



Current reporting of activities supporting the UN SDGs within Scottish Higher and Further Education

Extent, quality and opportunities for development

January 2023

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Abbreviations

FHE – Further and Higher Education

NPF – National Performance Framework

PRME – Principles for Responsible Management Education

SDGs – Sustainable Development Goals

THE – Times Higher Education

UN – United Nations

Executive Summary

This report presents an overview of the ways in which Scottish Further and Higher Education (FHE) institutions are reporting their activities against the United Nations Sustainable Development Goals (SDGs). The information presented was collected through desk-based research and an EAUC-Scotland survey sent to Education for Sustainable Development TSN contacts.

Appendix 1 maps the extent to which Scottish institutions report against the SDGs in 2020 and 2022, with additional comments provided based on survey responses.

EAUC-Scotland's research highlights:

- **There are three external reporting frameworks currently utilised by Scottish FHE institutions:** The SDG Accord; THE Impact Rankings; and, Principles for Responsible Management Education
- **77% of Scottish universities use one or more of the external reporting frameworks**
- **30% of Scottish colleges use The SDG Accord as an external reporting framework** (no other external frameworks are used)
- For institutions reporting internally, **the average self-score for intensive / extensiveness of internal reporting (proxy for quality) was 2.13 out of 5**
- **Reported opportunities for starting / expanding reporting** include through linking reporting into existing activities; external encouraging of reporting; creating shared resources between institutions.
- **Reported barriers for starting / expanding reporting** include lack of staff capacity; need further knowledge / skills for mapping and reporting; and lack of engagement from departments.

Introduction

Development of the UN SDGs

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint to achieve a better and more sustainable future for all. At its heart are the 17 Sustainable Development Goals (SDGs; Figure 1), which address the interrelated global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice.

International agreement on the SDGs originated during the Rio+20 Summit in 2012 as a new global framework to re-direct humanity towards a sustainable pathway, building on the actions and momentum gained through the Millennium Development Goals. There followed a three-year process involving UN Member States, 83 national surveys which engaged over 7 million people, and thousands of actors from the international community, making it the largest consultation exercise in UN history. The goals have thus been heavily negotiated, and have a broad legitimacy among all parties.

The emphasis on different goals are likely to vary across nations depending on national priorities and statutory requirements. Climate change (SDGs 7 and 13) is likely to remain a significant focus given the international and national agreements and legislation in place to support climate change mitigation and adaptation strategies



Figure 1. United Nations Sustainable Development Goals

Scotland and the UN SDGs

The First Minister endorsed the UN SDGs in 2015 saying *"The UN Global Goals offer a vision of the world that I believe people in Scotland share. The national and international dimensions to poverty and inequality are interlinked. Scotland cannot act with credibility overseas, if we are blind to inequality here at home. And our ambitions for a fairer Scotland are undermined, without global action to tackle poverty, promote prosperity and to tackle climate change ¹."*

The Scottish Government's National Performance Framework (NPF; Figure 2) is the mechanism through which the UN SDGs have been localised to Scotland and are implemented (see Appendix 1 for mapping of the NPF against the SDGs). To support implementation and reporting of progress against the NPF and SDGs, the SDG Network Scotland – an open coalition of over 300 organisations and people across Scotland - was established.

The Voluntary National Review (VNR) is a core part of the SDG process, which asks UN Member States to review and report on their progress towards the Goals. The Scottish Government, Convention of Scottish Local Authorities (COSLA) and the SDG Network Scotland have worked together to contribute to the UK Government's VNR. A more detailed account of Scotland's performance, challenges and next steps in relation to the SDGs is published in a [Scottish Supplementary Review](#) (latest published July 2020).



Figure 2. National Performance Framework

¹ First Minister Nicola Sturgeon speaking at NIDOS Conference November 2015

The Further and Higher Education Sector and the UN SDGs

The guide [*Getting Started with the SDGs in Universities*](#) provides insight into how the FHE Sector and the SDGs interact, particularly how they benefit one another and how they exist in tandem.

The guidance highlights that institutions can benefit from the SDGs as:

- The SDGs offer institutions an effective, integrated and uniform way to map and communicate their impact on society and the world;
- Through the SDGs, institutions can develop cross-sectoral partnerships, as the SDGs can act as a common goal and shared interest for public and private organisations. Partnerships are helpful in developing innovative, effective and long-lasting initiatives;
- Through the SDGs, institutions can access new funding streams that are framed around the goals;
- The SDGs contribute to demand for education that the FHE sector provides. As governments and companies rely increasingly on the SDG framework, individuals seek out education that allows them to understand and reflect on these paradigms. Also, the SDGs can instil in individuals the desire to learn more about sustainability, their society and the world;
- The SDGs act as a uniform and globally-accepted framework for a responsible institution. This provides some structure and insight into how an institution can contribute to society and a better future.

In addition, the SDGs benefit from institutions and the FHE sector as:

- Institutions educate future leaders, decision-makers, teachers etc. with skills and expertise to effectively implement the goals;
- Through research and teaching, institutions develop new knowledge and understanding to address the challenges of implementing the SDGs;
- Institutions can advance the principles of the SDGs through their local and global influence and large economic, social and environmental footprints;
- Institutions can lead cross-sectoral, local and national responses to the SDGs due to their role in society and responsibilities.

FHE frameworks for reporting activities towards the UN SDGs

The SDG Accord

Note: The SDG Accord is available for both FE and HE institutions.

[The SDG Accord](#) is a high-profile international initiative that the Global Alliance developed to allow the tertiary education sector to demonstrate its commitment in meeting the SDGs, and sharing best practice. This is a partnership initiative, endorsed by the UN's HESI and other global partners. It was launched in 2017 and in December 2022 has officially been signed by 307 institutions, 59 student unions, 229 support organisations, and 1811 individuals across the globe.



The SDG Accord provides a platform to come together in a movement, to inspire, celebrate and advance the critical role that education has in delivering the SDGs, and presents this in a coherent Annual Report, latest in [July 2022](#), for use by the UN, governments, business and wider society.

Signatories of the SDG Accord commit to embedding the SDGs into their education, research, leadership, operations, administration and engagement activities. The SDG Accord is a public declaration of an institution's commitment to sharing and reporting on their progress towards the SDGs – giving rich insight into the actions undertaken by higher and further education and their outcomes in our communities and the world at large. The 2022 SDG Accord report states that “embedding the SDGs within a range of institutional activities remains a priority to signatories”, based on 75% of signatories reporting on the SDGs, compared to 70% in 2021 (although number of countries represented by reporting institutions declined from 31 in 2021 to 28 countries in 2022).

To date, 18 Scottish institutions have adopted the SDG Accord and [10 submitted annual reporting for 2022*](#), including:

- Borders College*
- City of Glasgow College*
- Dundee & Angus College
- Edinburgh College
- Forth Valley College
- Glasgow Caledonian University*
- Glasgow Kelvin College*
- North East Scotland College*

- South Lanarkshire College
- University of Aberdeen*
- University of Edinburgh*
- University of Glasgow
- University of the Highlands and Islands
- University of Stirling
- University of Strathclyde*
- University of St Andrews*
- University of the West of Scotland*
- West Lothian College

Times Higher Education (THE) Impact Rankings

Note: THE Impact Rankings is available for HE institutions only.

Launched in 2019, the [Times Higher Education Impact Rankings](#) are global performance tables that assess universities contributions to the UN SDGs through research, outreach, stewardship and teaching. The 2022 rankings included submissions from 1,406 universities from 106 countries/regions, with 53 UK institutions (as compared to 768 universities from 85 countries, 34 from the UK, in 2020). **7 Scottish universities submitted the minimum data requirement to be included in the overall ranking table (2 new additions since 2020*) including:**

- University of Glasgow* (19th)
- University of Edinburgh (29th)
- Glasgow Caledonian University (70th)
- University of Aberdeen (101-200th)
- University of Strathclyde (101-200th)
- University of the West of Scotland* (101-200th)
- University of Dundee (201-300th)



A university's final score in the overall table is calculated by combining its score in SDG 17 (Partnership for the Goals) with its top three scores out of the remaining 16 SDGs. SDG 17 accounts for 22 per cent of the overall score, while the other SDGs each carry a weight of 26 per cent. This means that different universities are scored based on a different set of SDGs, depending on their institutional focus.

In addition to the overall rankings, THE Impact Rankings also include performance tables for each individual SDG. Particularly high-ranking Scottish institutions for individual SDGs in the 2020 rankings were:

Goal 5 – *Gender Equality* - Glasgow Caledonian University (4th)

Goal 9 – *Industry Innovation and Infrastructure* - University of Edinburgh (5th)

Goal 10 – *Reduced Inequalities* - Glasgow Caledonian University (21st)

Goal 10 – *Reduced Inequalities* – University of the West of Scotland (23rd)

Goal 11 – *Sustainable Cities and Communities* - University of Glasgow (2nd)

Goal 12 – *Responsible Consumption and Production* - University of Glasgow (21st)

Goal 15 – *Life on Land* - University of Glasgow (8th)

Goal 17 – *Partnership for Goals* - University of Edinburgh (9th)

Principles for Responsible Management Education (PRME)

Note: PRME is available for HE institutions only.

[The Principles for Responsible Management Education \(PRME\)](#) is a United Nations-supported initiative founded in 2007. Working through its Six Principles, **PRME engages business and management schools** to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the SDGs and aligning academic institutions with the work of the UN Global Compact.

As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organised relationship between the United Nations and management-related higher education institutions. **96 (up from 87 in 2020) UK Business Management Schools have adopted PRME, including 12 Scottish institutions:**

- Edinburgh Napier University Business School
- Glasgow Caledonian University Business School
- Heriot Watt University Business School
- Robert Gordon University Business School
- The Open University Faculty of Business and Law
- University of Aberdeen Business School
- University of Dundee Business School
- University of Edinburgh Business School
- University of Glasgow Adam Smith Business School
- University of St. Andrews School of Management
- University of Stirling Management School
- University of Strathclyde Business School



PRME encourages signatories to support the UN SDGs through:

- Aligning curricula and research to the SDG commitments and agenda
- Inserting new content, learning methods and transformative approaches (i.e., experiential and interdisciplinary learning and new skills into the curricula)
- Seeking more applied research around the SDGs that can create solutions to help businesses be more effective and sustainable
- Engaging with students to commit to and act in support of the SDGs

- Acting as leaders of public opinion, advisers, suppliers of knowledge and solutions and mediators among businesses, government and civil society in support of the SDGs (contributing, for example, with the SDGs National Plans)
- Contributing through their PRME Chapter to scale-up efforts in your region and identify the local priorities towards building global sustainability

Reporting to PRME is made through Sharing Information on Progress (SIP) reports. In order to maintain a "communicating" status within the PRME community, a signatory must fulfil the following requirements:

1. Signatories are required to communicate their progress at least every 24 months.
2. SIPs must include each of the following elements:
 - A letter signed by the highest executive of the organisation expressing continued commitment to PRME
 - A description of practical actions (i.e. disclosure of any relevant policies, procedures, activities) that the institution has taken to implement one or more Principles during the past 24 months.
 - An assessment of outcomes (i.e. the degree to which previously outlined goals were met, or other qualitative or quantitative evaluation of results)
 - Specific objectives for the next 24-month period with regard to the implementation of the Principle(s).
3. SIPs are to be submitted online via the [PRME website](#), either by providing a hyperlink to an existing document on the signatory's website or by uploading an electronic document.
4. Signatories must complete a brief self-assessment that summarizes the content of the SIP.

PRINCIPLE 2 IN ACTION: Leadership and Advocacy

5 gender equality In 2018, GCU launched a campaign called "Erase the Grey." Often described as "violence against women", the term refers to violence directed against someone because of their gender and expectations of their role in a society or culture. Students and staff worked together to create a digital poster campaign, entitled #GCUerasesthegrey, which reiterates GCU's zero-tolerance policy towards gender-based violence.

16 peaceful justice In June 2018, GCU Principal and Vice-Chancellor Professor Pamela Gillies was appointed as a founding trustee of Robert F. Kennedy Human Rights UK (RFKHRUK), a human rights advocacy organisation established to keep Robert F. Kennedy's legacy alive. Led by human rights activist and lawyer, Dr Kerry Kennedy, the organisation works with local activists to ensure that governments and corporations across the globe protect fundamental human rights.

4 clean energy In 2019 GCU joined other higher education institutions around the world to pledge their commitment to the environment - at COP25 in December 2019. The letter showcased higher and further education institutions' commitment to the attainment of Sustainable Development Goal 4 - to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all - and 13 - to take urgent action to combat climate change and its impacts.

11 sustainable cities and communities In August 2020 GCU signed Advance HE's Declaration on anti-racism part of the Tackling Racism on Campus project launched by the Scottish Funding Council and Universities Scotland. GCU's Equality and Diversity Advisor Adrian Lui is a member of the project's Steering Group, which is working with the sector, to ensure that practical resources and tangible actions underpin the campaign.

12 responsible consumption and production In January 2021 GCU London signed up for a drive to make the UK capital the world's first zero-carbon city, becoming one of the first higher education institutions in London to commit to the Circular Economy. Supported by the Ellen MacArthur Foundation and the LWARB, the CE aims to decouple economic activity from the consumption of finite resources and eliminate waste by using products and materials in use for longer.

PRINCIPLE 2 IN ACTION: Awards and recognitions

5 gender equality In November 2018 Professor Lesley McMillan won the prestigious "Write to End Violence Against Women Award" with her blog on tackling the emergence of rape prevention technology came out top in the awards. The Write to End Violence Against Women Awards were developed by Zero Tolerance, alongside NUJ Scotland, White Ribbon Scotland, Scottish Women's Aid and Rape Crisis Scotland to support excellence in journalism furthering the cause of gender equality.

13 climate action In July 2019 Glasgow Caledonian University (GCU) was rated first in Scotland in the People's League 2019 for its environmental and ethical performance. The University was the only institution in Scotland to be rated "first class". It climbed 18 places from the previous year's rankings to be placed 23rd out of 154 universities in the UK.

4 clean energy In October 2019 Professor Pamela Gillies was named 2019's Social Mobility Champion of the Year at the UK Social Mobility Awards ceremony in London. The awards, run by the charity Making The Leap, recognise and celebrate the people and organisations driving social mobility across the country. The judges were impressed by GCU's consistent success in widening access to higher education, commitment to the United Nations Sustainable Development Goals and innovative and transformational approach to enhancing social mobility at home and abroad.

16 peaceful justice In November 2019 Dr Angela O'Hagan, deputy director of the WISE Centre for Economic Justice won the prestigious Jo Cox Award for Public Service and Active Citizenship. The award recognises academics who have made a positive change to society by reflecting the campaigning spirit and humanitarian values espoused by the late Member of Parliament, who was murdered in June 2016.

17 partnerships GCU's dedication to the United Nations (UN) Sustainable Development Goals (SDGs) saw GCU named number one in the UK for promoting gender equality - and in the top five in the world - in the 2021 Times Higher Education (THE) University Impact Rankings.

GCU was ranked 60th in the world overall out of 1155 universities, which places it in the top 6%, the same positioning as 2020 when GCU ranked 43rd out of 766 universities. The rankings also place GCU fourth in Scotland and 16th in the UK.

GCU performed most strongly in SDG 5 achieving gender equality, ranking fifth in the world (compared to 12th in 2020), first in Scotland and first in the UK; SDG 12 responsible consumption and production, ranking joint 10th in the world, second in Scotland and sixth in the UK; and SDG 8 promoting decent work and economic growth, ranking 24th in the world, first in Scotland and fifth in the UK. The University is also in the top quartile globally for seven SDGs, including good health and wellbeing, reducing inequalities and sustainable cities and communities.

IMPACT RANKINGS 2021 TOP 70

Athena SWAN Silver Award

Photographs: Erase the Grey Campaign and Professor Lesley McMillan.

Figure 3. Excerpt from [Glasgow Caledonian University's 2021 PRME SIP report](#) showing voluntary mapping of research to the SDGs.

Internal Reporting

In addition to the external reporting frameworks above, institutions are able to map and report their contributions to the SDGs internally. This can take a number of forms, including 'lighter-touch' approaches such as mapping case studies of institutional activities across departments as part of annual sustainability reports (for example the [University of St Andrews Annual Sustainability Report 2020/21](#); bottom left), or more intensive mapping and reporting of activities such as mapping the embedding of sustainability in learning, teaching and research (for example the [University of Edinburgh's 2019/20 mapping within its Business School](#); bottom right).



Figure 4. Examples of internal reporting of institutional activities against the SDGs from the University of St Andrews (left) and University of Edinburgh (right).

It is difficult to accurately determine the extent to which Scottish FHE institutions are mapping and reporting institutional activities against the SDGs internally and the quality of reporting. For example – and as shown by the examples above - internal mapping is currently happening at varying scales including from within a specific Department or Faculty, through to a whole-institution approach. Depending on internal communication channels as well as who is leading the exercise, it is likely that in some instances Sustainability Managers may not be aware of all mapping exercises happening in parts of the institution.

Extent and quality of institutional reporting

Appendix 1 provides a summary of current known reporting routes for Scottish universities and colleges with data from 2020 and 2022. This table is based on publicly available data and responses to EAUC-Scotland surveys sent to contacts of the Education for Sustainable Development (ESD) TSN to further establish which Scottish institutions are internally reporting, perceptions of reporting quality, and opportunities and challenges for starting or expanding this area of work.

Key highlights:

- 30% (9 out of 30) – up from 16% in 2020 – of colleges use The SDG Accord as an external reporting framework (only external framework used) and 3 out of 4 colleges who responded to the survey report internally to some degree (meaning at least 10% of all colleges report internally)
- 77% (14 out of 18) – up from 44% in 2020 - of universities use one or more external reporting frameworks, and 6 universities who responded to the 2022 survey indicated that they report internally to some degree (meaning at least 33% of all universities report internally)
- For institutions reporting internally, the average score for intensiveness / extensiveness (proxy for quality) was 2.13 out of 5 – compared to 2 in 2020 – with a range from 1 to 4.

Opportunities for strengthening SDG reporting

Respondents to the EAUC-Scotland survey highlighted several opportunities for starting or expanding current institutional reporting against the SDGs, including:

- Harnessing staff motivation, existing activities, and connections:
 - Giving staff who are passionate and motivated the opportunity to get involved in SDG reporting
 - Self-evaluation activities could make reference to mapping activity
 - Combining SDG reporting with team lunches and meetings
- Building on external pressures and motivators:
 - Highlighting the potential of reporting to support funding applications and link to partnerships

- Building on external pressure and motivators to report, such as THE impact rankings
- Learning from and building on examples:
 - Sharing practice between institutions
 - Building on existing case studies that are currently not used for SDG mapping but could be harnessed
- Creating resource library with guidance on SDG mapping

More widely, as part of reporting for The SDG Accord, signatories report on factors that they perceive would or do already support the embedding of the SDGs (Figure 5; note: this is an aggregate of responses from all signatories, not only Scottish signatories).

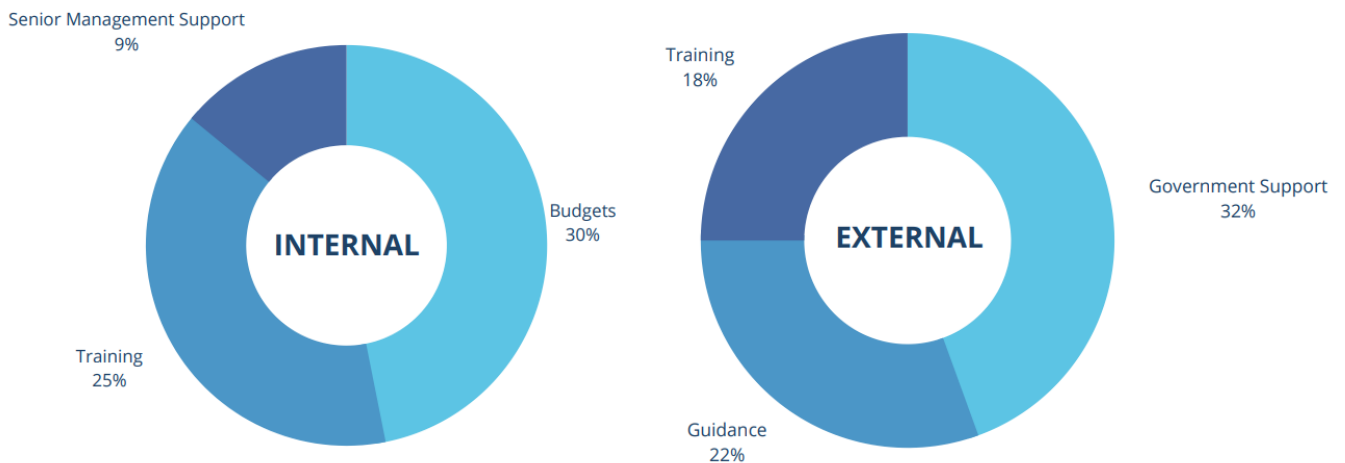


Figure 5. Top 3 support areas to better the integration of the SDGs as perceived by the SDG Accord signatories in the 2022 SDG Accord report.

These results show that, specifically internally, budgets and training are an important driver of SDG reporting as is reflected in Scottish participant’s observations of the benefits of a resource library. While senior management support only takes third place as a support area, senior management teams are still influential and may pass external pressures mentioned by Scottish survey participants, such as the THE rankings, on to wider staff.

The perception of government support as an important external support area by the SDG Accord signatories is also mirrored in the Scottish survey participants’ perception that SDG reporting can be used to support funding applications, as well as the driving factor of external motivators, which can be provided by the government.

Furthermore, the possibility of integrating SDG mapping with existing activities may present another opportunity to overcome challenges such as lack of staff capacity/time that participants perceived, as we highlight below.

Challenges for strengthening SDG reporting

A range of perceived factors have been identified by sector staff as challenges for institutions wishing to start reporting activities against the SDGs, or wishing to extend the scope of current reporting if already engaged with reporting to some degree. Figure 6a summarises the key challenges highlighted by respondents through the EAUC-Scotland survey in 2022, indicating very similar results to the 2020 survey (Figure 6b), with Lack of staff capacity being the most mentioned problem, while the need for further skills on mapping and reporting ranking second. The 2022 survey also shows “lack of student engagement” is rarely a barrier.

These factors and their prevalence generally reflect feedback of challenges as reported through The SDG Accord on a global level: for 2022, staff capacity, budget and training were reported as the top limiting factors among signatories submitting a report (Figure 7; note: this is an aggregate of responses from all signatories, not only Scottish signatories).

Figure 6a. Challenges to starting / expanding institutional SDG reporting as identified by survey respondents - **2022**

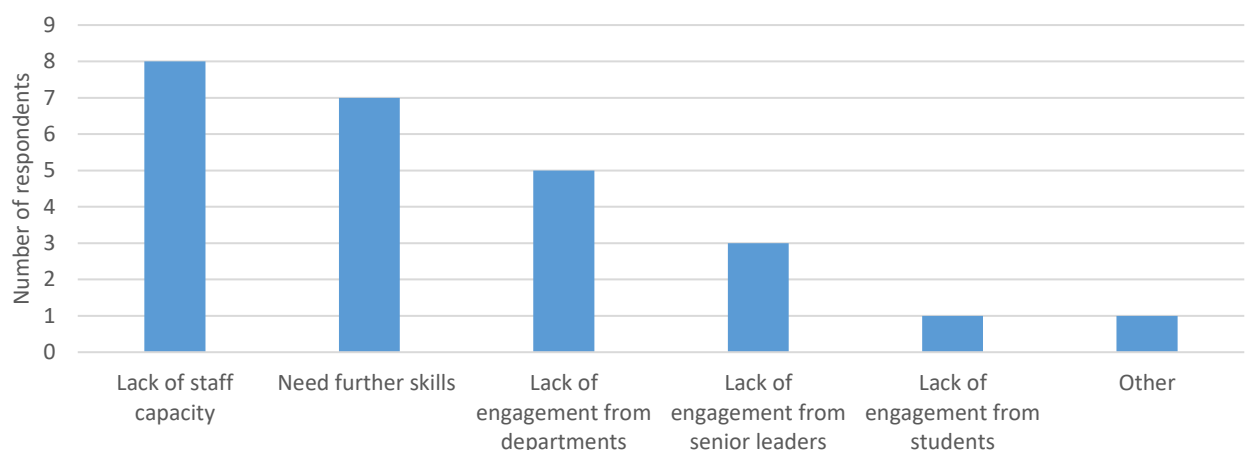


Figure 6b. Challenges to starting / expanding institutional SDG reporting as identified by survey respondents - **2020**

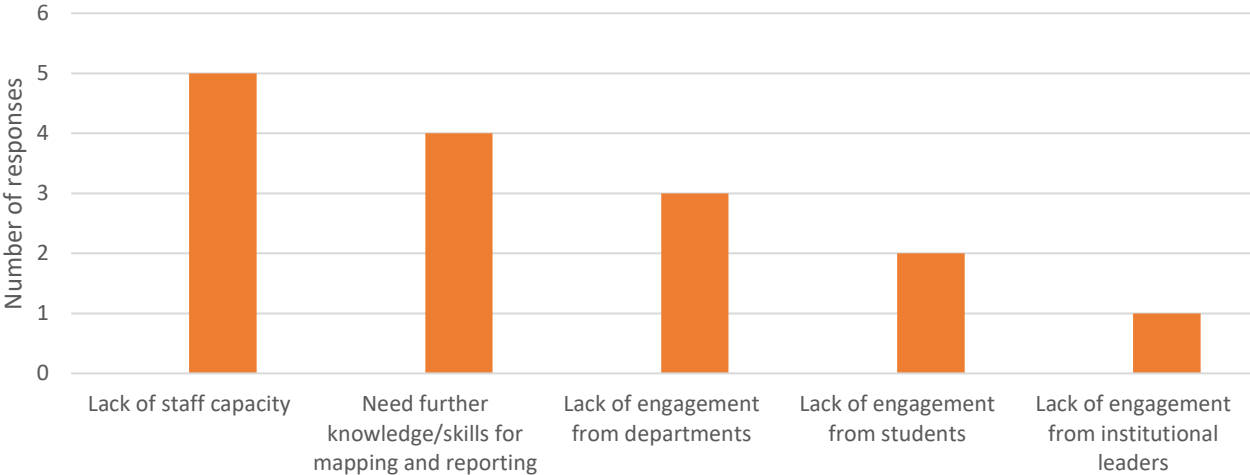
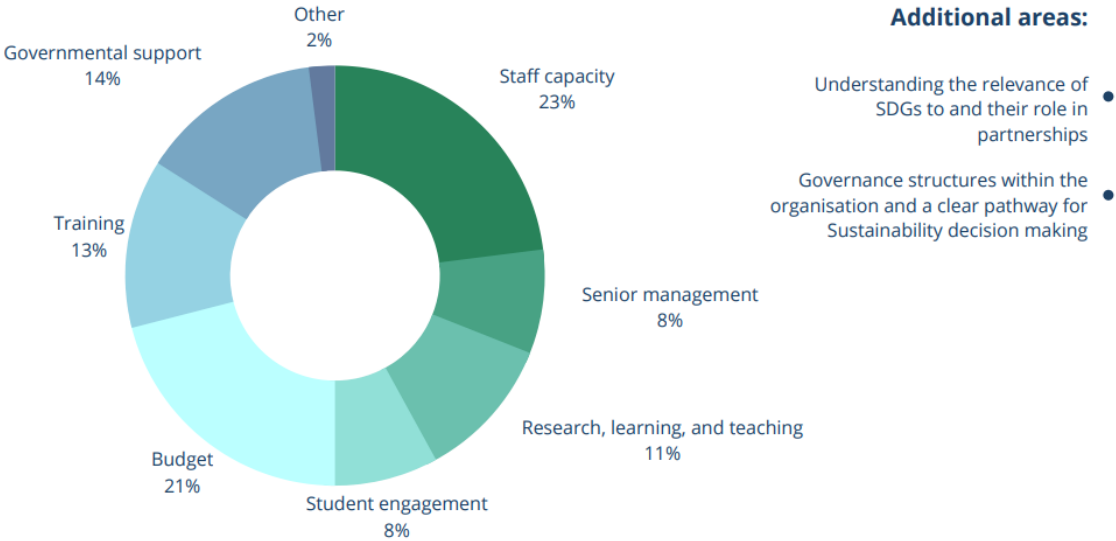


Figure 7. Most affected areas limiting institutional performance against the SDGs as identified by [The SDG Accord signatories in 2022](#).



This shows that overall, SDG integration and reporting continue to not be prioritised enough in most institutions to allow for sufficient staff capacity, training, and budgets. As the opportunities section above indicates, external frameworks and motivators can help to align these priorities, which is specifically evident in the example of the University of Aberdeen, which now has a working group specifically dedicated to the SDGs and THE Impact Rankings (see Appendix 1). Such external motivators can be combined with internal strengths, such as harnessing students and motivated staff, to improve SDG integration and reporting.

Next Steps

Scottish FHE institutions are increasingly reporting activities against the SDGs through both external and internal reporting frameworks; however, at present, this remains a minority. EAUC-Scotland is committed to supporting the embedding of sustainability throughout universities and colleges and supporting institutions to recognise and champion their commitments to the UN SDGs.

Based on the evidence compiled in this report, EAUC-Scotland aims to:

- 1) Increase the use of external reporting frameworks for the mapping of activities against the SDGs. This route of reporting promotes transparency and supports sharing of best practice between institutions;
- 2) Increase the quality of reporting, with a particular focus on internal reporting;
- 3) Provide the sector with the opportunities to develop the knowledge and skills to undertake SDG mapping and reporting.

EAUC-Scotland will achieve this through:

- 1) Increasing the prominence of the SDGs through EAUC-S communication channels, including the Global Goals Teach-In campaign in March 2023;
- 2) Developing resources to support sector staff skills and knowledge development, including case studies of reporting experiences for each external framework included in this report and seek for developed mapping tools to be open-sourced e.g. Manchester Metropolitan University mapping tool;
- 3) Using the ESD TSN as a vehicle for sharing best practice;
- 4) Engaging with senior leaders on external reporting frameworks, in particular The SDG Accord (colleges) and PRME (universities);
- 5) Supporting sector teaching staff embed sustainability and the SDGs into the curriculum.

Appendix 1 – Mapping the National Performance Framework against the Sustainable Development Goals.



Poverty



Education



Children



Children



Communities



Environment



Health



Economy



Poverty



Education



Environment



Fair Work and Business



Poverty



Children



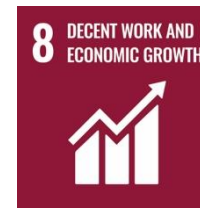
Health



Education



Children



Environment



Fair Work and Business



Economy



Fair Work and Business



Economy



Education



Children



Environment



Fair Work and Business



Economy



International



Human Rights



Environment



Poverty



Fair Work and Business



International



Human Rights



Fair Work and Business



Economy



International



Culture



Health



Economy



Education



Children



Culture



Health



Education



Children



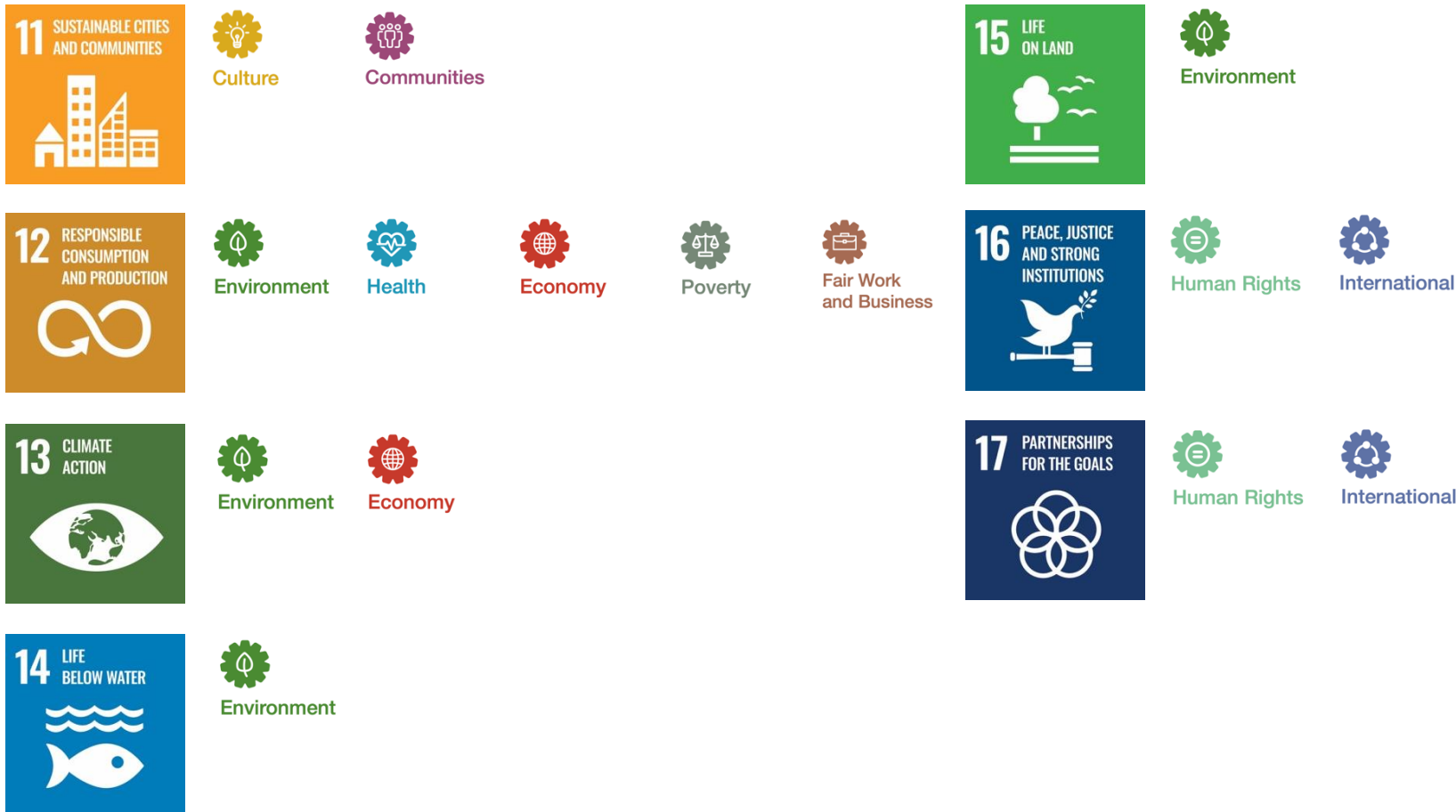
Communities



Poverty



Communities



The mapping exercise above summarises findings from the [Scottish Supplementary Review](#) (published July 2020).

For further details on alignment and data collection for the National Performance Framework against the targets set within each specific SDG, see Newcastle University paper (2019) [The SDGs and Scotland: A Discussion Paper and Initial Analysis](#). An example for targets within SDG 1: End poverty in all its forms everywhere is shown below:

NPF reporting scope and quality against SDG 1 targets

Data Availability

1.1.1	1.2.1	1.2.2	1.3.1	1.4.1	1.4.2	1.5.1	1.5.2	1.5.3	1.5.4	1.b.1

Appendix 2 - Institutional Reporting Table

University	SDG Accord	THE Impact Rankings 2022	PRME	Internal – 'lighter touch'		Internal – 'intensive/extensive'
	<i>Blue: signed before 2021 Purple: new signatories since 2021</i>					
Abertay University	N	N	N			
Edinburgh Napier University	N	N	Y (since 2020, no SIPs yet)			
Glasgow Caledonian University	Y	Y	Y (since 2012, SIP '21)			
Glasgow School of Art*	N	N	N	2022: They monitor SDG use but no not formally report		
Heriot Watt University	N	N	Y (since 2021, no SIPs yet)			
Queen Margaret University*	N	N	N	2020: Yes – against institution's Sustainability Strategy. Though the procedure is in a state of flux at present because of the Lockdown – a new system was pending before this	2022: Survey response indicated no current internal reporting	
Robert Gordon University*	N	N	Y (since 2011, SIP '15)	2022: A report with case studies will be available on institution's website shortly. Their Annual Report references sustainability on many occasions but does not map to SDGs.		
Royal Conservatoire of Scotland	N	N				
The Open University	N		Y (since 2011, SIP '20)			
The University of Edinburgh	Y	Y	Y (since 2015, SIP '22)			

University of Aberdeen*	Y	Y	Y (since 2020, SIP '22)		2022: Have established an SDG Reporting Group which co-ordinates THE Impact and thrit own Annual SDG Report.
University of Dundee*	N	Y	Y (since 2020, SIP '22)	2022: Have recently set up a new website for all case studies etc that link to SDG's.	
University of Glasgow	Y	Y	Y (since 2020, SIP '22)		
University of St Andrews	Y	N	Y (since 2008, SIP '22)	2020: Produce an annual Sustainability Report where activity is mapped to SDGS	
University of Stirling	Y	N	Y, since 2017 SIP '21		
University of Strathclyde	Y	Y	Y since 2011, SIP '21		
University of the Highlands and Islands	Y	N	N		
University of the West of Scotland*	Y	Y	N	2020: Produce an annual Sustainability Report where activity is mapped to SDGS	2022: Continue to produce annual sustainability report where activity is mapped to SDGs
TOTAL	9	7	12		
Developments 2020 vs 2022:	3 new HE signatories	2 new HE participants	1 new HE signatories		

College	SDG Accord Blue: signed before 2021 Purple: new signatories since 2021	Internal – 'lighter touch' Blue: 2020 survey response Purple: 2022 survey response		Internal – 'intensive / extensive'
Ayrshire College	N			
Borders College	Y			
City of Glasgow College	Y			
Dumfries and Galloway College	N			
Dundee and Angus College	Y			
Edinburgh College*	Y	2020: Via our Sustainability Education Group to SMT then Board level.	2022: Yes, but not systematically, some attempt but lack of resource/capacity to do it extensively.	
Fife College	N			
Forth Valley College	Y			
Glasgow Clyde College*	N			
Glasgow Kelvin College*	Y	2022: Currently no formal mapping of activities. Activities and courses that support the UN SDGs are highlighted and noted informally. There is an initiative to begin mapping the curriculum more formally, and this work looks to be completed within the academic year.		
Highland Theological College UHI	N			
NAFC Marine Centre UHI	N			
New College Lanarkshire	N			
Newbattle Abbey College	N			
North East Scotland College	Y	2022: Research projects are mapped against the SDG's, curriculum review is underway which will include mapping courses to the SDG's.		
Sabhal Mor Ostaig	N			
Scotland's Rural College	N			
Scottish Association for Marine Science	N			
South Lanarkshire College	Y			
UHI Argyll	N			
UHI Inverness	N			

UHI Moray	N		
UHI North Highland	N		
UHI Orkney	N		
UHI Outer Hebrides	N		
UHI Perth	N		
UHI Shetland	N		
UHI West Highland	N		
West College Scotland	N		
West Lothian College	Y		
TOTAL	9		
Developments 2020 vs 2022:	4 new FE signatories		

*Educational contact returned survey

Prepared and delivered by

