Sustainability Framework

May 2025

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](#) - [Biodiversity 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
Students are empowered to make sustainable choices in relation to their discipline.	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
		Raise visibility of where sustainability is in programmes and courses.	Undertake a curriculum mapping supported by SRS to identify where knowledge and skills for sustainability are already included in teaching and build into information for students. - [Geoscience 2024 sustainability curriculum mapping](#)	
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
		Develop teaching staff's understanding of embedding sustainability in curriculum.	Raise awareness of guidance documents considered to be best practice for embedding sustainability into teaching with staff. - [Read sector guidance for education for sustainable development](#)	

		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. - [Teaching Climate and Sustainability Community of Practice teams channel](#)	
		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. - [School of Engineering's program finder highlights sustainability in each course](#)	
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

	Real world sustainability challenges or 'wicked problems' require input from many disciplines. Students should be prepared to facilitate linkages between their area of expertise and others.	Create interdisciplinary learning opportunities	Traditional systems within schools do make truly interdisciplinary teaching, delivered by multiple schools, difficult. However, there is guidance and examples of doing this from our own community. The innovative challenge courses being developed on behalf of the Curriculum Transformation Project are an ambitious demonstration of interdisciplinary teaching for sustainability in action. - Toolkit for Interdisciplinary Teaching - Challenge courses	4,17

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. Guidance is available on the: - [Sustainable MarComms Sharepoint](#)	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 and students to sign up to the Sustainability Rewards App	Staff and students can sign up to the Sustainability Rewards App where they will receive practical guidance on various sustainability themes, including energy saving, waste reduction and eco-friendly shopping. This innovative platform is designed to help students and staff enhance their sustainable practices and reward the sustainable actions they're already taking.	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. 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

			- Biodiversity Literacy Training	
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 innovation and the University's Community and Sustainability aims.	In the Research & Innovation Strategy 2030, the University has committed to harnessing our research and innovation to address the climate and environmental emergency. This will require better mapping, integration and communication of our research.	Evaluate how your research and innovation contributes to the University's Community and Sustainability aims	Climate and environment are one of three core missions in the University's Research & Innovation Strategy 2030. Considering how our research supports these objectives enables us to demonstrate our positive impact on social and global challenges. Visit Edinburgh Impact to learn more about how our researchers are having a positive impact upon the planet and its people.	4, 9, 13, 17
		Communicate the positive sustainability impacts of your research and innovation	The School/Department could demonstrate its positive sustainability impact through communications, public outreach and engagement activities. For example, the College of Science & Engineering has created a Climate & Sustainability at CSE webpage to highlight efforts in the College to tackle sustainability challenges.	4, 13
We could strengthen and expand our research and innovation on sustainability and social responsibility.	Our discovery research underpins solutions to the major global challenges and we have a role to play in bringing positive change to societies around the world. Climate and environment are one of three core missions in the University's Research & Innovation Strategy 2030.	Reach out to the Edinburgh Earth Initiative, Edinburgh Research and College Support Offices to find out about research opportunities in Climate and Environment.	The Edinburgh Earth Initiative is part of the Department for Social Responsibility and Sustainability. It supports transdisciplinary research, innovation and partnership activity by bringing together over 35 research centres, institutes, networks and groups that work on sustainability related research across the University and delivering the Earth Fellows programme.	4, 9, 13, 17

			- Edinburgh Research Office	
		Encourage relevant researchers to join Scotland Beyond Net Zero	The University founded Scotland Beyond Net Zero in partnership with the University of Glasgow, as a coalition designed to catalyse research collaboration, empower our communities and inform the policymaking and action Scotland needs to reach its ambitious targets. Visit Scotland Beyond Net Zero to find out about research themes, funding opportunities and resources.	4, 9, 13, 17
We want to embed sustainability into the design and delivery of research and innovation	In the Research & Innovation Strategy 2030, the University has committed to ensure the design and delivery of R&I is environmentally sustainable. This includes being an early signatory of the new Concordat for the Environmental Sustainability of Research and Innovation Practice.	Ensure research and innovation activities are carried out in an environmentally sustainable way	The Concordat for the Environmental Sustainability of Research & Innovation Practice recommends that researchers consider the environmental impacts of infrastructure, procurement and travel of R&I projects. - Annex 1: Good practice guidance notes on concordat delivery	9, 13
		Evidence sustainability credentials in research funding applications	Funding bodies such as UKRI, Wellcome and CRUK are increasingly interested in adding sustainability criteria to funding applications. The Edinburgh Research Office can provide pre-award support on sustainability related bids. - Further information here	9, 13
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	In accordance with the Concordat for the Environmental Sustainability of Research & Innovation Practice all labs within the School/Department are expected to achieve and maintain at least Silver level accreditation.	
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. Edinburgh Innovations can support the School/Department to develop strategic and collaborative partnerships. Case studies available here.	8, 9, 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 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 for funding to undertake infrastructure and resource saving projects	School/Departments are encouraged to apply to internal funds to finance infrastructure and other resource and carbon emission saving projects. Contact Estates for details on how to apply to the Multi-year Energy Efficiency Fund and SRS for details on how to apply to the Regenerative Sustainability Strategy 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	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. - [Waste Strategy](#) - [Design out waste](#) - [IT computing guidance](#)	1, 2, 3, 5, 8, 10, 12, 13, 14, 15, 16, 17

	through environmentally damaging methods) being used in products short term and then 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.	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 responsible 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. Responsible 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. This includes the delivery of community benefits to enhance local social value. It is a due diligence process, where organisations proactively identify, assess, prevent, mitigate and account for possible sustainability impacts.	Integrate the principles of a circular economy into purchasing	The School/Department should ensure that all staff involved in purchasing complete the Embedding the Circular Economy into University Purchasing training. - Embedding the Circular Economy into Purchasing at the University - Responsible Procurement - Circular economy knowledge hub - Principles of a Circular Economy	8, 9, 11, 12, 13
		Review procurement carbon data to identify the greatest areas of impact	Work with the Procurement Department and the SRS Department to review the carbon emissions 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	8, 9, 12, 13

	Responsible procurement connects to the vision of a circular economy, where products and materials maintain their value for as long as possible, resource use and waste are minimised, and products are reused and recycled. 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.		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 responsible procurement when adding new suppliers/developing new supplier contracts	The University's Procurement Strategy requires that environmental and social sustainability – including community benefits and ethical supply chains - are 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 responsible procurement is appropriately considered at each stage of the procurement journey as well as considering the whole-life costs for the goods, services or works procured. Resources are available on the Procurement Hub to help identify environmental or social impact themes to consider for a specific procurement. For high-sustainability-impact purchases, the Procurement Department and SRS Department can support you to embed responsible procurement. - Procurement Hub - Responsible Procurement - Procurement strategy	8, 9, 10, 12, 13

| | | Encourage and follow up with suppliers on their commitments | Your School / Department is likely to have procured goods, services or works where a supplier has committed to specific key performance indicators related to responsible procurement.

You can play an influencing role with the supplier to ensure these key performance indicators are being met. For example, you could do this at progress meetings by asking a supplier about their community benefit delivery or innovative practices to reduce waste.

Taking an active interest as a School/Department will allow you to see the wider impacts of the goods and services you purchase, and helps to highlight the significance of Responsible Procurement to our suppliers

The SRS and Procurement departments can support you with these discussions where appropriate. | 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).

Careful water management can help ensure freshwater supplies remain protected, and reduce the carbon emissions associated with the | 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 |

	treatment and transport needed to provide clean water.			
We could take a more climate conscious approach to food	Hood 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 reduce the environmental impact of our business travel	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 staff and occasionally, our students, collectively fly more than 80 million kilometres per year. Prioritising only necessary travel and low carbon travel methods will help reduce our environmental impact and can support staff and student wellbeing.	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, 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.	9, 11, 13

			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 - Travel emissions fall - Blog: A journey to understanding business travel and sustainability	
We could encourage our staff and students to commute using low carbon transport options.	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. 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.	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. - Transport - Cycle to Work Scheme - Hybrid Working Policy	9, 11, 13
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	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.	10

	with creating a supportive and inclusive University environment.		- [Green Campus tours map](#) - [Sustainability, wellbeing and health blogs](#)	
We could make a positive impact on biodiversity.	The University has launched the Wild Campus Programme to protect and restore nature across our Estate: We're on a long-term mission to nurture our extraordinary campus into biodiverse, habitat-rich havens, where wildlife and our communities will thrive side-by-side. We aim to protect, enhance and connect biodiversity on our estate, and engage the staff and student community with opportunities for research, learning and teaching. Protecting our blue and green spaces will also help us to adapt to Climate Change.	Create a plan to enhance biodiversity on the surrounding campus area	Proactively identify opportunities to enrich biodiversity in the surrounding campus area, working with SRS, Estates teams and other neighbouring Schools/Departments to support the University's biodiversity plan, e.g. by slowing grass cutting and hedge trimming cycles, and replacing mown lawns with grassland, scrub, hedgerows, woodland and other appropriate habitat. - [Wild Campus](#) - [Biodiversity Literacy Training](#) - [Biodiversity Plan](#)	2, 3, 12, 13, 14, 15
		Support biodiversity initiatives on campus	Encourage opportunities for staff and students to improve natural environments locally, e.g. organised litter picking and beach cleans and participating in on-campus events such as The Big Dig. - [Wild Campus: Events, training and volunteering opportunities](#) - [Litter picking station at Easter Bush](#) - [BioQuarter Kitchen Garden](#) - [Kings Buildings Permaculture Garden](#)	2, 3, 12, 13, 14, 15
		Embed biodiversity into the scope for development projects on campus	Identify where proposed development projects on campus can generate positive outcomes for nature and biodiversity, working with Estates and SRS to build this into project briefs.	

Community Engagement

Impact	Background	Action	Further information and best practice examples	Contribution to SDGs
We could form partnerships for positive social impact with local communities, supporting them to create the change that matters to them.	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 that support a community's ambitions.	Create opportunities to work with local communities	The School/Department is investing in community partnerships, which bring benefits to community-driven activities. Where appropriate, these relationships are sustained over time. Using existing partnerships or by developing new ones, the School/Department should clearly demonstrate how their staff and students are supporting and bringing benefit to community-driven activities, as advocated in Strategy 2030. - [Local news](#) - [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, social media and departmental email lists.	
We could contribute to the Community Plan's delivery.	In order to deliver positive change locally, the Community Plan (2020-2025) sets out 32 practical commitments the University is making to local communities which should be delivered by October 2025. The new Community Plan (2025-30) will set out priorities for action that can guide grass-roots activity, as well as recommending some specific actions.	Contribute to the Community Plan and demonstrate your impact	The School/Department has identified key Community Plan activities 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 could update the Community Board and Community Team on our progress against our	A 'whole institution' approach is needed to bring positive impacts to local communities. Progress against the Community Plan commitments is tracked via the annual	Provide updates to the Community Board on your progress against	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

Community Plan commitments.	Community Plan reporting survey. This runs Aug-Oct each year and is shared via the Edinburgh Community Engagement Forum.	relevant commitments		
		Submit data to the annual Community Plan reporting survey	Some data for Community Plan is reported via Community Board members, but other data is learned of by the Community Team. The Community Team assemble the report for Board approval. The Community Team runs the survey, shared via the Edinburgh Community Engagement Forum	
We have staff/student members of the Edinburgh Community Engagement Forum.	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. 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.	Encourage staff/students from the School/Department to join the Edinburgh Community Engagement Forum	Staff and students in the School/Department are members of the Edinburgh Community Engagement Forum and sometimes share their work at Forum meetings - Edinburgh Community Engagement Forum	4, 10, 13, 17
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 - Updates on volunteering opportunities in the Edinburgh Community Engagement Forum Team	3, 4, 10, 11, 13, 16, 17

We could support our students to undertake experiential learning with local communities.	The Community Plan advocates for opportunities for students to get involved with community engagement in the curriculum.	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. - [Experiential learning, Institute for Academic Development](#)	4, 9, 13, 17