THE UNIVERSITY of EDINBURGH

Sustainability Framework

January 2024

Contents

How to use this document

The Sustainability Framework will support each School and Department to take practical action to improve social and environmental sustainability across their sphere of influence and embed sustainability values across business-as-usual activities. Use the Framework to:

- **Identify** where your School/Department can deliver the greatest impact across the six key areas: Leadership & Governance, Student Curriculum & Experience, Student & Staff Engagement, Research & Partnerships, Operations, and Community Engagement.
- **Create** a bespoke Action Plan, aligned with your School/Department priorities and commitments.
- **Guide** the implementation and delivery of your plan.
- **Report** on progress and evaluate.

Once you have created your Action Plan you can return to the Framework as often as you wish, using the signposted resources to help deliver your Action Plan and monitor progress. Further resources about the Framework and how to use it can be found here: [Sustainability Framework (SharePoint)](#).

Leadership & Governance

Impact	Background	Action	Further information and best practice examples	Contribution to SDGs
We could integrate sustainability considerations into senior decision making	Building sustainability into decision-making processes and practice is a vital part of creating wider cultural changes - where sustainability is core to our work, and not an optional extra. This embedding process will help ensure that we are making the right decisions to support the University's vision to make the world a better place.	Review and revise decision making processes to embed sustainability	The School/Department must take steps to ensure that sustainability is integrated into decision making in executive and management committees at School/Department level, and should be able to clearly demonstrate this. This will include resourcing of sustainability as part of the School/Department's Planning Round submission.	13
		Provide sustainability leadership training	Senior leaders may benefit from training and support to understand how to best embed sustainability through their committees, processes and practice. - Introduction to Sustainability training - Carbon Literacy training	
		Establish a sustainability committee or steering group	It may be appropriate to establish a dedicated School/Department sustainability committee or similar group to initiate and drive sustainability activity across the School/Department.	

We want to support sustainability groups to represent our School/Dept across the University (and beyond).	Sustainability is best delivered in collaboration. Supporting local groups and networks and identifying ways that they can be encouraged to form links with other groups can be a powerful way to drive action.	Connect with sustainability groups and initiatives in other parts of the University	These committees will have links to cross University initiatives like the Sustainability Champions networks, any School/Department 'Green Teams' and groups of student and staff volunteers.	13
We could improve stakeholder engagement in relation to sustainability.	Engaging staff, students and other stakeholders when identifying sustainability priorities is critical to generating enthusiasm and momentum.	Engage staff, students and other stakeholders to help identify sustainability priorities	The School/Department has a systematic process for engaging stakeholders when identifying sustainability plans and priorities and ensuring participation and representation in decision making.	13, 17
Ensuring diversity and representation is a key part of our decision making.	As well as including elements of diversity, sustainability activity should be inclusive, particularly in relation to representation.	Build Equality, Diversity and Inclusion (EDI) considerations into the terms of reference and memberships of sustainability groups.	EDI should be central to engagement with students, staff and local communities (when appropriate) especially in relation to developing priorities and the representation in committees and in communications to staff and students.	13, 17

Student Curriculum & Experience

Impact	Background	Action	Further information and best practice examples	Contribution to SDGs
Equality, Diversity and Inclusion (EDI) should be central to engagement with students, staff and local communities (when appropriate) especially in relation to developing priorities and the representation in committees and in communications to staff and students.	We want to provide students with a range of opportunities to consider sustainability in the context of their formal studies, and equip them for their future careers.	Take a strategic approach to embedding sustainability into curricula	A strategic approach should be developed and implemented to embed sustainability within the School's curriculum, ensuring students benefit from integration tailored to their degree. - [SDGs in the curriculum](#) - [Education for Sustainable Development](#)	4, 13, 17
Our staff need support to confidently embed sustainability into the curriculum.	Understanding sustainability in a subject-specific context, and how best to embed it into a curriculum area, can be challenging. Directing teaching teams to support and inspiration is likely to provide a useful starting point.	Provide support for key teaching staff	Staff involved in planning and delivering the academic curriculum are supported to embed climate and sustainability into learning and teaching. - [Support for your teaching](#)	4, 13, 17
		Ensure staff representation within the Teaching Climate and Sustainability Community of Practice	Ensure the School has staff members who have joined the Teaching Climate and Sustainability Community of Practice, and encourage knowledge sharing from participation.	
		Communicate your Education for Sustainable Development (ESD) journey to your students	Progress on this work should be communicated to and included in materials for new and returning students.	

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We could provide and embed sustainability into curricular projects and extra-curricular activities.	Building sustainability into curricular projects and extra-curricular activity is a powerful way to educate and empower students. It can often enhance student opportunities and provide additional skills.	Build sustainability into academic projects and work placements	The School should provide students with opportunities to work on sustainability projects, such as dissertations, with the University, local community and industry. - [SDGs in the curriculum](#) - [Edinburgh Earth Initiative](#)	4, 9, 13
		Create a Living Lab in your School/Department	Living Labs focus on a problem or challenge faced by the University and encourage collaboration and action-learning to tackle them. - [Living Labs](#)	
We could support our students in developing skills for sustainability for their future careers.	Sustainability is not just a specialist career, all jobs can be sustainability jobs. Developing sustainability skills should be considered a key part of employability activity. Examples of such skills include: organisational change, negotiation, business cases, communicating science.	Embed sustainability into your employability activity	The School/Department is encouraged to offer a range of extra-curricular activity that supports students to develop skills for sustainability and to develop skills which support the transition to a low carbon society. This should be built into your careers and employability activity and communicated to students so they understand how it will benefit them, the wider community and the environment. - [Careers and employability activity](#)	4, 9, 13

Student & Staff Engagement

Impact	Background	Action	Further information and best practice examples	Contribution to SDGs
We want staff and students to be well informed about sustainability efforts.	Staff and students are keen to hear about sustainability achievements, events and opportunities to get involved.	Communicate your sustainability initiatives and achievements to staff and students	School/Department Communications staff should liaise with the SRS Communications Team to keep informed about SRS news and initiatives. As relevant, information should be conveyed to the School/Department's staff/students. For example, through School/Department newsletters, social media, events calendars, and webpages.	13
		Ensure that the School/Department's commitment to sustainability is clearly demonstrated to students/staff	Aspects which can demonstrate a commitment to sustainability include: the built environment, surrounding landscaping, lab practices, signage, efficient use of space and energy consumption etc.	13
We want to contribute to the Sustainability Champions Network.	Diverse representation from your School/Department within the Sustainability Network will ensure your activity is amplified, you learn from best practice across the University and keep up to date with the events and activities supported by the Sustainability and Social Responsibility team. Champions need to be supported to engage meaningfully with the Sustainability Network and enabled to engage with the rest of the School/Department community. Provide practical support and take opportunities to amplify their efforts.	Ensure staff representation within the Sustainability Champions Network	Ensure the School/Department has staff members who have joined the Sustainability Champion network and that there is representation from academic and professional services. - [Sustainability Champions Network](#)	13
		Ensure student representation within the Sustainability Champions Network	Ensure the School has student members who have joined the Sustainability Champion network. This should include a range of representatives from the undergraduate and postgraduate student bodies. - [Sustainability Champions Network](#)	
		Support Sustainability Champions to liaise with the wider School/Department community	Active Sustainability Champions will participate in the dedicated network Teams group, attend network events as appropriate and will communicate updates to the School/Department. - [MS Teams Group](#) - [Events](#)	

We could encourage our staff to make sustainable behaviour changes.	Behavioural changes around how we consume resources, use energy and travel will be necessary to meet our net zero by 2040 target.	Encourage staff to sign up for the Take Action for Sustainability pilot	Staff can express interest in the Sustainability Take Action pilot, where they will receive clear & practical guidance on energy, mobility, material consumption, wellbeing (inc. green spaces) and education. This will be delivered using a gamified approach on a digital platform with engaging content, tailored actions & incentives. The pilot will launch in February 2024. - Sustainability Take Action pilot	13
We are keen to include sustainability within our School/Dept level and local inductions.	If sustainability is embedded in School/Department process and practice this should be included as part of inductions for new staff.	Integrate sustainability information and resources within School/Department inductions	For example: links to SRS website, recommended training and an invitation to join the Sustainability Champions Network. - SRS website - Recommended training - Sustainability Champions Network	4, 8, 10, 12, 13, 16
We could do more to encourage our staff to undertake sustainability training.	From basic awareness raising training to specific training for certain role-holders, it is important to provide a way for staff to upskill in support of your sustainability ambitions.	Encourage staff to undertake sustainability training from the SRS Department	Learning and induction checklists should strongly encourage existing staff and new starts to complete the online 'Introduction to Sustainability' course (approximately 45 minutes to complete). Any guidance or resources offered by the School/Department on CPD and learning & development, should include sustainability focused recommendations. - Introduction to Sustainability course - Carbon Literacy Training	4, 8, 10, 12, 13, 16

We would be keen to integrate sustainability into HR process and practice.	Embedding sustainability objectives into core role descriptions, development objectives and the Annual Review process is a powerful way to embed sustainability in your teams. Through Strategy 2030, sustainability is considered a collective responsibility of all members of the University.	Integrate sustainability into core HR activities	Sustainability should be integrated into objectives and the Annual Review process. Staff at all levels to have sustainability as part of their performance, learning and development objectives. Line managers and employees are encouraged to include sustainability related objectives alongside core role objectives, not in addition to, as part of contributing to the University's Strategy 2030.	4, 8, 10, 12, 13, 16
We could improve the sustainability elements of student inductions.	Including sustainability into student inductions builds them firmly into your School and institutional narratives. This could be part of general or course introductions.	Embed sustainability within student inductions	School level and course level induction plans for students must include sustainability elements. Ensure all student audiences are included i.e. undergraduates, postgraduates, visiting students. Induction materials should strongly encourage new students to complete the online 'Introduction to Sustainability' course (approximately 45 minutes to complete). - Introduction to Sustainability course	13

Research & Partnerships

Impact	Background	Action	Further information and best practice examples	Contribution to SDGs
We could clearly show the links between our research and the University's Community and Sustainability aims.	The University's Community and Sustainability aims, along with the sustainability commitments within the Research pillar of Strategy 2030, are useful guides to considering sustainability and social responsibility across a range of topics. Considering how our research supports these objectives enables us to demonstrate our positive impact on social and global challenges.	Evaluate and communicate how your research contributes to the University's Community and Sustainability aims	The University's Community and Sustainability aims provide a guide to tackling the biggest challenges facing life on earth. As encouraged by the Research focus of Strategy 2030, research within the University has a role to play in bringing positive change and impacts, benefiting societies around the world. The School/Department could demonstrate its positive impact through communications, public outreach, engagement activities, learning and teaching. - Strategy 2030	4, 9, 13, 17
		Evidence sustainability credentials in research funding applications	Funding bodies are becoming increasingly interested in linking funding applications to evidence action on sustainability. UKRI and its constituent bodies, are incorporating environmental sustainability as criteria within funding and reporting. Wellcome Trust also promote sustainability in the practices of funded researchers, for example funds can be used for offsetting travel emissions - UKRI - Wellcome Trust	9, 13
We could strengthen and expand our research on sustainability	The University is committed to harnessing our research and innovation to address the climate and environmental emergency. This will require	Reach out to the Edinburgh Research Office or the Edinburgh Earth Initiative for	The Edinburgh Research Office and the Edinburgh Earth Initiative can provide pre-award support on sustainability related bids. - Edinburgh Research Office	4, 9, 13, 17

and social responsibility.	better mapping, integration and communication of our research.	sustainability support on research as appropriate.	- Edinburgh Earth Initiative	
We could maximise our positive impact through ethically informed engagement and partnerships.	Partnerships working at the University is vital for delivering our vision to make the world a better place because it enables us to leverage the knowledge and talent we house – in combination with the resources of our partners - to effect positive change on contemporary global challenges more effectively than we would otherwise be able to achieve individually.	Build new strategic partnerships with key stakeholders such as policymakers, business and other universities, to support the transition to a net zero economy.	Tackling climate change presents systemic challenges which demand that organisations find new and innovative ways of working together. For example, The Edinburgh Climate Change Institute builds partnerships between organisations who deliver real climate action - across sectors, industries and borders. - The Edinburgh Climate Change Institute	8, 9, 13, 17
We want to ensure our labs and lab practices are as sustainable as possible.	Laboratories are often high users of energy and other resources and significant producers of waste. More sustainable lab practices can minimise these impacts and may be associated with cost savings.	Participate in the Lab Awards	If the School/Department hosts any laboratories within it, whether research or teaching focused, the School/Department should also participate in the Lab Sustainability Awards. - Lab Sustainability Awards	4, 6, 9, 12, 13, 17
		Demonstrate improvements to sustainability performance over time	Following an introductory year participating at Bronze level, if required, all labs within the School/Department are expected to achieve and maintain at least Silver level accreditation. - Advice for labs	4, 6, 9, 12, 13, 17

Operations

Impact	Background	Action	Further information and best practice examples	Contribution to SDGs
We could be more efficient in our use of energy.	Heating and energy use make up the majority of the University's overall direct carbon emissions. While new technologies and innovations continue to emerge, helping to decarbonise energy sources and increase building efficiency, how our buildings are used by our people also plays an important role. In order to achieve the University's Net Zero by 2040 ambition, staff will be asked to consider their actions and activities, and implement changes where possible.	Embed energy efficiency into everyday working practices	Focusing on processes and day to day usage, to how people use: lighting, equipment, shared electrical items, heating, ventilation, inventories of electrical items. - [Reducing carbon and waste energy in buildings](#)	7, 9, 12, 13
		Investigate building and infrastructure energy efficiency improvements	Work with the Department for SRS and Estates to improve energy efficiency. - [Energy efficiency (Estates)](#)	
		Investigate opportunities to maximise efficient space utilisation across the School/Department's buildings	Work with the Department for SRS and Estates to identify opportunities to maximise the efficient use of space within the School/Department's building, including options to close areas at times of low utilisation.	
		Apply to the Sustainable Campus Fund to undertake infrastructure and resource saving projects	School/Departments are encouraged to apply to the Sustainable Campus Fund to finance infrastructure and other resource and carbon emission saving projects. - [Sustainable Campus Fund](#)	
We could reduce waste and be more efficient in our use of resources.	The University's Waste Strategy sets out how we will achieve our vision to be Zero Waste by 2030. Most activities generate waste in some form. Physical waste, for example plastic packaging, can build up in ecosystems (think plastics in the ocean). Other waste can involve finite resources such as metals (extracted and processed through environmentally damaging methods) being used in products short term and then	Embed resource efficiency into everyday working practices to design out waste	Focusing on processes and day to day usage, implement improvements to design out waste – such as going paper-free and following Sustainable IT personal computing guidance. The School / Department could also encourage staff to complete the Circular Economy training when it is released in early 2024. - [Waste Strategy](#)	1, 2, 3, 5, 8, 10, 12, 13, 14, 15, 16, 17

	discarded. The Circular Economy is about transitioning from a 'take-make-dispose' linear approach to resource use to systems that encourage reuse and extraction of maximum value before disassembly and remanufacturing/recycling of materials into new products.		- Design out waste - IT computing guidance	
		Create a plan to remove unnecessary single-use items and ensure sustainable options are purchased where these are essential	Depending on the goods your School/Department uses this could be a significant undertaking, however, it is essential to understand your usage of single-use items and the options that are available for making these more sustainable.	9, 12, 13, 14, 15
		Promote reuse where possible	By choosing to reuse items, you can significantly reduce the waste you produce at the University. For example through our IT reuse project. You can also contact the Waste Office to support reuse efforts. - Re-use items - IT reuse project - Contact the Waste Office	9, 12, 13
We could do more to embed sustainable purchasing and procurement across the School/Dept.	There are environmental and social impacts associated with the whole lifecycle of a product or service from its generation through to its final disposal. The embodied emissions associated with the University's supply chain account for over 50% of our total emissions. Sustainable procurement aims to meet the need for products and services in a way that achieves value for money, with the most positive social, environmental and economic impacts possible over the entire life cycle. It is a due diligence process, where organisations proactively identify, assess, prevent, mitigate and account for possible sustainability impacts. Sustainable procurement connects to the vision of a circular economy, where products and materials maintain their value for as long as	Integrate the principles of a circular economy into purchasing	The University is a leading hub for circular knowledge and innovation. A circular economy keeps materials in high value use for as long as possible, in order to reduce the requirement for new materials and the production of waste. In practice this means questioning the need for new purchases, purchasing durable items which are repairable and constructed from materials which can be easily removed from the product and reclaimed for reuse or recycling at the eventual end of life. The School/Department should ensure that all staff involved in purchasing complete the Circular Economy training when it is released in early 2024. - Sustainable Procurement - Circular economy knowledge hub - Principles of a Circular Economy	8, 9, 11, 12, 13
		Review procurement carbon data to	Work with the Procurement Department and the SRS Department to review the carbon emissions	8, 9, 12, 13

		identify the greatest areas of impact	associated with School / Department level purchases. Identify hotspots and consider how you could influence these emissions. This could include asking for improved data quality (e.g. carbon emissions by product) or working with a supplier to initiate a take back scheme (for product or packaging etc.). You could also share School / Department level data with local staff to highlight the scale of impact in this area.	
		Ensure staff understand human rights in supply chains	All staff who purchase on behalf of the School/Department should complete the updated Modern Slavery training. - Modern slavery training	1, 2, 3, 5, 8, 9, 10, 12, 13, 16, 17
		Embed sustainability when adding new suppliers/developing new supplier contracts	The University's Procurement Strategy requires that environmental and social sustainability is appropriately considered early as part of any procurement exercise. Where a procurement exercise for a new supplier or contract is undertaken, the School / Department should ensure that sustainability is appropriately considered at each stage of the procurement cycle and consider whole-life costs for high sustainability risk procurements. The SRS Department can support with this for high sustainability risk procurement. - Procurement strategy	8, 9, 10, 12, 13
We could improve the sustainability of our events.	When planning events we should consider sustainability impacts such as the embodied emissions of the catering, reducing single use plastic items and attendee travel.	Embed sustainability into the design and delivery of events	Use our Sustainable Events Guidance to embed sustainability considerations into the design and delivery of events - Sustainable events guidance	12, 13

We could be more efficient in our use of water.	Availability of clean water for drinking and food production is under pressure from droughts and floods (where flooding leads to contamination of water supplies). Climate change and chemical pollution exacerbate water scarcity and on both a local and global scale. This vital resource also supports the functioning of ecosystems on which we depend. Careful water management can help ensure freshwater supplies remain protected, and reduce the carbon emissions associated with the treatment and transport needed to provide clean water.	Embed water efficiency into everyday working practices	Find out how to save water by optimising processes and being efficient in day to day usage. - Water saving advice (Scottish Water)	6, 9, 12, 13
We could take a more climate conscious approach to food.	Food is essential for life. However, food production can be highly unsustainable and has effects locally and globally, including: Overgrazing, deforestation, inefficient land use, freshwater depletion and contamination from agricultural runoff; Health inequalities and poverty; Greenhouse gas emissions. As a University, we recognise the need to keep food systems within environmental limits while supporting sustainable livelihoods.	Where food is provided by the School/Department, a climate conscious approach is taken	The School/Department should embed a climate conscious approach to food throughout its procurement and purchasing. This should include action and improved processes in relation to catering for internal and external events, kitchen supplies provided for staff (and students), and food waste. - Good Food policy	2, 3, 6, 9, 12, 13, 14, 15
We could fully embed the Sustainable Travel Policy, including the travel hierarchy and travel principles.	Travel is one of the three top sources of greenhouse gas emissions globally. At the University, we take a 'climate conscious' approach to travel to reduce our emissions where we can. As a global university, we rely on international collaboration to achieve the best standards in teaching and research. In the course of this, our	Embed and implement the Sustainable Travel Policy, including following the travel hierarchy and travel principles	The School/Department should embed climate conscious travel principles throughout its business travel, from local through to international travel. This should include action and improved processes in relation to: implementing a climate conscious approach to travel, increasing understanding of the climate impact of travel,	9, 11, 13

| | staff and occasionally, our students, collectively fly more than 80 million kilometres per year.

Over time, our travel emissions have risen significantly, with the increase in business travel from recent years cancelling out all the emissions cut from other parts of our operations.

With over 15,000 staff and 49,000 students working and studying across five campuses in the Edinburgh area the ability to easily travel to and between sites is critical to the operation of the University.

The geographical spread of the University estate also means that our staff, students and visitors place a significant demand on the city's transport infrastructure, contributing to traffic congestion, pollution and carbon emissions.

Prioritising active and low carbon travel methods for local travel will help reduce our environmental impact and can support staff and student wellbeing. | | considering setting a carbon threshold for travel, and setting flight-reduction goals.

Implementing the Sustainable Travel Policy will ensure that your business travel meets the financial, health & safety and legal requirements of the University, whilst also contributing to fewer travel related carbon emissions.

Local travel actions to consider are: providing sustainable travel information for visitors attending University of Edinburgh, assessing and improving cycling facilities, encouraging uptake of active travel methods.
- Travel
- Sustainable Travel Policy | |
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| We could encourage our staff and students to commute using low carbon transport options. | Travel is one of the three top sources of greenhouse gas emissions globally. At the University, we take a 'climate conscious' approach to travel to reduce our emissions where we can.

With over 15,000 staff and 49,000 students working and studying across five campuses in the Edinburgh area the ability to easily travel to and between sites is critical to the operation of the University. | Investigate opportunities to support staff and students to use active travel and low carbon transport options for their commute | Work with the Transport and Parking Office to identify opportunities to support staff and students to commute using low carbon transport options.

Actions to consider are: providing sustainable travel information for new staff and students, assessing and improving cycling facilities, encouraging uptake of active travel methods, highlighting the availability of the Cycle to Work Scheme and the Hybrid Working Policy. | 9, 11, 13 |

			- Transport	
	The geographical spread of the University estate also means that our staff, students and visitors place a significant demand on the city's transport infrastructure, contributing to traffic congestion, pollution and carbon emissions. Prioritising active and low carbon travel methods for local travel will help reduce our environmental impact and can support staff and student wellbeing.			
We could contribute to creating positive social impacts for our staff/students.	The role of nature in contributing to wellbeing and health is well documented, including recognition that acting to take care of the natural world and other living beings is particularly valuable. Creating opportunities to help staff and students maintain good wellbeing through interaction with nature will bring benefits to both individuals and the teams they work and study within. With more and more people experiencing eco-anxiety, supporting your people will help with creating a supportive and inclusive University environment.	Create opportunities to support staff/student wellbeing through interactions with nature	Opportunities could take the form of: spending time in greenspaces during the day, hosting teaching/learning activities in biodiverse areas on campus, linking School/Department activities to action on Equality, Diversity and Inclusion, supporting progress of the Widening Participation strategy, and supporting charitable initiatives and partnerships. Consider how to improve processes in relation to mental health, physical health, change management, encouraging social connections and maintaining a sense of community. - Green Campus tours map - Sustainability, wellbeing and health blogs	10
We could make a positive impact on biodiversity.	We want our campus greenspaces to be biodiverse not only for the species that call them home but for the benefit of humans too. We aim to protect, enhance and connect biodiversity on our estate, and engage the staff	Support biodiversity initiatives on campus	Proactively identify opportunities to enrich biodiversity in the surrounding campus area, working with SRS, the Estates Landscaping team and other neighbouring Schools/Departments to support the University's biodiversity plan, e.g. slowing grass cutting and hedge trimming cycles, and replacing mown lawns with grassland, scrub,	2, 3, 12, 13, 14, 15

| | and student community with opportunities for research, learning and teaching.

Biodiverse green spaces are great for our health & wellbeing, and also help us adapt to and mitigate the effects of climate change. | | hedge, woodland and other appropriate habitat, with consideration for wildlife.

Support opportunities for staff and students to improve natural environments locally, e.g. organised litter picking and beach cleans and on-campus events such as The Big Dig.
  - Biodiversity
  - Wild Campus
  - Biodiversity Plan
  - Hedgehog Friendly Campus | |

Community Engagement

Impact	Background	Action	Further information and best practice examples	Contribution to SDGs
We could form community partnerships to bring benefits to local communities.	One of the key focus areas of the University's Strategy 2030, is on Social and Civic Responsibility. Core to this, is the aim to bring positive change locally, regionally and globally. To achieve this on a local basis, it is vital to work with local communities to co-create opportunities. Where research, teaching, staff and students combine to use that area's expertise to bring valued benefits to local communities.	Create opportunities to work with local communities	The School/Department is investing in community partnerships, which bring benefits to our local communities. Using existing partnerships or by developing new ones, the School/Department should clearly demonstrate how their staff and students are supporting and benefitting our local communities, as advocated in Strategy 2030. - [Community partnerships](#) - [Get involved in community projects](#)	10, 13,17
		Communicate opportunities and initiatives to staff/students	Initiatives are communicated to staff and students via newsletters and social media.	
We could contribute to the Community Plan commitments.	In order to deliver positive change locally, the Community Plan (2020-2025) sets out 32 practical commitments the University is making to local communities.	Contribute to the Community Plan commitments and demonstrate your impact	The School/Department has identified key Community Plan commitments it is or will be contributing to, and records the impact made through its actions. - [Community Plan](#)	1, 2, 3, 4, 5, 7, 8, 10, 11, 13, 16, 17
We update the Community Board on our progress against our Community Plan commitments.	A 'whole institution' approach is needed to bring positive impacts to local communities.	Provide updates to the Community Board on your progress against relevant commitments	Providing updates on your contribution to the Community Plan commitments helps to facilitate annual internal and external reporting. - [The Community Board](#)	1, 2, 3, 4, 5, 7, 8, 10, 11, 13, 16, 17
We have staff/student members of the Edinburgh	The Edinburgh Community Engagement Forum is an informal, cross-University network that brings together University staff and students who are interested in engaging with local communities.	Encourage staff/students from the School/Department join the Edinburgh	Staff and students in the School/Department are members of the Edinburgh Community Engagement Forum and sometimes share their work at Forum meetings	4, 10, 13, 17

Community Engagement Forum.	Anyone is welcome to become a member of the Forum, whether or not they currently have experience in engaging with local communities. The purpose of the Forum is to share best practice with one another and find out how to get involved with community engagement activities.	Community Engagement Forum	- Edinburgh Community Engagement Forum	
We could encourage staff to volunteer, as part of the University's A Day to Make a Difference initiative.	The University's A Day to Make a Difference initiative entitles every staff member to an additional day of paid leave to volunteer for a charity, organisation or other good cause. Some teams have used their day together and volunteered as a group.	Communicate the University's A Day to Make a Difference volunteering initiative to staff	The School/Department strongly encourages all staff to participate in the University's 'A Day to Make a Difference' initiative, using the Special Leave Policy to take a day to volunteer. The School/Department is recommended to promote this initiative through the most appropriate communication channels throughout the year to ensure staff are aware and supported to take this opportunity. - A Day to Make a Difference - Volunteering stories	3, 4, 10, 11, 13, 16, 17
We could support our students to link their research and learning to wider community impacts.	Commitment 15 of the Community Plan invites academic schools to support and scale-up opportunities for all students to undertake community engagement projects as part of their degree programmes.	Create opportunities for students to link their research and learning to wider community impacts	Students should have curricular and extra-curricular opportunities to link their research and learning to wider community impacts. - Student-Led, Individually-Created Courses - Living Lab projects	4, 9, 13, 17