



Social Responsibility and Sustainability Committee

Thursday 6 June, 1.30pm

Ochil Room, Charles Stewart House

AGENDA

- 1 Minute** **A**
To approve the minute of the previous meeting on 6 March 2019

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

STRATEGIC AND SUBSTANTIVE ITEMS

- 3 City Regional Deal Community Benefits Overview** **B**
To note and discuss a paper Mark Graham, Corporate Services Group

- 4 Climate Change: Update on External Developments & UoE Response** **C**
To note and discuss a paper from the Director of SRS

- 5 THE SDG Ranking** **D**
To discuss and endorse a paper from the Head of SRS Programmes

- 6 New Building Sustainability Standards** **E**
To note and discuss a paper from the Director of SRS

- 7 City Deal/Data Driven Innovation Update** **F**
To note and discuss a paper from the Director of the DDI Initiative

ITEMS FOR FORMAL APPROVAL/NOTING

- 8 Widening Participation: Regional College Partnerships** **G**
To receive an update from the Head of Widening Participation

- 9 Social Investments** **H**
To receive an update from the Director of SRS

- 10 Sustainable Campus Fund: 3-year Performance Update** **I**
To receive an update from the Head of SRS Programmes

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

Social Responsibility and Sustainability Committee**Wednesday 6 March 2019****Teaching Room 1 Old College**

Present: Charlie Jeffery (Chair), Lesley McAra, Michelle Brown, Dave Gorman, Tracey Slaven, Gary Jebb, Theresa Merrick, Laura Cattell, Georgie Harris, George Sked, Craig Hennessy, Catherine Renton (minutes).

In attendance: Alexis Heeren, SRS Supply Chain Coordinator for Item 3

Apologies: Hugh Edmiston, Ken Hutchison, Lee Hamill, James Smith, Gavin Douglas, Peter Higgins

- 1 **Minute of previous meeting** on Wednesday 17 October 2018 was approved.
- 2 Members to raise any **Matters Arising** – none.

STRATEGIC AND SUBSTANTIVE ITEMS**3 Palm Oil Policy**

Alexis Heeren, SRS Supply Chain Coordinator presented an updated version of the University Palm Oil Policy which responded to questions raised by the committee at the October 2018 meeting.

Colleagues in ACE, Estates and Procurement participated in the development of this policy. The updated paper includes: updated commitments to reflect commercial context, policy now refers to “sustainably sourced palm oil” rather than a specific scheme (RSPO), the addition of a ninth commitment linking to responsible investment and clarification on scope.

The group discussed the concerns raised at the October meeting regarding the resource implications for Estates, particularly for cleaning products. Following discussions with Estates colleagues it was agreed that going forward, the University will use cleaning products that carry such an environmental eco-label whenever such options are available and appropriate.

The SRS Committee **approved** paper and the Palm Oil Policy will be taken forward to the University Executive at a future date in late spring. (Noting subsequent comments on terminology below).

4 Draft Social Investment Strategy

Director of SRS presented an updated draft of the Social Enterprise and Social Investment Strategy for approval.

The group discussed the paper and TS queried the wording of the paper with regards to budgets as the paper reads like there will be a revenue bid required. DG confirmed

that the strategy will be implemented on existing resources and no revenue bids are required- to be amended to make clearer.

The SRS Committee are happy to **agree** as a working draft.

Action: DG to update the wording of the draft Social Enterprise and Social Investment Strategy to reflect that implementation will be based on existing resources.

5 Social Impact Pledge 2019

Lesley McAra presented a paper which gives an update of progress in meeting the three pledges made by the University in 2018 and sets out proposals for pledges to be made for 2019. The University was one of the first higher education institutions to make a pledge and the only HEI to be cited as an [Inspirational Case Study](#) and to remake a pledge in 2018.

The group discussed pledge three - Access to Rooms Pilot in detail. DG – the commitment to Estates was that this would be funded, so Estates wouldn't be subsidising the costs of hiring out rooms to community groups on a low-cost or free use basis from their own budget. The caveat being this funding was agreed last year under the planning rounds but we're in a different place now so waiting to see what we can commit to. The group agreed a carefully calibrated pilot is the way forward with regards to access to rooms.

The SRS are happy to **agree** the paper to be taken forward to the University Executive at a later date.

TS – in future SRSC meetings it would be beneficial if the wording was changed from “approve” to “endorse for progression” if the committee doesn't have approval authority i.e. a policy which needs to be approved at Executive level. Agreed in future to clarify terminology - using the term ‘approval’ for papers within the authority and remit of the committee, and ‘agreed’ for papers the Committee supports, but which will need approval elsewhere.

Action: Wording of future papers to state clearly is for approval at SRSC level or for Committee endorsement prior to Executive approval.

6 Widening Participation Update

The Head of Widening Participation updated the Committee on the latest WP activity by strand.

Aspiration and Early Engagement – the schools partnership programme, which currently involves 14 schools is ramping up and likely to grow further. At the moment most of those schools are outside of Edinburgh but we're looking at a way to involve Edinburgh schools - which get significant help from LEAPS – to ensure they get the same level of engagement. Also looking at developing academic skills online modules which will enhance outreach programmes and pre-entry transitions.

Support to get in – colleagues have worked on increasing flexibility on entry requirements for widening access students. Katrina Castle has been working extensively on college partnerships, she will be bringing a paper to the next SRSC to update the group.

Action: Katrina Castle to present a paper on college partnerships at June SRSC.

Support to succeed – meetings with Heads of School, looking at data to understand what their student body looks like and what priorities they might have on a school and college level. There is now a WP strand to the Principal's Teaching Award Scheme which is primarily for academics but we want to encourage those working in schools in support roles to bid in as well for ideas around supporting students, with a particular focus on WP.

7 Sustainability Awards Review

Head of SRS Programmes presented a paper which reviewed the Edinburgh Sustainability Awards, following discussions at the SRSC in February 2018 to approve Terms of Reference for a review. Alistair Soutter was recruited as a PhD intern to undertake research and evaluation work for the review, with support from his PhD supervisor.

The review has identified some next steps including ways to keep momentum going, greater focus on communication of the awards, criteria and tools available and further identify ways to recognise work of students involved in awards. The Committee are asked to note the findings as they SRSC approved the ToRs.

GJ noted that we tend to have a focus on academic colleagues and that academic experience and we need to make sure that operational staff are being recognised and celebrated. The group agreed this was an important point to be reflected in ongoing work.

8 Community Engagement

Director of SRS presented a paper on behalf of Sarah Anderson, SRS Community Engagement Programme Manager to update Committee members on the University's progress in implementing aspects of its Community Engagement Strategy including the Community Grants scheme.

A review of the scheme was undertaken in January and February 2019 with the aim of ensuring the scheme's design is achieving the desired outcomes. There are two questions raised by this review on which the Community Engagement Programme Board would welcome the direction of the SRS Committee:

1. Introducing an upper limit on the financial strength and/or size of eligible organisations?
2. Covering of salary costs for University of Edinburgh employees involved in community projects?

The group discussed question two in some detail and potential conflicts of interest that may occur. Is it possible for employees to be hired as consultants by the community groups rather than have their time paid for by the community grants scheme? TS advised to be aware of and use existing mechanisms. The Chair summarised by asking the panel to use its judgement and where necessary tackle issues on a case by case basis.

ITEMS FOR FORMAL APPROVAL/NOTING

9 SRS Programmes update

Head of SRS Programmes presented with a programme update which shows progress has continued across 7 priorities: carbon and energy savings; resource efficiency and circular economy; supply chain SRS; responsible investment; links to learning and development; and community engagement.

MB also highlighted the progress made with the “latte levy” which has seen a reduction in single use coffee cups by about 40%.

10 SRS Annual Report 2017/18

The Committee noted the SRS Annual Report paper and were invited to take away physical copies of the four page highlight report.

11 RELCO

The Director of SRS updated the committee on progress made. RELCO has been paused since summer 2018, initially awaiting the capital prioritisation exercise. This has now taken place and confirmed the pause. There is still active work on solar, which is scheduled to complete by autumn. A second strand of the RELCO recommendations on low carbon heat is being explored. Various pieces of technical work on peatlands, tree diseases and costings have been completed.

As RELCO is on pause it will no longer be tabled as a standing agenda item for future meetings of the SRS committee. Director of SRS noted that whilst in the short-term we are on track to meet targets, there is a medium-term risk emerging absent an agreed plan - further discussions to take place once the current planning round processes have completed.

12 Any Other Business

Date of next meeting: Thursday 6 June 2019, 13:30 - Teaching Room 5, Old College

Social Responsibility and Sustainability Committee**6th June 2019****City Regional Deal (CRD) Community Benefits Overview****Description of paper**

1. This paper provides an overview of the implications of planning for, implementing and delivering procurement community benefits (CB) in line with [University policy](#) - and associated Data Driven Innovation (DDI) - objectives that the University has publically committed to as part of receiving Edinburgh and South East Scotland City Region Deal (CRD) Programme funding. Consideration is given to the current position and the associated risks and potential opportunities to realising these objectives. Approaches are suggested to realising the latter opportunities which the committee is invited to review.

Action requested/Recommendation

2. The committee is asked to note and comment upon the paper and, in particular, the proposed actions to maximise the potential benefits of adopting a strategic University and CRD partnership approach to meeting CB and DDI objectives.

Background and context

3. In line with previous updates, the Procurement Office continues to develop the University approach to plan and deliver CB, working closely with Social Responsibility and Sustainability Office, the DDI team, the Estates Department, Information Services, Edinburgh Innovations, Research Support Office, Careers Service and many others.

A few examples of current CB/supplier projects are:

- Networks Procurement – has through negotiation achieved an equivalent commitment of £470,000 benefits to the University and the community, including a minimum of £50,000 funding for social impact or research;
- Sports Clothing procurement has led to supplier committing to explore partnership working, including a possible joint venture with the University, to pioneer industry leading approaches to adopt sustainable textiles or wearable technology;
- Edinburgh Futures Institute (EFI) -- Work on CB has led to introducing Futures Institute contractor Balfour Beatty to UoE Engineer Rupert Myers who are now collaborating on a living lab circular construction project for the Quartermile site. A whole range of ambitious community benefits are also being discussed with Balfour Beatty led by the Estates Department and the EFI studio team; and,
- Students as Change Agents -- UoE supplier Robertson's construction was engaged to participate in the pilot of DDI Students as Change Agents.

In the context of DDI and the CRD, the University and CRD Partners have publically committed to CB to deliver regional Inclusive Growth ambitions and DDI objectives. DDI is working closely with Procurement Office to achieve this. Challenges remain however, on resource to deliver CB activity after the procurement phase, and also

resource to achieve a joined up, impactful and reportable approach with regional partners. Currently there is:

- **No agreement** between Governments and the CRD PMO of the outputs and associated outcomes required under these objectives. The DDI PMO is currently developing, with all CRD Partners and Government representatives, a Monitoring and Evaluation Plan for Government approval in July/August 2019. This plan will set out all the key metrics that will be need to be monitored and achieved to secure on-going funding support;
- **No agreed** CRD DDI CB approach to procurement. The current proposals suggested by Edinburgh City Council include a scoring mechanism and metrics that do not account for the above or any opportunities to secure cash or innovative contributions from suppliers or consider aggregating CB contributions beyond individual procurements; and,
- **Limited resource** and unclear central role or responsibility within the University (beyond as noted in the other CB Committee paper the current work being undertaken by Estates and Procurement) to consider the operational implications of adopting these objectives from both a DDI and wider University perspective.

Risks

4. Given the above there are various risks to the University (in applying CB in future procurements). These are mirrored across the overall CRD. They are:

- A piecemeal “project by project” approach to CB/DDI that ignores the countervailing power of the University (and the CRD) in influencing and engaging suppliers;
- Not aggregating or combining cash or in help contributions within an overarching fund or “bank” that could then be directed to support critical community needs (and, in turn, decouple CB from individual projects); and,
- No co-ordinated or consistent monitoring and evaluation activities (to realise contractual agreements and manage ongoing CB objectives)
- Potential to miss opportunities that emerge through CB or supplier engagement – e.g., to miss joint-funding opportunities or other engagements with suppliers and other public bodies with DDI

Opportunities

5. In addressing the above risks there are several approaches that could be considered and potential opportunities realised for both the University and potentially across the CRD. These include:

- Developing a clear vision to adapt CB strategy and supporting guidance to maximise DDI and eventual agreed Inclusive Growth objectives;
- Given the above assigning (to an agreed directorate/team) resources and responsibility for CB implementation and governance – from initiation, operation and delivery - across all relevant University projects and programmes;

- Decoupling individual projects and CB contributions and consequently “banking” contributions (potentially aligned to and part of the social investment fund);
- Identifying relevant needs and challenge programmes to realise CBs using internal and external providers to delivery outcomes supported by the above CB funding;
- Assessing and aligning DDI opportunities with DDI Programme delivery and in support of student experience, adoption and entrepreneurship objectives (and projects);
- Improving the evidence base for inclusive growth and CB activity across UK through University and regional partner collaboration;
- Proposing all or part of the above to CRD partners, leveraging procurement to engage other projects outside UoE with key DDI priorities like DDI schools engagement or IoT.

Resource implications

6. Resource implications are unclear without understanding what if any of the actions above can or should be taken forward

Equality & Diversity

7. EIA has not been held. Equalities is a key issue and target for CRD CB, recently DDI and Procurement held training sessions from Equalities and Human Rights Commission on incorporating equalities into City Region Deal procurements.

Consultation

8. The estates and procurement directorate and SRS Department have been consulted in developing this paper.

Further information

<u>Author</u>	<u>Presenter</u>
Mark Graham	Mark Graham
DDI PMO Office	DDI PMO Office

Freedom of Information

9. This paper is open.

Social Responsibility and Sustainability Committee**Thursday 6th June 2019****Measuring impact? Ranking Universities in relation the Sustainable Development Goals****Description of paper**

This paper provides a brief overview of the Times Higher Education (THE) Sustainable Development Goals Ranking for universities and to recommend next steps.

Action requested

SRS Committee members are asked to discuss the paper and endorse a recommendation for future participation by the University of Edinburgh in 2019.

Background and Discussion

The Sustainable Development Goals (SDGs) provide a blue print and call to action for ending poverty and hunger, tackling the climate crisis, reducing inequality and protecting and restoring our ecosystems. The SDGs define globally agreed priorities to 2030. The aspirations for 'people, planet, prosperity and peace' encompass 17 topics and 169 indicators. Worldwide action from governments, business, civil society, and universities is required to achieve the goals. Scotland's National Performance Framework has mapped the 17 goals onto its national outcomes.

In 2017, Universities and colleges launched an 'SDG Accord' to "inspire, celebrate and advance the critical role that education has in delivering the SDGs"¹. The University of Edinburgh and the Edinburgh University Students Association committed to the SDG Accord at the end of 2017 which seeks to further promote Universities and Colleges as agents of change for sustainable development - at the heart of local communities, and as part of national, regional, and global networks.



In the context of our climate emergency, it should be noted that the goals were launched in 2015 at the same time as the Paris Accord on Climate Change. The Intergovernmental Panel on Climate Change (IPCC) special report on Global Warming of 1.5 °C points out that "*limiting temperature increase to 1.5°C can make it much easier to achieve the SDGs, but it is also possible that pursuing the SDGs could result in trade-offs with efforts to limit climate change.*"² The report highlights how pathways that reduce poverty and inequalities while limiting warming to 1.5°C are possible.

¹ <https://www.sdgaccord.org/>

² <https://www.ipcc.ch/sr15/chapter/chapter-5/>

As the University of Edinburgh updates its strategic plan it will include commitments to the SDGs, as well as to social and civic responsibilities and a vision to making the world a better place.

In 2018, Times Higher Education launched a new ranking aimed at capturing university impact on society using the SDGs as a framework³. This new ranking sought to understand how universities are making a positive impact on our world and show how universities are working towards the SDGs. It seeks to showcase aspects of university performance not covered in other rankings (i.e. recognising impact of operations) and to be fair to universities across the world recognising the different ways in which universities can have a positive impact.

The 2018 ranking had participation from 560 Universities with a global spread (187 from Europe; 117 from Asia; 61 from South America and 35 from Africa). In the UK, Manchester, Kings College, Southampton and Dundee were all included in the top 20 Universities.

Although the University of Edinburgh did not participate in the first iteration, we were recognised in a publication on “Insights into the Global Top 100 Higher Education Institutions Practices in Achieving the UN SDGs” (April 2019).

Discussion

In the first year, the THE SDG ranking included 11 of the Goals. In 2019, it is expected that the remaining 6 Goals will be added.

Participating universities only have to submit data for 4 SDGs (one of which must be SDG 17 which focusses on partnership for the goals). Universities can submit data for more than 4 goals as well but will be ranked based on the best 3+SDG 17. Data comes from a variety of sources, including:

- Direct submissions from institutions
- Bibliometric datasets from Elsevier

Examples of data requirements for a range of the SDGs in the 2018 ranking are in Appendix A.

If the University decided to participate it should identify at least 3 key SDGs to report on and SDG 17 reporting is mandatory.

Recommendation

The University of Edinburgh should participate in the 2019 THE SDG Ranking and report against 4 Goals which align with key goals in the SRS Plan (endorsed by SRS Committee in October 2018 awaiting finalisation after University Strategic Plan updated):

- SDG 4 Quality Education (improving lives, sharing knowledge and skills)
- SDG 10 Reduced Inequalities (widen participation and support inclusive growth)
- SDG 12 Responsible Consumption and Production (links to zero waste and circular economy ambitions)
- SDG 13 Climate Action (links to university goal to become a carbon neutral university)

³ <https://www.timeshighereducation.com/world-university-rankings/university-impact-rankings-faqs>

If further goals were to be included in our first year of reporting, then it would also be recommended to include (potential additional goals for inclusion):

- SDG 3 Good Health and Well being
- SDG 8 Decent Work
- SDG 9 Industry Innovation and Infrastructure
- SDG 11 Sustainable Cities and Communities

As well as SDG 17 Partnership for the Goals (mandatory)

Resource Implications

One quarter of the metrics are fed directly by information from Elsevier (research related). Reporting on operational related impacts should be straightforward and already data that exists. As University Sustainability reporting is currently aligning with the SDGs and it is expected that 'new' data requests would be minimal (and that we would report on those SDGs where we already have information).

Risk Management

There is a potential risk that we would report against goals which are important for the University and not do as well as hoped. However, based on our understanding of other university performance that risk is seen to be fairly low. While only 3 goals (plus Goal 17) would be included in final ranking it may be useful to include some additional reporting so that the 'top goals' are then ranked and rated.

Not participating would also carry potential reputational risk given the University strategic plan and SRS plan and SDG ambitions.

Next steps

- Decide on best option
- If agreement to participate, then report data October – January.

Consultation

The paper was drafted based on conversations with colleagues in SRS and Strategic Planning as well as the VP International.

Further Information

Michelle Brown

Head of Social Responsibility & Sustainability Programmes

30th May 2019

Freedom of information

Open Paper

Appendix A. SDG metrics used in the Times Higher Education SDG Ranking (selected goals)

THE SDG Ranking Metrics	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION
	Good Health and Well-Being	Quality Education	Decent Work and Economic Growth	Industry, Innovation and Infrastructure	Reduced Inequalities	Sustainable Cities and Communities	Responsible and Sustainable Consumption	Climate Action
	Research (data from Elsevier)	Research (data from Elsevier)	Research (data from Elsevier)	Research (data from Elsevier)	Research (data from Elsevier)	Research (data from Elsevier)	Research (data from Elsevier)	Research
	Number graduating in health professions ¹	Number of graduates with primary school teaching qualifications	Employment practice ⁵	Patents	First generation students	Arts & Heritage	Operations (range of indicators)	Carbon footprint
	Health impact ²	Lifelong learning measures ³	Inward investment / economic impact	Spin-Offs	Percent of international students from developing nations	Spend on Local Arts & Heritage	Percentage of waste recycled	Environmental Education including Disaster Planning
		Proportion of 1 st generation students	Employment placements	Industry Income	Percent of students with disabilities	Sustainable Practices ⁶	Publication of sustainability report	
Alignment with UoE goals and commitments	Student and Staff well-being, university Values, Research priorities	Access to university ⁴	Employment security		Access to university ⁴			
	Student and Staff well-being, university Values, Research priorities	Core Mission. Widening Participation. School of Education	University values. City Deal. Local economic impact. Employment practices and supply chain due diligence	City Deal.	Widening Participation	Community Engagement	Waste Strategy and Circular Economy ambitions	Zero by 2040 Climate Strategy

¹Data from University. Would include proportion of graduates in health professions. # of graduates in most recent year vis a vis # of graduates in health professions in most recent year.

² Data from University. Includes measures such as: current collaborations with local or global health institutions; delivering outreach programmes and projects in local community; sharing sports facilities with local community; providing students with free sexual and reproductive health-care services including information and education; providing students and staff with access to free mental health support.

³Provide access to educational resources for those not studying at the university (e.g. computers, library, online courses, access to lectures, etc.). Host events on campus that are open to the general public (public lectures, community educational events); executive education programmes & capacity building for business & government, vocational training; Undertake educational outreach activities (e.g. tailored lectures or demonstrations) beyond campus e.g. in local schools, in the community, including voluntary student run schemes. Have a policy that ensures that access to these activities is accessible to all.

⁴Have an admissions policy which is non-discriminatory or which details and explains the logic for any appropriate positive discrimination policies in admissions. Deliver programs to recruit students/staff/faculty from under-represented groups. Have anti-discrimination and anti-harassment policies. Have a diversity and equality committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights on campus. Provide mentoring/counselling/peer support programs to support students, staff, faculty from underrepresented groups. Provide cross-cultural training/awareness campaigns or education programmes

⁵all staff paid living wage; recognise unions and labour rights; policy on non-discrimination; policy on modern slavery (forced labour, bonded labour and human trafficking); equivalency of rights to outsourced workers; pay scale equity; gender equity; employee appeal rights

⁶enable sustainable commuting; tele-commuting and flexible working; affordable housing for students and employees; pedestrian access; local access to affordable housing; sustainable design and building standards; use of brownfield sites

**UNIVERSITY OF EDINBURGH
SOCIAL RESPONSIBILITY AND SUSTAINABILITY COMMITTEE**

6th of June, 2019

Status report – Data Driven Innovation Programme

Description of paper

1. The DDI Programme kicked off in August 2018. Programme activities during the first ten months have ranged from finalising the investment business cases for the governments to ramping up the programme activities and first projects in the DDI Innovation hubs.
2. The purpose of this paper is to describe the status and the recent and near future plans of the DDI programme, with focus on the social responsibility and sustainability substance.

Action requested

3. The committee is asked to note and comment upon the paper.

Recommendation

4. The Committee is asked to discuss the content of the report, with the potential to recommend follow-up actions.

Background and context

5. The Data-Driven Innovation initiative is part of the Edinburgh and South East Scotland City Region Deal, and aims to help organisations and all our citizens' benefit from the data revolution. Working together to deliver the 15-year programme are the University of Edinburgh and Heriot-Watt University, whose experts will collaborate with industrial partners on data-based projects in the public, private and third sectors.
6. The DDI Programme is a response to the regional Science and Innovation Audit which demonstrated a compelling business case for regional transformation through an investment in a disruptive ecosystem which unlocks value from data and delivers sustainable gains in private sector activity, public sector transformation and digital skills. The DDI Programme was incorporated into the City Region Deal proposals in 2017, and the programme was launched in August 2018 when the City Region Deal Agreement was signed.
7. The vision set for the DDI Programme is to establish the City Region as the Data Capital of Europe – supporting SMEs and high growth companies scale, drawing in inward investment, fuelling entrepreneurship and ensuring inclusive economic growth - through an integrated network of DDI Hubs and Programme Delivery Office that will build upon:
 - An already strong regional economy and Higher Education Research and Development (HERD) performance;

- A well-developed DDI ecosystem that, with targeted Programme interventions, can enhance future growth prospects across the City Region and wider Scottish and UK economies; and,
 - A DDI university sector and partner network that can deliver the talent supply and innovative industry engagements needed to establish the City Region as a global location of choice for data-centric organisations.
8. The DDI Programme's mission is to develop new skills and approaches to support data enabled change, translation and diffusion in and across key sectors of the UK economy through five activity themes, using the acronym TRADE:
- Talent: by meeting data skills demands in the City Region, Scotland and the UK through a range of undergraduate, post graduate and CPD programmes;
 - Research: through expanding the City Region's leading DDI research activities to meet industry and other sectors future data needs;
 - Adoption: by increasing the practical use and adoption of DDI by the public, private and third sectors in the City Region and beyond;
 - Data: through providing the secure data storage, analytical capacity and data accessibility to underpin all DDI Programme activities; and
 - Entrepreneurship: by enabling City Region based and other entrepreneurs to develop new DDI-based businesses, through Programme support in commercialising research, accessing relevant talent, legal and business services and access to relevant datasets.
9. The DDI Programme was envisaged to operate through a network of five Innovation Hubs. This was intended to concentrate, scale up and accelerate the City Region's existing core DDI capabilities (in talent development, research and data acquisition) and, in addition, make available much needed co-creation spaces to foster a more open and collaborative DDI ecosystem between private, public and third sectors and academia:
- The Bayes Centre, where data science and artificial intelligence teams use scientific enquiry and data-driven innovation to solve real-world problems;
 - The Usher Institute for Population Health Sciences and Informatics;
 - The Edinburgh Futures Institute, which will collaborate with businesses, NGOs, governments and universities to improve civic services, catalyse creative sectors and address challenges in financial technology;
 - The National Robotarium, consisting of two sites, at Heriot Watt University (Robotarium West) and the Bayes Centre (Robotarium East) to create living lab environments dedicated to exploring robotics product development and their potential applications; and
 - The Easter Bush Campus, which hosts a number of organizations, including the Roslin Institute, which aims to enhance the lives of animals and humans through world class research in animal biology.
 - An additional key component, the World Class Data Infrastructure (WCDI), will provide a powerful, flexible, high-capacity infrastructure offering responsive and secure delivery of an expanding array of complex data and analytical services. It will support the development of the five hubs and will enable targets to be achieved across the five 'TRADE' themes.

10. The DDI programme activities focus on ten industry sectors:

- Digital Technologies (Bayes)
- Space & Satellites (Bayes)
- Robotics (Bayes)
- Fintech & Financial Services (EFI)
- Public Services (EFI)
- Creative Industries (EFI)
- Tourism & Festivals (EFI)
- Health & Social Care (Usher)
- Agritech (Easter Bush)

Status of the DDI Programme

11. The Edinburgh and South East Scotland City Region deal has five themes, three of which directly support social responsibility and sustainability:

Theme 1: Accelerating inclusive growth

Theme 4: Targeted employability and skills interventions

Theme 5: Social benefit through innovation

Since the DDI Programme is part of the City Region Deal, these themes underline also the DDI Programme activities and are addressed in the Innovation Hub Business cases, sector plans for the

The programme is in the ramp-up phase. Four of the six UK & Scottish Government business cases have been approved, with the timeline to get the remaining two approved this calendar year. Bayes Centre is the first DDI innovation hub in operation, the next one being the Edinburgh Futures Institute, with the first phase to be completed in 2021.

12. The DDI programme activities are focusing on ten industry sectors. It is essential that DDI Programme activities reflect the needs and challenges of the target sectors. To achieve this the Programme is currently sponsoring the development of seven sectoral plans, four of which are nearing completion. These plans provide the context and depth to the sector at a glance and a preliminary understanding of the importance of the sector locally.

The following plans are nearing completion:

- Financial Services (including Fintech);
- GovTech (public sector);
- Tourism & Festivals; and,
- Creative Industries.

The following plans are at an early stage:

- Health & Social Care;
- Data Driven Agriculture; and,
- Veterans, Service Personnel and Families (public sector)

13. Currently 12 projects have received funding through the DDI Programme. Many of the first ones are preparation projects for larger initiatives.

Examples of Projects with Social Responsibility and Sustainability focus

14. DDI Skills Gateway

Coordinated by the University of Edinburgh, but funded separately from the Skills budget allocation of the City Region Deal, the DDI Skills Gateway aims to develop a strategic approach to increasing the data skills of people living within this city region. The activity brings together industry, universities, colleges, schools and other partners to provide an integrated pipeline of skills development and progression routes into data careers.

Proposed investment has been prioritised across a number of inter-related strands of activity, details of which are provided in the business case. These include:

- Diversity and Inclusion;
- Data Training for Work; and
- Data Education for Schools, FE and HE students (extending activity proposed as part of the wider DDI programme at The University of Edinburgh and Heriot Watt University)

One of the five main themes of the DDI Skills Gateway is ***Inclusive learning opportunities, coaching, mentoring and support for disadvantaged and under-represented group.***

The programme will ensure that there is equality of opportunity, particularly for women returners, people facing redundancy, the unemployed and people with special employment needs.

The DDI Skills Gateway is actively seeking to improve the flow of disadvantaged individuals into good employment and careers. It will have traceable equalities outcomes and key groups will be tracked and supported in line with programme aspirations.

The ambitions of the eight-year programme are that:

- i. Economic opportunities are addressed: there will be a closer match between supply and demand for data skills;
- ii. Aspirations are met: individuals will get more opportunity to participate in interesting and well-paid careers in the growing data sector;
- iii. Learners leave education with higher levels of data skills, ready to excel in later stages of their learning journey; and
- iv. There will be increased participation of women and other minority groups in data roles, with positive and inclusive working environments in the technology sector.

The DDI Skills Gateway project was launched on June 3, and is currently in the first phase of programme initiation.

15. Community Benefits

(Community benefits approach to the DDI Programme has been discussed earlier in the meeting – please see the separate paper).

In line with previous updates, the Procurement Office continues to develop the University approach to plan and deliver CB, working closely with Social Responsibility and Sustainability Office, the DDI team, the Estates Department, Information Services, Edinburgh Innovations, Research Support Office, Careers Service and many others.

16. Edinburgh Futures Institute

The Edinburgh Futures Institute (EFI) is largest of the DDI Innovation Hubs, bringing together different scientific domains in multidisciplinary programmes. EFI is in the early ramp-up phase, securing the first funding round through the DDI Programme and starting to recruit key staff.

The ambition of the EFI is to pursue and transfuse the wisdom, knowledge and understanding that can promote human flourishing and support humanity's navigation of complex futures, providing a locus in which the academy can work with government, industry and the wider community to shape an intellectual agenda which translates into real world change.

In the first phase of EFI, a particular emphasis will be on the ethical implications of big data analytics and machine learning as well as the critical infrastructure needed to drive social, economic and cultural inclusion.

As an example, the Sustainable communities initiative aims work in partnership with a small town in the City Region to experiment with design interventions aimed at supporting well-being, inclusive growth and sustainable environments.

EFI Culture and Community Engagement

The Edinburgh Futures Institute is “Open to All”, with the aim to create a place where the community and the wider public feel welcome. EFI is developing a dedicated business case for *Culture and Community Engagement*.

Culture and Community at the Institute will be a vital route for delivering the Institute's mission of data for social good. It will be the main way we engage with our local communities. It will set the tone for our interactions with those communities and will influence how we are perceived by students and staff. It will provide the essence of what makes the Institute different from any other academic environment or business incubator. The Culture and Community programme will support knowledge exchange and the co-production ethos of the Institute's research.

EFI will also add value to the University's broader Community Engagement Strategy being implemented through the SRS Department, with the Institute forming a major catalyser of academic activity.

17. Unicef Data for Children Hub

The UNICEF Data for Children hub is currently in the ramp-up phase.

It is a joint programme of activity led by the University of Edinburgh, Scottish Government and UNICEF. The hub will be a “data collaborative” (a new form of collaboration, beyond traditional public-private partnership models, in which participants from different sectors - in particular companies - exchange their data to create new insights and deliver public value) with the specific intention of creating public value for children.

The Data Collaborative approach will target delivery of new insights into childhood issues affecting children locally, nationally and globally. This is achieved through novel partnerships and approaches to data science in the development and operation of policies and practice around ensuring public value for children. With respect to City Deal it will contribute strongly to Scottish Government ambitions for inclusive growth by recognising issues affecting children.

18. *Students as Change Agents*

Students as Change Agents (SACChA) brings together students and external partners to work together on designing solutions to real-world challenges. The vision of SACChA is to create a coherent, high quality, high profile framework to enable all students to benefit from experiential learning with external partners at some point during the course of their studies.

The project aims to increase the volume, quality and impact of challenge-led experiential learning by taking the best from existing practice within the University and beyond, and piloting different models for delivering this at scale, through the curriculum and co-curriculum.

The Students as Change Agents model provides a safe ‘living lab’ approach for students, staff and external partners to collaboratively tackle major challenges which have a social / environmental or economic impact. Students practise innovation, problem solving and apply resilience in the context of live challenges. They develop their digital and data competencies through engaging with industry experts and big data sources and critically reviewing the advantages and disadvantages of data-driven decision-making.

SACChA provides the opportunity to increase the number and depth of the University’s partnerships with public, private and 3rd sector organisations. There is also the opportunity to involve alumni and friends of the University to act as mentors.

The first pilot took place during the Festival of Creative Learning in February 2019 with further pilots being planned for AY 2019/20. Sustainability formed the theme of one of the challenges: the Robertson Group hosted a challenge involving students developing ideas to design out waste in the construction industry. SRS promoted the pilot to their student groups and a number of the participants came via this route and used their time to count towards the Edinburgh Award for Sustainability.

SRS is represented on the pan-University SACChA Consultation Group (Matthew Lawson) which has been set up to guide the development of the project.

Resource implications

19. Social Responsibility and Sustainability activities are integrated in the investment and project business cases and resourced within their respective resourcing plans. There are currently no plans to appoint dedicated resources for the Social Responsibility and Sustainability theme across the DDI programme.

Risks

- General public is becoming more conscious about environmental issues. DDI Investment cases (newbuild & computing power) delivers negative environmental impact, leading to a reputational risk through critical public sentiments, bad press and/or political commentary.
 - Mitigation: address sustainability as the core component of the construction and procurement processes
- A case by case approach to Social Responsibility and Sustainability misses the big picture and delivers suboptimal results.
 - Mitigation: address and monitor Social Responsibility and Sustainability systematically, on the programme portfolio level.
- Lack of dedicated resources for SRS leads to missed opportunities.
 - Mitigation: assess and evaluate SRS as an integrated component in all activities.

Opportunities

20. The DDI programme is still in early stages so there's lots of opportunities to weave SRS into the fabric of the programme, test & pilot different approaches, and strengthen the role of Sustainability in the programme.
21. Construction and procurement projects of the DDI hubs between 2019 – 2025 provide opportunities to embed both social responsibility (through community benefits) and sustainability.
22. Partnership initiatives with the six councils of the CRD region can address SRS.

Equality & Diversity

23. EIA has not been held. Equalities is a key issue and target for the City Region Deal.
24. Data Driven Innovation programme has a special emphasis on supporting gender diversity in Data Science, with two events and a report on the topic planned for this year.
25. Equality is also built in the DDI Skills Gateway programme.

Next steps/implications

26. Social Responsibility and Sustainability aspects will be addressed as part of the operational plan for year 2019-20.
27. Inclusive Growth will be addressed as a goal across all of the DDI project business cases.

Consultation

28. The experts of the DDI Programme office have been for this paper.

Further information

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Freedom of Information

29. This is an open paper.

Social Responsibility and Sustainability Committee**Thursday 6 June, 1.30pm****Regional college partnerships: Widening participation****Description of paper**

1. This paper will outline the direction of travel of partnership discussions between the University and regional colleges, focussing on widening participation.

Action requested/Recommendation

2. The Social Responsibility and Sustainability Committee are asked to note and provide feedback.

Background and context

3. The University's commitment to working in partnership with the regional colleges responds to key objectives in the Community Engagement and Widening Participation Strategies, in particular, working with the college sector to establish entry routes in to the University.

4. This work also responds to Scottish Government strategic objectives around:

- high quality education which is seamlessly connected for the learner, and
- access to education for people from the widest range of backgrounds.

These objectives have led to the expectation in SFC's Outcome Agreement Guidance, 2019-2020 to 2021-22, that "Institutions should maximise opportunities for progression and articulation from college, demonstrating leadership and innovation and a commitment to collaboration with sector partners".

5. These Scottish Government and SFC objectives have been informed by the recommendations of the Commission for Widening Access, which made specific reference to articulation in three of its recommendations:

Recommendation 8: The SFC should seek more demanding articulation targets from those universities that have not traditionally been significant players in articulation.

Recommendation 9: Universities, colleges and the SFC should closely monitor the expansion of articulation to ensure it continues to support disadvantaged learners to progress to degree level study. Should this not be the case, a proportion of articulation places should be prioritised for disadvantaged learners.

Recommendation 10: The SFC, working with universities and colleges, should explore more efficient, flexible and learner centred models of articulation which provide learners with the choice of a broader range of institutions and courses.

Discussion

6. Collaboration and partnership working with the University's regional colleges provides an opportunity for the University to engage with a wider and more diverse local and regional demographic around the three key themes of:

- Student Pathways (including widening participation)
- Innovation and Industry
- Community Engagement

7. The University is currently in partnership discussions with a number of colleges, including our five regional colleges: Borders College, Edinburgh College, Fife College, Forth Valley College and West Lothian College. These discussions have led to a number of common, emerging interests which are summarised in Figure 1.

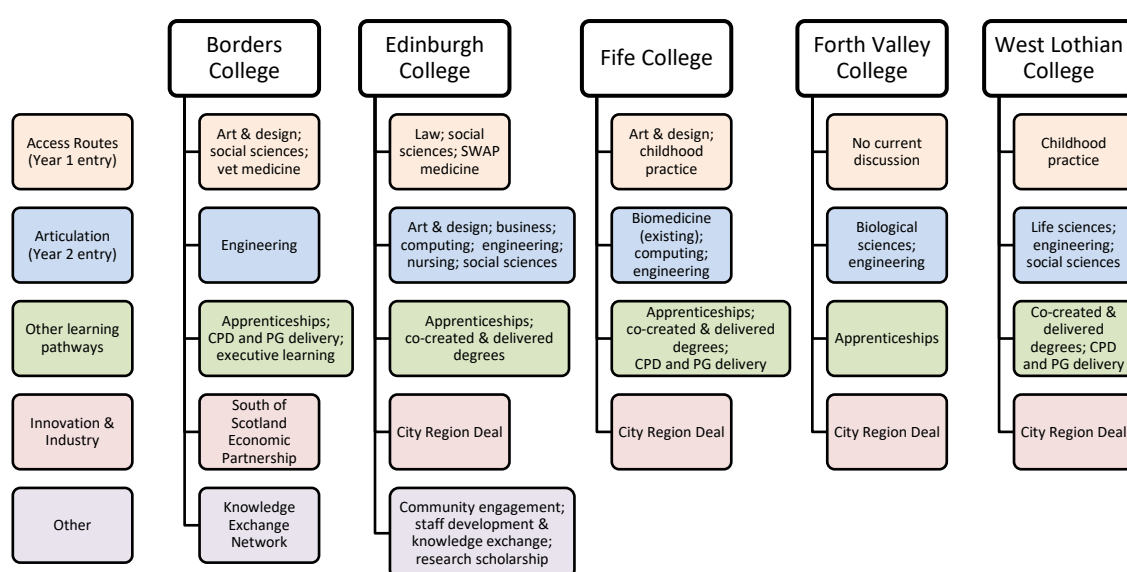


Figure 1 Emerging areas of interest with regional colleges

8. Students entering the University from colleges will play an important role in helping the University to achieve the aims of the Widening Participation Strategy. Access routes and articulation are important entry routes for target groups including mature students, students from Scotland's most deprived communities and those who have care experience. The recent SFC report on articulation¹ reported that across Scotland in 2017-18, students gaining an offer based on HNC/HND qualifications accounted for:

- 26.1% of first degree entrants
- 41.8% of SIMD20² first degree entrants
- 1.3% (128 out of 9763) had care experience
- 0.48% (47 out of 9763) were a carer.

¹ SFC (April, 2019). Articulation from Scottish Colleges to Scottish Universities. <http://www.sfc.ac.uk/publications-statistics/statistical-publications/2019/SFCST062019.aspx>.

² Scottish Index of Multiple Deprivation, 20% most deprived communities

9. Table 1 shows entrant numbers to the University from colleges for the last three years, and highlights the high proportion of students with widening participation criteria (as determined by contextualised admissions flagging) being admitted with college qualifications.

Table 1 First degree, Scotland domiciled undergraduate entrants (settled intake) from colleges for 2016/17, 2017/18 and 2018/19 (rounded figures).

Scotland domiciled entrants	2016/17	2017/18	2018/19
All entrants (where previous institution type known)	1785	1780	1550
Entrants from all Scottish college	165	150	140
<i>% total entrants from college</i>	9.2%	8.4%	9.0%
Entrants from regional colleges ¹	50	50	40
SWAP East ²	85	65	60
<i>% total entrants from regional college and SWAP East</i>	7.6%	6.5%	6.5%
Widening participation (contextualised admissions flag)	165	150	120
No flag	<5	0	20

¹ Regional colleges grouped together due to low numbers of entrants from some individual colleges. Includes entrants from Borders, Edinburgh, Fife, Forth Valley and West Lothian Colleges.

² SWAP East entrants are grouped together, as UCAS identifies students as being SWAP East rather than the individual college they studied at.

10. Access routes between the colleges and University are currently well established, either through the college's own access programmes or SWAP (Scottish Wider Access Programme) courses offered by the colleges. However, the Widening Participation Strategy Implementation Plan outlines the University's commitment to supporting students to enter by:

- developing foundation routes and access course provision into the University across the three Colleges.
- working in partnership with college and university partners to develop entry routes into the University.

The potential for new foundation routes to the College of Science & Engineering and College of Medicine & Veterinary Medicine are currently being scoped. Discussions around access routes are concentrating on developing new routes and reviewing existing routes to ensure they still meet students' needs to make a successful transition into the University. One new route for 2019-20 is the SWAP Access to Medical Studies programme at Edinburgh College, with students beginning their MBChB in academic year 2020-21.

11. Articulation routes are the main priority of conversations around learner pathways, with SFC Outcome Agreement Guidance stating the expectation that the University increases the number of students articulating with advanced standing. Articulation, or advanced standing, occurs when students move from an HN programme at college to university with no loss of time, i.e. HNC to year 2 or HND to year 3. Currently, the majority of students accessing the University with an HNC or

HND qualification have to repeat at least one year. SFC reported that in 2017/18, of the 124 students entering the University with an HN qualification, 20 entered with full articulation while the remaining 104 repeated one or two years.

12. The University's initial objective is to agree formal articulation agreements for a 1+3 model (HNC to year 2 entry) in a small number of subject areas. It is expected that numbers of students articulating into individual subject areas will be small, with intakes of around 10 students or less. Initial conversations are focussed on curriculum mapping and embedding pre- and post-entry transition support. The expectation is that the first of these new formal articulation agreements will enable entry for students from Edinburgh College to the University in 2020/21 or 2021/22 to programmes in Health in Social Science and ECA.

13. Pre- and post-entry support to enable students to negotiate a successful transition into and through the University is a key element for successful articulation. This support has three strands comprising generic transition experiences, discipline/programme specific support, and integration or belonging. Generic transition support will focus on key academic skills and the differences between college HN study and the University culture. Discipline/programme specific initiatives prepare students for their academic curriculum, ensuring that they have pre- and post-entry opportunities to engage with key areas or threshold concepts that have not been covered in the HN. The final strand acknowledges that a sense of belonging and community is vital to ensure all students succeed and benefit fully from their time at the University.

14. Discussions around apprenticeships, and pathways from Modern Apprenticeships/Foundation Apprenticeships to Graduate Apprenticeships are in the very early stages. These are occurring both with individual colleges and at a regional level via the Regional Learner Passport Group (which includes representation from SFC and all the south east Scotland universities and colleges). Key areas of interest are data science, engineering and health/social care.

Resource implications

15. There are no immediate resource implications from this paper. As the partnership conversations progress both internally and externally, there may be resource implications which would require further consideration.

Risk Management

16. Partnership working with the regional colleges will enable the University to minimise risks associated with the under-recruitment of students from disadvantaged and under-represented groups, and to meet SFC expectations regarding articulation and partnership working across the sector. This should mitigate reputation impacts and compliance threats to SFC funding.

Equality & Diversity

17. The Widening Participation Strategy is intended to address the University's responsibilities under clause 3 of the Post 16 Education (Scotland) Act 2013 to address the access to Higher Education of under-represented socio-economic groups.

Further information

18. Author

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Student Recruitment & Admissions

3 June 2019

Presenter

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Freedom of Information – Open paper