THE UNIVERSITY of EDINBURGH

Social Responsibility and Sustainability Committee

Thursday 24 October, 2pm

Torridon Room, Charles Stewart House

AGENDA

1	**Minute** To _approve_ the minute of the previous meeting on 6 June 2019	**A**
2	**Matters Arising** To _raise_ any matters arising not covered on the agenda or in post-meeting notes	

STRATEGIC AND SUBSTANTIVE ITEMS

3	**Responding to the Climate Emergency – Next Steps** To _note_ and _discuss_ a paper from the Director of SRS	**B**
4	**Gaelic Language Plan** To _note_ and _approve_ a paper from the Director of Communications & Marketing	**C**
5	**Refreshing the Community Engagement Strategy** To _discuss_ and _endorse_ a paper from the Assistant Principal Community Relations	**D**
6	**Social Responsibility and Sustainability Plan & Operationalising the SDGs** To _note_ and _discuss_ a paper from the Deputy Director of SRS	**E**
7	**Sustainability and Festivals** To _note_ and _discuss_ a paper from the Student Engagement, Events & Reporting Programme Manager	**F**
8	**Modern Slavery Statement 2018/19** To _note_ and _discuss_ a paper from the Deputy Director of SRS	**G**

ITEMS FOR FORMAL APPROVAL/NOTING

9	**Times Higher Education Sustainable Development Goals Impact Ranking** To _receive_ an update from the Deputy Director of SRS	**H**
10	**SRS Survey 2019 Results** To _receive_ an update from the Deputy Director of SRS	**I**
11	**Widening Participation** To _receive_ an update from the Head of Widening Participation	**Verbal**
12	**Any Other Business** To _consider_ any other matters from Group members	

UNIVERSITY OF EDINBURGH

A

MINUTE OF A MEETING *of the Social Responsibility and Sustainability Committee held in the Ochil Room, Charles Stewart House on Thursday 6 June 2019.*

Present:	Charlie Jeffery (Convenor), Senior Vice Principal
	Lesley McAra (Vice Convenor), Assistant Principal Community Relations
	Michelle Brown, Head of SRS Programmes
	Laura Cattell, Head of Widening Participation
	Dave Gorman, Director of Social Responsibility and Sustainability
	Georgie Harris, Students' Association VP Community
	Pete Higgins, Director, Global Environment & Society Academy
	Ken Hutchison, Joint Unions Liaison Committee
	Gary Jebb, Director of Estates
	Theresa Merrick, Director of Communications & Marketing
	Rachael Robertson, Deputy Director of Finance
	Tracey Slaven, Deputy Secretary, Strategic Planning
In attendance:	Mark Graham, Corporate Services Group, for item 3
	Jarmo Eskelinen, Director of the DDI Initiative, for item 7
Apologies:	Katrina Castle, Head of Strategic Partnerships & Transitions, Student Recruitment & Admissions
	Gavin Douglas, Deputy Secretary Student Experience
	Hugh Edmiston, Director of Corporate Services
	Lee Hamill, Director of Finance
	Craig Hennessy, Functional Lead, Service Excellence Programme
	George Sked, Director of Procurement
	James Smith, Vice Principal International

1   The Committee welcomed new member Ken Hutchison, incoming Convenor of the Joint Unions Liaison Committee (JULC). Members thanked outgoing Students' Association VP Community Georgie Harris for her contribution. The Committee gave a formal vote of thanks to its outgoing Convenor Charlie Jeffrey, and wished him well in the future.

    A

The minute of 6 March 2019 was approved as a correct record.

2   **Matters Arising**
The Palm Oil Policy (item 3) was subsequently approved by University Executive on 14 May 2019. The Widening Participation update (item 6) was positively received at a pre-Senate discussion.
RELCO (item 11) would be included in a general discussion around climate change and carbon targets at the University Executive Strategic Away Day on 13th June, and further discussions were expected.

STRATEGIC AND SUBSTANTIVE ITEMS

3   **City Regional Deal Community Benefits Overview**

    B

Mark Graham from the DDI Programme Management Office shared this overview of the implications, risks and opportunities associated with delivering the procurement community benefits (CB) and associated Data Driven Innovation (DDI) objectives that UoE had committed to as part of receiving Edinburgh and South East Scotland City Region Deal (CRD) Programme funding.

In the context of the CRD, there was no agreed approach with the Government as to what CB should focus on, occasioning potential risks for UoE and its CRD partners, but also giving the University an opportunity to inform that process, demonstrate leadership, deliver

a clear vision, and maximise benefits. Currently a piecemeal, project-by-project approach was being taken, with no consistent and coordinated approach to monitoring and evaluation. UoE needed to first agree its approach and definition of CB before this could be formally taken to CRD partners.

Members noted that a significant proportion of community benefits would not come directly through Procurement. Procurement would act to unlock benefits through competitive dialogue as to what companies could potentially offer, and what UoE's priorities were in that area. SRS would create capacity to monitor projects and link them in to wider activities. A monitoring and evaluation plan would be critical to draw-down of funding.

Members were broadly supportive of decoupling CB contributions from individual projects so these could be aggregated into an overarching fund and directed to support critical community needs, allowing the University to take a much wider view of CB. However, it would also be important, particularly in construction, to realise benefits locally so contractors could see the benefit to them. A balance would need to be struck between the University's local area in the city and the Lothians, and its wider area of impact in terms of procurement, taking in the whole of Scotland and beyond.

SRS Committee noted the paper and supported the proposed actions to maximise the potential benefits of adopting a strategic University and CRD partnership approach to meeting CB and DDI objectives, provided this did not add a premium or additional cost on to construction contracts.

4   Climate Change: Update on External Developments & UoE Response   C
The Director of SRS provided an update on recent developments in science, policy and external civil society, government action in response to climate change, and the University's response.

Reports from the IPCC and IPBES demonstrated that the impact of climate change was not far off, with people already being affected all around the world. The number of school strikes and global protests were increasing, part of a whole series of external drivers demonstrating the salience of the issue and the pressure it brings, and leading to policy change.

The University Executive Strategic Away Day on 13th June would examine what action UoE might take and bold developments should follow. UoE would avoid any political declarations that were not backed up with a clear plan for delivery, and would stick to its 'Zero by 2040' goal, continuing to take a strategic and sustained approach. There would be a communications challenge for the University in conveying to a constantly changing student population everything it was doing in this area. There would be an initial push during Welcome Week, followed up by themed campaigns highlighting UoE work in this area across research and teaching and into operations. There would also be pathways for students to be actively involved (e.g. through the Sustainability Champions network).

It was important reputationally for the University to be seen to be taking substantive action, with large-scale initiatives happening elsewhere. UoE was revisiting proposals arising from the RELCO process, looking at approaches to implementation that were not distanced from the everyday life of the University. RELCO was aspirational and large-scale, and first steps would be to look at affordable, deliverable pilot schemes as a test bed. It would not be possible to get to zero carbon without doing something offsite, but the nature, scale, timeframe and funding source were all still to be agreed.

Members welcomed inclusion of the SDGs in the Strategic Plan, and recognised that substantial change to core processes was still needed in order to get to carbon zero. On business travel, the Committee recommended making School by School graphs available on the SRS website, as a communications tool and to set a benchmark. Members felt that more could be done to leverage the University's scientific research, and to promote systematic collaboration between researchers working in related areas. Instead of buying

land, it was proposed that UoE could work in collaboration with landowners on reforestation and peatland restoration.

Action – CJ to share thoughts in this area with DG before 13th June.

| 5 | **THE SDG Ranking** | **D** |

The Head of SRS Programmes provided a brief overview of the Times Higher Education (THE) Sustainable Development Goals Ranking for universities. The University and the Students' Association committed to the SDG Accord in 2017. With the SDGs now included in the Strategic Plan, it was felt to be timely for UoE to participate in the THE SDG ranking, on those goals most closely aligned to the strategic objectives the University had committed to. Initial investigation suggested that UoE would have performed extremely well, had it participated in this year's process.

Members noted the value in participating of being able to shape the process, and stressed the importance of focusing on what the University wanted to highlight, rather than being driven by another ranking exercise.

SRS Committee endorsed the recommendation for participation by the University in the 2019 process reporting against 4 goals: SDG 4 Quality Education; SDG 10 Reduced Inequalities; SDG 12 Responsible Consumption and Production; & SDG 13 Climate Action.

Action – TS to follow up with Pauline Jones to carry out further assessment of the methodology.

Action – MB to follow up with PH who had a useful contact working on SDG reporting for business.

Action – TS & MB to take UoE's participation forward.

| 6 | **New Building Sustainability Standards** | **E** |

The Committee noted a paper from the Director of SRS on the adoption by Estates of new standards for sustainability in UoE buildings via the new Edinburgh Sustainability Model Evaluator (ESME) tool, replacing BREEAM. (BREEAM would be retained where it was a requirement for funding). ESME would help the University avoid duplication (e.g. multiple biodiversity audits of the same campus), reduce the energy demand from its buildings, enhance user wellbeing, and help deliver real change. It would go to Estates Committee on 10 September.

Members commended Estates on their work on the tool, comprising review of best practice globally, selection of the most relevant aspects for UoE, and now work to pilot and embed it in practice. Once the tool have been trialled, the intention was to get other universities involved. It had already been shared with a number of institutions including QUB.

| 7 | **City Deal/Data Driven Innovation Update** | **F** |

The Director of the DDI Initiative presented this update on the DDI Programme since its inception in August 2018, including finalisation of investment business cases, first projects in the Innovation hubs, and future plans.

Part of the Edinburgh and South East Scotland City Region Deal, the DDI initiative aimed to help people and organisations benefit from the data revolution. Three of its five themes directly supported social responsibility and sustainability: 1 - Accelerating inclusive growth, 2 - Targeted employability and skills interventions, and 5 - Social benefit through innovation. Current projects addressing SR issues included the DDI Skills Gateway, Community Benefits (as discussed under item 3), the Edinburgh Futures Institute, the UNICEF Data for Children hub, and Students as Change Agents (SAChA). The Initiative was on track in fulfilling its responsibilities to CRD.

Members found the briefing helpful, providing useful insight into the complexities of the City Deal. Community benefits was an obvious area for collaboration. There could also be opportunities for partnership working around social investments, circular economy, and collaboration with the City of Edinburgh Council and other Councils in the region.

<u>Action – JR</u> to invite JE to come back regularly to report to the group.

ITEMS FOR FORMAL APPROVAL/NOTING

8   Widening Participation: Regional College Partnerships   **G**
The Head of Widening Participation outlined the direction of travel of partnership discussions between the University and regional colleges, focusing on widening participation, including broader community engagement and skills development.

Colleges played a vital role in facilitating access for disadvantaged and under-represented groups. UoE had already been working with colleges, but not in a strategic, overarching way. This work had provided the necessary articulation to ensure an efficient learner journey (including advanced entry points for students), as well as an opportunity for UoE to rethink its own curriculum and reconsider what transition support all students need. Colleges could offer excellent examples of community engagement, as they tended to know their communities very well.

Members welcomed the update, recognising this as an important area. Based on strong relationships with colleges, UoE could work with them to design bespoke access pathways. Further developments would be reported on as they emerged.

9   Social Investments   **H**
The Director of SRS presented a summary of the University's journey on social investments to date, including arrangements for governance and activities since 2017, thanking members for their contribution. Over £3.5M of the allocated £8M had already been invested in schemes offering real social good. The reputational benefits were considerable, having attracted significant interest from Scottish Ministers. A request had been received to carry out action research in the area, and the Committee were keen to see work to date being academically assessed. The Director of SRS was currently in talks with Unilever who were keen to collaborate.

10   Sustainable Campus Fund: 3-year Performance Update   **I**
The Head of SRS Programmes provided an update on the Sustainable Campus Fund since its establishment as an internal investment vehicle in 2016. SRS worked closely with Estates to identify a suitable pipeline of projects. 74% of projects received had been approved, at a cost of £2,194,574. These were estimated to generate annual savings of £460K and 1,650tCO$_2$e (equivalent to 10% of UoE business travel). The SCF offered a good vehicle for encouraging buy-in and aligned with operational plans. Supplementary funding from the Scottish Funding Council had been secured following a recommendation from the Vice-Principal Planning, Resources and Research Policy.

SRS Committee

24 October 2019

Gaelic Language Plan

Description of paper

1. This paper provides an update on the preparation of the University's new Gaelic Language Plan (contained in Annex A).

Action requested/Recommendation

2. SRS Committee is asked to note and approve the University's new Gaelic Language Plan actions and to pass it on for approval by the University Executive.

Background and context

3.1 The University was asked by Bòrd na Gàidhlig in 2011 to prepare a Gaelic Language Plan under the Gaelic Language (Scotland) Act 2005, in line with Bòrd na Gàidhlig's purpose under the Act to "[secure] the status of the Gaelic language as an official language of Scotland."

3.2 The University's first Gaelic Language Plan (2013-2018) was launched in 2013. Although not statutory, the University's initial plan was given approval by Bòrd na Gàidhlig.

3.3 This paper proposes a new Gaelic Language Plan for the years 2019-2024 and is, therefore, the University's contribution to the ongoing implementation of Bòrd na Gàidhlig's National Gaelic Language Plan and its priority areas of: using Gaelic; learning Gaelic; and promoting Gaelic.

3.4 The drafting of the new Gaelic Language Plan has been carried out through collaboration with the University's Gaelic Language Plan Working Group, comprising representatives from various University departments, and following consultation with other internal stakeholders. Informal discussions have also taken place with Bòrd na Gàidhlig regarding our approach to the development of our new Gaelic Language Plan.

3.5 The Gaelic Language Plan has also been informed by feedback garnered from public consultation (both online and in-person events). The public consultation that was held on a draft version of these commitments elicited feedback that clustered around the following: a desire for more visibility of Gaelic, particularly on signage; the importance of the Gaelic residential scheme as well as other Gaelic immersion opportunities, particularly for learners; the desire to see a strong commitment to implementation from the University and a wish to know how to hold the University to

account for the implementation of the plan. There was a general feeling that implementation of the previous plan had not been strong enough.

3.6 In response to the public consultation, the proposed Gaelic Language Plan includes a commitment to integrate the University's current Bilingual Signage Policy into Estates' Signage Protocol to ensure its implementation, which will increase visibility on signage. We have also committed to progressing the proposal for a Gaelic residential scheme internally, as well as developing immersion opportunities on Gaelic degrees. Additionally, we intend to include detailed information on the governance structure of the plan, as well as contact information for those key to the plan's implementation, in the final published version.

3.7 Furthermore, the new Gaelic Language Plan supports the University's renewed focus on its social and civic responsibility, as evidenced by the Strategy 2030, as it helps the institution build relationships with a traditionally marginalised group in Scottish society.

Discussion

4.1 The new plan is a development of the University's initial Gaelic Language Plan (2013-2018). New commitments have been informed by the progress made in the implementation of the first Plan. Commitments that were impractical or less useful have been amended or consolidated, while successful commitments have been retained or extended.

4.2. Some key changes in the new Gaelic Language Plan are:

(a) 2a and 2b now comply with GDPR

(b) the strengthening of commitment 2e, as a Gaelic residential scheme was a priority for respondents to the public consultation

(c) the inclusion of Moray House School of Education and Sport in 2j, 2k and 2l since it is now the home of the Primary Education with Gaelic degree

(d) 4i is a new commitment to establish a Gaelic writer in residence scheme

(e) 4l is a new commitment to run a myth-busting campaign to promote awareness of minority language issues at the University

(f) 5f is a new commitment to develop a structure for an immersion year for students on Gaelic degree programmes

(g) 5h is a new commitment to create a Gaelic pathway in the PGDE programmes.

4.3 Another key change in this Gaelic Language Plan has been the streamlining of the format of the document itself. The previous plan's structure was based around the

template provided by Bòrd na Gàidhlig. This new plan has a simpler and more logical structure, using six categories to describe the key areas of action in the plan:

(1) Visibility

(2) Gaelic use at the University

(3) Communications,

(4) Outreach & development

(5) Gaelic teaching

(6) Gaelic Plan delivery.

Resource implications

5.1   The costs associated with the majority of actions in the new Gaelic Language Plan are currently, or will be, operationalised within existing budgets. Some actions, however, will require additional funding which will need to either be found internally or from external sources. These include:

2e. Gaelic residential scheme: A paper will be drafted for the accommodation board including potential costs of such a scheme, and funding will be sought in accordance.

4g. Gaelic leaflets: Funding has been received through a Gaelic Language Implementation Fund grant from Bòrd na Gàidhlig to reprint and redistribute the Gaelic in Edinburgh leaflet in 2020.

4i. Gaelic Writer in Residence: Funding will be provided or secured by Celtic & Scottish Studies.

4l. Myth-busting campaign: Funding will be provided by EUSA or sought externally as the campaign is developed.

5d. Weekend immersion course: This will be funded by Celtic & Scottish Studies with the support of a grant from the Gaelic Language Act Implementation Fund from Bòrd na Gàidhlig.

5e. Public summer school: A funding model will be developed as part of this investigation by Celtic & Scottish Studies and/or the Centre for Open Learning.

5f. Gaelic degree immersion opportunities: Celtic & Scottish Studies will investigate an appropriate funding model as discussions progress.

6f. Advertisement of Gaelic posts bilingually: Discussions are ongoing with HR to establish a protocol for funding translation of post advertisements.

Risk Management

6.1 This plan will help mitigate the risk to the University's reputation that it is not seen to be securing the status of Gaelic as an official language of Scotland. While not viewed as a statutory plan, there is nevertheless an expectation from both external and internal stakeholders that the institution will continue to produce and implement a Gaelic Language Plan. For instance, all other Universities in Scotland offering Gaelic degrees have statutory Gaelic Language Plans.

6.2 The University should also play its part in implementing the aims of the Gaelic Language (Scotland) Act 2005 and the UK's ratification of the European Charter for Regional or Minority Languages, naming Scottish Gaelic as a language that is given certain protections.

Equality & Diversity

7. This plan will contribute positively to equality and diversity at the University by ensuring the institution takes steps to include a minority language group that has been historically excluded from public life in Scotland.

Next steps & Communication

8.1 Once approved by SRS Committee, a finalised version of the new Gaelic Language Plan will be submitted to the University Executive for final approval.

8.2 The Gaelic Language Plan Working Group will then approve a detailed implementation plan to sit beneath this high-level plan including timescales and named leaders on actions.

8.3 The Gaelic Language Plan Working Group will monitor the implementation of the plan at quarterly meetings and report on progress to the SRS committee on an annual basis, or as requested.

Consultation

9.1 This plan was discussed, developed and agreed by the Gaelic Language Plan Working Group and through individual consultation with internal stakeholders.

9.2 A previous draft of this plan went out to public consultation for four weeks, with the feedback then taken on board by the Gaelic Officer in the preparation of the latest version of the Plan (see 3.6 & 3.7).

Further information

10. *Author*	*Presenter*
Bria Mason, Gaelic Officer, Communications and Marketing, 17 October 2019	Theresa Merrick, Director, Communications and Marketing

Freedom of Information

11. This is an open paper.

Annex A: Gaelic Language Plan Actions

Section 1: Visibility

The University will:

1a. review the use of Gaelic and the issue of bilingualism in its corporate identity at the next major re-branding opportunity.

1b. update the Gaelic version of the University's logo in line with the English logo and continue to make it available, with inclusion in the University's brand and logo guidance. The University will widely promote and encourage the use of this logo amongst staff.

1c. ensure staff have the opportunity to order bilingual business cards. The University will recommend this as best practice for staff based within Celtic & Scottish Studies, Communications and Marketing and the Moray House School of Education and Sport and will publicise the option clearly to staff when ordering business cards.

1d. encourage staff to have bilingual versions of their email signature and out-of-office messages, with particular emphasis within Celtic & Scottish Studies, the School of Scottish Studies Archives, Communications and Marketing, Moray House School of Education and Sport and the Gaelic Language Plan Working Group.

1e. make the automatically generated charitable strapline bilingual.

1f. continually stock Gaelic t-shirts and hoodies in the Visitors Centre and online and will trial additional merchandise (mugs, pens etc).

1g. normally include Gaelic in graduation ceremonies, with the Vice Chancellor including at least a few phrases of welcome in Gaelic and two Gaelic songs being learned by the choir to be included in their song rotation, ensuring these are sung at the Celtic & Scottish Studies and Education graduations.

1h. include Gaelic in some high-profile exhibitions, demonstrating equal respect for Gaelic and English, on a new or renewal basis.

1i. display Gaelic welcome signage at selected reception areas, with an aim to increase the number displayed within this plan's lifespan.

1j. integrate the University's existing Bilingual Signage Policy into the University of Edinburgh Signage Protocol. Where checklists are available to staff creating new signage, considering the Gaelic signage-related policies will be added to ensure this is addressed at development stage.

Section 2: Gaelic use at the University

The University will:

2a. reply in Gaelic if a response is required when receiving written correspondence in Gaelic. Correspondence submitted in Gaelic may be read and translated by a translator, and the University will ensure that correspondents are made aware of this by publishing a link to a privacy notice anywhere this is advertised (link will be published in final plan).

2b. give a response in Gaelic if a complaint is received in Gaelic. Timescales for any such response will remain standard to those published in the complaints procedure. This will be clearly advertised on the complaints webpage. Complaints submitted in Gaelic may be read and translated by a translator, and the University will ensure that complainants are made aware of this by publishing a link to a privacy notice anywhere this is advertised (link will be published in final plan).

2c. work with our Service Excellence Programme to design and produce a number of key forms in bilingual format based on outcome of their forms audit, stating clearly which forms will be accepted in Gaelic. These forms will demonstrate equal respect for Gaelic and English.

2d. make Gaelic word processors, browsers and spell checkers available on staff and student computers. Information will be provided to students about Gaelic IT.

2e. put forward a business case to establish a Gaelic residential scheme for matriculated students based on models at University College Dublin and the University of Glasgow. This scheme will be developed alongside the University's British Sign Language residential scheme.

2f. continue the policy that undergraduate theses and dissertations submitted for assessment and examination may be presented in Gaelic, subject to the terms described in the University's Taught Assessment Regulations.

2g. continue the policy that postgraduate theses and dissertations submitted for assessment and examination may be presented in Gaelic, subject to the terms described in the University's Postgraduate Assessment Regulations for Research Degrees.

2h. endeavour to organise a Gaelic-medium tutorial group in the following courses, subject to tutor availability and student demand: Celtic Civilisation 1A and 1B, Scottish Studies 1A and 1B and all courses on the MA Education as well as the MSc Transformative Learning & Teaching.

2i. assign a Gaelic-speaking Personal Tutor within a student's School to any student who so requests, where a Gaelic-speaking tutor is available.

2j. create Gaelic language policies in Celtic & Scottish Studies and in Moray House School of Education and Sport.

2k. create bilingual websites in the department of Celtic & Scottish Studies and in Moray House School of Education and Sport that will demonstrate equal respect for Gaelic and English.

2l. continue to produce Subject Information Sheets in Celtic & Scottish Studies bilingually and will produce Subject Information Sheets in Moray House School of Education and Sport bilingually.

2m. survey all staff and students to ascertain how many speak Gaelic.

Section 3: Communications

The University will:

3a. create a Gaelic page for high level content on the University website home page that will demonstrate equal respect for Gaelic and English.

3b. make use of our internal publications and website to promote the Gaelic Language Plan and publicise Gaelic initiatives and activities.

3c. ensure the Principal's Foreword will be bilingual when publishing an Annual Review. The University's Strategy 2030 will be made available in Gaelic. Other ad hoc content and publications will be published bilingually or in Gaelic as deemed appropriate by Communications and Marketing.

3d. issue Gaelic-related PR and media releases bilingually. A minimum of four University high-profile media releases will be issued bilingually per year.

3e. continue to use social media to help promote and raise awareness of Gaelic throughout the University and with the wider community.

3f. add Gaelic-speaking experts who are willing to speak to media in Gaelic to the list of experts kept by Communications & Marketing.

3g. develop and produce portable vinyl signage featuring bilingual content about the history and importance of Gaelic at the University.

3h. draw Gaelic media commitments together into a Gaelic communications plan.

Section 4: Outreach and development

The University will:

4a. continue to offer Gaelic seminars and continue to promote these outwith the University to ensure that the wider community are aware of the opportunities to attend such events.

4b. offer an annual programme of Gaelic musical and cultural events for the University community and/or the public, working in partnership where possible.

4c. promote research on Gaelic through its support for the department of Celtic & Scottish Studies and a regular series of research dissemination events, including the Friday Research Seminar series in Celtic & Scottish Studies and the Rannsachadh na Gàidhlig conference when due to be hosted by the University.

4d. promote an event at the beginning of each year where the Gaelic Officer will present information on Gaelic opportunities to students, organised by Celtic & Scottish Studies, Moray House School of Education and Sport and the Gaelic Officer.

4f. support and promote its specialist archives of Gaelic materials, including the School of Scottish Studies Archives and the Carmichael-Watson Collection. Resource will be made available to increase outreach activities to promote the use of these collections.

4g. update and reprint 'Gaelic at the University' and 'Gaelic in Edinburgh' promotional leaflets as appropriate throughout the life of this plan.

4h. provide reward and recognition for students who submit work in Gaelic through the Blackie Celtic Prizes.

4i. establish a Gaelic Writer in Residence scheme.

4j. encourage and support the Students' Association in the implementation of their Gaelic policy and in the development and implementation of their forthcoming Gaelic Language Plan.

4k. maintain our close relationship and continue our partnership working with Edinburgh University Highland Society (An Comann Ceilteach).

4l. cooperate with the Students' Association and relevant University groups to run a campaign myth-busting and promoting awareness of minority language issues at the University.

4m. continue to support the University Gaelic Officer to chair the committee of Seachdain na Gàidhlig (Edinburgh Gaelic Festival) and ensure its continued success.

4o. work with Edinburgh Gaelic stakeholders to investigate establishing a Gaelic hub near or at the University to support the use of Gaelic at the University and in the city.

4p. continue to liaise on an ongoing basis with other organisations in Edinburgh which are implementing Gaelic language plans and to identify further opportunities for partnership working where appropriate.

4q. continue to liaise on an ongoing basis and maintain our close relationships with Gaelic organisations in Edinburgh to ensure effective promotion and outreach of its Gaelic activities and events and to seek opportunities for partnership working.

Section 5: Gaelic teaching

The University will:

5a. continue to run and promote regular Gaelic Language and Culture Taster sessions during the academic year, and Gaelic awareness classes will be offered on an ad-hoc basis.

5b. continue to offer language tasters for staff and students throughout the year to promote and encourage Gaelic learning.

5c. maintain our commitment and will continue to offer Gaelic Language courses within our Languages for All provision.

5d. propose a weekend Gaelic immersion course for staff and students within the planning cycle of the School of Literatures, Languages and Cultures.

5e. investigate the possibility of establishing a Gaelic Summer School for the public, with a report produced on the findings.

5f. develop and expand immersion opportunities within our Gaelic degree programmes. We will develop a structure for an immersion year for students enrolled on Gaelic degree programmes and progress discussion with key external funders as appropriate.

5g. continue to offer our nationally important degree in Primary Education with Gaelic for learners and fluent speakers. This will be included in the area plan for the School of Education.

5h. explore the possibility of creating a Gaelic pathway within its Professional Graduate Diploma in Education programmes for fluent Gaelic users.

Section 6: Gaelic plan delivery

The University will:

6a. publicise this high-level Gaelic Language Plan widely amongst staff and students. A more detailed implementation plan will be developed and used by those with larger and more specific roles in plan implementation.

6b. maintain the Gaelic Officer post. We will investigate what additional resource will be necessary to ensure effective delivery of this plan and action accordingly.

6c. ensure that the Gaelic Officer will keep a list of approved translators that can be used by University staff.

6d. assign responsibility for addressing staffing issues of the University's Gaelic Language Plan to an HR staff member. Any training requirements will be addressed as part of the University's regular Training, Learning and Development courses and workshops.

6e. develop the recruitment and selection process to address the requirements of the Gaelic Language Plan

6f. advertise posts for which Gaelic is an essential or desirable skill bilingually. Human Resources will develop guidance on how staff can advertise bilingually and will ensure that resource is available to provide translation.

6g. ensure that interview panels for posts for which Gaelic language skills are essential include at least one Gaelic speaker who will test applicants' Gaelic language skills as part of the selection process.

Social Responsibility and Sustainability Committee

24ᵗʰ October 2019

Refreshing the Community Engagement Strategy

Description of paper
1. This paper gives an update on progress in implementing the Community Engagement Strategy (2016) and makes recommendations about the refresh of this strategy in the context of the recently published University strategic plan: Strategy 2030.

Action requested
2. The Committee is asked to discuss the paper and endorse the recommendations.

Recommendations
3. To build on the success of the community engagement strategy and to enable the University to deliver at scale and with maximum benefit to our wider communities, six recommendations are being made:

  (i)   To ensure strategic coherence and alignment, that the community engagement strategy is restyled as the Social and Civic Responsibility Delivery Plan
  (ii) That the plan brings into alignment the contribution which of all elements of the University play in delivering our social and civic responsibilities including: research, education, engagement, professional services, communications and operations – a 'whole institution approach'.
  (iii) That three major themes are chosen over a three year cycle around which we focus activity. These would be over and above the activities being driven (as part of business as usual) through individual Schools, Colleges and operations.
  (iv) That the first three of these 'whole institution' activities should be: homelessness; digital skills for all; place-based multiple deprivation.
  (v)   That the Edinburgh Futures Institute becomes the physical front door for our 'whole institution' community facing activities (just as Edinburgh Local is the virtual front door)
  (vi) That the University commissions a regular social impact survey.

Background and context
4. As part of the University's wider commitment to generating greater social impact, a detailed Community Engagement Strategy (Edinburgh Local) , was approved by the then Central Management Group in May 2016.   This was followed by a decision of the University Court (September 2016) to sign up to the Scottish Government's Social Impact Pledge, which committed public bodies and Universities (on an annual rolling basis) to undertaking three activities which would make a difference in the local community. A summary of progress in implementing this Strategy and the associated social impact pledges are set out in Annex 1.

5. The new University Strategic Plan (published September 2019) reinforces the importance of community engagement. In particular, it lays emphasis on the

University's 'social and civic responsibility', highlighting our 'deep allegiance and commitment to the interests of the city and region', and pledging to ensure that 'our actions and activities deliver positive change locally, regionally, and globally'.

6. The Edinburgh and South East Scotland City Region Deal is a game-changer for the University in terms of its civic contribution. This multi-million pound investment by the UK and Scottish Governments aims to attract inward investment, support skills development and entrepreneurship, with the goal of securing inclusive economic growth. In turn, the University is investing in five innovation hubs[1] and building a world-class data infrastructure in support of these aims. The refresh of the Community Engagement Strategy provides an opportunity to integrate the impacts and outputs of the data driven innovation programme with Edinburgh Local and bring into greater contiguity the wider university community of both staff and students with City Region Deal partners (including local and central government, industry and the wider public) for social benefit.

Discussion/Rationale
7. The rationale for the recommendations made is as follows:

(i) Changing from a strategy document to delivery plan
In discussions between the Principal and the Assistant Principal Community Relations, it has been suggested the community engagement strategy is reconstituted as a delivery plan relating to social and civic responsibility. The aim is to ensure better alignment with the University's new values-led strategic plan and greater coherence in terms of strategic governance.

(ii) The need for a whole institution approach to social and civic responsibility
Edinburgh Local has led to a step-change in the University's community engagement commitment and delivery capacity. Community engagement is now fully embedded in the SRS Department, School and College planning processes. Over the past three years a series of flagship projects have been delivered (see Annex 1), there is better communication of activities (with a virtual front door on the main page of the University website), and a series of high profile, well received initiatives, of community benefit have been led through the SRS Department (including social impact investment, the community grants scheme, and, more recently, plans to make University rooms available to community groups).

Importantly, however, there is also a need to align better activities that relate to *community relations* which are not currently an element of Edinburgh Local. These include our interactions with local community groups over neighbourhood safety, as well as student accommodation and estates projects. The proposed Social and Civic Responsibility Delivery Plan will bring together these currently disparate elements, to ensure greater coherence across all aspects of University business.

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[1] The hubs are: the Edinburgh Futures Institute; the Bayes Centre; the Usher Institute for Population Health Science and Informatics; the Easter Bush Campus; and (in partnership with Heriot Watt University) the National Robotarium.

(iii) Focusing whole institution activity on a small number of major themes
The University is now at a point at which community engagement activity can be
scaled, making possible more ambitious whole institution activity. It is suggested
that a small number of high profile whole university projects are developed, for
greater traction and to demonstrate our commitment as an institution. These projects
would involve contributions via research, learning and teaching, wider engagement
and outreach activities; and showcase how our commitment is also infused in
operational practices, including employment opportunities and community benefit
linked to major procurements.

***(iv) Homelessness, digital skills for all, place-based multiple deprivation as the
first set of themes***
These themes are recommended as they align with our current [Social Impact Pledge]
(2019/20) to the Scottish Government, as well as with our City Region Deal activity
related to digital skills enhancement across communities. Here we build on extant
strengths, with the capacity to deliver at scale and with greater impact. Should the
recommendations of this paper be accepted, a fuller rationale will be provided in the
Social and Civic Responsibility Delivery Plan.

***(v) The Edinburgh Futures Institute (EFI) as physical front door for our 'whole
institution' community facing activities.***
Edinburgh Local forms the virtual front door to the University in terms of its
community outreach activity. There is no place currently that can function as the
physical front door. The latter is something which the local community would find
beneficial (as evidenced through EFI's own community consultation activity).
EFI is being set up to deliver education, research and engagement predicated on
radical multi-disciplinarity, but crucially also, *co-production* – working in partnership
with communities (locally and globally), industry and government, to build a
genuinely democratic, challenge-led, data-rich, portfolio of activity, that aims to have
demonstrable ethical, social, cultural, economic and environmental impacts.

EFI is to be located in the old Royal Infirmary of Edinburgh: a much loved building
and one of great civic importance to the City. Centrally located and fully accessible, it
will provide the spaces in which community outreach activity at-scale can take place,
including performance and exhibition space, learning and teaching spaces, labs for
innovation and prototyping and community gardens. EFI will thus form a physical
symbol of the University's commitment to delivering social and civic benefit. In
keeping with this ethos, the motto above the door lintel is 'patet omnibus': open to all.

(vi) The need for a regular social impact survey.
Currently the University is not able to measure its social impact. It is vital that it
begins to do so not least because of the performance indicators linked to delivery of
the City Region Deal imperatives. Importantly a social impact survey will enable us
to evaluate the reach and quality of our activities, enabling us to strengthen or take
mitigating action to ensure that the University meets its social and civic
responsibilities.

Resource implications
8. A detailed review of resourcing will be undertaken as part of the process of
refreshing the community engagement strategy. However, it is likely that proposals

will be met from within existing budgets in the SRS Department and the Edinburgh Futures Institute. The University has pledged to invest £100m as part of its contribution to the City Region Deal and these monies will undergird data driven community engagement (subject to application and approval by the City Deal Executive Group, chaired by the Principal).

Risk Management
9. Failure to deliver on the social and civic commitments made in the *Strategy 2030* and to the community-facing dimensions of the City Region Deal would be a major reputational risk. The refresh of the community engagement strategy is aimed at mitigating this risk.

Equality & Diversity
10. Each of the substantive programmes being implemented as part of the extant community engagement strategy are subject to an Equality Impact Assessment as they come on stream. The refreshed strategy itself will enhance equality of opportunity and make a positive contribution to the wider community.

Next steps/implications
11. Subject to endorsement by the SRS Committee, under the leadership of the Assistant Principal Community Relations and in consultation and collaboration with key units (including SRS, CAM and Estates), staff and students, a delivery plan will be drawn up in accordance with the recommendations set out above. This will be presented at the next meeting of the SRS Committee for onward transmission to the University Executive.

Consultation
12. The proposals in this paper have been developed in discussion with:
- Members of the *Community Engagement Board* (Chaired by Dave Gorman, Director of Social Responsibility and Sustainability)
- Dr Fiona Cuthill, Director of the *Centre for Homeless and Inclusion Health*
- Members of the *Edinburgh Futures Institute Directorate*

Further information
13. Further information may be sought from the Author and Presenter and from the SRS Department

Author and Presenter
Professor Lesley McAra
Assistant Principal: Community Relations
Director: The Edinburgh Futures Institute

Freedom of Information
14. Open

Annex 1:

Progress in Implementing the Community Engagement Strategy (2016)

The Community Engagement Strategy has three inter-related aims:

- To build and strengthen relationships between the University, the City and our communities
- To enhance community relations through research, teaching and learning
- To enhance interaction and understanding between the University and its communities.

The table below summarises progress made against these three aims, including progress in building the requisite infrastructure to deliver.

Staffing and infrastructure in support of strategy	0.5 FTE post was created to support development and delivery of strategy (in addition to the Communications Officer and Community Engagement Project Manager, resourced via CSG) - Community Engagement Board meets monthly, expanded membership to include estates, enhanced representation from CAM and Edinburgh Global - Community Engagement Forum established with growing membership (enables interested staff from across the University to share information and best practice) - On-going mapping of extant activity, to ensure better coordination and enhanced capacity to make strategic decisions about where resources should be deployed - Community Engagement now embedded into business as usual in the SRS Department - EFI will provide architecture further to integrate community engagement as strategic priority within Schools across the University
Communication and dissemination (Enhancing interaction and understanding between the University and its communities)	- Local component of the University website and associated communications fully functioning, including the development of social media to support the local agenda and regular newsletter (growing readership); - Major profile of Community Engagement in University Bulletin (2019); - Media strategy evolved by Communications Officer (Eppy Harries Pugh) in collaboration with CAM (Gavin Donoghue and Stuart Toole) - Successful Community Engagement showcase event St Cecelia's Hall (June 2018), and repeated (May 2019) - Organised and facilitated the first Senate of 2018 on the theme of the University in the City, showcasing staff and student work, including an exhibition of student projects - Neighbourhood forum to be relaunched in collaboration with CAM (bringing together local community groups, the police, city council with the University) - A working group for tackling the problems caused by homelessness has been set up, and there has been collaboration between Streetworks and University staff to mitigate the problems being experienced in Holyrood Road and ensure that members of the community (including users of Streetworks services, students and staff feel safe and their rights respected).
Capacity building and impact pledges (Building and strengthening relationships between the University, the City and our communities)	- Community grants scheme (70K per annum funded by CSG): three tranches of grants now dispersed to local groups - Successful implementation of second set of pledges made in response to the Scottish Government's *Social Impact Pledge* (Homeless Health and Inclusion Centre; enhancements to digital ambassadors programme, and student social enterprise support) and new pledges for 2019 made (community grant scheme, enhancements to the Centre for Homeless and Inclusion Health, scheme to open doors to community groups). Edinburgh one of the first Universities to make a pledge and the first to re-pledge and be included as an 'inspirational case study': http://www.communityscot.org.uk/social-impact-pledge/inspiration/case-studies/ - Centre for Experiential Learning now soft-launched, supported by successful application to ESRC Impact Accelerator scheme on theme of Students as Agents of Social Change, and will be incorporated within Edinburgh Futures Institute (see below) https://www.cfel.ed.ac.uk/

Flagship projects progress (Enhancing community relations through research, teaching and learning)	**Output**	**Benefit**	**Performance Measure/Key Targets**	**Progress Against Targets**
The Learning City - Broad concept: to increase opportunities for high quality engagement between the University and citizens in City schools and lifelong learners.	-Research-informed engagement with schools and community groups across the city region, to be undertaken in 4 phases. (Phase 1 currently being implemented, phases 2- 4 in development)	- Raising of pupil aspiration and attainment and supporting lifelong learning, including supporting pathways into Further and Higher Education. - Research impact on teaching within the University - Research spin off potential	- Rolling programme of city-region schools' engagement building towards REF impact case studies - Contribution to literacy and inclusion linking to imperatives of City Deal	

- Phase 1 projects nominated as part of University's social impact pledge (2016/17) AP Community Relations, Community Engagement Project Manager, Moray House School of Education, the Widening Participation Team and other Schools across the University	Phase 1 (2016/17): Implementation of two projects: (i) *Read, Write, Count (led by Dr Gale MacLeod):* students working 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 (developed in collaboration with the Scottish Book Trust and City of Edinburgh Council). Programme to be evaluated by Education students for credit as part of their dissertation research.	- Enhanced student experience through experiential learning opportunities and increased skills Phase 1: **(i) *Read, Write, Count*** - Enhanced skills for students in teaching, communication, and evaluation of impact - Evaluation will lead to enhancements in pupil support - Increased attainment in literacy and numeracy amongst primary school pupils which is the First Minister's top priority, and the primary task of Mr Swinney who is also in charge of HE in Scotland - Opportunities to assist in delivering the University's commitment to meeting Widening Participation targets	Phase 1: **(i) *Read, Write, Count*** > 80% student satisfaction with the learning and teaching components of the phase 1 programme (PGDE students) -Production of evaluation data to support enhancement and sustainability of the literacy and numeracy programme beyond year 1	Phase 1: **(i) *Read, Write, Count*** -Successfully implemented- PGDE students worked with families, interviews with student participants indicates 100% student satisfaction with the learning opportunity - Evaluation data on efficacy of the project produced by BEd (Primary) students as part of their fourth year dissertation research, results being used by the City of Edinburgh Council to inform ways of scaling up the initiative and have informed the rolling programme of work for 2017/18: 'Read, Write Count for Bi-lingual Pupils' (including Syrian Refugees), being delivered by masters students in education - In discussion with Moray House and City Council about plans to expand literacy services to working with families of pre-school children via nurseries (involving trained student literacy ambassadors from across the University) -In discussion with City Council re life mentoring project using students as buddies, to support young people in the mid-teenage years at risk of exclusion
	(ii) *Student Digital Ambassadors* (*led by Community Engagement Project Manager*)**:** students (for Edinburgh Award or for credit via SLICC) support older people to develop basic digital skills. Run through the Charteris Community Centre and Edinburgh City Libraries in collaboration with the University's WEEE Recycling programme (with i-pads provided). Service builds on the successful pilot undertaken Spring/Summer 2016 in the Charteris Centre, funded by ISG, in consultation with SCVO, in which a bespoke training package was developed and evaluated. (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)	**(ii) *Student Digital Ambassadors*** - Empowerment of older people and other groups with limited digital literacy - Students are trained and gain skills in teaching, communication, leadership, resilience etc. which enhances employability	ii) *Student Digital Ambassadors* - Recruit and train a further 20 student ambassadors by August 2017: -Increase (by >90%) in basic digital skills for service users, using measurement tool developed in the pilot	**(ii) *Student Digital Ambassadors*** -Training of new cohort of (53) Ambassadors successfully completed August 2017 -DA service in Edinburgh Central Library began September 2017 - DA service in Charteris Community Centre re-commenced September 2017 -Charteris DA service extended to Amina Muslim Women's Resource Centre to support pathways into employment; and drop-in sessions to be held in the People Know How Community centre in Leith. The latter two projects formed part of the 2018/19 Social Impact Pledge, successfully completed Digital Ambassadors transferred to student ownership with SRS support, and now mainstreamed as a student volunteering opportunity,
	Phase 2 (2018-20): **Supporting ongoing 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. The *Cityscope* data hub will also be used to facilitate adult learning (through the Centre of	Phase 2: - Community benefit from co-produced projects - Research impact on teaching within the University - Enhanced student experience through experiential learning opportunities and increased skills	Phase 2: -Implementation of pilot projects by 2019 -Implementation of 100 projects by summer 2021 > 80% student satisfaction with the learning and teaching components of the Phase 2 programme	Phase 2: Pilot complete: - Prof Karen Forbes (ECA) first semester course (level 8, 20 credits) *Drawn from the City*, implemented circa 10 pilot projects - Dr James Stewart (SSPS) second semester course *Data Design and Society* will implement circa 10 pilot projects - Learning from pilot to inform long term plans to upscale no. of projects to meet target of 100 projects by summer 2021

	Open Learning) and research evaluation. Cityscope will also link to a 'Govtech' project in EFI: using big data analytics drawing on health, crime and other relevant data from key agencies, plus area statistics and locally generated (co-produced) data from CityScope and the Living Labs team, this project will explore whether holistic profiling of cohorts of individuals living in these areas and better understanding of the dynamics of communities and local services, can generate new approaches design and delivery of public services	- Infrastructure and pathways to impact to support research grant applications for *Cityscope* - Resource for open-learning course development - Resource to support evaluation of interventions		
	Phase 3 (2019/20) Providing further opportunities for **lifelong learners** to benefit from the University's learning and teaching, focusing on pathways into education for 'at risk' groups experiencing social/educational exclusion. Emphasis on experimentation with digital resources including new ways of utilising Massive Open Online Courses to promote inclusion. Link to work of Prof Jarvie who is collaboration with Edinburgh football clubs as a means of supporting educational inclusion. Will be undertaken in collaboration with AP Digital Education and the Director of WP explore pedagogic pathways	Phase 3: - Improved educational attainment and inclusion - Opportunities to deliver on the University's commitment to Widening Participation - Opening up pathways to research impact	Phase 3: Implementation of two new inclusion projects > 80% satisfaction amongst phase 3 programme participants	Phase 3: Integrated with the educational vision of the Edinburgh Futures Institute and commitment to lifelong and accessible learning, Programmes under development with first set of delivery in 2021/22
	Phase 4 (2020/21): Supporting **leadership development** within city schools (building on the Business School's coaching of Headteachers), and developing bespoke leadership training for community and third sector groups.	Phase 4: - Enhanced leadership development and beneficial impact on service planning and delivery - Opening up pathways to research (on leadership) impact	Phase 4: -Implementation of two new leadership development programmes	
Social Transformation through Entrepreneurship Nominated as one of University's social impact pledge programmes (2016/17 and for 2018) AP Community Relations, Community Engagement Project Manager in collaboration with Business School, EI (Launch.ed), EUSA, Edinburgh Social Enterprise Network, Converge Challenge, Charteris Centre	- Create eco-system within the University to support and sustain student social enterprise -Project involves one of five 'co-curricular pathways' linked to SRS themes Social Enterprise Co-Curricular Pathway: - Taster seminar/workshop series with high profile external speakers (including those from local social enterprise network) to raise awareness of social entrepreneurialism amongst students new to the University; - Creation of 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, or SE as part of the co-curricular Community Engagement Edinburgh Award	- Enhanced skills for students (mindset, resilience, business acumen, communication, leadership) - Enhanced opportunities to undertake experiential learning for credit, SRS Award, or Edinburgh Award - Increased numbers of student SE start-ups - Sustainability of student SEs over the longer-term - An eco-system of student peer support and learning - Enhanced alumni relationships and opportunities for philanthropic giving -Social/community benefit deriving from specific projects -Research spin off potential	-Increase the number of funded start-ups annually from 2016/17 baseline of five -25% of new start-ups are still in business after two years - > 80% student satisfaction with the learning and teaching components of the SE pathway	-CSG supported Dragon's Den with **£5K** funding in 2016/17; eight grants awarded -Follow-up event with community groups (including Charteris Centre and the Edinburgh Social Enterprise Network) to showcase work of funded SEs and feedback on use of monies -EI provide **£5K** funding and will support the Dragon's Den, including follow-up and evaluation of impact; EI also now has dedicated post to support SE -Bespoke courses in SE now developed by Chancellor's Fellow in Business School including level 8 course open to all students in the University implemented from 2017/18 -Taster seminar/workshop series implemented and supported by SRS - EUSA have developed a service to support SE piloted in 2017/18 includes advice on: banking and insurance, room booking, funding, and marketing support. This formed part of the Social Impact Pledge 2018/19 - D & A progressing funding opportunities - In development: Edinburgh Bee Collective – partnership Grassmarket/Charteris community centre/Edinburgh College. Homeless people trained in bee-keeping, hives in city centre locations, students to run the business

	- Enhanced mentoring and placement scheme so students gain wider practical experience of social entrepreneurship (drawing on skills/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 to a panel of experts for small grants. - An SE support service run by students (for credit as elective linked to reflective learning) offering free legal advice, evaluation of impact, business planning, green *audit (see also Link-ED below)*		- In development social enterprise accelerator and links to Charteris via Edinburgh Futures Institute
Design for Wellbeing AP Community Relations in collaboration with ECA, HCA and Law, and external partners including City of Edinburgh Council, NHS and Police Scotland	This programme of work aims to take a holistic (whole University) approach to design (of, *inter alia*, policy delivery, service implementation, spatial dynamics and the built environment) drawing on all disciplines across the University which have something to contribute to an understanding of wellbeing and human flourishing, including: human- centred design; criminology; education; medicine; human geography; informatics; engineering; science of climate change; business and entrepreneurialism; sociology and social policy. It is being implemented initially through the development of a 'responsive design service' (the Hunter Square project is the first in a series) and through a learning and research centre on homeless health and inclusion (see below for details)	- Research impact on university teaching - Catalyst for cross-disciplinary research team building in response to RUK global challenges funding - Opening up conversations with city-region leaders on design for wellbeing (via expert panel, sandpit and 'Policy-Delphi' events etc.) - Enhanced student experience through experiential learning opportunities and increased skills -Community benefits from impact of specific co-produced projects -Research spin off potential	
	(i) Hunter Square project (Pedreschi, McAra, Gibbons) Design project, commissioned by Police Scotland and City of Edinburgh Council, to tackle anti-social behaviour. Builds on the successful Edinburgh and Global Village Design Challenge run during the Festival of Creative Learning. Stages of the project: Stakeholder meeting (residents, businesses, Edinburgh World Heritage Trust, community police, City Council), project brief refined, three-day design challenge (including: desk research; training in interviewing, observation and research ethics; conducting fieldwork, preparing and delivering presentations, stakeholder panel awarded prize for best design) undertaken by multi-disciplinary student teams (from first year UG to PhD), exhibition for general public on outcomes, booklet to be produced, final design distilled (composite of best features of all designs), follow-up event with Police, City Council and Edinburgh World Heritage Trust to review implementation plans	**(i) Hunter Square project** - Users of the Square benefit through increased safety including homeless people, other residents and businesses, tourists - Enhanced student experience through experiential learning opportunities and increased skills -Building new multi-disciplinary research networks	**(i) Hunter Square project** > 90% stakeholder satisfaction with design challenge >90% student satisfaction with design challenge - At least one element of student design is implemented	**(i) Hunter Square project** Design challenge and exhibition complete Five students achieved SRS award In discussion with Edinburgh World Heritage and City Council about implementation of student design solutions in Hunter Square Learning from project used in a wider programme of engagement on ways of tackling anti-social behaviour in the context of the 'Southside corridor' in consultation with the SE Locality Event held in June 2018 with input from local community and other stakeholder groups The Southside Challenge took place in 2018, replicating the Hunter Square methodology in Nicolson Square
Design for Wellbeing Cont.			

Design for Wellbeing cont.	(ii) Centre for homeless health and inclusion	(ii) Centre for homeless health and inclusion	(ii) Centre for homeless health and inclusion	(ii) Centre for homeless health and inclusion
	Working collaboratively with, and located in, the 'NHS Access Practice for Homeless People', this Research and Teaching Centre will be led by the School of Health in Social Science in partnership with NHS Lothian, City of Edinburgh Council, the Scottish Government, Cyrenians, and Heriot-Watt University. It will bring together academics from a range of disciplines across the University of Edinburgh (including *inter alia* medicine (primary care), nursing, veterinary medicine, social work, law, psychology, art and design, and education) and it will house the Scottish Faculty of Homeless and Inclusion Health.

The objectives of the Centre are to:
-Produce high quality, collaborative and inclusive interdisciplinary research relevant to finding out 'what works' for different groups of homeless people;
-To provide a community environment outwith the classroom (Living Lab) to enhance teaching and learning, and develop student skills for employment;
-Build capacity of the Access Practice and The Access Point GP practices through collaborative working between the University of Edinburgh, third sector organisations, NHS Lothian, City of Edinburgh Council, and Scottish Government;
-Act as a nodal point, and promote and facilitate a network for all those with an interest in homeless and inclusion health;
-Develop pathways for people who are 'experts by experience' to contribute to teaching, learning and research in homeless and inclusion health;
-Provide opportunities for Social Enterprise and Leadership through Innovation.

It will involve:
Learning, teaching and volunteering opportunities;
Free Legal Advice Clinic (housing, employment, benefits, family, criminal law);
Vets for Pets (free medical service for pets of people who are homeless);
Critical Literacy Lab (extension of Moray House: Read, Write, Count);
Psychological Therapies and Counselling Service (School of Health in Social Science);
Digital Education (expansion of Digital Ambassadors programme);
Art Lab (art and design as therapeutic practice). | -Users of the Access Practice (homeless people) will benefit from the wide portfolio of services and support offered

-The Access Practice will benefit as the Centre will help support the development of its business case for a new building to host the practice

-Students will benefit from the experiential learning opportunities through:
-Placements for credit as part of core programmes (medicine, nursing, law, social work, clinical psychology, education);
-Group-based projects for elective credit (via SLICCs) and the MA Health, Science & Society 'Learning From the Lives of Others' course based on volunteering;
-Projects undertaken for the Edinburgh Award (Community Engagement);
-Projects undertaken for the SRS Award (Pathways in Global Citizenship and Design for Wellbeing, *see below*).
- Researchers will benefit by enabling the construction of new multi-disciplinary collaborations, opportunities to build new income streams, and to undertake scholarship which will have immediate and potentially far-reaching impact on the lives of the most dispossessed and excluded citizens. | Processes for approving the Centre complete by January 2018

Legal Advice, Critical Literacy, and Digital Education services piloted by April 2018

Placements as part of professional degree programmes to commence 2018/19 | Centre proposal finalised and approved by CAHSS and CMVM. Launch of the Centre formed part of the Social Impact Pledge 2018 and extension of its work part of the Social Impact Pledge 2019

Carnegie Trust providing support (circa £15K) to underpin development phase of Centre

Free legal advice service being scoped, in receipt of £1K legacy money to support development

Building case with D&A for endowed/sponsored Chair in Homeless Health and Inclusion, doctoral bursaries and post-doctoral bursaries

EFI supporting a new lectureship in Inclusion Health to build capacity |

	Research themes: Data driven policy innovation and service delivery; Identity, citizenship and place; Health and social care integration; Transitions and life course development (pathways into and out of homelessness); Harm reduction and trauma informed practice (substance misuse, mental health, head injury and other forms of cognitive impairment); Risk, resilience and asset-based approaches Business development: Run extant SE – Slurp (soup production and cooking skills); Offering opportunities for social enterprise start-ups and business partnerships. **(iii) Understanding Place** Understanding and tackling continuities and discontinuities in multiple deprivation, with focus on areas of multiple deprivation in Edinburgh and mining communities across the wider City Region. Undertaken in collaboration with EFI Linking with the Edinburgh international Festival on 'the place to be', and in 2020 will be series of major events linked to concept of Pagent. First phase: Baseline will involve a listening project, training students to take oral histories aimed at understanding place and identity and reaching out to excluded and hard to reach groups (travelling communities, those experiencing homelessness, young people etc) This will be accompanied by analysis of geo-coded indicators of social stress over a 50 year period in key locations Phase Two: Scoping will begin with four events to design research, talent and adoption projects bringing together academic researchers, external organised groups from government to NGOs, community groups and citizens	**(iii) Understanding Place** Supporting the inclusive economic growth imperative of the City Region Deal Empowering communities and supporting cultural inclusion Students will benefit as will be trained to support the listening project and link with the EIF programmes	**(iii) Understanding Place** - Implementation of listening project by Spring 2020 - Completion of statistical analysis by Autumn 2019 -Scoping to be complete by December 2020	**(iii) Understanding Place** Statistical analysis complete of mining communities and social stress
Co-curricular Pathways linked to SRS issues Led by AP Community Relations, the Community Engagement Project Manager and academics across the University	In addition to the co-curricular pathway linked to SE set out above, four additional pathways are being piloted on the themes of: sustainability; global citizenship; leadership through innovation; and design for wellbeing. The pathways involve: a series of workshops for students interested in learning more about SRS issues; a curated portfolio of courses building skills and knowledge which can be taken as electives within degree programmes and opportunities to undertake SLICC project work (based on reflective learning and a portfolio mode of assessment) linked to thematic activities; a programme of placements and mentoring, with involvement from Alumni; a capstone community-based project (undertaken over one year as part of an SRS Award) supervised by the Assistant	Will deliver two key dimensions of the University's Learning and Teaching Strategy: support a culture of active and engaged students by providing varied opportunities for independent and student-led learning within and beyond students' main programmes of study; and develop opportunities for experiential learning on campus, in the community, and in businesses and other organisations, nationally and internationally Communities will benefit from the co-produced projects	-Implementation of pilot pathways from September 2017 > 90% student satisfaction with the pathways > 90% community group satisfaction with capstone projects	Approval for Pathways given at SRS and Senatus Learning and Teaching Committees Mainstreamed now with wider SRS co-curricular activity

	Principal Community Relations in collaboration with SRS. The students who have completed the capstone project will receive their awards at the annual SRS ceremony and aim is that the pathway accreditation will be included in their Higher Education Achievement Record.		

Social Responsibility and Sustainability Committee

24 October 2019

Sustainability and Festivals

Description of paper

This paper provides an update on the Sustainability and Festivals Project and proposed plans for 2020.

Action requested

SRS Committee are asked to _note_ and _discuss_ the paper.

Background and discussion

Establishing the Sustainability and Festivals Project

The Edinburgh Festival Fringe is the largest arts festival in the world and brings over 100,000 visitors per day into Edinburgh for a city-wide experience. People come from across the globe for the performances, food, drink, and festivities, many of which are centred on University grounds.

As the largest landlord of the Festival Fringe, the University is in a significant position to collaborate with tenants to ensure sustainability is further embedded in policy and practice.

The Sustainability and Festivals Project was established at the start of this year, following a short term internship in 2018. The purpose of the project was to develop and deliver opportunities to support sustainability at Edinburgh's Festivals in University venues.

Operationally the project sits within the Department for Social Responsibility and Sustainability (SRS), this includes the SRS Project Coordinator: Sustainability and Festivals role, which is the primary role that implements the work streams of the project. A Steering Group supports and monitors the progress of the project. Membership includes: Communications and Marketing; Edinburgh Futures Institute; Estates; Edinburgh University Students' Association; Festivals Office and the SRS Department.

Since the start of 2019, efforts have been focused on the Edinburgh Festival Fringe, laying the groundwork for improving sustainability in future years. Achievements include:

- Integrated sustainability into the University's Standard Operating Procedure for tenants

- Developed a new Sustainability Protocol for the University

- Established a baseline for current tenants policies and practices on sustainability

- Published online hub for sustainability information in the Festival Fringe

- Launched physical presence within the festival through the 'Sustainability Hub'

- Coordinated and delivered multiple festival sustainability events

- Helped establish a festival sustainability network of key stakeholders including tenants for the Fringe

- Supervised internship on the use of single use plastics in the Festival Fringe in University venues.

Proposed Project Plan for 2020

As outlined above, important progress has been made to improve sustainability in the Edinburgh Festival Fringe in University venues through improvements to policy, practice and engagement. Key stakeholders involved in the project are keen to implement further opportunities to embed sustainability, capitalising on the momentum, goodwill and knowledge built up since the start of the year.

Funding has been secured to continue the SRS Project Coordinator: Sustainability and Projects role until the end of December 2019. This will enable the University to directly follow up with tenants to review this year's Festival Fringe and lay the ground work for next year. This resource has further enabled work to identify opportunities to introduce a reusable cup scheme by tenants at University venues next year.

Work is underway to secure funding for a one year extension for 2020. Once secure the intention is to submit a bid to the planning round for a more permanent solution to support the delivery of the Sustainability and Festivals Project for the longer term.

Four key areas have been identified for the proposed project for the coming year, each encompassing objectives with deliverables nested under each, directly contributing to strategic commitments on the climate crisis, waste and the curricular economy, community engagement and the student experience.

These are:

1. Work with companies, tenants and University stakeholders to implement changes to policy and practice to improve the sustainability of the 2020 Edinburgh Festival Fringe.

2. Establish opportunities linked to SRS issues for student learning, academic research and community engagement in Edinburgh's Festivals.

3. Publish guidance for tenants and stakeholders to improve sustainability via the University's wider involvement in Edinburgh's Festivals.

4. Develop the business case to support the University's long term approach to sustainability and Edinburgh's Festivals.

Resource implication

As highlighted, funding has been secured to continue the SRS Project Coordinator: Sustainability and Projects role until the end of December 2019. Work is underway through the Steering Group to secure funding for a one year extension for 2020.

Risk management

Sustainability is increasingly becoming an important issue in Edinburgh's Festivals, with greater media attention and public scrutiny on the environmental and social impact on the city. Furthermore, the recent global climate strikes has demonstrated how importantly this issues is regarded by students, staff and the general public.

2

As the largest landlord of the Edinburgh Fringe, the University has a considerable opportunity to upscale its ambitions and demonstrate its commitment to tackling the climate crisis and sustainability issues by working with key partners to deliver significant positive changes for Edinburgh's Festival.

Being at the forefront of efforts to improve the sustainability of the Festival Fringe, would have a positive impact on the reputation of the University, especially relevant when considered within the context of the University's Strategic Plan 2030.

Developing a narrative and strategic approach on the University's positive contribution to Edinburgh's Festivals on SRS issues, alongside delivering practical measures, such as reusable cups, would enable the University to be on the front foot and positively address the growing media and public scrutiny.

Failure to extend project funding for the next year would directly result in the loss of the SRS Project Coordinator: Sustainability Festivals role. This role is critical to the delivery of the project as key stakeholders, including University departments involved, do not have the capacity to implement the work required to upscale the impact of the project.

Tenant support is vital to the success of the project, to reduce the risk of a lack of buy in, extensive engagement will continue to be undertaken with senior management and also operational colleagues from the tenants. There has been a willingness from both groups to support initiatives on SRS issues.

The success of the project is significantly due to the support from internal University departments, to ensure this buy in continues, the Steering Group actively engages with colleagues to ensure their priorities are being addressed by the project plan. This approach has also ensured a joined up narrative is in the process of being developed on the University's contribution to Edinburgh's Festivals on SRS issues.

Equality and diversity
Equality and diversity has been actively considered and promoted by the Sustainability and Festival Project. As part of the Sustainability Hub, the University hosted Fringe of Colour, a project aiming to support performers and attendees of colour at the Fringe. The Hub also hosted Somewhere At The Fringe campaign, which supports LGBT+ Culture & Enterprise at the Edinburgh Fringe.

Next steps
To follow up with tenants to complete the review of this year's Festival Fringe, secure funding for next year and start to implement proposed plans for 2020.

Consultation
Input from the Sustainability and Festivals Steering Group.

Further information
Prepared and presented by:
Kerry Cheek, SRS Project Coordinator: Sustainability and Festivals
Matthew Lawson, Student Engagement, Events and Reporting Programme Manager

Freedom of information
This is an open paper.

Social Responsibility and Sustainability Committee

Thursday 24 October 2019

SRS Survey 2019: Results

Description of paper

1.   This paper summarises the results of the "Social Responsibility and Sustainability Survey" distributed to all University staff and a representative sample of students during Semester 2, 2019.

Action requested

2.   The Committee is invited to note the paper and comment as necessary.

Background and context

3. The first Social Responsibility and Sustainability Survey was distributed by Communications and Marketing on behalf of SRS in Semester 2, 2016 to establish a baseline in the understanding of, interest in and use of 'SRS' activities among the University community. The survey was repeated in 2017 and again in 2019 to track comparison against this baseline. Some questions were reformatted in the 2019 survey, or are new, and so therefore a baseline for data does not always exist.

4. The objectives of the SRS survey are to:
   • Understand awareness of our Department and participation in programmes
   • Identify top issues/topics our stakeholders care about
   • Understand differences in views by audience type (e.g. academic vs technical staff, or undergraduate vs postgraduate students)
   • Compare results with previous years

5. 1857 staff (16% of total staff) and 2589 students (7% of total students) completed the survey, from a good mix of audience types. More Online & Distance Learners completed this year's survey compared to previous years.

6. The survey findings were analysed by CAM who provided a summary and recommendations for SRS to consider.

Discussion

7. *Awareness of SRS Department*
   • Staff: awareness has risen since 2016 (55% to 66%), with interaction trending upwards (9% to 15%). 9/10 staff found their interaction helpful.
   • Students: awareness has risen slightly since 2016 (31% to 32%), with interaction doubling since 2017 (3% to 7%). 8/10 students found their interaction helpful.

8. *Interest in SRS* (new question; 2019 baseline)
   • Staff:
     o 96% interested in climate change
     o 94% interested in sustainability
     o 90% interested in social responsibility
     o Academics more likely to be interested; technical staff least likely

- Students:
    - 94% interested in climate change
    - 92% interested in sustainability
    - 86% interested in social responsibility

9. *Awareness of University Climate Strategy*
- Staff:
    - 50% of staff surveyed were aware of climate strategy, the same as in 2017
    - 42% know how to contribute, down from 55% in 2017
    - 25% don't know how to contribute
- Students
    - 28% of students surveyed were aware of climate strategy, down from 43% in 2017
    - 21% know how to contribute, down from 39% in 2017

10. *Awareness & usage of SRS initiatives*
- Staff:
    - High awareness & usage: energy-saving actions, waste reduction actions (including recycling), awareness of drinking water points, awareness of sustainable travel options, Sustainability Awards, Warp It
    - Low awareness and usage: Awareness of the Sustainable Campus Fund, and use of the Energy & Waste Coordinator networks and Switch campaign have declined since 2016
- Staff:
    - High awareness & usage: energy-saving actions, waste reduction actions (including recycling), awareness of drinking water points, awareness of sustainable travel options
    - Low awareness and usage: Awareness of the Sustainable Campus Fund, and use of the Switch campaign have declined since 2016

11. *Top priorities:*
- Staff:
    - Improving the energy efficiency and sustainability of buildings (1st and 2nd in 2017 (question separated) & 1st 2019)
    - Using renewable energy (new for 2019)
    - Improving recycling and reuse (3rd in 2017 and 2019)
- Students:
    - Using renewable energy (new for 2019)
    - Improving recycling and reuse (1st in 2017, 2nd in 2019)
    - Improving the energy efficiency and sustainability of buildings (5th & 6th in 2017 (question separated and 3rd in 2019)
    - Students deprioritised "access to free drinking water" from 3rd in 2017 to not a priority in 2019, which in part reflects the installation of more drinking water points

12. *Building SRS capacity in the University community*
- Staff:
    - Awareness and participation in Be Sustainable online training has grown

- For those who remember, SRS does not feature strongly in induction processes
- Students:
  - ½ of students report some element of SRS in their academic programme of study
  - For those who remember, SRS does not feature strongly in induction processes

13. *Edinburgh Local*
- Staff:
  - 2/3 unaware of Edinburgh Local brand
  - 1/5 engaged with local community
  - 40% work or volunteer with the local community (10% less than 2017)
- Students:
  - 1/5 unaware of Edinburgh Local brand
  - 1/4 engaged with local community
  - Nearly half work or volunteer with the local community (7% less than 2017)

14. *"Free text" comments*
Commonly cited topics of concern were:
- Staff:
  - Building issues, e.g. overheating
  - Waste issues, e.g. confusion over recycling bins and over purchasing
  - Travel emissions from frequent fliers
- Students:
  - Waste issues, e.g. confusion over recycling bins, and why cafés still provide disposable cups
  - Food: plastic packaging of café consumables, surcharge on non-dairy milk, lack of food bins in accommodation

15. *Summary and recommendations*
In general, the SRS survey was useful in providing a snapshot of how the University community views SRS activities and monitoring these over time. However, it is acknowledged that individuals interested in sustainability were more likely to have taken the survey than those who are not.

16. SRS were aware of the vast majority of the issues raised by respondents. All respondents who requested a reply received one, either thanking them for their comments or providing further information and advice. SRS passed on specific unresolved issues to relevant colleagues across the University.

17. CAM made 11 recommendations to SRS (incl Edinburgh Local) which were considered in meetings in September 2019 with actions & next steps being agreed. Examples include:
- Clear explanations for University community of how they can contribute to the Climate Strategy (very important)
- Greater engagement with Academics (important; actions already underway)

- Promote SRS to Online & Distance Learners (less important this year in terms of SRS department strategy, but will become increasingly important in the future)

18. SRS provided topic-specific summaries to Edinburgh Local, Estates – Energy, Estates – Waste, Estates – Transport, ACE – Student Accommodation, ACE – Catering, Finance – Purchasing, and also for other SRS staff working on Labs and Investments.

19. SRS will communicate the results of the SRS survey to the University Community in November 2019.

Resource implications
20. Next steps can be delivered by current SRS resources.

Risk management
21. No new risks identified.

Equality & Diversity
22. No implications for protected characteristics. It is noted that Online & Distance Learners feel they have less opportunity to get involved with SRS than on-campus learners, which is something SRS will consider for the future.

Further information
23. _Author_
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Communication Manager, Social Responsibility & Sustainability
15 October 2019

Presenter
Michelle Brown
Deputy Director, Social Responsibility & Sustainability
24 October 2019

Freedom of Information
24. Open paper