

Collaboration and Structure at the University of Edinburgh



The University

An ancient university, founded in 1583

Ranked 18th in the World by QS World University Rankings 2018-2019

Over 42,000 students, more than 26,000 undergraduates, 15,000+ postgraduates. 15,000 staff.

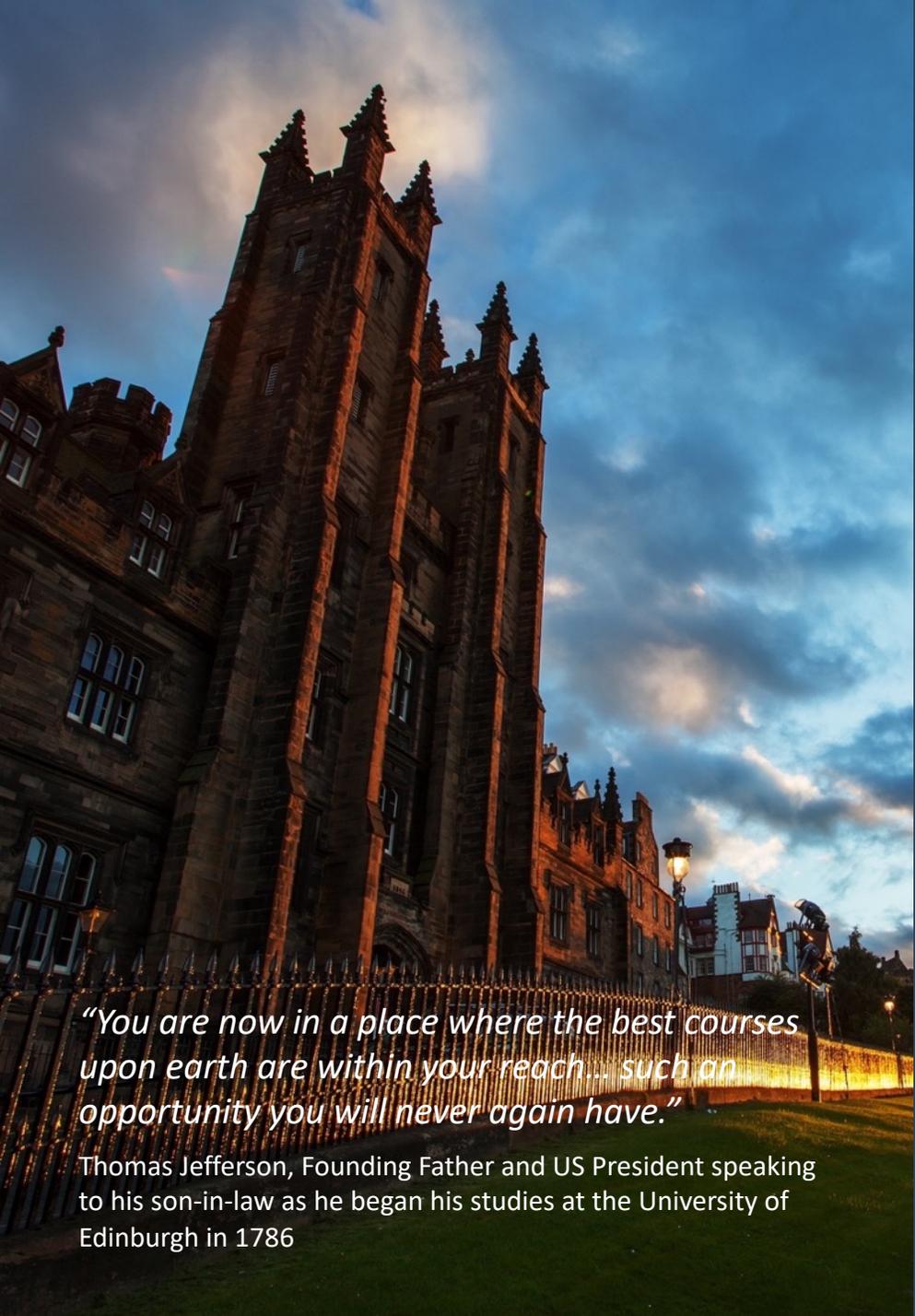
Over 17,000 international students from more than 170 countries

3 Colleges, 20 Schools. 400+ programmes. 130 disciplines
Academic to student ratio 1:5

Associated with 24 Nobel Prize winners for Physics, Chemistry, Medicine, Literature and Economics

Research at Edinburgh has laid the foundations of *modern economics, sociology, the Enlightenment, geology, English literature, quantum mechanics, electromagnetism, thermodynamics, antiseptic surgery and the theory of evolution*

Numerous networks and global partnerships - *Russell Group, LERU, Coimbra, UNICA, Universitas 21*



"You are now in a place where the best courses upon earth are within your reach... such an opportunity you will never again have."

Thomas Jefferson, Founding Father and US President speaking to his son-in-law as he began his studies at the University of Edinburgh in 1786

The City of Edinburgh

One of the most vibrant cities in Europe and most desirable places to live in the world

Edinburgh has been voted 'Favourite UK City' for an incredible 13 of the past 15 years in the Guardian and Observer Readers' Travel Awards

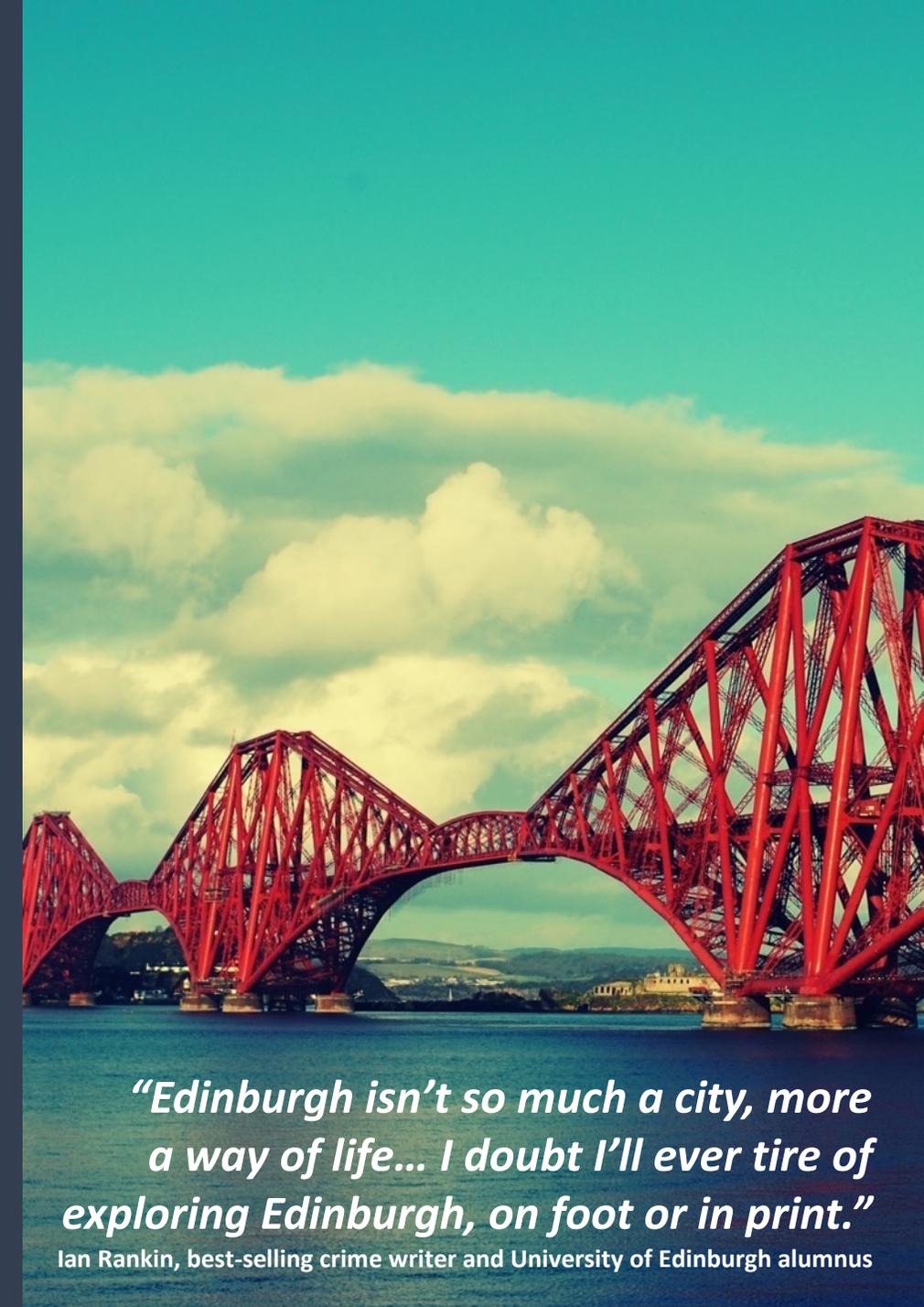
Population around 500,000, 12% of the population work or study at the university

Historic, cosmopolitan, cultured city of breath-taking beauty and world-class attractions

**World's first UNESCO City of Literature
UNESCO World Heritage Site**

Year-round destination and festival city - 12 annual festivals, including the world's largest arts festival

**Financial centre
Excellent transport network**



“Edinburgh isn’t so much a city, more a way of life... I doubt I’ll ever tire of exploring Edinburgh, on foot or in print.”

Ian Rankin, best-selling crime writer and University of Edinburgh alumnus

Historic & Prestigious:

- Can deliver at scale; breadth of teaching and research
- *Complex processes, institutionally risk-averse*

Highly devolved:

- Localised flexibility and responsiveness
- *Hard to work across structures and local ways of working*

City/University:

- Synergy, good working relationship
- *Huge impact in places; little/negative in others*



Drawing the Poverty Line

For a tourist arriving in Edinburgh on a drizzly August eve, the Scottish capital appears like a romantic postcard of rugged castles and wet cobble lanes.

But for a sixth of its population, days are rainy in more than a literal sense.



Around **82,250** people live below the poverty line - enough to reach Glasgow 70km away if they formed a line by holding hands.



For the last decade, this poverty rate has remained virtually unchanged, hovering around 16%.

This is only slightly better than the poverty rate in Scotland overall, which in 2017 reached 19%...

... which itself is lower than the overall UK rate at around 22%.

DD Innovation EFI Education

- Data for social good
- Interdisciplinarity
- Challenge-focused
- Replicate and Scale
- Partnership, collaboration and co-production

Data-Driven Innovation in the Edinburgh A City-Region Deal

Six local authorities, regional business community, four universities and five FE colleges developing a plan for investment in economic growth supported by two governments

Themes

- Innovation **£300M**
 - **Data-Driven Innovation £270M**
 - Food and Drink £30M
- Transport £140M
- Housing £ 65M
- **Industrial Facilities** £ 50M
- **Skills** £ 25M
- Culture £ 20M

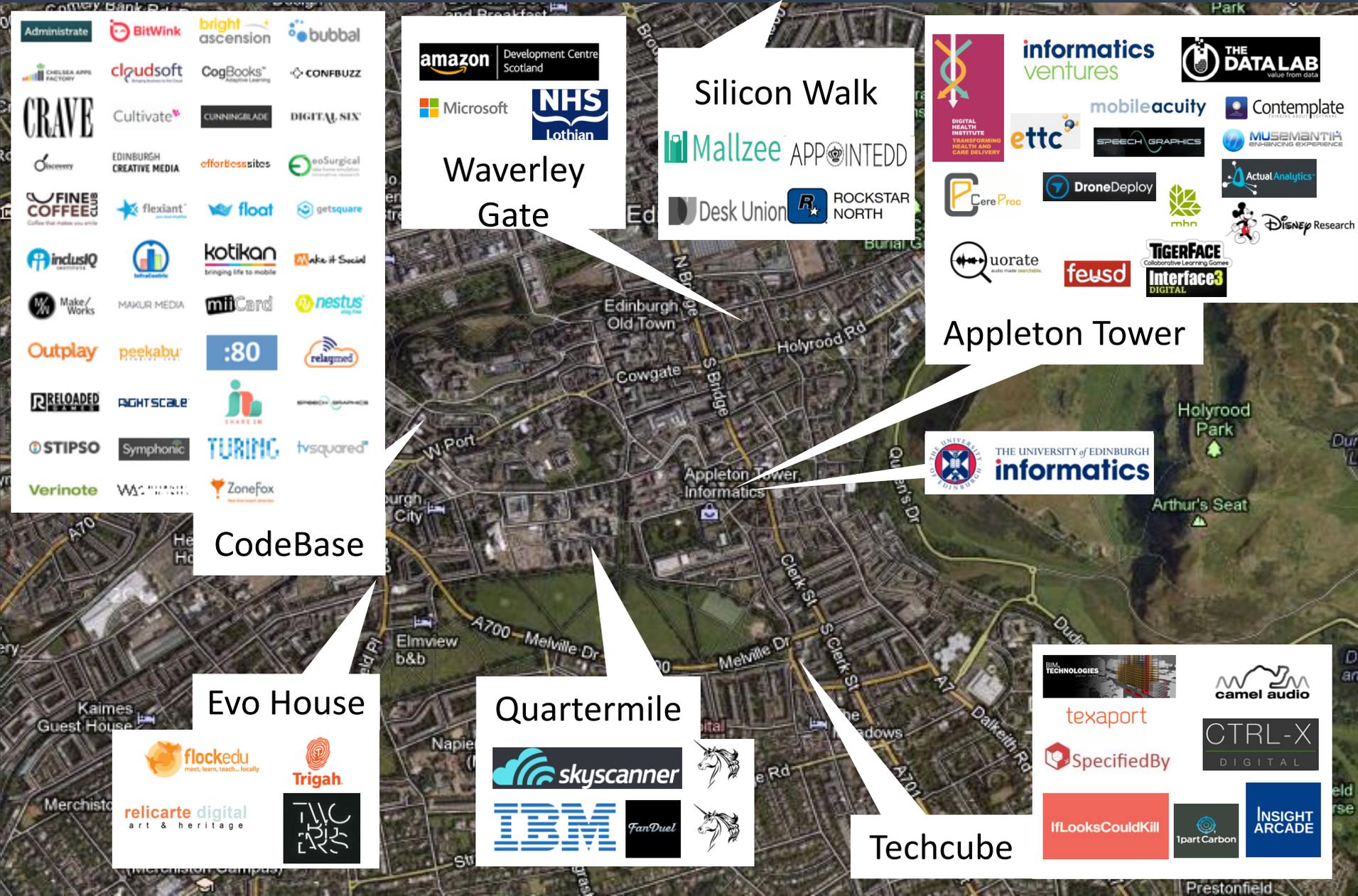
 Department for Business, Energy & Industrial Strategy



Enabling a World-Leading
Regional Digital Economy
through Data Driven Innovation

Edinburgh & South East Scotland City Region
A Science and Innovation Audit Report sponsored by the
Department for Business, Energy & Industrial Strategy
MAIN REPORT

Edinburgh's Investment Ecosystem in Action



Replicate and Scale - skills and inclusion

Five Themes	Deliverables
Talent	Over 700,000 with new data skills
Research	Over £600M income
Adoption	Over 1,000 instances
Datasets	Ca 1,000 datasets hosted/exploited
Entrepreneurship	Over 400 companies formed

- Can we open alternative routes to build data skills, e.g. apprenticeships, e.g. 2+2 degrees linking colleges and universities?
- Can we develop data skills among women returners?
- Can all College students have a data skills course?
- Can we build data skills among all school leavers?

Edinburgh Futures Institute

Education

5+ new MSc programmes launching between 2019 and 2021

8 highly interdisciplinary 'pathway' MScs launching in 2021 and 2022

3 new interdisciplinary UG programmes

Executive education: bespoke courses, responsive programmes and strategic partnerships

Open education: local, regional and global engagement

EFI PGT pathways

PGT project-led 'pathway' programmes in the futures of:

democracy

society

education

creativity

economy

justice

health

Sustainability

currently open secondment invitation to broad academic community:

focused time from academics working at the leading edge of their disciplines

who understand the future trajectories of these

and are equipped to build DDI talent within them

PGT curriculum model

project-led, live challenges

data skills development embedded

interdisciplinarity designed-in

highly flexible pathways, lifelong learning

hybrid teaching, online/offline

light-touch assessment

co-designed and delivered with partners

EFI events, seminars, lectures, festivals

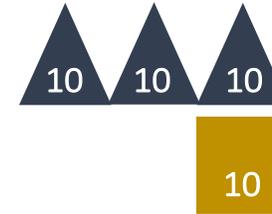
Student project

Induction

20-credit core (data skills, creativity, criticality)

Breadth

30 credits taken from across whole EFI portfolio
10 credit synthesis essay applied to project
Interdisciplinary peer-groups for support

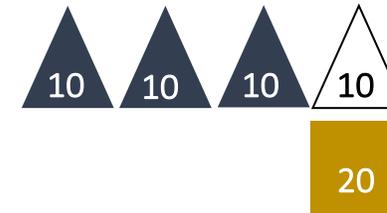


60 credit milestone

Year 1 (PT)
Semester 1 (FT)

Focus

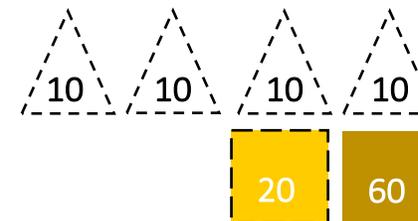
40 credits taken from across whole EFI portfolio
20 credit synthesis essay applied to project
Increasingly project-focused



120 credit milestone

Year 2 (PT)
Semester 2 (FT)

60 credit project output
(dissertation, report, artefact)
Or 40 credits from EFI portfolio
plus 20 credit final piece of work



180 credit milestone

Year 3 (PT)
Semester 3 (FT)

synthesis of learning applied to project



10 credit course in hybrid (online/on-campus) mode



(optional) 'open' credits from MOOCs or other

How would this work?

A speculative pathway scenario

Cristina

Programme Manager with British Council

School leadership programme

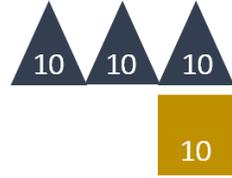
Focus on East Asia

Making a career move into more policy-oriented roles

Project to build policy for future schools with emphasis on datafication

Induction
20-credit core (data skills, creativity, criticality)

Breadth
30 credits taken from across whole EFI portfolio
10 credit synthesis essay applied to project
Interdisciplinary peer-groups for support
60 credit milestone



Education Futures pathway

Big data in education
Future childhood

Democracy Futures pathway

Doing politics locally

Focus
40 credits taken from across whole EFI portfolio
20 credit synthesis essay applied to project
Increasingly project-focused
120 credit milestone



Social Futures pathway

Brain imaging for social sciences

Future Justice pathway

Educational data ethics

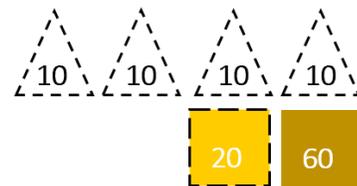
Education Futures pathway

Metrics and the making of global public policy

World Bank MOOC

Policy lessons from South Korea's development

60 credit project output
(dissertation, report, artefact)
Or 40 credits from EFI portfolio
plus 20 credit final piece of work
180 credit milestone



Policy Insight Briefing

Datafied Childhood: implications for school leadership

Lessons and Conclusions

Collaboration and Structure

- *Meaningful change starts with the mission & deliverables*
- *Sometimes the response need not be internal re-organistion, it is recognizing what is valuable*
- *New structures – partnerships, the City Deal, UNA Europa – are increasingly external*

Philosophy and Process?

- *The most valuable commodity we don't have is time and space*
- *Investing in the right people drives institutional change*
- *Even in a large university meaningful partnerships – Local and Global – are everything. Reconceptualise the institution around partnerships*



Aspirations, Values, People, Partnerships