scope mechanism for creation of database of external partners and stakeholders in the city and community (eg Community Councils, local residents' and interest groups, student learning partners, schools etc) with which the University already interacts and which might wish to seek new/further engagement	• Initial group with representatives of Schools/Colleges, other Departments eg IAD, EUSA, EUSU, Beltane, CAM, SRS etc • If required, someone to train staff in data entry and co-ordinate process	*Assistant Principal Community Relations supported by Project Manager, Corporate Services*	🔴	

	• Building on HEBCI and other 'official' returns, decide what data to capture and how it can be achieved eg how often will this be done (annually?), at what time of year, and how? • Consider whether existing tools (eg PURE) are suitable • Explore who is best-placed to manage process and train staff as appropriate • Use database to map those external partners we're interacting with to avoid over-capacity issues, co-ordinate and share activity, and be more strategic in strengthening relationships				
To identify opportunities to share facilities with community eg sports facilities, meeting rooms, green space, equipment, libraries	• Collate current offering and explore further opportunities for sharing • Distinguish between paid-for and free opportunities	• Audit and scoping required	*SRS Comms Manager*	🟢	🟢
To establish and promote an open and transparent 'small grants' scheme to support community projects – *see Appendix 2*	• Establish £50k fund for small community projects with transparent applications process, allocation criteria etc. • Possible pilot scheme	• Administration of grant applications, allocations, project liaison, publicity and evaluation by Field Force	*Head of External Affairs supported by SRS*	🔵	
To support staff volunteering: identify, collate and publicise opportunities	• Strategic Plan encourages staff to volunteer. Publicise policy, collate and publicise opportunities and outcomes • Liaise with EUSA volunteering on opportunities	• Opportunities database • Training programmes cf Manchester's parent governor scheme?	*HR/SRS/EUSA*	🟣	
To support the Edinburgh Guarantee scheme (hiring local school leavers as apprentices, technicians, clerical support)	• Audit current implementation of University's membership of Edinburgh Guarantee apprentice scheme • Disseminate case studies and explore further employment opportunities	• Resources already in place	*Human Resources*	🟢	🟢

| To explore the potential for greater community support for Collections and further 'Friends' schemes, and for community fundraising for University projects | • Audit current community involvement with the Collections
• St Cecilia's Hall, the Main Library and Talbot Rice all run Friends schemes, but there may be opportunities for further involvement by individuals and groups locally
• Increase awareness of University projects and research which could be supported by community fundraising | • Support audit of current community involvement
• Publicise opportunities to local groups
• Support D&A outreach to community fundraisers for University projects | *Head of External Affairs working with colleagues in Collections and D&A* | 🟢 | 🟢 |

AIM 2: TO ENHANCE COMMUNITY RELATIONS THROUGH RESEARCH, TEACHING AND LEARNING					
Objectives	**How we will achieve this objective**	**Resources Required**	**Lead Officer**	**Phase 1**	**Phase 2**
To build a community of practice for academic and other staff already involved in or interested in developing community engagement activities to build capacity to enhance the student experience and benefit the community	• Provide virtual and face-to-face opportunities for colleagues to share knowledge and experience, and exchange good practice • Build database of case studies (Aim 1) • Offer training: tips, hints, tools, helpful colleagues etc • Provide resources for staff (time, funding etc) • Scope recognition and reward mechanisms for staff	• Database/mechanism listed under Aim 1 • Liaison with Beltane 'Threshold' network • Support from Institute for Academic Development	*AP Community Relations working with IAD, Beltane and others*	🟢	
To scope and, where possible, expand by 2020 the capacity to offer students an opportunity to work, volunteer or study within a community setting during the course of their studies at the University in order to enrich their experiential learning and benefit the community	• Audit current local opportunities and (using database above?) scope potential for further opportunities – either credit-bearing or volunteering, at home or abroad • *NB: international opportunities may also help to deliver this objective*	• Administration of audit	*AP Community Relations*	🔴	

Objectives	How we will achieve this objective	Resources required	Lead Officer	Phase 1	Phase 2
To develop and implement a vision for Edinburgh as a *Learning City*: a) **Work with local authorities to develop a strategic and co-ordinated approach to current and potential engagement with schools and identify resources to achieve this** b) **To scope, harness and develop opportunities for engaging with lifelong learners**	• Small group at University and Council to take forward schools engagement: collate all interactions with schools, set objectives, assess capacity, control quality and training, broker further interactions, monitor and evaluate activity, etc. • Learning City could be extended in due course to include all age participation including Office of Lifelong Learning, Community Education, digital education opportunities etc	• Steering Group • Someone to co-ordinate, broker, liaise internally and externally, monitor etc	*AP Community Relations and Head of External Affairs* *Create a new Community Engagement Co-ordinator post to co-ordinate and monitor activity*	🟢 🟣	
To support the University's public engagement activities by developing a directory of those willing to speak to community and interest groups	• In response to requests, and to facilitate public engagement, develop and publicise a list of speakers • Publicise via new channels	• Liaison with Beltane • Administrative support to deliver and report/collate?	*Community Engagement Co-ordinator*	🟣	
To support knowledge exchange activities within the city and communities	• Where appropriate, to identify needs and opportunities to support knowledge exchange	• Liaison with Knowledge Exchange networks	*Community Engagement Co-ordinator*	🟣	
To support the University's emerging social enterprise agenda	• Where appropriate, to identify needs and opportunities to support social enterprise and related activities	• Delivered by ERI/Launch.ed, SRS, EUSA	*AP Community Relations* *Administrative support*	🟢 🟣	

AIM 3: TO ENHANCE INTERACTION AND UNDERSTANDING BETWEEN THE UNIVERSITY AND ITS COMMUNITIES					
Objectives	**How we will achieve this objective**	**Resources required**	**Lead Officer**	**Phase 1**	**Phase 2**
To enhance the internal and external communication of the University's community engagement activities and achievements	• Develop an institutional 'Community' area of the University's website, with links from the home page: o Good News stories and case studies from UoE, EUSA, EUSU	• Group to include representatives of CAM (publications, media, digital media), SRS, EUSA, EUSU • Communications	*AP Community Relations working with Head of External*	🟡	

	- o Better publicity for/listing of events/exhibitions/Friends to encourage participation - Active liaison with EUSA and EUSU to identify and promote stories of community engagement through student societies, volunteering and fundraising activities - Create University leaflet for EAE racks and UoE reception desks - Regular e-bulletin to showcase University activities and drive traffic to website, eg latest research breakthroughs; upcoming events/exhibitions; 'community' stories and schools engagement	professional to liaise between departments, collate information, write and publish text etc. • Funding for new section of the website and supporting e-newsletter, production and distribution of leaflet etc	*Affairs, CAM and SRS, Corporate Services, IS, EUSA, EUSU*		
To scope and develop more opportunities and methods by which the community can understand and interact with the University, and vice versa	- Create Virtual Front Door, ie more web information for the Community on how to contact and navigate the University eg for volunteers, involvement with Friends, donations, businesses wanting to commission research/consultancy, speakers, charities/schools wanting students to do a project, pop-ups etc - o Generic email addresses? eg community@ed.ac.uk, business@ed.ac.uk - Actual front door – Visitor Centre/Old Surgical Hospital(?) to help the public interact with the University	• Use Group as above	*As above*	◯	
To investigate establishing an annual forum at which the University of Edinburgh hosts a dialogue with key partners in the community and beyond	• Hosted by Principal/Senior Vice Principal • Stakeholders could include politicians, local authorities, community groups,	• High level events organisation required • Based on database/CRM described in Aim 1	*CAM with support from SRS*	◯	

to address issues of common interest	business leaders, third sector etc • Could be differently themed each year • Opportunities for networking				
To strengthen the University's engagement activity, where appropriate, by finding synergies between our various external interactions	• Where possible, to liaise with colleagues within the University working on other external Engagement agendas, eg public engagement, alumni engagement, business engagement, political engagement, international engagement etc	• Regular opportunities for dialogue	*CAM with support from SRS*	🟢 🟡	
To recognise more fully and, where possible, mitigate the impact of the University's built environment on the community, enhancing good practice in consultation and communication	• Work with Estates Department to establish policy, protocol and procedure for good practice in consultations about new build and/or refurbishments to the University's estate • Consult local communities in planning matters, using opportunity for positive messaging about the University • Open channels of communication with the University (rather than architects/contractors) during builds; • Invite community to opening tours, events, etc	• Initial small group to establish policy and procedure • Some staff time to promote consultations, attend them, collate responses, respond to those who've attended and to keep them posted about progress (eg e-bulletin, link to website etc) • Someone to deal with/respond to concerns/complaints about a project during build	*SRS working with Estates and CAM*	🟢	

Draft final MG: April 2016

COMMUNITY ENGAGEMENT STRATEGY 2016-2018
Appendix 2 – Note on 'small grants' scheme

The University is regularly approached for funding assistance for community projects, large and small.

Examples include requests for £25,000 as part of a £1m scheme to refurbish The Causey, a historic neighbourhood abutting the Appleton Tower; £5,000 to help restore the Jawbones on Jawbone Walk in the Meadows, a landmark with which so many generations of students are familiar; and £4,000 towards funding a bike park for the youth of Dumbiedykes and the Pleasance.

Smaller requests are for sports equipment for youth projects, payment of fees to the Centre for Sports and Exercise for youth groups during the summer holidays, help with student volunteering projects such as the refurbishment of a local school playground, and so on.

Currently no such pot of money exists and such requests are often routed through the Principal's Office. An obvious and finite fund, delivered through an open and transparent process of application against clear criteria to constituted groups for community benefit, would not only evidence and promote the University's stated intention of delivering community benefit but also create goodwill amongst local groups. Depending on the agreed criteria, the fund could also be used to support joint community/student projects, for example in funding heritage or environmental or cultural projects which delivered community benefit but possibly also experiential learning or research opportunities. Evaluation of the projects would form part of the terms and conditions of acceptance of funding, as would the requirement to acknowledge in any publicity materials the University's support for the project.

Several universities run small grants schemes, often related to public engagement but sometimes including authentic community engagement: for example, Nottingham's Community Chest, Loughborough's Donations Fund and Cardiff's Community Gateway. Oxford University runs a popular and much-appreciated community grants scheme of £50,000 annually, with three funding rounds per year judged by a committee against clear criteria which include community benefit, increased engagement between city and university, promotion of wider participation and knowledge exchange, and so on. Oxford University's contribution usually forms part of a patchwork of funding sourced from different organisations and examples of projects funded include World War 1 storytelling, a hydro energy scheme on Oxford's locks, outdoor play activities for children in a deprived area of the city, and an educational initiative to bring children into the university's museums. More information is available at https://www.ox.ac.uk/local-community/small-community-grants?wssl=1

A small grants scheme for community projects could generate considerable support from the community and raise the University's visibility across the city. Currently, our messages about the educational, economic, social, cultural and international benefits brought to the city by University activity do not always resonate in community settings whereas a 'tangible' example of University support for particular projects may prove more real and more valuable.

MG: April 2016

Social Impact Pledge Form

The Staff and Students at the University of Edinburgh pledge to:

Challenge ourselves to increase the positive impact we make on our local community and make better use of our assets – our buildings/grounds and our people.

In the next six months we will do at least three things that we don't do at the moment to improve our social impact.

Signed by CEO or Chair: _____

1st Commitment:

Edinburgh University students will work with families of primary school children across the City encouraging them to include easy and fun reading, writing and counting activities in their everyday lives, as a means of enhancing pupil literacy and numeracy.

Geographical location of impact: Edinburgh City Schools

Contact details: Dr Gale Macleod   (Senior Lecturer, Moray House School of Education)

2nd Commitment:

We will increase the number of student social enterprise start-ups (which offer goods and services for the benefit of the local community on a not-for-profit-basis) and provide the infrastructure to ensure their sustainability over the longer term.

Geographical location of impact: Edinburgh City and the City Region

Contact details: Alec Edgecliffe-Johnson (President of Edinburgh University Students Association)

3rd Commitment:

We will increase the number of Student Digital Ambassadors to support digital literacy and participation amongst older people in the community.

Geographical location of impact: Edinburgh City and the City Region

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If you have any other relevant information you would like to provide please use box overleaf.

Additional Information:

Further details about the three pledges:

Commitment 1:

'Edinburgh University students will work with families of primary school children across the City encouraging them to include easy and fun reading, writing and counting activities in their everyday lives, as a means of enhancing pupil literacy and numeracy'.

We will deliver this commitment through the implementation of '*Moray House: Read, Write, and Count*'. This new project (led by Dr Gale Macleod) aims to enhance parental engagement with children's learning, a core objective being to raise attainment amongst primary school pupils. As stated, students at the Moray House School of Education will work with families of P1, P2 and P3 pupils across Edinburgh Schools, to promote engagement with literacy and numeracy, encouraging families and parents to include easy and fun reading, writing and counting activities in their everyday lives. The project has been developed in partnership with the Scottish Book Trust (who will provide pupils with a free bag of books, counting games and writing materials) and Edinburgh City's Family Learning Team (who will provide expertise, training and ongoing support to students). It will be evaluated by B.Ed. (Education) students as part of their final year research projects and the results used to inform evolving best practice in family-schools engagement.

Commitment 2:

'We will increase the number of student social enterprise start-ups (which offer goods and services for the benefit of the local community on a not-for-profit-basis) and provide the infrastructure to ensure their sustainability over the longer term'.

This commitment will be delivered through the implementation of the new '*Social Enterprise Pathways Programme*' over the academic session 2016/17. The programme was developed by the Assistant Principal Community Relations and the Director of Finance in consultation with key stakeholders across the University including student leaders, Launch.ed, and members of the Business School. It comprises:

• A taster seminar series with high profile external speakers (including those from the local social enterprise network) to raise awareness of social entrepreneurialism amongst students new to the University;

• A managed portfolio of elective courses focusing on business acumen, leadership, innovation, resilience and risk management, as well as communication and community engagement;

• An enhanced mentoring and placement scheme to enable students to gain wider practical experience of social entrepreneurship (drawing on the skills and experience of alumni);

• A fund to support student social enterprise start-ups and new projects developed by existing student social enterprises, with students pitching for small grants to a panel of experts.

The overall aim of the programme is to provide students with the requisite skills and support to produce step-change in the number of new student-led locally-based social enterprises and to enhance the sustainability of existing social enterprises over the longer term.

Commitment 3:

'We will increase the number of student digital ambassadors to support digital literacy and participation amongst older people in the community.'

The commitment will be achieved through the expansion of the *Student Digital Ambassadors Project* which was successfully piloted in the Spring and early Summer of 2016. The pilot programme ran in collaboration with the University's WEEE Recycling programme (via WarpIT Equipment Exchange, who provided i-pads), and in discussion with Scottish Council for Voluntary Organisations whose Scotland-wide Digital Participation programme ran in parallel. As part of the programme, students were trained to support older people to use computers and touchscreens when they encountered them in their daily lives, such as at GP surgeries and supermarket check-outs. The students then put their training into practice by working at the Charteris Community Centre, to support eight participants (aged between 70 and 87) to develop basic digital skills. The evaluation of the pilot found that self-efficacy increased across all basic digital skills for all participants, with users feeling most confident using Google, email and online tutorials / MOOCs.

Over 2016/17 it is planned to recruit at least 20 student ambassadors to continue this work and extend it to other locations.

Company Logo:

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Please return completed pledges to:

Steven Cullum: Steven.Cullum@gov.scot 0131 244 0673 or
Hannah Garrow: Hannah.Garrow@gov.scot 0131 244 4625

Social Responsibility and Sustainability Committee

Monday 17th October

SRS Annual Report 2015/16 and Key Narratives/Themes for 2016/17

Description of paper
The purpose of this paper is to update SRS Committee members on 2015/16 Social Responsibility and Sustainability (SRS) Reporting and provide early thoughts on key narratives and themes for the 2016/17 Annual Report.

Action requested
SRS Committee is asked to consider and share any comments on the SRS Annual Report 2015/16 and advise on particular narratives/themes for 2016/17.

Background and discussion

SRS Reporting 2015/16

The University of Edinburgh reports annually on its performance across a range of SRS issues (based on the scope agreed by the SRS Committee in 2015). For the 2015/16 reporting cycle information has been collated for a range of reporting purposes, including the following internal reports:

- Inclusion in the University's Annual Report and Accounts
- Standalone SRS Annual Report
- SRS Reporting microsite.

There has been extensive engagement with colleagues from across the University to collate content for these internal reporting purposes, including both quantitative and qualitative data. The Department for SRS has worked with Finance to incorporate relevant SRS content throughout the University's Annual Report and Accounts, reflecting the positive move towards integrated reporting. SRS will be mentioned in the foreword note and the operational review, with a few more in depth case studies.

As in previous years, the University will be publishing a shorter summary report which outlines the University's performance on SRS issues. Staff and students and other external stakeholders are interested in seeing reporting specifically on SRS and hence a standalone summary document to report performance and practice is beneficial and can help with multiple reporting needs.

Work has been undertaken to develop and improve reporting around key performance indicators and metrics on SRS issues – leading to an increase in this type of information in the report compared to previous years. Please see **Appendix One** for a draft version of the physical report which includes the main headlines and a range of statistical information.

Further detailed information, including a selection of case studies, will be made available on a microsite within the Department for SRS website in the coming months. Examples of previous years are available at www.ed.ac.uk/about/sustainability/governance-publications-reports/reports.

The information collated for these internal reports will be utilised for multiple reporting purposes including the Scottish Government's Public Bodies Climate Change Duties Reporting (due end of November 2016).

Key Narratives and Trends for Future Reporting

Progress on improving the reporting of SRS issues at the University has been achieved over the last few years, with closer alignment with the Annual Report and Accounts, and the development of a clearer SRS remit to report against (please see **Figure One**). However, there are still opportunities to improve this further, including the development of strategic thinking on the key narratives and trends that should be highlighted in our reporting.

Figure One – Issues included in SRS Scope (agreed by SRS Committee in 2015)

Strategic conversations through the SRS Committee and Thematic Workshops, as well as direct meetings with individuals, should provide an opportunity for stakeholders to highlight specific narratives that should be considered for inclusion in the next cycle of reporting for the academic year 2016/17.

This approach would assist with advanced planning of the report, ensuring relevant information is collated and the physical reports/websites are designed in such a way to emphasise key narratives, trends and projects.

Resource implications
Reporting activities are delivered using existing resources within the Department for SRS.

Risk Management
SRS Reporting must be transparent about what we have achieved and where we have challenges. However, reporting on performance in areas where the University has not achieved its stated aims could be viewed as a potential reputational risk and therefore reporting linked to future planning will clarify next steps and future direction.

2

Equality & Diversity

Due consideration will be given to equality and diversity issues as part of the reporting processes.

Next steps/implications

Comments from the SRS Committee will be incorporated within the next version of the SRS Annual Report and into the project plan for the next reporting cycle.

Consultation

The SRS Annual Report has been developed through extensive stakeholder engagement.

Further information

Authors:

Matthew Lawson, Programme Manager

Presenter:

Michelle Brown, Head of SRS Programmes

Freedom of Information

This is an open paper.

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Social Responsibility and Sustainability DRAFT

Report 2015/2016

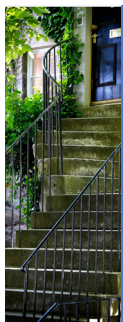**Social Responsibility and Sustainability**

Foreword

As a global and world leading university, Edinburgh seeks to benefit society through the research it conducts, and the students who learn here and whose lives are influenced here.

In addition, as a large organisation with hundreds of buildings, thousands of students and staff, with supply chains reaching across the world, the University impacts people and nature through the way in which it operates and undertakes its work. Making sure that impact is a positive one is important to us.

Dave Gorman
Director of Social Responsibility and Sustainability

About us

Launched in April 2014, the Department for Social Responsibility and Sustainability supports the University to ensure that our learning and teaching, research and operations are socially responsible.

The University's definition of Social Responsibility & Sustainability includes:

- Climate change
- Sustainable estates
- Sustainable procurement, fair trade and supply chains
- Responsible investment
- Social responsibility & sustainability in learning & teaching
- Fair employer and equality & diversity issues
- Widening participation
- Community engagement
- Public engagement

We're saving paper by printing only the highlights.

Read the full report at
www.ed.ac.uk/ sustainability/report

£2.75mn

Available for staff and students to apply for over the next three years to gain support for energy efficiency, renewable energy, and other sustainability projects that generate cost savings and environmental benefits. University established this Sustainable Campus Fund in 2016.

2014	2015	2016
14% lower	20% lower	48% lower

The University's carbon footprint of direct investments is increasingly lower than the revelant benchmark.

Measured in carbon intensity of millions of dollars of sales.

£63,000

Estimated savings from the six month PC Reuse Project. A total of 174 PCs were reused internally, along with 257 other IT items.

£8.5mn

Awarded by the University through bursaries in academic year 2015-16 - its highest total to date.

66%

Applications received for academic vacancies were from non-UK nationals in 2015-2016, a slight drop.

£11mn

Committed to develop a new combined heat and power energy centre and network at the University's Easter Bush campus.

90%

Local citizens believe the University is an asset to Edinburgh and 77% believe the University serves the city as a whole, not only staff and students.

1st

Higher education institution in the United Kingdom to adopt a policy which aims to ensure that goods that the University procures do not contain conflict minerals.

£50mn

Secured by researchers over the past seven years to fund work on climate science, emissions mitigation and sustainable solutions.

Carbon footprint 2015-16

120,000
100,000
80,000
60,000
40,000
20,000
0

tonnes CO₂e

2008 2009 2010 2011 2012 2013 2014 2015 2016 2025 2040

◎ 2007/8 baseline by 2025

◎ 50% reduction per £mn turnover from baseline by 2025

◎ Zero by 2040

Electricity
Gas
Transport
Other
Target
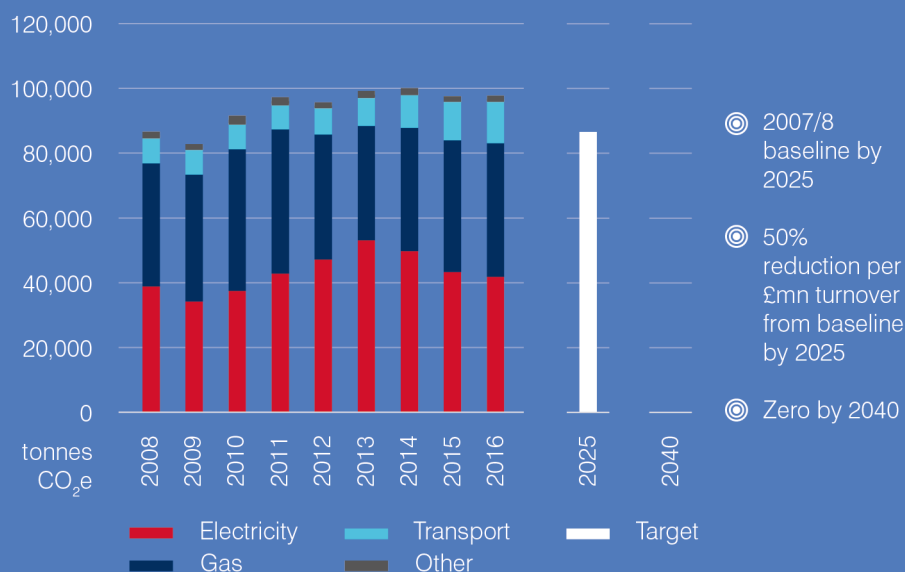
5,218 Social Responsibility & Sustainability event attendees

1,890 Volunteering hours undertaken by students

950 Student volunteers in 2015/16

[Holding space for KPIs]

90%
Fall in the proportion of Edinburgh's direct portfolio linked to fossil fuels since 2008, halving since 2013. It is now negligible at around 2% of our overall direct portfolio of investments or 1% of total endowment fund.

55%
Scottish domiciled entrants in the 2015-16 academic year that had a one or more widening participation characteristic.

5%
Reduction in the University's Staff and Student Commuting Carbon Footprint since 2013, largely due to less car-based travel among staff.

1st
HEI in Scotland to be successful in its submission for an Athena SWAN Institutional Silver award, and only the 7th to obtain this level in the UK.

XX%
Procurement spend through SMEs
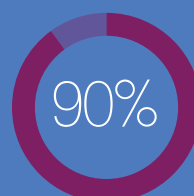
90%
Staff and students use active travel and public transport (2016 survey)

A+
Received for strategy and governance from PRI benchmark indicator.

25%
Females to 75% males at professor level - slightly higher than that seen in other Russell Group Universities (23%), however, there is still much progress to be made.

Business travel 2015-16

Other* · **Domestic** · **Short haul**

Flights 94%
Road 4%
Rail 2%
Ferry <1%

Long haul

12,021 tonnes of CO$_2$e equivalent

* Flights for which a distance could not be calculated

Efforts have continued to build and strengthen the University's relationships between the city and local communities through the endorsement of a new Community Engagement Strategy.

98%

Participants in Education Pass left school for a positive destination. Educated Pass has addressed the academic under achievement and under engagement of boys – working with those in S2 prior to their first curriculum choices.

Waste and recycling breakdown

4
waste (thousands of tonnes)

3

2

1

0

Reuse
Composting
Recycling
Incineration
Landfill

2014/15   2015/16
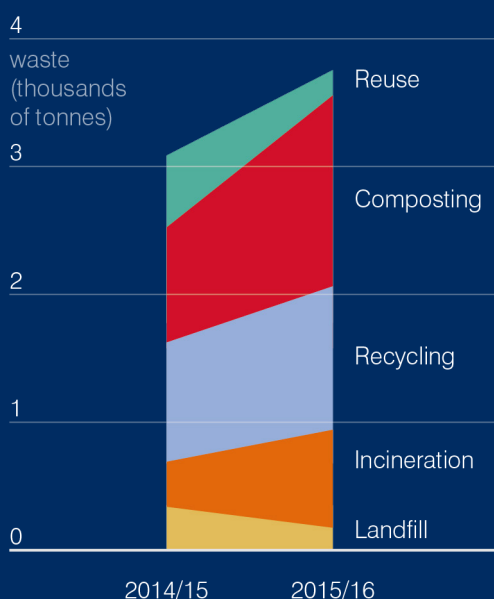
The University's Accommodation, Catering & Events received Visit Scotland's the 'Taste our Best' award for sourcing from local food and drink suppliers in Scotland and continues to be recognised by the Sustainable Restaurant Award scheme.

1of 9

UK university physics departments to be awarded the prestigious Juno Champion status, recognising its commitment to gender equality. The School of Physics and Astronomy became Scotland's second Juno Champion.

Green Gown Awards 2015 – Facilities and Services Award Winner for Sustainable Laboratories programme. Student Engagement Award Finalist for student engagement outreach programme. Sustainable Laboratories programme was recognised was shortlisted for the Guardian University Awards and the International Sustainable Campus Excellence Awards in 2015-16.

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Social Responsibility and Sustainability Committee

Monday 17th October

Measuring Performance & Sustainability Benchmarking Update

Description of paper
The purpose of this paper is to update SOAG on the development of an internal benchmarking framework to assist with measuring and supporting social responsibility and sustainability performance across the University's academic schools and support groups. An update on the development of performance indicators and metrics will be provided, as well as an update on external benchmarks, including the University recognised as a finalist in the Green Gown Awards.

Action requested
SOAG is invited to note the paper.

Background and context
The Social Responsibility and Sustainability (SRS) Strategy 2010-20 commits the University to embedding and promoting SRS through its operations, policy, research, learning and teaching. There are many initiatives that staff and students are currently participating in to implement SRS practices and behaviours, many of these are at an operational level making it difficult for senior management to understand the overall SRS performance or participation levels of a department.

Staff and students from academic schools and support group departments have been participating in related programmes such as the Sustainability Awards since 2011. Staff volunteers have also been recruited to undertake important roles such as Energy Coordinators, Sustainable Travel Champions and Waste Coordinators. Those staff with procurement responsibilities within departments have also been proactive in joining commodity / user groups and using the WARPit online reuse portal. Most recently staff have been applying to the newly established SRS Staff Project Grant to secure modest amounts of funding to develop and implement initiatives.

With the revised remit of the SRS Committee, the development of the University's new Climate Strategy and the introduction of mandatory carbon reporting for public bodies, there is an increasing requirement to identify and understand the contributions of all parts of the University. There is currently no tool or framework that allows senior management to undertake a review of the performance of individual departments within the University.

An internal benchmarking framework has been developed to address the above issue with the opportunity to pilot and refine this in 2016 through feedback from stakeholders, before rolling the framework out across the University in 2017. This mechanism will also assist with improving our reporting to external benchmarks. Work has been undertaken to critically develop performance indicators and metrics to measure SRS performance.

Discussion

Internal benchmarking

The primary purpose of the internal benchmarking framework would be to assist departments to undertake a self-assessment of their SRS performance. The framework would deliver a range of benefits and contribute towards current strategic objectives. It would:

- Assist with collating information for university-wide reporting for both internal and external reporting requirements, feeding into the Annual Report and Accounts, standalone SRS Report and the University's return for the Scottish Government's mandatory carbon reporting duty.
- Provide senior management with an understanding of the SRS performance of departments, identifying areas of strong performance and opportunities for improvement, feeding into future planning.
- Enable the Department for SRS to tailor support for departments. It would contribute towards a more targeted approach, identifying those departments who require further support to progress SRS within their area.
- Utilise existing information from SRS programmes which is currently not being used. The Department for SRS, Estates and Procurement collect information across a range of programmes to evaluate impact however this information is not shared widely.
- Allow academic schools and support groups to benchmark performance against comparable department types.

When the internal benchmarking framework is implemented across the University and developed further then other secondary benefits will hopefully be identified. As departments start to use the framework we would hope to see an increased sense of ownership from senior management within academic schools and support groups.

The internal benchmarking framework will be structured around priority topics which will include several criteria. Each criterion will be framed around a question relating to whether the academic school or support group has participated in a programme or has a mechanism in place etc. The priority areas include:

- Utilities
- Resource Management
- Sustainable Travel
- Leadership and Engagement
- Learning, Teaching and Research.

Appendix 1 provides an overview of the criteria for each priority topic. A number of the criteria will be able to be pre-populated with information currently held by the Department for SRS. The criteria for the priority topics will not be onerous for departments to complete as it will be based on what that department has already implemented. Any evidence requests will be limited to ensure the process for completing the framework is not resource intensive. In future versions the framework could consider incorporating criteria linked to energy consumption, recycling/reuse rates and other operational data sets when these become available.

The intention is to roll out the internal benchmarking framework across the University in summer 2017, dependant on a successful pilot. This would enable an opportunity for stakeholders to contribute towards the development of the framework and provide time to pilot the draft version with a number of departments. The following timeline is proposed:

- Develop framework and support resources in Summer 2016
- Pilot framework with a shortlist of academic schools and supporting departments in Autumn 2016
- Review and modify framework in Spring 2017

- Launch internal framework in Summer 2017.

The above process and the future implementation of the framework would be managed by the Department for SRS, with input from departments within the Corporate Services Group (CSG). The SRS Committee and the Sustainable Operations Advisory Group (SOAG) would receive annual reports based on the completed frameworks.

The timeline and process for departments to complete the criteria will need to be discussed with stakeholders during the pilot stage to identify a time to suit both academic schools and support groups, as well as aligning with reporting requirements timelines. As an output, departments would receive reports, which will include recommendations and visualisation of their performance.

Key performance indicators

To assist with efforts to improve SRS reporting, work has been undertaken to identify and review current performance indicators that are in use across the University. Over fifty indicators, that are currently in use, have so far been identified across the revised remit of SRS. Initial work has been undertaken to review the structures that support the reporting of the individual indicators, as well as identifying any gaps in historic data. This work has been shared with Governance and Strategic Planning (GaSP).

Further work will be undertaken to identify improvements that can be made to current key performance indicators, or in some areas, propose new indicators, which will improve the reporting of performance. This work will be aligned with the review of the SRS Strategy in 2017, with the intention to develop a table of indicators to monitor the implementation of the new revised strategy.

External benchmarking

For the third year in a row the University of Edinburgh has successfully been recognised as a finalist in two categories in the Green Gown Awards. Administered by the Environmental Association of Universities and Colleges (EAUC), the Green Gown Awards recognise the exceptional sustainability initiatives being undertaken by universities, colleges and the learning and skills sectors across the UK. The University of Edinburgh is a finalist in two categories:

- Facilities and Services – for our approach to responsible investment
- Learning and Skills – for the Our Changing World public lecture series and undergraduate course.

Winners will be announced at the Green Gown Awards ceremony on the 10th November at the Athena venue in Leicester, in partnership with De Montfort University (DMU) and University of Leicester.

The University has also been active in supporting two external benchmarking frameworks, the EAUC's 'Reporting Mapping Project' and the Association of University Directors of Estates (AUDE) 'Green Scorecard'. The EAUC project mapped out the relevant standards, frameworks and benchmarks for the sector, providing a detailed analysis of the overlap between these and mapping the performance of pilot institutions, including Edinburgh, against these on an updated LiFE framework.

AUDE invited the University to participate in a pilot of the Green Scorecard this summer and produced a case study of its sustainability operations performance against Estates Management Record (EMR) data and certain criteria. The case study is in **Appendix 2**. Institutions will be asked to complete the Green Scorecard on an annual basis.

Resource implications
Current resource implications for the pilot have been accounted for within existing staff and operational budgets included in departmental planning. This will be reviewed going forward.

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.

Next steps/implications
A pilot of the internal benchmarking framework will be completed in September, with an opportunity to refine the process before rolling this out across University departments in 2017. Further work to develop performance indicators will be ongoing and will align with the review of the SRS Strategy.

Consultation: Internal stakeholders are in the process of being consulted.

Further information Author: Matthew Lawson, Programme Manager, September 2016

Freedom of Information: This paper is open.

Appendix One

The criteria selected for the five priorities areas in the internal benchmarking framework are outlined in **Figure One**. After the pilot period, the criteria will be refined based on feedback from participants and stakeholders. As systems improve which report sustainability performance data (including energy, procurement, travel and waste) the intention would be to incorporate the data into the framework to report against individual departments.

Further detailed information on the criteria is available from Matthew Lawson, Programme Manager, in the Department for SRS.

Figure One – Criteria for Internal benchmarking framework for Pilot September 2016

Utilities	Resource Management	Sustainable Travel	Leadership and Engagement	Learning, Teaching and Research
1.1 Appointed Energy Coordinator	2.1 Appointed Waste Coordinator	3.1 Appointed Sustainable Travel Champion	4.1 Participate in the Sustainability Awards	5.1* SRS courses are available to students in the academic school.
1.2 Energy audit of department	2.2Department actively using WARPit	3.2 Staff actively using the pool car / car share schemes	4.2 Staff have applied to the SRS Staff Project Grant	5..2 SRS research is being undertaken (i.e. provision of case studies)
1.3 Applied to Sustainable Campus Fund	2.3 Sustainable procurement practices applied	3.3 Department actively using electric bikes	4.3 % of staff have completed the Be Sustainable training	5.3* Sustainable measures are considered when delivering courses and research
1.4 Rolling programme to replace equipment	2.4 Fair trade and ethical issues when procuring goods or services	3.4 Sustainable business travel advice implemented by department	4.4 Opportunity for staff to volunteer and fundraise for charitable efforts	5.4 A living lab approach is embedded in course and research delivery
1.5 The department is proactively promoting the Switch energy efficiency campaign	2.5 Circular economy approach is adopted and implemented into department	3.5 Visitor travel advice is published	4.5 SRS is included within the department's strategic policies	5.5* Academic staff are members of the SRS Academic Network

*criteria will be reframed for non-academic departments.

Green Scorecard Case Study University of Edinburgh

How has it been used?

It was decided all indicators should be scored to ensure completely transparent reporting, in line with Edinburgh's culture of improvement.

It was felt that this approach would also provide new insights for the University and the indicator structure has encouraged issues to be considered in a different way.

The final output represents the current position of the university with a good degree of accuracy.

The Scottish Government Reporting requirements gain greater attention but the scorecard provides a good additional layer of detail and context to show where improvement could still be made.

What does it show?

The diagram shows a large variation in scores. The low score in energy reflects the fact that current efforts are focussing on improving data and reporting systems. The relatively low target is large in absolute terms and reflects the size and complexity of the Edinburgh estate and the early stage of project planning.

The good performance in procurement reflects the fact that it is an issue that's had a lot of attention recently. This is similar to transport where commuting has been addressed – the high target for this category reflects expected improvements going forwards.

Conversely, formal accredited management systems haven't been implemented but comprehensive in-house systems exist.

"Its release has been timely as the tool shows us areas that would benefit from greater attention as we move into a busy time of policy renewal"

Matthew Lawson
Programme Manager, Department for Social Responsibility and Sustainability

University of Edinburgh
Indicator detail

MANAGEMENT (0 1 2 3 4)
- M1 - BREEAM
- M2 - Alternative sustainability rating schemes
- M3 - Management of sustainability on construction projects.
- M4 - Environmental Management Systems

ENERGY & EMISSIONS (0 1 2 3 4)
- E1 - Change in building energy consumption - absolute
- E2 - Change in building energy consumption - normalised by floor area
- E3 - Renewables generated
- E4 - Renewables purchased with green tariffs
- E5 - Change in total scope 1&2 emissions
- E6 - Reduction from 2005 baseline
- E7 - Carbon reduction targets
- E8 - Low GWP refrigerant use
- E9 - Energy Awareness
- E10 - ISO5001

BIODIVERSITY & LANDSCAPE (0 1 2 3 4)
- B1 - Sustainable Drainage Techniques
- B2 - Greening buildings
- B3 - Species richness
- B4 - Protection of ecological features and habitats
- B5 - Biodiversity Action Plan
- B6 - Bats, birds and pollinators

TRANSPORT (0 1 2 3 4)
- T1 - Emissions from fuel used in HEI owned vehicles
- T2 - Proportion of fleet that are electric vehicles
- T3 - Percentage modal split of zero carbon travel by staff
- T4 - Percentage modal split of low carbon travel by staff - improvement
- T5 - Percentage modal split of low carbon travel by staff - absolute
- T6 - Percentage modal split of zero carbon travel by students
- T7 - Percentage modal split of low carbon travel by students

PROCUREMENT (0 1 2 3 4)
- P1 - Sustainable food - animal welfare
- P2 - Sustainable food - human rights issues
- P3 - Sustainable construction - local procurement
- P4 - Sustainable construction - education and environment
- P5 - Use of Flexible Framework

WATER (0 1 2 3 4)
- WT1 - Water reduction targets
- WT2 - Water consumption - improvement
- WT3 - Water consumption - absolute
- WT4 - Proportion supplied by rain water and grey water
- WT5 - Carbon emissions from wastewater treatment

ADAPTATION (0 1 2 3 4)
- A1 - Climate change risk assessment
- A2 - Flood risk - existing campus
- A3 - Flood risk - new projects
- A4 - Overheating - existing campus
- A5 - Overheating - new projects
- A6 - Adaptation Policy

WASTE (0 1 2 3 4)
- WS1 - Total waste generate
- WS2 - Operational waste
- WS3 - Proportion of buildings waste diverted from landfill - improvement
- WS4 - Proportion of buildings waste diverted from landfill - absolute
- WS5 - Proportion of buildings waste recycled
- WS6 - Proportion of buildings waste composted
- WS7 - Minimisation of construction waste
- WS8 - Segregation of food waste

Key
- Core EMR Score
- Core Non-EMR Score
- Optional EMR Score
- Optional Non-EMR Score
- EMR Target Score
- Non-EMR Target Score

AUDE
ASSOCIATION OF UNIVERSITY
DIRECTORS OF ESTATES
Excellence in estates and facilities

ARUP 122

Social Responsibility & Sustainability (SRS) Committee

October 2016

Staff Training, Learning & Development for SRS

Description of paper
This paper reports on a recent project undertaken to review and make recommendations on training and professional development opportunities for staff at the University of Edinburgh in relation to social responsibility and sustainability.

Action requested
SRS Committee members are asked to review the findings and provide any comments on potential demand or opportunities in their areas of work.

Background
The University of Edinburgh has a long commitment to social responsibility and sustainability (SRS), appearing formally in the Strategic Plan since 2004. The vision 2025 states that "*as a truly global university, rooted in Scotland, we seek to benefit society as a whole.*" Higher education institutions will play a crucial role in delivering the targets set out in the UN Sustainable Development Goals (SDGs) and the commitments of the COP21 Paris Agreement[1].

The University's SRS Strategy (2010-2020) sets out objectives in relation to the following themes:
- Learning and teaching: leadership in education for active citizenship
- Research and knowledge exchange: realising the potential of multidisciplinary teamwork, strategic partnership and collaboration
- People, services and infrastructure: practicing what we teach, researching our practice

The Department for SRS was established in 2013 to support the University in understanding, explaining and delivering on its ambition. A key element of this involves delivering and facilitating programmes to catalyse action and collaboration across campus. Priorities identified for the Department in 2015, link to seven key service areas: delivering an updated climate/carbon strategy; energy and carbon savings; resource efficiency; supply chain SRS; responsible investment; local advice and projects and; community and public engagement and links to learning and teaching. For more information see www.ed.ac.uk/sustainability

The Sustainability Awards programme offers opportunities for staff and students to contribute in their own offices and laboratories. The Department also offers training for all staff and students who are interested in learning how to work and live in a more sustainable way. Named the 'Be Sustainable' series, it offers practical advice in areas such as energy consumption, sustainable travel, purchasing, and food. In 2015 a simple online course was developed so that people could explore the content in their own time. Through provision of workshops and through an online introductory training 175 people were reached in 15/16. The Department for SRS also collaborates with other departments to offer introductory presentations and seminars as part of staff inductions. Discussions with staff across the University pointed to a need for further work in developing training and capacity building for staff appropriate for their own continuing professional development and to support colleagues across the University to meet the strategic aims of the organisation.

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[1] 21st Convention of the Parties in Paris set out global action plan to put the world on track to avoid dangerous climate change by limiting global warming to well below 2°C.

Scotland's United Nations Recognised Regional Centre of Expertise on Education for Sustainable Development ('Learning for Sustainabillity Scotland' – LfSS) is based at the University of Edinburgh's Moray House School of Education. LfSS works with individual and corporate members throughout Scotland to: identify, share and generate knowledge and expertise; provide advice; and monitoring and evaluation of LFS practice.

In 2015/16 the School of Education and the School of Geosciences collaborated to develop an undergraduate online course called 'Sustainability and Social Responsibility' to help ensure that wherever possible in the University all students across all disciplines have the opportunity to develop their knowledge. Following completion of the course development in 2016, it was an opportune time to identify any lessons learned or synergies which could be applied for staff within the University of Edinburgh and potentially rolled out via LfSS to other Universities. Through discussions with other organisations and Universities it was also apparent that this could potential be shared more widely.

On a part time basis from May to August 2016 a project was carried out to:

1. Review (and summarise) outputs, outcomes and lessons learned from current sustainability training and capacity building for staff at the University and good practice elsewhere.
2. Identify staff training and development needs from a cross-section of: professional services and operational support staff as well as academic colleagues. Including discussions with LFSS, IAD, SRS and HR.
3. Develop a preliminary programme outline to address gaps and ensure staff have opportunities to develop the skills and capacity needed to meet university strategic objectives in sustainability and social responsibility.

Meetings were held with senior colleagues across a number of the University of Edinburgh's departments, including Human Resources' Learning and Development, Finance, Principal's Office, Procurement, Institute for Academic Development, Centre for Open Learning, Accommodation Services, Teaching Organisations, and Information Services. It should be noted that many of the individuals that were spoken to had been identified as they were already engaged with the Department for Social Responsibility and Sustainability. Investigation of potential SQA qualifications took place and opportunities explored for online vs other approaches.

Discussion
While recognising that there are a number of existing opportunities for staff to get involved in SRS in and around the University, *"it was apparent that what was missing at present is more information on why these issues are important both to the institution and to the individual."* It was also noted that *"… staff need both skills and knowledge in the areas of sustainability and social responsibility in order to understand how and why to develop best practice in the workplace".*

The review has found that there is a desire from staff for learning and development in this area and support from managers. A few departments noted specific interest for their teams.

The full report is available from the Department for SRS or LFSS and can be circulated to SRSC.

The review has made recommendations to build a course in two parts.

- **Toolkit:** Linked to and building on existing resources, the course would design a 'toolkit' to   include supporting resources for participants about some frameworks that they may

be unfamiliar with, such as the Sustainable Development Goals and carbon footprinting, as well as providing them with skills in action planning.

- **Content and knowledge**: The other part of the course, which is more focused on the knowledge of the key issues, has been framed as six units, each centred around one or more of the following twelve topics: climate change, energy and utilities; food; sustainable buildings and estates; resource efficiency; travel; sustainable procurement; widening participation; SRS in learning and teaching; responsible investments; equality and diversity; community relations; and public engagement.

Annex 1 includes a summary of the course structures and contents for both the main SRS course and the 'Toolkit' module. [A full outline of the recommended course parts with existing or required resources is available in the full report.]

From the outset of this project, this course was conceived of as being, at least partially, online because of the large bank of online resources that have been created for the online undergraduate course discussed above, as well as online courses run by LfSS and as part of the 'Learning for Sustainability' MOOC developed by LfSS in partnership with UoE. However, the importance of allowing staff the opportunity for face-to-face interaction was also recognised, be it as part of the existing programmes in the Department for SRS, other events at the university, or integrated into a new course.

One of the initial intentions with this project was to look into the possibility of creating an accredited course, which would allow participants to receive a Professional Development qualification upon successful completion. An existing Scottish Qualifications Authority (SQA) qualification in Sustainable Business Practice was reviewed. In general, the opportunity for Professional Development was seen as a potential 'add-on' to the course, as many felt that the core content of the course should be made available without necessarily having any qualification or a Scottish Credit and Qualifications Framework (SCQF) level associated with it. It was noted that staff members in more senior roles may not have interest in the Level 6 award offered by the SQA qualification; additionally, many of these staff had more training opportunities through their employment than staff at Grade 4 and below. However, the other side to this was the consideration that other staff, who may be unconfident learners, may feel intimidated by a Level 6 course. Therefore, it was suggested that a basic course with an 'easy in' be available to all and it would encompass at least the core content discussed above. If staff were keen to follow on and gain qualification, there would be additional work that they could do to achieve this. In general, it was thought the SQA courses would be too time-intensive (40 hours for each of the three modules).

Resource implications
Based on the preliminary scoping exercise, it is recommended that the content could be pulled together (making use of already existing resources where available) with 3 months of time for a staff member at Grade 7. Some additional time would be needed (a few hours per month) for cross department project steering group (SRS, LFSS, HR, IAD).

SRS Department would work to ensure alignment of current Programmes (Sustainability Awards and Be Sustainable, SWITCH, Resource Efficiency, Fairness in Trade and Sustainable Procurement, Sustainable Travel, Sustainable Laboratories).

Risk Management
Key risks currently forseen include whether or not staff would actually invest the 12-15 hours and whether line managers would support this. We hope that the toolkit approach would enable staff to dip and dive into key topics. Another risk is the appropriateness of the level of content and who this is targeted and marketed towards. For Phase I we would target at mid level staff around the University and then incorporate learning and feedback for next steps.

Equality & Diversity

The plan will need to consider how training can address equality and diversity issues. The current course outline does not include Equality and Diversity as this is covered through other University training. However, this could be revisited and it could be linked in the introduction and relate to key values at the University of Edinburgh. Online content would potentially have a positive impact enabling wider reach and for staff to be able to do this at a convenient time. However, same time staff who may not be used to online training or who are not able to access computer during working hours may be disadvantaged. Further phases would look at different delivery methods to ensure wide reach and relevance across different roles.

Next steps/implications

Following feedback from SRS Committee we will:

- Confirm resourcing of time from within SRS Department (via Department savings anticipated).
- Confirm volunteers for first intake. Test preliminary findings. Make sure we have a market.
- Develop Terms of Reference / Job Description. Advertise and or seek secondment.
- Convene project board (invite LFSS/SRS/ IAD/HR/ Online Learning) to meet once a month and help steer and guide the project.

Further information

*Full report by Meredith Corey, September 2016: *" Report from a preliminary scoping study on Staff Training, Learning & Development for Social Responsibility and Sustainability at the University of Edinburgh"* for Department for Social Responsibility and Sustainability and Learning for Sustainability Scotland

Committee paper prepared by Michelle Brown, Head of SRS Programmes based on above report

Presented by: Professor Pete Higgins

Freedom of Information

This is an open paper.

Annex 1: SRS Staff Course – Content

Numbers indicated in parentheses are the suggested weeks, if the participant wished to complete the course in a 10-week period. Each unit has been broken into three parts.

Unit (Week)	Content
Introduction (1)	Self-reflection wheel
	Concepts quiz
	What do 'social responsibility' and 'sustainability' mean? How do we define them?
	Why has this course been created? Global and local/institutional drivers
	Discussion prompts
Food (2)	**(1)** What is sustainable food and agriculture?
	How much land do we use for food?
	Seafood and marine resources
	Carbon and water footprints
	Food waste: How much? Where from? Links to climate change
	What do ethical/sustainable labels really mean?
	(2) Food at the university
	(3) How to choose sustainable foods
	Eating more plants and less meat
	Sustainable food systems
	Sustainable food in Edinburgh and Scotland
Climate Change, Energy and Utilities (3)	**(1)** Is the climate warming?
	Physical Climate Change Impacts
	Social Impacts of Climate Change
	Energy and Development
	Fossil Fuel Distribution in 2 minutes
	Unburnable Carbon
	(2) What is the university doing about climate change?
	What are Scotland's reduction targets?
	University's energy consumption, targets and recent progress
	(3) Reducing your carbon footprint
	Sustainability Awards Case Studies
	Best Practice in Office Case Study
	Controlling your heating
	Controlling your lighting and gadgets
Travel (4)	**(1)** Human Footprint on Global Air Quality
	Air Pollution in the UK
	How Air Pollution Affects Your Health
	Scotland's Most Polluted Street
	Extreme Pollution Case Study
	(2) University's travel footprint
	(3) Benefit of public transport
	University campus-to-campus transport
	University extended travel options
Resource Efficiency, incl. Estates Development (5)	**(1)** What are the main sources of resource inefficiency?
	Scale of global waste
	Impacts of inefficiency and benefits of efficient resource use
	(2) Challenges of efficiency
	Waste and recycling
	Circular Economy: What is it and what is happening in Edinburgh?
	(3) Pollock Halls
	Sustainable IT
	Sustainability Awards 2015
	Useful tips and resources
	Sustainable buildings – adapting old and designing new
Responsible finance: Investment and Purchasing (6)	**(1)** The Investment Logic for Sustainability
	The Difference that Fairtrade Makes
	What Fairtrade is Fighting to Change
	(2) University Policies on Fairtrade (and SRS in supply chains)
	University Approach to Responsible Purchasing and Supply Chains
	University Decisions on Investment Strategy

	Fossil Fuel Review
	(3) Modern Slavery
Social: Wellbeing and community (7)	**(1)** How big a role does Edinburgh have in the wider city community?
	Well-being
	Sustainability Awards 2013: Case study
	(2) What networks exist to support SRS across the university and wider community?
	(3) Highlighting the links between city and university and how you can get involved
Project planning (8-9)	Independent work time
Conclusion (10)	Sharing of project ideas, next steps, etc.

Toolkit content

	Content breakdown
Changing behaviours	Psychological and sociological perspectives
	Personal benefits to sustainable lifestyles
Action planning	Identify Assess Select Plan Implement Evaluate Report
Sustainable Development Goals	
Product footprinting	Carbon, water
University of Edinburgh strategy and policies	Equality and Diversity Social responsibility and sustainability policies and in Strategic Plan
'How to' guides	How to do a waste audit How to do an energy audit

Some of the recommended content has been created as part of the undergraduate Sustainability and Social Responsibility course, ECSC08009, mentioned above. Some contributors have agreed to allow their content for this course to be made public via YouTube; if this is not the case, then if this content is used in the Professional Development course, permission would have to be obtained from the contributor. Some external resources have been noted as background or the basis for developing in-house resources as part of this Professional Development course. Other external resources may be appropriate to use as part of the course as they are; however, permission should be sought from the resource developer(s) for use in the course.

Social Responsibility and Sustainability Committee

Monday 17th October

Embedding SRS Issues into Learning & Teaching:
The development of an optional on-line undergraduate course

Brief description of the Paper

This proposal paper reports on the development of an on-line optional course embedding of Social Responsibility and Sustainability (SRS) into the Learning and Teaching curriculum. This initiative was supported by both the SEAG (now SRS Committee) and Senatus Learning and Teaching Committee in 2014-15, and in accord with key themes in the Strategic Plans.

Action requested

SRS Committee is invited to support and promote the course, and to provide comment and guidance on specific issues as highlighted. A version of the paper will also be submitted to Senatus Learning & Teaching Committee for comment.

Resource implications

Does the paper have resource implications? Yes - to be agreed in due course.

Risk Assessment

Does the paper include a risk analysis? No

Equality and Diversity

Does the paper have equality and diversity implications? Yes, equality and diversity is a key element of the SRS agenda.

Freedom of information

Can this paper be included in open business? Yes

Paper to be presented by

Professor Peter Higgins (Vice Convener)

Originators of the paper

Professor Peter Higgins (Vice Convener)
Professor Dave Reay (Assistant Principal)

12 October 2016

Embedding SRS Issues into Learning & Teaching:
The development of an optional on-line undergraduate course

1. Background

This paper reports on progress on an action plan submitted by the Vice Convener of SEAG, Director of SRS, and Vice Principal Learning & Teaching to the October 2013 meeting of SEAG. '*Taking Forward Learning and Teaching Developments – Informed by the Social Responsibility Theme*' which outlined a potential way forward to mainstream Social Responsibility and Sustainability (SRS) issues within the Learning and Teaching framework of the University. This was supported by Senatus Learning & Teaching Committee in May 2014. The initial proposal came from SEAG (vice–convener) and was developed through a wide range of discussions, consultations and working papers developed by and for these committees, and papers from Vice Principals and EUSA. The development is also a feature of the CHSS (now CAHSS) learning and Teaching Plan 2013-16.

2. Brief description

In 2015 CHSS, CSE, GEAS and the then VP Learning and Teaching funded the development of a new university-wide online course in 'Sustainability & Social Responsibility'. The funding allowed for the appointment of two short-term On-line Course Developer posts under the supervision of Peter Higgins (MHSE) and Dave Reay (Geosciences). The appointees, Meredith Corey and Hannah Ritchie, were supported by Erika Warnatzch (Geosciences). The course was completed in July 2016 and will run for the first time in semester 2 of the 2016-17 academic year.

It is a 20-credit Level 8 course, with the bulk of students taking the course expected to be year 1 and 2 undergraduates. It is a joint initiative from the School of Geosciences and Moray House School of Education and had been approved by the Boards of Studies in both Schools.

3. Aims and Vision

The central aims are to:
- develop an interdisciplinary online course that not only mirrors the academic excellence expected and delivered from the university's on-campus courses, but to also introduce students to a unique set of learning resources and assessments
- provide students right across our Institution with a solid grounding in what sustainability means in a context relevant to them and their area of degree study
- allow them to reflect on what sustainability means to them, their lives and their careers beyond Edinburgh
- explore the synergies and antagonisms inherent in achieving a sustainable future in a highly complex 21st century world
- to give our current on-campus students a really positive and engaging experience of online study at Edinburgh so that they look to return online study at Edinburgh throughout their post-graduation careers
- in the longer term, extend the graduate attributes of learning for sustainability and online education to the whole global community of UoE alums (and so to enhance alumni relationships with the University).

4. Learning outcomes

The core learning outcomes of the course have been cross-checked and involved input from Gavin McCabe (Employability Consultant, University of Edinburgh) to ensure the university's core graduate attributes are closely reflected within the course-specific outcomes. By the end of the course, students will be able to:
- understand the concepts of sustainability and social responsibility and the role of interdisciplinary approaches in solving pressing global challenges;

- utilise common metrics used in sustainability to critically evaluate and reflect on their personal contribution, understanding their relative merits and weaknesses, to make well-informed lifestyle choices to effect positive change;
- engage and communicate effectively on issues related to sustainability and social responsibility, whilst understanding the importance of adapting approaches to suit the context and community;
- critically evaluate conventional approaches to resource consumption, and reflect on how personal values and societal systems can act as drivers for transformative change towards new approaches;
- facilitate interdisciplinary collaboration to enhance their personal learning experience through the use of online learning.

The assessments have been specifically designed to examine students' reflection, skill-base, and scope for cross-disciplinary/inquisitive thinking. Recognising that a key aim of the course is to facilitate the integration of students from a range of disciplines, they have been developed in a way that focuses on the university's core transferable graduate attributes, rather than testing discipline-specific knowledge bases. The three core assessments include a reflective assignment on their personal 'footprint', a cross-school group project, and a three-minute video pitch to peers in their field of study as to why SRS are specifically relevant to their work.

5.   University-wide contributions

This is very much a collaborative venture that is intended to span the wide knowledge and experience base of the University. There are contributions from 12 Schools, and the Educational Design and Engagement Team, Information Services, IAD, and the Department of Social Responsibility and Sustainability (Appendix).

6.   Issues arising and lessons learnt

From the perspective of the staff team, this development has been a resounding success. The collaborative approach has worked effectively and support has been forthcoming from many staff who have provided inputs, and many more who have been enthused by the fact of the development (interdisciplinary, cross-school) as well as its content. However, some issues have arisen that may shed light on why such innovations are scarce in the University.

Funding model: One of the main issues encountered is the impact of the University's model of funding being allocated to Schools based on how many students take a course. As a consequence some see a student from their School taking a course in another School as them losing out on money. Additionally, there have been a few negative reactions from some academic staff contacted about contributing to a course outside their school, as they could see no benefit. This clearly 'stilts' the student learning experience and is an issue that might be considered by SVP Charlie Jeffrey.

'Credit-ceiling' and timetabling: Students on some degree programmes have very limited or no space to take optional courses in their pre-Honours years. This means that they would have no scope to take this course within their normal 120 annual credits. If students are encouraged to take an additional 20 credits in a year (for a total of 140) by taking this course or another, such as SLICCS, certain hurdles will need to be overcome. For some students, this may mean a very high workload in Semester 2, depending on their other courses. (At one stage it was suggested to run the course over the summer, as well, but this may run into problems in terms of staff and tutor availability and student uptake.) Some Personal Tutors may also be hesitant to encourage or allowing students to take the additional credits.

Course 'ownership': Despite this being a collaborative project between the Schools of GeoSciences and Education, one school has to 'own' the course in order for it to be put into the university's systems and made available on DRPS. Both schools were keen to host the course, but the first opportunity to validate the course was through the Board of Studies in GeoSciences,

where it was approved to run as a pilot. However, while the School of Education can be tagged as a 'partner' school and GeoSciences the 'host', the role of Education will be less apparent under this system, as the course will have a GeoSciences' course code and other identifying tags. In order to avoid this issue, other possibilities were explored – such as the IAD acting as 'host'; however, none of these were viable options in the end. If the university wishes to encourage interdisciplinary collaboration between schools and colleges, the logistics for running courses such as this need to be revised. Concerns have been raised about students being 'intimidated' by a course badged as 'GeoSciences', if they come from one of the other two colleges. Therefore, allowing for joint 'hosting' of courses might help to overcome students' trepidation about certain subjects.

7.   Future prospects and resourcing

As one of the first undergraduate courses to be run online, the course is being run as a pilot project in its first year (academic year 2016-2017). Students will be asked for critical feedback on how each of the elements of the online design and course structure worked, and important improvements that could/should be made to the course for its full launch in its second-year. However, no staff resources have been allocated to the updating and amending of resources after the pilot course runs this year. The project will have no designated staff members who are familiar with the structure and development process to implement these highlighted changes. As sustainability is a rapidly evolving area of study, in the coming years the course content will have to maintained and kept up-to-date with emerging research and developments—human resources for course maintenance and updates also presents a troubling challenge.

Beyond the resource challenge of staffing for course content maintenance and updates, there is also an additional resource challenge of providing sufficient numbers of course tutors. It's expected that these tutors will be predominantly PhD students working within the area of sustainability research (and potentially spanning a number of schools). With student numbers capped at 50 for the pilot year, it is likely that tutor needs can be met within the Schools of GeoSciences and Education. However, with future ambition to open the course to more students, as well as opening the course to all alumni, staff members and PhD students, the tutor requirements will be expected to grow significantly. Being able to attract interest from enough potential course tutors and facilitate a well-established network/team therefore presents a key future challenge.

As discussed above, this partnership is managed in terms of named "host school" and "partner school" and this has presented a current challenge in the development phase, but is also likely to extend into future challenges. For its pilot year the course will be run from the School of GeoSciences, with potential ambitions to switch ownership between the two schools on alternate years. How this switch can be efficiently and effectively managed within the university course setup system (incorporating challenges such as course coding, online course directories etc.) is still unclear. Since administrative responsibilities lie with a course's host school, the switch between schools on alternate years adds further complexity to how this transition can be effectively managed and administrative costs distributed.

8.   Summary and Recommendations

SRS Committee is invited to endorse the paper and specifically to comment on Sections 6 and 7.

Professor Peter Higgins (Vice Convener)
Professor Dave Reay (Assistant Principal)

12 October 2016

Appendix: Key staff

Core course development team:
- Hannah Ritchie, School of GeoSciences
- Meredith Corey, School of Education
- Professor Peter Higgins, School of Education
- Professor Dave Reay, School of GeoSciences
- Erika Warnatzsch, School of GeoSciences

Support in digital education resources and development

Educational Design and Engagement Team, Information Services:
- Amy Woodgate, MOOCs Project Manager
- Fiona Hale, Learning Technology Senior Advisor
- Stuart Nicol, Online and Open Education Team Manager
- Additional staff from Information Services

Moray House School of Education
- Barrie Barreto, Technology Enhanced Education Unit: Videographer/Photographer

School of GeoSciences
- Eduardo Serafin, Computing Officer (eLearning)

School of Physics and Astronomy
- David McKain, Applications Consultant

Institute for Academic Development:
- Dr Louise Connelly, Head of Academic Development for Digital Education
- Dr Velda McCune, IAD Deputy Director / Head of Learning and Teaching
- Dr Andrew Cross, Impact Coordinator ECCI / IAD Project Team visiting staff

Department of Social Responsibility and Sustainability

Principal's Office
- Professor Ian Pirie, Assistant Principal, Learning and Development

Employability Initiative
- Gavin McCabe, Employability Consultant and Edinburgh Award Manager

Academic contributors from the following schools and departments:
- Business School
- Edinburgh Centre for Carbon Innovation
- Edinburgh College of Art
- Edinburgh Medical School
- Moray House School of Education
- School of GeoSciences
- School of Literature, Languages and Cultures
- School of Philosophy, Psychology and Language Sciences
- School of Social and Political Science
- School of Law
- School of Engineering
- School of Divinity

It is a future ambition and plan for the course to eventually involve academic staff from all twenty schools.