University of Edinburgh

Outcome Agreement 2017-18

Principal's introduction

I am pleased to present the University of Edinburgh's Outcome Agreement for 2017-18, in partnership with the Scottish Funding Council. This Outcome Agreement builds on the success and ambitions of our previous Outcome Agreements and links to other strategically important University documents and policies, including our new Learning and Teaching Strategy. During 2016 we launched our *Strategic Plan 2016 - Delivering Impact for Society,* setting out our strategic objectives and our areas for development. Our Strategic Plan and this Outcome Agreement, addressing each of SFC's priorities, work seamlessly to demonstrate our ambitions and how we will focus our efforts to achieve these.

Our commitment to providing high-quality teaching and research combined with enhancement of the student experience are my two personal priorities and the activities and commitments outlined in this Outcome Agreement address these important issues.   Our commitment to widening participation is long-standing and over the last year we have invested £8.8 million in our three main bursary schemes for UK undergraduates; directly addressing financial barriers to participation. The University of Edinburgh has earned a reputation for helping those most in need and we continue to be proud of our achievements in this area. We aim to maintain a fair, inclusive and diverse community, and in doing so we ensure that our talented students and staff are provided with a supporting and nurturing environment to realise potential.

This is my final Outcome Agreement as Principal and Vice-Chancellor and as I prepare to leave the University I am confident that, through the dedication of our hard working students and staff, our goals, aspirations and commitments outlined in this document are achievable. I have seen much change in the University in the last 15 years, with a student population rising from 22,000 in 2002 to over 37,000 in 2016-17, including a substantial growth in international students. Our strengths in research funding are evident. During the

same period our research income has more than doubled from £115 million in 2002 to almost £268 million. Our growth in these areas has allowed us to influence, to apply our expertise and realise our ambitions over the period, and I believe that we are in a strong position to face the challenges and uncertainties which lie ahead.

Professor Sir Timothy O'Shea

Principal and Vice-Chancellor

March 2017

Summary of actions we will deliver in 2017-18

The University will seek to achieve all of the actions in the 2017-18 Outcome Agreement. The table below summarises some of the key outcomes and actions we are committing to in 2017-18. Appendix 1 attached to this document sets out the summary of baselines, milestones and targets which we will aim towards during 2017-18.

In order to deliver this Outcome Agreement we have consulted colleagues across the University, Court, EUSA and our recognised Trade Unions. University policies are subject to an Equality Impact Assessment, and as our policies are revised and updated, a renewed EIA is undertaken. Copies of EIAs can be found here: http://www.ed.ac.uk/equality-diversity/impact-assessment/a-z-assessments

Outcomes	The University of Edinburgh's contribution and actions
Priority 1: Widening access – learning that is accessible and divers, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds	
1.1 Scotland is a more equal society by widening access to learning for communities that are under-represented and by promoting equality and diversity 1.2 Enhanced learner journeys with more and better pathways for students	➢ We will commit to the CoWA recommendation that by 2021, students from the 20% most deprived backgrounds should represent at least 10% of full-time degree entrants at the University of Edinburgh ➢ Work with the sector to develop appropriate definitions and measures for postgraduate widening participation
Priority 2: High quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference	
2.1. Scotland has an outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience in the hands of expert lecturers delivered in modern facilities 2.3 A more successful economy and society with well prepared and skilled student progressing into jobs with the ability, ideas and ambition to make a difference 2.3 Scotland is a more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds	➢ Continue to drive to improve the student experience for students from widening participation backgrounds through our enhanced scholarship provision. ➢ Maintain our strong performance in graduates entering positive destinations ➢ We will support our students on campus to take notes and revise with the help of recorded lectures available online ➢ Maintain our high QS World University Ranking (in 2016-17 we were 19th in the world) ➢ Repeat our regular reviews of the destination of particular cohorts of students, including those from widening participation backgrounds and

	disabled students
Priority 3: world-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research	
3.1 Universities have a world-leading reputation for the impact of their research	➢ To be in the top 15 in the QS world rankings in the medium term
3.3 Universities have world-class facilities, a global reputation and standing, and international connections and collaborations	➢ Maintain success in research grant income from EU and other overseas sources
3.4 Scotland is a place that nurtures, develops and trains the international research leaders of tomorrow	➢ Continue to operate and update the new website stating the University's position and commitment to research ethics and integrity, including through the Concordat, and signposting key policies and procedures and learning and development materials
Priority 4: greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy	
4.1 Scotland's economy is stronger, more productive and resilient with economic growth supported by innovation from our universities	➢ The University will seek to capitalise on the nascent potential of data-driven innovation
	➢ We will continue to grow our engagement with Innovation Centres, as well as developing our own industry centres
4.2 Scotland's research excellence attracts investment and job creation from the world's most dynamic international businesses	➢ We will establish strategic industry centres in globally significant fields compatible with the University's high performing research areas (energy and Li-fi)
4.4 Businesses in Scotland use innovation to improve their competitiveness, productivity and growth,	➢ We will target growth in the uptake of SE-backed enterprise programmes (RSE Enterprise Fellowships, High Growth Spin-Out Support, SMART, Innovation Vouchers and other government backed R&D initiatives)
Priority 5: high-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements	
5.2 Scotland's universities are recognised as exemplars of good governance and demonstrate continuous improvement in their governance arrangements	➢ In 2017-18, work will continue to maintain our high standards of good governance whilst working towards compliance with the Higher Education Governance (Scotland) Act 2016 within the transitional period.
5.3 Universities actively promote sustainability and meet and exceed targets for reduced carbon set out in legislation	➢ We have recently launched our revised climate strategy for the period to 2025 and setting for the first time a target to be carbon neutral by 2040, including a commitment to reduce relative emissions of carbon per million turnover by 50% by 2025 from a 2007-08 baseline
5.4 Universities promote equality and diversity in their operation and help to create a more equal society	➢ The University is developing an ambitious Equality, Diversity and Inclusion Strategy and Outcomes 2017-20

5.5 Scotland's universities are coherent and well connected to contributing to all aspects of Scotland's educational, social, cultural and economic life	➢ We have been a crucial player in working with partners across the city region to put together a CityDeal bid.

University of Edinburgh Outcome Agreement 2017-18

Priority 1: Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds

Background and baseline

We received over 59,138 full-time undergraduate applications for 2016-17 entry; of which over 18,796 were from Scottish domiciled applicants; and 5,372 offers were made in response to these applications. Of these, 1,959 Scottish domiciled students successfully gained entry to the University. Our ratio of Scotland domiciled applications to entrants in 2016-17 was almost 10:1.   Our outreach work, across Scotland and the rest of the UK, encourages increasing numbers of individuals to apply while our sector leading contextualised admissions process allow us to select the brightest and best regardless of background; with the understanding that not all have the opportunity to demonstrate their full potential in school-leaving qualifications. Our peer support, personal tutor programmes and bursary packages are designed to ensure that all of our students have the support to progress and succeed in their studies and develop graduate attributes which are hugely valued by employers.   53.3% of our Scottish domiciled entrants in 2016-17 had at least one widening participation indicator. Our admissions policy as well as details of our contextualised admissions process is available here: http://www.ed.ac.uk/student-recruitment/admissions-advice.   In our policies we demonstrate our commitment to supporting pathways into the University locally and nationally.

We value the recommendations laid out within the Commission on Widening Access report and because of this are seeking to continue and enhance our widening participation work. We have led workshops with LEAPS and partners to establish how the current LEAPS model can most effectively widen participation with particular focus and consideration for how we support more students into higher education from Scotland's most deprived communities (SIMD20 backgrounds). We are also working with our Edinburgh HE partners to

examine how we can work together, in particular with a focus on how we work together outside of Edinburgh, developing bridging programmes, primary to secondary transitions, and expanding articulation.

In the short term, we are looking at our own application, offer and entrant data to understand and identify any gaps or issues for SIMD20 students. We are working with our academic Colleges and Schools to develop suitable WP targets at College level. In the sector we are participants within all the Universities Scotland CoWA strands (Articulation, Admissions and Bridging Courses), and we intend to support the new Commission for Fair Access in his work.

In the long term, we are exploring ways we can work with schools, colleges and local authorities to grow attainment-raising provision in the city and beyond (CoWA recommendation 16). We are also establishing a University-wide Widening Participation Strategy for the next five year in which we intend to set out our long-term aims.

We continue to deliver a range of custom designed short-term international initiatives created in close collaboration with key partners and stakeholders, both internally and externally, and targeted at specific under-represented Groups.   Our Go Abroad Office has helped create a culture of inclusivity, circumventing the barriers to participation, enabling a variety of students from low participatory student groups, including students from low socioeconomic backgrounds, students with disabilities and students with low participation disciplines, to gain a vital international experience.

Looked after children and care experienced students continue to be a priority for the University. We provide awareness-raising training for advisers of looked after children and care experienced students to help them understand student funding in Scotland and in England. We continue to aim to improve the quality of advice given to these young people, and our outreach activities which focus on particular schools or local authority areas are a priority in terms of gaining access to our outreach activities. The inclusion of looked after children or care experienced students from other schools or local authority areas are considered on a case by case basis if there is capacity to do so.

We will continue to offer one of the most generous bursary packages in the UK for those on the lowest household incomes, which care experienced students are eligible to apply for. We have reviewed the impact of our bursary provision, and since introducing the bursaries we have seen an increase in the number of students from widening participation backgrounds. Our bursary package has a variety of elements, including bursaries to those from low incomes which are triggered automatically when an application for a student loan is made to SAAS and its RUK equivalents. This includes the Scotland Scholarship, and the University of Edinburgh Scholarships (for

RUK students).   The Scotland Scholarship (previously the Scotland Accommodation Bursary) is available to assist Scotland domiciled students with living costs during their undergraduate study, and reflects the University's commitment to widening access to Scotland domiciled students. Scholarships of between £500 and £2,000 are offered to Scotland domiciled undergraduate students who are in receipt of a Young Students' Bursary or an Independent Students' Bursary from SAAS.   Whilst this scholarship is tied directly to financial need rather than being tied to SIMD, our analysis of 2015-16 entrants shows that the retention rate for students in receipt of the then Scotland Accommodation Bursary was 88.1%, higher than the retention rate of students from SIMD40 postcodes (86.8%). We also offer the University of Edinburgh Scholarship for fee-paying students domiciled in England, Wales and Northern Ireland, by providing financial support for those with a family income of less than £42,600.   Awards can be used towards tuition fee costs or towards general living costs whilst at University.

Following the formation of the University of Edinburgh's Corporate Parenting Strategy (http://www.docs.sasg.ed.ac.uk/gasp/StrategicPlanning/Corporate%20Parenting%20Plan%20March%202016.pdf) we are now forming a cross-University working group in order to monitor implementation of our associated action plan. Alongside this we are working with local providers to establish a physical and virtual space for care experienced young people in Edinburgh and the Lothians. This space will provide educational and career opportunities for care experienced young people.

We will commit to the following strategies and evidence of progress:

Priority 1: Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds	
Outcomes	Commitment, strategies and evidence of progress
1.1 Scotland is a more equal society by widening access to learning for communities that are under-represented and by promoting equality and diversity	➢ Sustain the step-change in entrants from under-represented groups achieved in 2013-14; including the 50 widening access places. ➢ We will continue to work with the sector, particularly other universities in the region and collaborative networks (LEAPS/ACES/REACH/SWAP) to share good practice and deliver an increasingly coherent approach to widening access. ➢ We will work in partnership with LEAPS and other LEAPS partners to incorporate the targeting of students from SIMD20 communities within their school programmes ➢ We will grow our current primary to secondary school transition programme and explore how to develop

	this further by working with other local partners.
	➢ We will commit to the CoWA recommendation that by 2021, students from the 20% most deprived backgrounds should represent at least 10% of full-time first degree entrants at the University of Edinburgh.
	➢ Review our schools targeting strategy to ensure that students from the most deprived communities in Scotland (SIMD 20/40) are benefiting from University of Edinburgh widening participation initiatives
	➢ Continue our strong partnership and hosting of the SWAP East programme to ensure adult learners from the most deprived communities are targeted for support
	➢ Build on the MasterCard Foundation Scholars Programme to explore opportunities to extend our access commitments across our global activities
	➢ Continue to develop, expand and support co- and extra-curricular opportunities for WP students, including development of international experiences that combine travel with work experience and connect to the University of Edinburgh Alumni community around the world
	➢ Enhance the targeting of our widening participation programmes to target a wider range of vulnerable student groups (asylum seeker groups and disabled students in particular), either by developing new bespoke programmes or by mainstreaming current initiatives
	➢ We have recently launched our Edinburgh Asylum Seeker Scholarship, offering tuition fee and living cost support to those most in need who are seeking asylum. In 2017-18 we will offer up to three UG scholarships and two PGT scholarships, covering the 'Home' rate of fee and providing a stipend of up to £10,000 per year.
	➢ Work in collaboration with regional partners to explore opportunities for local provision to support access to higher education by care experienced students
	➢ In partnership with other HEIs, provide awareness-raising training for advisers of looked after children and care experienced students to help them better understand student funding in Scotland and in England, and to improve the quality of advice given to young people
	➢ Continue to engage with partner organisations and services for young carers to develop strategies in order to raise aspirations amongst young carers and support them to access higher education generally, and University of Edinburgh in particular. Work with the sector to establish an agreed, common definition of "young carer" relevant to higher education
	➢ Work closely with colleges in the region to identify appropriate or alternative pathways onto courses at the University of Edinburgh and continue to develop events and activities which inform and advise college students about routes into University
	➢ Continue to use our sector leading contextualised admissions process, which includes differential offer requirements, to allow us to select the brightest and best regardless of background.
	➢ Continue the development of articulation routes for MA Health, Science and Society with Edinburgh College.
	➢ Build on initial findings from the ECU Attracting Diversity project to improve upon gender imbalances

1.2 Enhanced learner journeys with more and better pathways for students	within specific programme areas. We have identified priority subject areas (that align with the course areas identified within the Gender Action Plan) within the University and we are now in the process of identifying appropriate short and long term initiatives to address the imbalance. Addressing gender imbalances within Schools is being developed as part of our work on the Strategic Performance Framework for the 2016 Strategic Plan. ➢ Building on the UK Masters Access awards continue to develop an evidence base to identify barriers and widen access to postgraduate study, including appropriate financial support ➢ Continue to provide admissions briefings for staff and students at West Lothian College, Edinburgh and Fife Colleges to allow more time to be spent on admissions issues in a separate forum to that of the academic days. ➢ Work with the sector to develop appropriate definitions and measures for postgraduate widening participation ➢ Work in collaboration with ACES and REACH partners to take the work of the REACH and ACES programmes (around accessing high demand professions and courses) to the next step by incorporating the Gender Action plan agenda within the programmes as well as beginning tracking of the first graduate cohorts to identify outcomes

Priority 2: High quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference

Background and baseline

The University aims to provide the highest-quality research-led teaching and research, enabling our graduates and staff to be exceptional individuals equipped to address global challenges (Strategic Plan 2016, page 3). 88.1% of 2011-12 entrants successfully achieved an award in 2015-16. Retention rates for Scotland domiciled entrants in 2016-17 are at 91.6%, below those for RUK entrants which were at 95.4% in 2015-16; we will carry out further work on understanding the reasons for this difference. The University is committed to maintaining, and where possible, improving our high retention levels for all groups. We have put in place institutional activities to address any issues of non-continuation, for example peer mentoring as part of the University's widening participation activities supports progression for students from non-traditional backgrounds.

In 2015, the University had its had its Enhancement-Led Institutional Review (ELIR). The University received the highest possible judgement from the ELIR, an outcome of 'effectiveness' in the management of academic standards and enhancing quality. The review team identified many areas of positive practice where the University is doing particularly well, for example, the Edinburgh Award, and initiatives such as the Peer Assisted Learning Scheme (PALS) in which students 'buddy' or mentor other students. The review also identified some areas for development, including: the personal tutoring system; aspects of student representation; assessment and feedback; and the postgraduate research student experience. The University is taking forward these areas, and in March 2017 will provide a 'year-on' report to the Quality Assurance Agency on its progress.

The University has recently published a new Learning and Teaching Strategy, to align with its new 2016 Strategic Plan. Our new Learning and Teaching Strategy sets out how we will deliver the aim of providing the highest-quality research-led teaching and learning. Key themes in our Strategy include: partnership with students; developing a sense of community that supports students; recruiting, nurturing and rewarding staff for excellence in learning and teaching; optimising staff time devoted to core learning and teaching activities and developing and enhancing our undergraduate and postgraduate curriculum.

In our Strategic Plan 2016, one of our four development themes is Influencing Globally. We are committed to our global partnerships across business, industry and academia and are committed to increasing the range opportunities and support for our students to work, study and volunteer abroad through Erasmus+ and other schemes.

We will commit to the following strategies and evidence of progress:

Priority 2: High quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference	
Outcomes	**Commitment, strategies and evidence of progress**
2.1 Scotland has an outstanding system of learning where all students are progressing successfully and benefiting from a world-class learning experience in the hands of expert lecturers delivered in modern facilities	➢ Continue to drive to improve the student experience for students from widening participation backgrounds through our enhanced scholarship provision which is targeted most at those in need (implementing and acting upon findings from the 2015 review of the impact of our WP scholarship provision). Students receiving our scholarships are targeted and receive support for induction, careers guidance and internships, the opportunity to receive a peer mentor, as well as additional funding for international opportunities. ➢ Maintain our strong performance in graduates entering positive destinations, at over 94% for Scottish domiciled students with over 80% entering graduate level employment, in 2015/16

- Maintain and where possible, improve our existing high retention rates for all groups.
- Continue to grow work-based learning opportunities through Employ.ed internships (on campus, in SMEs and the 3rd Sector), placements and innovative SLICCs (Student Led Individually Created Courses) and MMM (Making the Most of Masters) curriculum enhancements. For 2015/16, 175 students completed Work Based Projects (WBPs) as alternatives to traditional Masters dissertations. In 2015/16, students undertaking other non-dissertation masters level WBPs (e.g. as course work) went up 122 from 73 with non-master Work Based Learning linked to Making the Most of Masters up from 111 to 115.
- Continue to map appropriate entry routes for students admitted with advanced entry qualifications, where there is curriculum fit.
- We will continue to increase the numbers of students on our distance education programmes which have a variety of delivery and exit options, enabling students to undertake learning and manage other commitments. (we are aiming for 5,000 distance learners by 2020)
- We will engage global audiences in our free courses via the Coursera, Futurelearn and EdX partnerships. (we are aiming for 3 million MOOC learners by 2020)
- We will expand our support for English language learning online via our Centre for Open Learning.
- We will support all our students and staff to develop their digital skills by giving them free access to a rich set of resources via Lynda.com.
- We will support our students on campus to take notes and revise with the help of recorded lectures available online. (Lecture recording in 400 rooms over next 3 years to cover 80% of undergraduate lecturing)
- Continue to investigate curriculum mapping opportunities with local colleges to develop and increase pathways.
- We remain committed to increasing the overall satisfaction expressed in response to the NSS, PTES and PRES student surveys. Our new Learning and Teaching Strategy sets out activities we are taking to address concerns from the NSS including the use of standardized course evaluation questionnaires and data dashboards to help inform enhancement priorities.
- Introduce further flexibility in study patterns, whilst maintaining the integrity and breadth of our curriculum, through supporting new articulations with strategic partner providers, direct entry to second year for undergraduates, and enabling students to pause their studies at appropriate points and support their return.
- In 2015-16 the University undertook a review of its quality framework, with the aim of streamlining processes whilst deriving maximum benefit from quality activity. As a result of the review, changes have been made to the annual monitoring, review and reporting processes for the forthcoming academic year, resulting in a shorter cycle that aligns with School and College annual planning. In 2016/17 we will implement and monitor the effectiveness of the new annual monitoring and review

	framework in full, and conduct a review of the process for period subject review also during 2016/17.
	➢ The University's Institute of Academic Development has worked with key stakeholders across the University to develop a coherent overarching framework for CPD learning and teaching, mapped against the UK Professional Standard Framework. The framework includes the Edinburgh Teaching Award which is designed to give rich opportunities to reflect on teaching and assessment practices in ways that are meaning and relevant to a teacher's role and career stage.
2.2 A more successful economy and society with well prepared and skilled students progressing into jobs with the ability, ideas, and ambition to make a difference	➢ Use our Employability Strategy, aligned to our new Strategic Plan, to support the personal and career development of our students through a rich curricular and co-curricular experience, and to ensure employer and labour market feedback informs curriculum review, development and enhancement
	➢ Use our refreshed Graduate Attributes framework and Edinburgh Award to enable and support our students to graduate with the skills and attributes required of a constantly changing global workplace, including enterprise and entrepreneurship, and to translate and articulate these effectively
	➢ Enable our students to readily access our rich alumni community as a source of inspiration, insight, advice and experience and to create greater connection to the diversity of employment and career contexts
	➢ Facilitate industry access to students and vice versa, through active employer events and proactive engagement with key bodies such as Association of Graduate Recruiters, Scottish Life Sciences Association, Creative Scotland, Chambers of Commerce and Joined Up for Business. Including specific events (Careers In IT, Creative and Cultural Careers Festival, STEM Careers) in partnerships with key sector bodies for economic priority industries, and grow Student Enterprise Week and pilot *SIM Days* (Student Industry Meet-ups and extension of the highly successful AIM[©] Days) in support of enterprise and entrepreneurship
	➢ Where industry needs and our research and academic expertise currently align, seek appropriate opportunities to harness the mutual benefit offered by degree apprenticeships
	➢ Continue to collaborate with regional nursing providers through shared practice placements and Lothian Clinical Academic Research careers scheme
	➢ Expand the range of opportunities for students to gain an international experience, in particular enabling students with a widening participation background to engage through breaking down real and perceived barriers, empowering students to enhance their employability prospects.
	➢ Improving the range of 'mobility windows' within the curricula to create more opportunities for students to acquire additional skill sets that an international experience provides.
	➢ Implement the University's Gaelic Language Plan http://www.ed.ac.uk/about/gaelic-language-

2.3 Scotland is a more equal society because learning is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds	plan/university-plan.
	➢ Continue to support students towards positive graduate destinations, building on our current high performance (82.4% of undergraduates in graduate level employment or further study).
	➢ Maintain our high QS World University Ranking (in 2016-17 we were 19th in the world).
	➢ Repeat our regular reviews of the destination of particular cohorts of students, including those from widening participation backgrounds and disabled students
	➢ To ensure equality of outcomes for students with and without disabilities, we are undertaking a review of our current arrangements to support students with disabilities, with a remit to recommend options for a way forward.
	➢ We have recently published our medium-term Mental Health Strategy which focuses on both support for students who experience difficulties and promotion of wellbeing in the student population more generally. Continue to map appropriate entry routes for students admitted with advance entry qualifications, where there is curriculum fit.
	➢ Continue to provide a broad range of foreign language (over 30) provision supporting our internationalisation and employability objectives, both through formal programmes and short courses (including when there is no prior learning).
	➢ Build on the Languages for All partnership with EUSA to provide opportunities for students and staff to develop the linguistics skills which will support international mobility. We currently deliver around 160 classes every week in up to 24 different languages. These include classes from Japanese to British Sign Language, as well as free Gaelic taster courses open to University of Edinburgh staff and students as part of the University's Gaelic Language Plan.

Priority 3: World-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research

Background and baseline

The University of Edinburgh performance in REF2014 demonstrates irrefutably the international competitiveness of our research.   We have improved our overall standing to 4th in the UK, as well as 1st in Scotland. Our contribution to research pooling and support for the Scottish HEI sector is evident in 6 joint submissions to REF2014, the highest level in the UK. The University is the leading Scottish University for research income won from Research Councils, major research charities and the European Union. For the following funder types, University of Edinburgh's awards for 2015/16 exceeded the previous year by the following percentages:

Type	Percentage exceeded by	Total value of awards
UK charities	5%	£66m
EU Government	37%	£43m
Overseas charity	374%	£12m
UK industry	23%	£11m

Like the rest of the sector, our total awards value in 2015/16 did decrease, due to significantly less Research Councils funding, however we did retain our market position of 5th place for Research Council awards, just behind Cambridge. Looking at total award value, UoE maintained or improved its market share for ESRC, MRC, EPSRC and BBSRC funding.

Early indications for 2016/17 indicate that we are ahead of where we were at the same period in 2015/16 for research grant applications, and whilst it is difficult to predict the combined effects of the National, European and International political situation, we conservatively estimate research awards in the region of £300m for 2016/17.

Responding to the recommendations of the REF Equality and Diversity Advisory Panel

The Equality and Diversity Advisory Panel report has three recommendations directed primarily at universities:

- The lower rate of circumstances submitted in Main Panel B should be explored.
- HEIs should give further consideration to their responsibilities in relation to reasonable adjustments for staff with complex circumstances and to the promotion of working cultures that enable an appropriate work-life balance for those with both teaching and research contracts.
- HEIs should proactively address inequalities in staff selection, rather than simply accept them as a general sector issue.

In response to the first recommendation, we have looked at the data on our submissions to Main Panel B. We submitted 93% of eligible staff to six of the Main Panel B panels, and of these, 26% had at least one individual circumstance leading to the reduction of outputs. On average, UK universities submitted 22.5% of staff to Main Panel B with complex circumstances. We are not complacent, although we find it encouraging that we are above the UK average in this area. For comparison, of the staff submitted across all panels REF2014

by the University of Edinburgh 35% had an individual staff circumstance, compared with 29% across the whole UK. As soon as the REF2021 rules are made clear by the funding bodies we will ensure processes are in place to appropriately reflect the circumstances of all staff (noting that the current indication is that all eligible staff will need to be submitted, regardless of circumstances).

In relation to the other two recommendations, we see addressing these issues as one of the many good reasons to do more to improve the diversity of our research staff population, across all protected characteristic groups and to facilitate different working patterns. In relation to staff selection, the University's profile of submitted staff largely matched that of its underlying population. We agree that this points to the need to enhance the diversity of the sector's researchers and to nurture an environment in which the best people from all backgrounds are able to thrive.

We are firmly committed to our ethos of conducting research without boundaries, and will continue to form and nurture deep and lasting relationships in research and innovation with global leading universities, industry, public and third sector bodies. Undertaking collaborative research is embedded across the University, and as well as providing the optimal environment for research and innovation, we will continue to encourage and increase our collaborations by investing in digital services that are key to discovery, development and sharing. Nevertheless, we continue to have concerns that our disproportionate REG reduction is beginning to hamper our ability to capitalise on our strong research base by maintaining our breadth of research and investment to maximise our contribution to the Scottish economy and culture.

We will commit to the following strategies and evidence of progress:

Priority 3: World-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research	
Outcomes	Commitment, strategies and evidence of progress
3.1 Universities have a world-leading reputation for the impact of their research	- Continue to support internationally excellent early career researchers in line with the University's strategy- as was supported by the Global Excellence Initiative – to be in the top 15 in the QS world rankings in the medium term. - Achieved 4th in the UK on research power and 11th on Grade Point Average, both increases relative to RAE2008 - Prepare for REF2021 by ensuring that publications are available in Open Access, that our data on research staff contracts is clear so that we can respond to the REF staff eligibility rules as they become clear, and by responding to other REF rules as they are revealed during 2016-18.

3.2 Scotland is a country of discovery where talented researchers from across the world come together to explore, challenge and address some of the most fundamental questions facing our society	➢ Enhance the annual review process for staff to create improved forums for discussions of career direction and progression. ➢ Promote opportunities for female and male researchers to return to work after a career break on a flexible fellowship, such as the Daphne Jackson, British Heart Foundation and Wellcome Trust.
3.3 Universities have world-class facilities, a global reputation and standing, and international connections and collaborations	➢ Maintain success in research grant income from EU and other overseas sources, having entered the Russell Group upper quartile in 2013-14. Over the last year we have increased our EU funding awards and are continuing to invest in our 4-person specialist EU team. We will continue to offer a programme of awareness raising and training initiatives, and specialist bid-writing series. ➢ Continue to target increases in research income from all sources. Over the past year, Edinburgh's Research Support Office has been restructured to include a new Strategic Research Initiatives Division, established to grow non-traditional sources of funding (including international), develop relations with key funders and develop pan-University research concepts. ➢ Implement successful RPIF projects for Tissue Regeneration and Biological Sciences and invest in the Roslin Centre for Livestock Innovation ➢ School of Mathematics and School of Informatics will play full role as founding partners in the Alan Turing Institute. ➢ The University has recently been announced as a partner in the Rosalind Franklin Institute, which brings together expertise in engineering and the physical and life sciences, aiming to develop technologies to tackle major challenges in health and life sciences, as well as accelerating the discovery of new treatments for chronic diseases.
3.4 Scotland is a place that nurtures, develops and trains the international research leaders of tomorrow	➢ Continue to operate and update the new website stating the University's position and commitment to research ethics and integrity, including through the Concordat, and signposting key policies and procedures, and learning and development materials. ➢ Continue to operate the Research Ethics and Integrity Review Group to raise the profile of integrity and act as a forum for any issues that arise, and to ensure annual reports are completed to high standard. In accordance with best practice as set out in the UUK Concordat, the University of Edinburgh now produces an annual statement on research integrity and ethics. ➢ We maintain a comprehensive list of policies which serve to ensure compliance with the highest standards of research ethics and integrity. This is publicly available. ➢ From January 2016, we have introduced a generous shared parental leave policy, encouraging an environment in which male and female researchers feel supported in their work life balance, to sit alongside our generous maternity package and flexible working policy. We have also performed an analysis of our

	gender pay gap, in order to develop and implement an action plan to reduce this.

Priority 4: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

Background and baseline

The impact of the University's business collaborations can be demonstrated through the following figures: during 2015-16 the University supported the creation of 39 new start-ups following a record year of 44 start-ups in 2014-15.   Consultancy invoicing was up 12% from the previous year, with a notable increase in international commercial work.   Following the reshaping of Edinburgh Research and Innovation during 2015-16, a marketing campaign has been launched to academics to raise awareness of core ERI service offering in relation to intellectual property services. In 2014-15, the University continued to host Interface reflecting our strategy to work with other Scottish universities to simplify engagement with industry, while maintaining our leadership in commercialisation (Strategic Plan, page 13).

Responsibility for the university-technology.com website is now integrated into Interface; the University remains an active member of the group and fully committed to increasing easy access IP with 23 technologies available through this portal https://licensing.eri.ed.ac.uk/ . We continue to participate heavily in Horizon 2020 and continue to offer assistance with SME engagement.

We actively support SME engagement and within our Colleges we have teams which help promote opportunities for business.   For example, in the College of Science and Engineering our Commercial Relations Team develops strategic relations with our industrial partners. The Team facilitates access to academic specialists and promotes engagement that delivers innovative solutions to research problems. We also work with companies to offer Employ.Ed internships to students. The Santander Universities SME Internship Programme offers a 10 week full-time of part-time internships within SMEs to final-year undergraduate, postgraduate students or recent graduates.

At a strategic level, the University is seeking to capitalise on the nascent potential of data-driven innovation, ubiquitous across all research themes, to drive regional economic growth. We have invested further in the development of the ecosystem through partnership in the City Region Deal, leading a consortium for the recent BIS Science & Innovation audits and developing our plans for the Learning Mile, including the forthcoming (£41M) Data Technology Institute (DTI). This strategy is already creating visible success with the co-location of Intel's microprocessor design team into Edinburgh, the only such location outside of California. Behind Intel we are developing a strong pipeline of well-known companies who have expressed interest in co-locating in the DTI. These developments are truly ground breaking for Scotland at a time when inward investment is needed for the economy.

The transition from Knowledge Transfer Grant to the Universities Innovation Fund has reduced the funding from SFC to the University of Edinburgh for innovation activities from just under £2.5m to less than £1.4m per annum. This continues to create a significant challenge for the University in implementing our planned enhancements in innovation activities over the next 5-10 years. Investment in these plans already represented a significant commitment by the University, in addition to the SFC income for these activities, and the contraction in stable underlying SFC income must impact on the pace of delivery. Appendix 2 of this document is the University of Edinburgh's commitment to the Universities Innovation Fund National priorities in which we set out the activities we will conduct during 2017-18 in support of delivery of all of the National Priorities. Further details of our activities will emerge as the University participates in the UIF National Priorities working groups formed to identify and share good practise. The University is to participate in a working group aligned with each National Priority.

We will commit to the following strategies and evidence of progress:

Priority 4: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy	
Outcomes	**Commitment, strategies and evidence of progress**
4.1 Scotland's economy is stronger, more productive and resilient with economic growth supported by innovation from our universities	➢ We will continue to actively encourage wide staff engagement in consultancy activities, including with local SMEs and corporates, providing an effective platform for knowledge exchange that delivers value growth amongst those companies. ➢ We will continue to grow our engagement with Innovation Centres, as well as developing our own industry centres, to provide Scottish companies with effective touch-points with high value research and knowledge. ➢ The University took the lead in the BEIS Science and Innovation Audit in Data Driven Innovation, of which the DataLab was a consortium member, and we continue to work together both in strategic development and delivery of the Data Science agenda in Scotland. For example, the DataLab will be an integral part of the Bayes Centre when it opens in Spring 2018 ➢ There has been frequent contact between University staff working on the development of IoT networks and CENSIS. We continue to work together both in strategic development and delivery of the IoT agenda in Scotland ➢ UoE is an active partner in SMS-IC and has contributed to delivery of its pilot projects and to the raising of the Precision Medicine Ecosystem investments from SG in support of this activity ➢ We will provide further support and leading participation in Interface as well as ongoing hosting of the initiative. ➢ We will continue with appropriate adoption of easy-access deal structures providing Scottish companies with rapid and effective transaction processes.
4.2 Scotland's research excellence attracts investment and job creation from the world's most dynamic international businesses	➢ We will continue to build scope and expertise in industry engagement and in particular developing deep partnership relationships with international research intensive companies across a range of industries. ➢ We will establish strategic industry centres in globally significant fields compatible with the University's high performing research areas. Initially these are the fields of energy and Li-fi.
4.3 A deep culture of collaboration between universities, colleges, business, and venture capital and improved commercialisation of research	➢ We will continue our culture of developing a range of close relationships with local, UK and international investors with projects emerging from the research base and with the University's pipeline of spinout and start-up companies. ➢ Through the University's venture capital arm, Old College Capital, enabling significant co-investment in University spinout and start-up companies and into a wider group of companies with which the University engages.

	➤ We will promote Scottish technology companies as a destination for international investment through the Engage Invest Exploit investment conferences hosted in Edinburgh and internationally. ➤ We will continue to build capacity in the University's internationally recognised enterprise activities, with a key aim to deliver more companies with high growth potential build on University knowledge and intellectual property.
4.4 Businesses in Scotland use innovation to improve their competitiveness, productivity and growth. Our entrepreneurial students and researchers drive the growth of innovative new businesses and improvements to our public services	➤ We will target growth in the uptake of SE-backed enterprise programmes – notably RSE Enterprise Fellowships (and others run by RAE, NERC, etc.), High Grow Spin-Out Support, SMART, Innovation Vouchers and other government backed R&D initiatives. ➤ We will continue the development of a significant resource of learning material, including short skill-specific workshops, comprehensive new company bootcamps and interactive multi-day hackathons. ➤ We will continue to make extensive use of mentoring, drawing experienced executive talent into the University company formation process to deliver crucial guidance, insight and introductions to emerging enterprises.

Priority 5: High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements

Background and baseline

The University of Edinburgh has a significant range of actions underway to meet its commitment to making a 'significant, sustainable and socially responsible contribution' and to meeting its legal duties under the Climate Change (Scotland) Act 2009 and other environmental, procurement and supply chain legislation.

Since 2005, the University has improved its energy infrastructure through the development of four Combined Heat and Power (CHP) installations. In April 2016 the University signed a contract to develop a further £11m combined head and power CHP scheme, in its latest move to reduce carbon emissions across its campuses. The new energy centre will serve the Easter Bush campus and provide electricity for the Roslin Institute and the Royal (Dick) School of Veterinary Studies – along with a growing number of veterinary research facilities. The University is exploring further opportunities to learn from and develop renewable power, both on and off campus.

The University Court endorsed a new Climate Strategy in September 2016 which lays out a comprehensive whole institution approach to climate change mitigation and adaptation in order to achieve our ambitious target. Over the next year the University will undertake work to establish a detailed implementation plan which will highlight specific activities that will contribute towards carbon reductions. This will build on current work to deliver carbon reductions through the Sustainable Campus Fund, which allows staff and students apply to a £2.75 million fund over the next three years to gain support for energy efficiency, renewable energy, and other sustainability projects that generate cost savings and environmental benefits.

To ensure compliance with the Scottish Code of Good Higher Education Governance and to enhance the effectiveness and openness of the University's governance, a revised Committee structure was implemented from 1 August 2014. Throughout 2014/15 and beyond the University has been fully compliant with the Principles of the Scottish Code of Good Governance. The University will continue to actively monitor its compliance with the Code and ensure that any future revisions to the Code are implemented in full.

The University's involvement in Edinburgh's festivals throughout the year is a reflection of our commitment to expanding and communicating knowledge. In 2016, the University partnered with the Edinburgh International Festival to open the August festivals in spectacular style through the Harmonium Project, a major sound and light event, which showcased exciting aspects of the University's work in design informatics.

We participate in a variety of collaborative sustainable partnerships, locally and worldwide.   Examples of these are:

- the Edinburgh Centre for Carbon Innovation; an innovation centre that fosters collaborative working between policy, community and business leaders to support and deliver workable solutions for a low carbon future. ECCI now has a permanent office in Hong Kong which will share and develop best practice with the Hong Kong government, academic and business partners for the future of low-carbon technologies in Hong Kong.

- via APUC, the University became the first HEI in the UK to become a member of Electronics Watch. Electronics Watch is an EU-funded independent monitoring organisation working to achieve respect for labour rights in the global electronics industry through socially responsible public purchasing in Europe.

- In 2016, the University was recognised for its work on sustainability in its laboratories and was announced as runner-up in the peer-reviewed Guardian University's Awards' Sustainability category. The University was praised for its innovative measures

- such as recycling disposable gloves and pipette tips, and a project to recover and recycle helium.   This recognition builds up the University's continuing commitment to make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world.

- We will commit to the following strategies and evidence of progress:

Priority 5: High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements	
Outcomes	**Commitment, strategies and evidence of progress**
5.1 Scotland's universities are able to demonstrate value for money and impact for the public investment they receive	➢ We report annually to our Central Management Group and our Audit and Risk Committee on value for money initiatives. In this year's report, we have identified some key initiatives that promote efficiency, economy and effectiveness at the University, which have been valued at £15.2 million. ➢ Our 2015 BIGGAR Economics impact study of the University found that in 2013-14 the University generated £3.3 billion Gross Value Added (GVA) for the UK economy and supported 36,930 jobs. The report found that the University generated a total impact of £4.09 for every £1 of direct input and supported 2.51 jobs in Scotland for every person directly employed. For every £1 income received from SFC, the University generated £9.53 GVA for the Scottish economy.
5.2 Scotland's universities are recognised as exemplars of good governance and demonstrate continuous improvement in their governance arrangements	➢ The University continues to apply the Main Principles of the Scottish Code of Good Governance and is contributing constructively to the evidence gathering that will inform the current review of the Scottish Code by the Committee of Scottish Chairs. If necessary, the University will make any changes to governance arrangements to ensure compliance with a revised Scottish Code. ➢ In 2017-18, work will continue to maintain our high standards of good governance whilst working towards compliance with the Higher Education Governance (Scotland) Act 2016 within the transitional period. This will include work to amend relevant University Ordinances, which are subject to the approval of the Privy Council and liaison with the Scottish Funding Council and Scottish Government officials as part of this process.
5.3 Universities actively promote sustainability and meet and exceed targets for reduced carbon set out in legislation	➢ The University has strong and effective governance for sustainability and social responsibility in place via its SRS Committee and Sustainable Operations Advisory Group. We promote a range of sustainability actions across the staff and student community with active programmes on energy education, sustainable travel, waste reduction, re-use and recycling, sustainable IT, sustainable laboratories, and responsible and sustainable procurement, as well as active programmes to ensure responsible investment. Our events attract thousands of staff and students each year, we run sustainability awards for behaviour change and lower impact. We have recently agreed policies on good food, conflict minerals and modern slavery, and will commence a review of our Social Responsibility and Sustainability strategy during 2017. ➢ We are committed to social responsibility and sustainability with a clear commitment to this in our Strategic Plan 2016. ➢ We have recently launched our revised climate strategy for the period to 2025, taking a whole institution

	approach and setting for the first time a target to be carbon neutral by 2040 and including a commitment to reduce relative emissions of carbon per million turnover by 50% by 2025 from a 2007/8 baseline.
	➢ We will return our carbon emissions to 2007/08 baseline year levels by 2025.
	➢ We have established a renewables review group to examine the business case for renewables and sustainable energy investment. The renewables group is due to report later in 2017.
	➢ We have introduced a £2.75m sustainable campus fund to promote energy and carbon reduction across the University community.
	➢ Improve the accessibility of the University's estate through continuing to integrate equality consideration into the building and maintenance programme and ensuring timely response to required equality adjustments
	➢ Develop an online Sustainability and Social Responsibility online course which is available to all students across all Schools and Colleges within the University, regardless of their chosen course
5.4 Universities promote equality and diversity in their operation and help to create a more equal society	➢ The University is developing an ambitious Equality, Diversity & Inclusion Strategy and Outcomes 2017-20. The Strategy will set out how we will ensure that our commitment to equality, diversity and inclusion is evidenced in all that we do.
	➢ The University is a proud holder of a Carer Positive Employer award – one of only 3 Scottish HEIs to achieve this award. We have an active Carers Network, and provide guidance and training for managers in supporting staff with caring responsibilities.
	➢ The University is committed to providing an accessible and inclusive environment where disabled staff and students are supported to develop and perform to their full potential. We have established, and continue to develop a Staff Disability Support Service. The University is currently undertaking a review of the service provided to support disabled students and is making improvements to the estate and teaching spaces.
5.5 Scotland's universities are coherent and well connected contributing to all aspect of Scotland's educational, social, cultural and economic life	➢ The University is a signatory to the Race Equality Charter mark, and has developed an action plan to enhance the experience of our BME students and staff and to institute appropriate measures to tackle the challenges we have identified.
	➢ Having achieved an Institutional Athena SWAN silver award in 2015 we aim to renew this in 2018 and ensure that individual schools also develop a plan and start working towards achievement of an Athena SWAN Silver departmental award.
	➢ Following the expansion of Athena SWAN to include Arts, Humanities, Social Sciences, Business and Law, we aim to achieve awards in the remaining Schools/Academic units in HSS, who were not eligible for consideration to apply for Athena SWAN awards under the previous system, by 2016/17.

	- Aim to reduce the gender pay gap for University staff, by carrying out biennial pay audits and explore the reasons for the pay gap at level 10. Revised processes to ensure that integrity and ethics are business as usual for the Research Policy Group which now meets 5 times a year. - We have appointed a staff disability officer to provide improved services and support to meet the needs of disabled staff and promote an environment that encourages staff to let the University know they are disabled and receive individual support. - Require all staff involved in recruitment to undertake equality and diversity training, including unconscious bias training. - Conduct biennial equality monitoring survey of all staff to improve our monitoring data on the profile of our staff on a variety of protected characteristics. - Building on the success of gender audits for the Chancellors Fellows recruitment campaign, conduct a gender audit of all future large recruitment campaigns to inform improvements. - The University is in the process of developing a Youth and Student Employment Strategy (2017-2021). The strategy will outline key areas of activity which aim to increase the number of 16-24 year olds employed by the University, as well as enhance engagement with schools and the local community. Our strategy aligns to the Scottish Governments commitments and the findings from Commission for Developing Scotland's Young Workforce led by Sir Ian Wood. - The University of Edinburgh was the first university to sign up to 'The Scottish Business Pledge', a partnership with the Scottish Government to commit to fair and progressive policies that boost productivity, recognise fairness and increases diversity. In keeping with the Pledge's nine components, the University has agreed to pay the Living Wage to all employees. The University has also agreed to invest in youth, the community and innovation. - In April The University of Edinburgh Easter Bush Campus Easter became the first university body in the country to hold Investors in Young People accreditation at silver level. - The University's Printing Services team were shortlisted for 'micro employer of the year' at the Scottish Apprenticeship Awards 2016. 15 of our managers have committed to mentoring Young People through Career Ready (a UK wide charity linking employers with schools and colleges to open up the world of work to young people). - The University are currently considering the viability of becoming a learning provider for Graduate Level Apprenticeships. - We have been a crucial player in working with partners across the city region to put together a City Deal bid. An Edinburgh and South-East Scotland City Region (ESESCR) deal will be negotiated with the Scottish and UK Governments as well as six local authorities. The University can make a significant contribution to the City Deal linked to Innovation Hubs such as the Quartermile development, Data Technology Institute, Easter Bush campus and the successful model of four-way partnership involved in the BioQuarter site.

## Annex: University of Edinburgh summary of baselines, milestones and targets
(* denotes priority measure)

	2014-15 baseline	2016-17 estimate	2017-18 milestone	2018-19 milestone	2019-20 aspiration	
Priority 1: Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds						
Measure 2: Deprivation - The number and proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes						
2a: Proportion of SDUEs from 20% most deprived postcodes	7.0%	7.3%	**7.5%**	**8.20%**	**9.00%**	*
Measure 4: Protected Characteristics - The number and proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers						
Male Proportion	40.9%	38.7%	**41%**			
Female Proportion	59.1%	61.2%	**59%**			
Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two						
Deprivation						
Proportion MD20 retained	90.5%	85.5%	**91%**			*
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey						
% Satisfaction	84		**85%**			*
Measure 9a: Graduate Destinations - The number and proportion of Scotland-domiciled graduates entering positive destinations						
Proportion of graduates in positive destinations	93.8%		**94%**			

Outcome Agreement between The University of Edinburgh and the Scottish Funding Council for AY 2017-18

On behalf of The University of Edinburgh:

Signed:
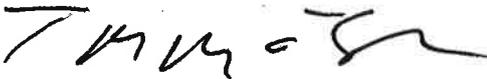
Print name: Professor Sir Timothy O'Shea

Position: Principal

Date: 4 / 7 / 17

Signed:

Print name: Ms Anne Richards

Position: Vice-Convener of University Court

Date: 21st July 2017

On behalf of the Scottish Funding Council:

Signed:

Print name: John Kemp

Position: Interim Chief Executive

Date: 28 July 2017