



THE UNIVERSITY *of* EDINBURGH

The University of Edinburgh Outcome Agreement 2019-20

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Principal's introduction

I am pleased to present the University of Edinburgh's Outcome Agreement for 2019-20 in which we build on the priorities, activities and ambitions of the University as articulated in our 2018-19 and earlier Outcome Agreements.

Our Outcome Agreement has been developed in consultation with the University Court, academic and professional staff, our Student Union, and with the recognised trade unions. Against the backdrop of political uncertainty and the challenges faced across the sector, we will continue to lead the way in delivering against the Scottish Government's priorities and ambitions.

At this juncture, we are developing a new University Strategic Plan. Values will be at the heart of our new plan, and these values are what the University of Edinburgh stands for. Our values frame all of our activities, but one of our key values is about being a caring organisation, caring for our staff and student communities. We are aligning our strategic priorities with big world problems, and will seek to articulate how we, as a University, can contribute to helping solve these.

Our commitment to widening participation is unequivocal, and we will build on the successes we have seen during the current academic year to further our ambitions in this area. We continue to pursue our goal to enhance the student experience, and with the appointment of our new Vice-Principal Students, we are taking even greater strides to provide our students with the highest possible quality experience at the University.

Our involvement in the City Region Deal as a pivotal partner continues at great pace, and we are embracing the opportunities and challenges which this brings.

As we look to the future, we are confident that the University is well placed to deal with emerging political and economic uncertainty, and that we will continue to have an impact on Scotland, the UK and the wider world, and I look forward to continuing to work with the Scottish Funding Council and the Scottish Government.

Professor Peter Mathieson

Principal and Vice-Chancellor

University of Edinburgh

Priority 1 Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender imbalance

Context

1. Access to education from all backgrounds remains a key priority action for the University. In recent years, we have seen a diversification in students who are admitted to the University, and our longer term goals focus on building upon our earlier successes. We are committed to ensuring that the University of Edinburgh is an opportunity provider for everyone.
2. In October 2018 we published our [Widening Participation Strategy](#) 2018-21, which sets out what we aim to achieve by 2021. We are delighted that for academic session 2018, 11% of our intake was students from SIMD20 areas, achieving the CoWA target three years early. This is testament to the hard work of our dedicated and committed staff who have worked tirelessly to achieve this. This success is also due to our longstanding outreach programmes, scholarships and support through the application process and the students' transition into the University.

Activities

Contextualised admissions

3. We are proud of our leadership of work on contextualised admissions over the last decade, our generous scholarship provision and our outreach programmes. Under the University's widening participation pledge we welcome applications from students with diverse backgrounds. We are committed to admitting the very best students who demonstrate the potential to benefit from, and contribute to, the academic experience we offer. Equality of opportunity is entrenched in our selection process and we recognise that applicants have different backgrounds and experiences and that not everyone has an equal opportunity to demonstrate their potential with their school or college qualifications alone. It is for this reason that we consider certain data and information in our selection process to help us identify applicants whose academic grades may not be a true reflection of their potential to succeed at university.
4. We now have an online contextual admissions checker for all students considering applying for an undergraduate degree programme, allowing prospective applicants to check their eligibility for a contextual flag which triggers additional consideration in the admissions process. We are the first university in the UK to provide this upfront automated service around contextualised admissions.
5. In advance of the 2019-20 application cycle we introduced the concept of access thresholds for our widening participation and care experienced applicants. This approach is reinforced in our new Widening Participation Strategy.

6. Whilst we are proud of our achievements to date, we are conscious that we need to maintain and increase momentum to make even more significant change. Our aspirations of being a world-leading centre of academic excellence and a place of opportunity for a diverse group of students from some of the most deprived communities in Scotland remain.
7. Excellence and diversity are not mutually exclusive and we demonstrate to the sector that it is possible to be a leader in both fields. We continue to embed our widening participation agenda within our decision making at levels of the University to enable a whole institution approach to widening participation.
8. Building on existing activities, we will continue to work to widen access for any disadvantaged or underrepresented group to the University of Edinburgh as we recognise that this will enrich our own student community and the future national and global communities that our graduates will live in. We are ambitious in our aims to widen access Scotland-wide, but will also align our UK recruitment activity to our widening participation agenda.

Main principles for Widening Participation

9. Our [Widening Participation Strategy](#), published in the Autumn 2018 sets out how we're going to achieve the Scottish Government's aspirations, as well as our own. Our [2018-19 Outcome Agreement](#) articulated our main principles for Widening Participation:
10. The four strands of our strategy are:
 - Aspiration and early engagement
 - Support to get in
 - Support to succeed
 - Support to progress
11. Under each of these strands we have set out the actions to implement these, who is responsible and when the activities will take place to successfully implement our Widening Participation Strategy. Our strategy is accompanied by a three-year implementation plan, overseen by a group of colleagues drawn from across the University.
12. We are firmly committed to giving everyone an equal opportunity to study at Edinburgh, acknowledging that higher education, and a student experience at Edinburgh, has the power to transform lives, not just of those who come to study with us, but their families and communities.
13. We have made much progress since we launched our Widening Participation Strategy in October 2018. Following our launch, progress we have made to date includes:
 1. We have met the Commission for Widening Access target of 10% of our intake to come from 20% most deprived areas in Scotland, three years ahead of schedule. Our 195 students from SIMD20 represent 11% of our 2018/19 undergraduate intake.

2. We have launched a pilot secondary school partnership programme, [Your Ed](#), to support more school students from low attaining or low-progression (to HE) schools into the University.
3. We have established a [new part-time Access route](#) in the University of Edinburgh (to arts, humanities and social sciences degrees), and over the next few years we will be developing foundation and access routes into the University of further academic disciplines.
4. To enhance the student experience for our current students from widening participation backgrounds, [we will provide additional funds to support participation in sports and student societies](#).

Case study Design Engineer Construct! Programme

The University, along with leading infrastructure company Balfour Beatty are co-funding a learning programme that aims to inspire the next generation of specialists working in design, engineering and the built environment.

Students at Castlebrae High School will take subjects, including maths, science and technology while learning about the latest practices required of the construction industry. The Dec! is a resource which runs alongside the national curriculum to provide pupils and teaching with an engaging and stimulating learning experience. Students will acquire real-world, practical experience and employability skills as a key part of the course, which brings industry professionals into the classroom to support teachers.

The Dec! programme is a learning programme with qualifications credit rated for inclusion on the SCQF and supported by the Chartered Institute of Building and other professional bodies. Castlebrae High School has been chosen because of its proximity to the BioQuarter campus at Little France where Balfour Beatty is building a stem cell research facility, the Centre for Tissue Repair. Together with the University's Centre for Regenerative Medicine, the buildings will form the new Institute for Regeneration and Repair which, when completed in 2020, will be home to more than 600 researchers. The Dec! programme builds on existing links between the University and Castlebrae High School in which researchers at the Medical Research Council Centre for Regenerative Medicine have helped to develop science learning in the school.

Priority 2 High quality learning in a system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy

Context

14. We are committed to building on the activities detailed in our earlier Outcome Agreements, and on our [Strategic Plan](#) objectives to equip students with the knowledge, skills and experiences to flourish and become successful graduates. We are committed to supporting our students through technologies, innovative teaching methods and our personal tutor scheme.

Activities

15. **Scholarships.** During 2017-18 we enhanced our income-based Scholarships, offering awards of £3,000 each year to Scottish SIMD20 entrants from the lowest family income levels. Students who are in receipt of a Care Experienced Student Bursary also receive these enhanced awards. The University offers enhanced awards to RUK students from the lowest household income groups or a care-experienced background.
16. In 2018 we undertook a review of our scholarship provision for Scottish and RUK students. Our main focus was to find out if our scholarships were meeting the needs of our students, whether our marketing strategy was working, how transparent the scholarship process was, and if our Scottish and RUK scholarship provision be improved in any way. Our review concluded that, on the whole, our scholarship provision is achieving positive results, but acknowledged that our promotion and marketing of our provision could be better. Our scholarships are awarded automatically, with no need for students to apply separately to the University for scholarship support.
17. We are considering aligning the minimum scholarship available for Scottish and RUK students to introduce some parity in the system, and any changes will be made to our awards for 2019-20. Our review also confirmed that we continue to offer one of the most generous scholarship packages in the UK, providing flexible cash support which recognises the potential barrier to geographic mobility associated with tuition loans.

Student satisfaction

18. We have made an unequivocal commitment to improve the student experience at the University. Our NSS 2018 were disappointing, and to build on work already in train, we have undertaken in-depth analysis of the results, with some of our key findings (both positive and negative) are noted below.
19. Our analysis of our NSS 2018 results have highlighted the areas in need of priority action. From our 2017 results to our 2018 results, we saw a decrease in overall satisfaction, falling by 5.2% in comparison to 2017. Our analysis suggests that one of the key drivers for this is the impact the decline in some of the University's larger schools have had on the University-wide results. Negative shifts across four large schools are responsible for the majority (3.9%)

of the 5.2% University level decline. The majority of schools saw a decline in Overall Satisfaction, with just under half of schools seeing falls of 5% or more.

20. Despite declines for all composition questions when compared to 2017, Assessment and Feedback has improved by 5.8% since 2014 and we are no longer the worst performer for either the UUK or Russell Group for this Primary Theme.
21. Our analysis of free text comments indicated that students were most likely to make statements complimenting staff. Comments around their approachability, the quality of their teaching, and their passion for their chosen subject are found across the University. Negative comments were more likely to be focused on organisational elements such as poor communication, or poor experiences of the assessment and feedback process with a marking system that is perceived to be too vague in its structure.
22. We have recently appointed a new Vice-Principal Students who will take strategic responsibility for the commitment to addressing negative aspects of the students experience, and the culture change that will underpin it. Reporting directly to the Principal, the VP Students will work with our Heads of College and our professional services to develop innovative approaches to all aspects of student satisfaction and experience, including curriculum development and the nurturing of a high-performance culture in teaching and learning.
23. Alongside this strategic appointment, we have outlined an approach to tackling deep-seated cultural challenges impacting on student experience. We have developed an action plan, with actions including:
 - Actions to enhance the student experience:
 - Staff experience actions
 - Communications and engagement actions
 - Leadership actions
24. The University is committed to collective responsibility and accountability, and we are cognisant of the fact that actions alone may not be sufficient to deliver the change which we need to see.
25. In tandem with the development of our action plan, we continue to listen to comments from students through surveys, mid-course feedback activities and end of year Course Enhancement Questionnaires. We have recently implemented a 'Have your say' suggestion box, where staff and students can tell us how we can make the staff or student experience better: what's working well and how can we improve. Examples of these are:
 - Lecture recording: students wanted to be in control of when and how they catch up with lectures. We have recently published the University's [Lecture Recording Policy](#), implemented from January 2019. We recognise the benefits to students to have the ability to revisit all or part of a lecture, particularly students who have certain learning difficulties or whose first language is not English. The new policy supports staff in delivering and improved consistent student experience, and provides clarity

on the rights of those involved in each recording and the conditions under which lectures should and should not be recorded, released to students or released publicly.

- Mid-course feedback: students wanted a more consistent approach to course feedback. All courses now carry out mid-course feedback so students have the chance to say what is going well in the course and how it can be improved.
- Wellbeing: students requested better access to counselling services. The [Student Mental Health Strategy](#) has been launched to improve support for students and promote initiatives around health and wellbeing. A new counselling centre has opened at Moray House Lodge.
- The redevelopment of facilities in Bristo Square will offer improved facilities for Counselling and Disability Services in a new Health and Wellbeing Centre.
- Student voice: students wanted better representation on developments across the University. Our new [Student Partnership Agreement](#) sets out how the University will continue to work with the Students' Association to improve the Edinburgh experience. This includes a clear policy on the Student Voice, setting out the main mechanisms for feedback and improvements to the Class Rep system.

26. **Disabled students.** During 2016-17 the University undertook a major review of our support for disabled students, which assisted us to identify ways we can strengthen the management of reasonable adjustments, as well as to manage accessibility of our estate. We have committed to a 5 year, £15m, programme of works to improve physical accessibility across the estate.

27. **Articulation.** Collaboration and partnership are key for the University, and we are focusing on how our collaborations will have the greatest impact for widening participation in the whole sector. We will continue to work with our Further Education College and university partners to identify new progression routes and develop mutually beneficial foundation/bridging courses to enable progression to year 1 or 2. We already run programmes where we are pleased to accept a number of HNC/HND qualifications for entry to our undergraduate degree programmes. We continue to engage with Fife, West Lothian and Edinburgh Colleges to develop a suite of programmes to articulation routes, as well as with Queen Margaret University to seek articulation pathways for students from a non-traditional route into Medicine.

28. We are members of the Regional Learner Passport Partnership to improve access to Higher Education for students based in and around Edinburgh and the surrounding South-east Scotland area.

29. **Retention.** The University consistently performs well on retention. However, within the University there is inevitably a variation in retention rates for different student cohorts and between different Colleges and Schools. As one of our Strategic Objectives of Leadership in Learning, we are committed to understanding our retention figures across the University and to seek reasons for varying data across different parts of the University. Poor performance against our comparators in non-continuation and retention metrics is a reputational risk to the University, and we will continue to evaluate the groups of students most likely to withdraw from our programmes of study and to seek to put measures in place

to mitigate this occurring. We are committed to maintaining our high levels of retention and are aiming to at least maintain our level of retention which is currently around 94%. In particular we will be paying close attention to our SIMD20 students.

30. **Controlled provision.** In 2017 we revised our Primary Education provision. We have replaced our MA in Primary Education with an MSc programme in Transformative Learning and Teaching. For our PGDE Secondary provision, we have worked hard and will continue to work hard to achieve the Scottish Government's ambitions for the Higher Education sector to significantly increase PGDE Secondary intakes in 2017. The University is fully committed to supporting the Scottish Government agenda, and we will continue to work with SFC and the Scottish Government to achieve higher student numbers to our PGDE programmes in the context of an increasingly challenging recruitment landscape. We continue to provide and strengthen Gaelic medium teaching education.
31. **STEM provision:** For our STEM subjects, we continue to fill all of our funded student places. There is intense competition from SEU applicants for these places, and we receive increasing applications from consistently highly qualified EU applicants.
32. In partnership with DHL UK Foundation, we are offering 15 scholarships for undergraduate students from the UK or the EU in STEM subjects for 2019-20. The scholarship consists of an allowance of £2,000 for the duration of the student's programme of study.
33. **Diet and healthy weight:** Our centre for Sport and Exercise hosts superb sport and exercise facilities and we are ranked among the very best in the UK. We cater to a diverse range of users, from occasional exercisers to international athletes in our state of the art gym. University of Edinburgh Sport and Exercise is committed to providing an inclusive and welcoming community and is proud to be open to everybody and is committed to providing an inclusive and welcoming community environment for all.
34. We are signed up to Healthy Working Lives which is an initiative led by the Scottish Centre for Healthy Working Lives and encourages employers to promote health and wellbeing in order to encourage a healthier and more motivated workforce. We also have a Health Promotion Group to support and develop health awareness and health promotion within the University.
35. **Youth talent, apprenticeships and student employment:** our modern apprenticeships scheme is a great way for young people to make a positive start to their career. In 2017, 19 young people started Modern Apprenticeships at the University, under the scheme which offers excellent opportunities to work in a wide range of areas such as business administration, landscaping, finance, laboratories, IT and animal care.
36. We also offer work experience to high school pupils so that they can learn directly about the world of work. This can take various forms, including a one or two week summer placement, the Jet Academy one-day-per-week visit onto campus, or the Career Ready two-year programme which sits alongside school studies. Our Youth Employment Initiatives are part of our commitment to develop a strong and vibrant community of staff who are supported valued, developed and engaged.
37. Last year we launched our [Youth and Student Employment Strategy \(2017-21\)](#) to increase the number of employment opportunities for young people and students at the University of Edinburgh. We aim to be a leading employer in Edinburgh for youth and student employment, inspiring and developing the next generation workforce, by increasing the

number of young people aged 16-24 employed at the University, increasing our participation in initiatives targeted at those furthest from the labour market and those under-represented

Mastercard Foundation Scholars Program

The Mastercard foundation Scholars Program is a growing initiative, developing Africa's next generation of leaders. The Program allows students whose talent and promise exceed their financial resources to complete their education. With a vision that education is a catalyst for social and economic change, the Program focuses on developing leaders who are transformative, encouraging them to be active contributors in their communities. The Program provides financial, social and academic support to Scholars. Financial support includes, tuition fees, accommodation, books and other scholastic materials. The Program has committed over \$700 million to supporting the education and leadership development of over 30,000 young people. Throughout a network of partners, the Scholars Program ensures that students whose academic talent and promise exceed their financial resources, are equipped with the knowledge and skills they need to become the next generation of ethical leaders.

The Mastercard Foundation Scholars Program at the University of Edinburgh is more than a scholarship. It is a comprehensive and holistic program to support transformative leaders to make positive change in their local and global communities. The Scholars Program supports young people in developing the skills, mindsets and attitude of transformative leadership through a range of activities.

Over the course of the program, Scholars are encouraged to give back and volunteer to the communities where they live and study – here in Edinburgh and beyond. In partnership with the Mastercard Foundation, the University of Edinburgh will provide 200 full scholarships to students from Africa with great academic and leadership potential but who have few educational opportunities. On top of the scholarship, the Scholars Program facilitates transformative leadership programming to inspire and support Scholars in making change in their communities and countries on their return home.

Priority 3 Internationally competitive and impactful research

Context

38. Leadership in research is a key objective of our [Strategic Plan](#) and we are investing time and resource as we work towards the next Research Excellence Framework. We are firmly committed to our actions and strategies outlined in our [2018-19 Outcome Agreement](#), and will continue to build upon these during the forthcoming year. We will continue to update the 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. We will also continue to operate the Research Ethics and Integrity Review Group to raise the profile of [research integrity](#) and act as a forum for any issues that arise, and to ensure annual reports are completed to a 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.

Activities

39. Much of our activities for the forthcoming year continue to be focussed on REF2021. We are engaging with colleagues across the University to allow us to make the best REF submission possible and build on our previous REF successes. During 2018 we conducted a mock REF exercise, the purpose of which was to assess our readiness for the REF and to give assurances to the University's senior managers that we are preparing appropriately for REF2021. We are using the results of this exercise to assess outcome modelling, to assess open access compliance and to undertake an EIA exercise. This has helped inform our next steps, including developing the University's Code of Practice.

40. As articulated in our 2018-19 Outcome Agreement, we aim to sustain our position as 4th in the UK in research power drawing on local, European and global collaborations. We continue to invest in a diverse portfolio of disciplines across our three colleges, maintaining a supportive research environment that provides researchers across the University with the chance to create excellent research outputs and realise impacts from their research beyond academia. This includes infrastructure such as the PURE system to support open access and excellent research management information, guidance and training coordinated through the Institute for Academic Development, and pre and post award research grant support at central and college level. Investments in interdisciplinary areas, including [Data Driven Innovation](#), such as through the [City Region Deal](#) and [Edinburgh Futures Institute](#), will realise long-term benefits in impacts beyond the scope of REF2021 while forming important parts of our forward strategy for REF environment statements.

41. The University of Edinburgh supports 31 disciplines spread over three Colleges, and a large number of crosscutting interdisciplinary themes from energy to One Health. This creates a rich, vibrant and complex research environment with academics undertaking everything from basic to translational research. This importance of this diverse research environment can clearly be evidenced by some key indicators; in 2017/18 we received £390m of new research awards, and currently have a success rate of approximately 40%. This success would not be possible without the considered, strategic internal investment of REG in people, capacity building and research infrastructure at the University.

42. The University allocates its Research Excellence Grant to the areas of the University by which it is earned: those areas which achieved the highest proportions of 4* and 3* research in REF2014; and those areas with the most success in generating research income. This fulfils the dual purposes of the increase in research funding; the excellence at the cornerstone of SFC's funding policy, which we aim to maintain and further develop; and the match funding of the research grants and contracts received through the other element of the dual support system.
43. The increased funding the University received in 2018-19 will continue to follow this model. Even with REG the dual funding mechanism results in a deficit in paying for research activities and in order to retain and invest in a vibrant sustainable research we must therefore cross-subsidise from other activities. The increased funding for 2018-19 is welcome as this will enable a slight reduction in the degree of cross-subsidy required for research from other sources, enabling the University to invest elsewhere.
44. In recognising excellence where it is found, we expect schools to make judgements about new and emerging areas in which investment is needed as well as to continue to support existing successes.
45. Given the scale of REG, the internal investment is a multifaceted approach, of which the University's deepening approach to development research is an important part, and relates to our use of ODA-related funding.
46. An example of this is the recent creation of the Global Academy for Agriculture and Food Security which was formally launched in March 2018 by Bill Gates and Penny Mordaunt. The Academy's vision is "Sustainable development in global agriculture and rural land-based and aquatic economies" and the research underway is focussed predominantly on the delivery of the relevant Sustainable Development Goals in low-and-middle-income countries.
47. We have also specifically invested funding in Chancellor's Fellows, highly prestigious 5-year tenure track fellowships, which are intended to support candidates at the start of their independent academic careers. To date we have recruited over 270 fellows and are currently recruiting a further 10, focussed around Data Driven Innovation, aligned to the City Region Deal programme.
48. The University of Edinburgh, as of September 2018, has been awarded over €181m in Horizon2020 awards. The highest level of awards to any HEI in Scotland, 5th in the UK and 9th in the EU overall, for both value and amongst all participating institutions. We are particularly successful in securing ERC grants, currently hosting 59 awardees, 4th highest in the UK and 7th overall.

Case Study: Centres for Doctoral Training

The School of Engineering is leading or is contributing to five EPSRC-funded training centres designed to equip doctoral students with the skills needed to tackle key engineering challenges of the future.

Centres for Doctoral Training (CDTs) are four-year programmes, sponsored by one of the UK's research councils. CDTs offer unique opportunities for doctoral students to gain cutting-edge, multidisciplinary knowledge and skills while working directly with industry on the critical projects of today and tomorrow.

The School of Engineering will lead the EPSRC Industrial CDT in [Offshore Renewable Energy](#) (IDCORE2) to create the next generation of leaders in the British energy sector, and will also contribute to four further centres to deliver critical skills training across robotics, phonotics, soft matter, and wind and marine energy.

IDCORE2 will receive £8m to train tomorrow's workforce to fully integrate offshore renewables into low-carbon energy systems of the future. IDCORE 2 will recruit 50 students over a nine year period from September 2019, to undertake a four-year Engineering Doctorate (EngD) programme combining taught content with challenging and original research projects in industry. In collaboration with sponsoring companies, the programme promises to train the next generation of engineers to accelerate and deploy offshore wind, wave and tidal-current technologies to meet the UK's ambitious offshore renewable energy targets.

The Centre is led by the School of Engineering, and is delivered in partnership with the Universities of Exeter and Strathclyde, and the Scottish Association for Marine Sciences.

Case study: Bayes Centre

The [Bayes Centre](#), officially opened by HRH The Princess Royal, aims to develop and apply data science and artificial intelligence – drawing meaningful insights from vast amounts of information – for the benefit of society. The Centre takes its name from the Reverend Thomas Bayes, who studied logic and theology at the University from 1719 to 1722. Bayes is best known for devising Bayesian statistics, the mathematical foundation for reliable forecasting. It is widely used today, for example in the financial markets, the weather, or to filter email spam.

The Centre will be used by experts from research and industry who will make use of large datasets and high-speed analytics facilities to improve people's lives. This might include identifying trends from healthcare data to improve disease management, analysing traffic data to improve transport, or enabling businesses to improve products or services.

The £45 million Bayes Centre building houses around 600 researchers, students and entrepreneurs. Its architecture, featuring open spaces, and central atrium and open terraces is designed to foster collaboration among its occupants. It is the first of five data-driven innovation hubs being created as part of the City Deal. The new hubs will help businesses and public sector organisations improve products and services through collaboration with researchers and data analysts.

Priority 4 Effective knowledge exchange and innovation including excellent collaboration between universities and industry

Context

49. Our three pillars of activity which frame our industry engagement are:

I. Talent, Skills and Employability

Through this pillar, we constantly ensure that our degree programmes remain current and support student employability, and in order to achieve this we seek employers' input to course content and degree programme and delivery. We also aim to provide meaningful work-related learning for students, including placements with companies, industry co-sponsorship of doctoral degrees, and paid internships. We aim to ensure that our graduates are equipped with the abilities and commercial skills that employers need, through digital and data-related learning opportunities. We also offer the opportunity for our staff to move between the University and companies, and encouraging innovative partnerships.

II. Research and Development

Through our Research and Development pillar, our aim is to ensure that our research can reach a broad range of beneficiaries, including industry which will allow a better mutual understanding of the practical applications of our research. We aim to make our academic expertise more available to industry through better online information about our research specialities. We also employ entrepreneurs-in-residence with expertise in specialist areas.

III. Innovation and Entrepreneurship

Through our Innovation and Entrepreneurship pillar, we have the underlying aims of creating opportunities for engagement executives to learn from industry, including learning about routes to market. We support pathways to strategic relationships, from single transactional relationships through to integrated partnerships, as well as focussing on income from our high-value intellectual property. We also aim to grow and develop our own venture fund.

University Innovation Fund

50. The University will continue to invest UIF in a broad suite of pan- University commercialisation, knowledge exchange, public engagement and other activities cognisant of the national economic strategy, the SFC priority outcomes and the desire to demonstrate societal and economic impacts transcending skills and innovation. This is being achieved with emphases on collaboration with other HEIs, corporate and public sector partners and especially with national, regional and local government.

51. This is manifest via the [Edinburgh and South East Scotland City Region Deal](#). The full spectrum of University capability, facilities and investment are focused on the establishment of the city and wider region as the data capital of Europe unlocking skills and innovation driven growth with local as well as global impacts.

52. This is receiving significant University investment in for example [Edinburgh Futures Institute](#) and the afore-mentioned [Bayes Centre](#) with each coalescing disparate academic excellence

around common but economically and societal themes / challenges. These will in turn deliver demonstrable impacts in student experience, entrepreneurship, new business creation and research and teaching informed by proximity to and long term engagement with employers, funders and citizens.

53. The objective is to align the full intellectual capital of the University with readying the region to capitalise on data focused opportunities in the 21st century, to improve health and well-being as economic growth.

Initiatives include:

- A proposition for a major collaborative centre of excellence on Open Banking, working with local and global partners across financial services, tech sector and government to harness the potential of the open data revolution for inclusive economic growth and societal benefit;
- A major initiative designed to stimulate and facilitate the adoption of data-driven innovation across the creative industries in Edinburgh, including talent, research and entrepreneurship activities.
- An early partnership with the Scottish Government CivTech unit around opportunities for the University to support digital/tech innovation, and the tech SME sector, in addressing major challenges in public service delivery.

54. Additional UIF investment in new resource is enabling the transition from transactional to sustainable long term relationships with key strategic partners. This includes improving the client experience by affording streamlined access to the full spectrum of University intellectual capital and facilities through partner focused and managed relationships.

55. In addition to the local, regional and national impacts, the University will share the experience with partner HEIs using channels such as the Research and Commercial Directors Group (RCDG), as the host of Interface and through the network of Innovation Centres as continuing host of Data Lab.

Outcome one (demand stimulation and PA5): working with Scotland's enterprise agencies, Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for University services. And Outcome three (simplification/greater innovation and PA3, PA4 and PA7): in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).

56. Edinburgh Innovations (EI) is the company with the responsibility for the University's engagement with industry and external partners providing pan University services in support of academic industry engagement. EI will continue to invest UIF and deploy dedicated teams to market and engage directly with external partner and to undertake new campaigns to expand the University's client portfolio.

57. Along with a full suite of interventions to engage with and attract new and increased industry engagement, local and regional traction with business will be enhanced by the investment in and recent recruitment of a cohort of 10 Sector Leaders.

58. Each is aligned with a priority sector of local, regional and national economic importance spanning health, financial, through space and satellites all with an emphasis on Data Driven Innovation (DDI. This includes a partnership with Heriot Watt in robotics.
59. This investment is augmented by the further investment in 40 Chancellors Fellows across the University with each having an objective of stimulating industry informed research and collaboration growth. These are deployed across the University in STEM areas and dedicated to non-STEM areas.
60. The [Edinburgh Futures Institute](#) is a £ multi million investment in new estate and coalescence of capability is a manifestation of this with societal as well as fiscal deliverables and impacts spanning health through social justice.
61. Improved client experience will also be enabled by investment in and allocation of dedicated resource to relationship management with key clients – both public sector and corporate.

Outcome two (simplification/commercialization PA6, PA7 and PA8): in partnership with the Enterprise Agencies (EAs) and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish Universities

and,

Outcome three (simplification / greater innovation): in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).

62. EI will continue to engage fully with the Enterprise Agencies and other Scottish HEIs and, through the City Region Deal with national, regional and local government managed through City and Region Deal Project Board.
63. Touchpoints will include continuation of the University's close and positive engagement with the High Growth Start Up and SMART Scotland teams in Scottish Enterprise at complement our increasing investment in entrepreneurship and drive to grow the volume and investment raised by student and staff start-up companies as a priority commercialisation vehicle for academic output.
64. The University will continue to allocate dedicated resource to management of referrals from Interface and to work with Interface to continually improve this service to the SME base.
65. The relationship with Interface will be enhanced with the co-location in Murchison House to ensure closer engagement with the academic base at the University's Kings Building Campus.
66. Impact Accelerator Awards and University matching funds will continue to be invested alongside UIF towards encouraging growth of academic engagement with industry through funded secondments complemented by enabling industry partners to work within the University. The newly opened Bayes Centre as well as purpose built facilities at Kings Buildings campus each accommodate industry partners operating under framework agreements.

Outcome four (entrepreneurialism and PA1 and PA2): Scottish HEIs as a sector will have made a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff, and businesses.

67. The EI student and staff service improvements includes the establishment of a specialised Enterprise Services (ES) team and recruitment of a new ES Director.
68. This will enable a seamless pan-University entrepreneurial support service to our key student and staff audience groups.
69. Refined intellectual property (IP) management in tandem with the University's formal relationships with Mercia and other investors, the University's Old College Capital (OCC) Fund and the University's continuing support for Engage Invest Exploit annual event will blend with EI specialised entrepreneurial and innovation support services will deliver growth in volume of new companies and funds raised.
70. This includes growth in the number of spin-in companies able to use the expanded incubation facilities, close working with the academic base and streamlined use of high capital cost equipment.
71. UIF support will enable this to be progressed throughout the reporting period.

Outcome five (international and PA11): in partnership with Scottish Development International, Connected Scotland and others, Scottish HEIs will have pooled their knowledge and networks, and shared good practice to promote and engage Scotland internationally (operating under Scotland's International Framework).

72. The challenging targets which the University has set for global engagement will continue to benefit from the close working relationship with Scottish Development International (SDI). Edinburgh Global, our Global Academies and EIs own efforts all prosper from this engagement and the University will continue to invest and engage.
73. This commitment is greater following the recent agreement of the City and Region Deal and its emphasis on the ubiquity of Data-driven innovation. The enhanced opportunities to promote Edinburgh as a global destination of choice for organisations and in turn engage with local and regional companies will result in significant economic impact.
74. UIF support will enable the University to drive forward its international engagement and in presenting Scotland and its academic base as an alluring location for international partners with inward investment potential.

Outcome six (inclusive growth and social impact and PA11): Building on current and good practice Scottish HEIs will have scaled up their support of the Scottish Government's ambitions for inclusive growth.

75. The University's Strategic Plan (2016) commits the University to building and strengthening relationships and information exchange between the University, the city and our communities. The University's Community Engagement Strategy builds on the Strategic Plan's development theme of 'Contributing locally', identifying three key areas in which the University will make a positive contribution to the city:

- Developing, harnessing and strengthening relationships
 - Working with communities through research, learning and teaching
 - Raising awareness and understanding between the University and the community
76. The University's significant investment in the City and Regional Deal alongside the Edinburgh Futures Institute will enable growing engagement with the public in research, and working with civic and community partners to enhance health and well-being, education, culture and quality of life. The University's Community Engagement Strategy will support the inclusive growth element of the Deal. Indeed, the Strategy is being updated to take into account the City Deal context recently approved.
77. The University has now twice made the Scottish Government's Social Impact Pledges, meeting all of its pledges in year one and being on track to meet them for year two; the University was one of the first HEIs to sign up to the Pledge. The University's current Pledges are to:
- Supporting digital inclusion
 - Supporting social enterprise
 - Helping homeless people
78. The University will use the UIF to strengthen its commitment to supporting collaboration with the other Edinburgh HEIs in Public Engagement with Research through a refreshed collaborative framework for the Beltane Public Engagement Network. Through the Edinburgh and South East Scotland City Region Deal Innovation Strands, the Beltane partnership will help support innovation through public engagement with University research. The University approved its first [Strategy to Support Public Engagement with Research](#) in March 2018, and has resourced a central team to coordinate its implementation.

Outcome seven (equality and diversity PA10): Building on current and good practice HEIs will have ensured positive promotion of equality and diversity in staff and all who are affected by the use of the UIF.

79. The University has revised approach and commitments to equality and diversity -see <http://www.ed.ac.uk/equality-diversity/about/strategy-action-plan> and related initiatives. The Strategic Plan also outlines our commitment to 'maintain a fair, inclusive and diverse community of students and staff, enriching the learning, working and social experience of all and demonstrating our commitment to social justice.'
80. The University of Edinburgh continues its commitment to engage fully with Scottish business and public sectors to ensure that the full breadth and depth of the institutional academic capital makes a leading contribution to economic development and public service provision. This commitment spans major investment in the University estate and new resource with objectives of externally led research and informed education aligned with national and international employer requirements improving student experience and employability.
81. The University is also innovating internally in promoting streamlined business access to the University by adoption of common contracts and use of refined internal processes to accelerate and improve the business and academic client experience.

82. This approach is accompanied by internal investment to stimulate participation in innovation led activities via professional support, incentivisation to grow impact and to continue the year of year growth in each category evidenced in returns to SFC. This includes an institution-wide aspiration to support growth in entrepreneurship and new company creation with opportunities available to across the University community.
83. The University is committed to making the promotion of the University internationally in sectors aligned with Scotland's economic priorities leading to inward investment and export growth. This spans aerospace to agriculture, health, environment, justice and security. Of critical importance is the ubiquity of data driven innovation in all sectors especially finance, manufacturing and healthcare, especially relevant to an ageing population.

Priority 5 Ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance

84. We are 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.
85. We will be fully compliant with the new Higher Education Governance (Scotland) Act 2016 by 30 December 2020. The new Act requires significant change to the Senate at Edinburgh which currently has a large and majority non-elected composition which includes all professors. Whilst students currently attend Senate with 'associate membership', they are not formally members of Senate. The new Act requires over 50 per cent of Senate members to be elected, and 10 percent of members to be elected students.
86. The new model for Senate will form the basis for the ordinance pertaining to the constitution of Senate, to replace Ordinance 204, which sets out the current composition of Senate. This draft ordinance will be subject to the internal approval process for ordinances, before being submitted to the Privy Council for approval. It is anticipated that the new ordinance will take effect in the summer of 2020 with the University being fully compliant with the Act by 30 December 2020.
87. We have a robust committee structure in place, and through our committees we provide appropriate assurances to Court on matters relating to governance, financial systems, internal control and risk management. Our University Executive (which is our senior management group) contributes to the development of the University's strategic objectives and to oversee their implementation and delivery. Court is the University's governing body and is the legal persona of the University.

Activities

Leadership in Environmental and Social Sustainability

88. We are committed to integrate social responsibility and sustainable issues into the mainstream of University life and we are ambitious in our plans over the next few years to make further progress. We have already made significant progress across our strategic ambitions, reporting, financial strategy, events and student experience, inductions and training, amongst others.
89. 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. We remain committed to social responsibility and sustainability with a clear commitment to this in our [Strategic Plan](#) 2016. In 2017 we bid for and were successfully awarded funding from SFC's University Carbon Reduction Fund. The programme of work includes a mix of energy efficiency measures and renewables projects, which will collectively deliver significant carbon and energy savings for the University.

90. In 2016 the Department for Social Responsibility outlined its [vision and strategic plan](#) through to 2020. Our strategy supports the wider University [Climate Change Strategy](#) (Autumn 2016) and the SRS Strategy. Our 2018-19 Outcome Agreement outlined our activities in some detail, and are therefore not replicated in this document.

Investment in social enterprises

91. During 2018, the University announced that it was investing £1.5m to support local social enterprises. The University is committed to making a sustainable, significant and socially responsible impact in the local community, nationally and globally. Investing in local enterprises is one way that it enacts this.

92. The University has invested £1.5m in [Big Issue Invest](#), a social investment organisation which is a branch of The Big Issue. Big Issue Invest offers both loans and investment to social enterprises, charities and profit-wit-purpose businesses.

93. This investment in the largest financial investment made by a UK university in the UK. £1m of the £1.5, investment is for [The Big Issue's Social Enterprise Investment Fund \(SEIF II\)](#) which aids the finding of solutions to the most difficult social problems, such as social and financial exclusion, homelessness and youth unemployment. £500,000 of the total investment is with [Power Up Scotland](#), which is coordinated by Big Issue Invest. Power Up Scotland enables local community groups to expand and improve their services through funding new equipment or hiring new staff, in combination with support building business development plans and receiving mentoring from industry experts. The University of Edinburgh is one of four partners – including the Scottish Government, Aberdeen Standard Investments and law firm Brodies LLP. The University made the largest financial investment.

Case study: Sustainable transport

The University has supported Edinburgh City Council to develop and new cycle hire scheme. In September 2018, bikes became available in locations around the University – including George Square, Bristo Square and King's Buildings – and across the city centre.

During 2018, 200 manual cycles were installed in the city , with an anticipated additional 300 manual and 100 electric bikes being installed by April 2019.

Individuals will be able to hire bikes using a simple smartphone app, with flexible hire options. This new initiative builds on the University's partnership with Transport for Edinburgh, and will also help engage the city's other universities colleges with the scheme. Support for the scheme is part of the University's plan to be zero carbon by 2040.

Climate change

94. As detailed in last year's Outcome Agreement, the University's [Climate Strategy 2016-2026](#) was developed following an extensive review and we are committed to become zero carbon by 2040, including ambitious targets and concrete goals. The University's Climate Strategy lays out a comprehensive whole institution approach to climate change mitigation and adaptation in order to achieve its ambitious targets.

Cross cutting themes

95. Partnership working is important to us. We recognise the value of creating innovative local and global partnerships, developing research collaborations, enhancing mobility, capacity building and leveraging new funding streams. Many of the top 20 Universities in the QS World University Rankings are our partners, and we seek partnerships that will enhance our reputation and provide opportunities to develop world-leading research.
96. We are well connected across the globe and have a long history of global collaboration and partnership across our teaching and research activity, and continually strive to further and deepen our partnerships. We're members of several international groups, including Universitas 21, the Coimbra Group and the League of European Research Universities (LERU). Our collaborative activity on a global and local stage allows us to undertake cutting edge research and be at the forefront of advances in medicine and technology. The University hosts five Global Academies in Agriculture and Food Security, Development, Environment and Society, Health and Justice.

UK Departure from the European Union

97. The University continues to actively engaged with Brexit developments through our membership of key European networks and the Russell Group. Through this representation we continue to push for full association to the Horizon 2020 successor programme, Horizon Europe and the new Erasmus Programme 2021-27. The University has an ongoing commitment to international diversity and a community in which staff and students continue to feel valued and welcome.

Equality and Diversity

98. The University's [Equality Outcomes Action Plan 2017-21](#) sets challenging equality outcomes to further the University's strategic priorities and Equality and Diversity Strategy, and to meet the requirements of the Scottish regulations under the Equality Act 2010. Last year, the University extended its living wage pledge, stemming from the University's recent accreditation as a Living Wage employer. The University has strengthened its commitment to paying a living wage, extending the benefit to regular contractors as well as its employees. This move has been approved by the Poverty Alliance, which delivers the Living Wage accreditation scheme in Scotland, in partnership with the Living Wage Foundation.

Mental health

99. We have a [Student Mental Health Strategy](#) to promote good mental health for all students. The purpose of the Strategy is to ensure that the University is recognised as a community which enables and supports our students, to allow them to flourish and which promotes the good mental health of its students and staff, and treats everyone with respect and empathy. We also aim to support staff and students who experience mental health difficulties, to ensure that they are well supported.
100. We make significant investment in the wellbeing of our staff and students, although are cognisant that the support which we offer cannot and should not replace more clinical support provided by the NHS. We make a range of online support resources available to all students and staff. All students can now access a mental skills training programme which teaches how to calm the mind and develop a positive mindset, enabling greater emotional

resilience to deal more effectively with the challenges of student life. The app contains a safe and effective programme, Positive Mental Training that is widely used with the NHS in Edinburgh, for increasing well-being and recovery from stress worry and low mood.

101. The University is also working in partnership with [Big White Wall \(BWW\)](#) which is an online support network, available 24/7, guided by trained professionals. It is free to all students and staff at the University. We will continue to support student-led initiatives such as Mental Health Awareness Week, which takes place in November.

Veterans/early service leavers

102. We are aware of our responsibilities towards veterans, early service leavers and their families and we are exploring the best possible support which we can provide.

Health outcomes

Medicine

103. We are currently looking to refine measures which focus specifically on our Scots-domiciled population, and are considering options available to us on how we might encourage our graduate doctors to enter into General Practice. We are already committed to increase the range of community-based practice placements as part of our programme. We will undertake this work during the next academic year, which will require consultation with stakeholders involved in the recruitment for and delivery of our MBChB programme. We have also recently had agreement from Scottish Government, and additional places agreed from 2020-21, to provide for a programme for existing NHS staff to up-skill and retrain as doctors. This provides an alternative route to those who might not have recognised medicine as the right career for them while at school or have built their skill sets over a long period.
104. During the next year we will refine our approach to an access threshold for medicine and how this contributes to a simplified admissions process. We are committed to widening access to the University and recognise that not everyone has an equal opportunity to demonstrate their academic potential through their school or qualifications alone.
105. As part of our ongoing work looking at increasing the number of applicants from a wide range of geographical areas in Scotland, a team from Edinburgh Medical School met with a group of head teachers, mainly from the West of Scotland, where there is a low application rate. The aim was to explore the obstacles to their pupils (all eligible for the Pathways to the Profession workstream) that prevent them from applying.
106. Our successful Pathways to the Professions provides advice and guidance to local state school students interested in applying for medicine, law or veterinary medicine. Our Pathways project identifies students from S4 who have aspirations to study medicine, and through early engagement we are able to provide the prospective student, their families and schools information on how to apply for medicine. Prospective students are invited to attend events and lectures and in turn we provide advice and information and guidance on how to complete the UCAS application and personal statement. The Pathways programme also helps students identify what additional assistance they may need in order to get a

place in Medicine, including providing revision sessions in Higher Biology and Chemistry. Students are invited to attend lectures and participate in mentoring activities with current undergraduate students. Students also receive appropriate mentoring on the non-academic requirements of a medical degree. Through our Pathways programme we are seeking to increase the number of Scots-domiciled students entering medical programmes and to track these students during their career at the University and beyond.

107. We work closely with our college partners and are actively working with Queen Margaret University to seek articulation pathways from a non-traditional route into Medicine, and this activity features in our Outcome Agreement 2018-19.

Nursing

108. Our retention rate for nursing is already high (around 94%), however we will continue to maintain, and where possible, improve on this. Our retention for our male nursing students is consistently high, although we acknowledge that the number of male: female students is comparatively small. We will continue to work to try to address some of the gender balance, although in recent years we have seen an increase in the number of males applying to and being accepted to the nursing programme at the University. We will continue our efforts to encourage more males into the profession but this is something which would be supported/reinforced by a sector/profession campaign.

109. Our nursing completion rates are also consistently high, and it is our aim to at least maintain, or improve on these in future years. Our NSS results are outstanding for this programme.

110. We continue to collaborate with regional nursing providers through shared practice placements and the Lothian Clinical Academic Research careers scheme (CARC). This scheme for nurses, midwives and AHPs (NMAHPs) is a funding scheme which operates by funding backfill for NMAHPs who wish to conduct research and develop their research skills, knowledge and qualifications. CARC is a collaborative initiative between NHS Lothian, University of Edinburgh, Queen Margaret University, Edinburgh Napier University, and NES, aiming to generate high quality, service-led clinical research to the benefit of patients and their families and embed research and systematic enquiry within service culture. The Scheme has been in place since 2011 with demonstration sites at various stages of development in Critical Care, Substance Misuse, Weight Management and Dementia. Discussions are currently taking place to extend this scheme.

111. Our work with Edinburgh College to develop an articulation route into nursing is ongoing.

Ethnicity

112. The University of Edinburgh is committed to equality, diversity and inclusion, and is a member of the [Advance HE Race Equality Charter](#). We have developed an action plan to improve the representation, progression and success of minority ethnic staff and students. Our Race Equality Working Group is taking forward our [Race Equality Action Plan](#).

Gender

113. Our [Advancing Gender Equality Steering Group](#) acts as the self-assessment team for the University's Athena SWAN Silver submission. Our Group reviews the University's performance and progress in promoting gender equality, with particular regard to the progression of staff and students. We evaluate the impact and promote the sharing of University-wide (and School) good practice initiatives in gender equality and work towards priorities for further action.
114. Our [Gender Action Plan](#) sets out our institutional priorities addressing gender imbalance on courses and identifies actions already in place and how we monitor these. Equality of opportunity is core to our institutional mission and we see gender balance and equity a critical component of everything we do to ensure fair access, support and equity of opportunity for all students. We are reviewing our GAP to ensure that the actions committed to are being delivered.

Gender based violence

115. Sexual violence and misconduct, gender-based hate crime and harassment remain significant challenges for universities both in the UK and abroad. The Equally Safe in Higher Education (ESHE) Toolkit, a Scottish Government funded initiative, was launched in early May 2018, and this provides universities with a "trauma-informed" framework for tackling gender-based violence.
116. We will not tolerate sexual violence or gender-based violence within our community, and we have set up a Taskforce with the aim to promote and embed a culture in which any incidents of sexual violence/gender-based violence and misconduct are not tolerated, and a safe work and study environment is preserved. We will look critically at our policies, processes and procedures to ensure that staff and students are well supported when incidents of this nature are reported. We also aim to align and coordinate all current and future activity focusing on tackling sexual violence and gender-based violence within the University relating to both staff and to students
117. The University Taskforce has been established with the aim of promoting and embedding a culture in which any incidents of sexual violence/gender-based violence and misconduct are not tolerated, and a safe work and study environment is preserved.
118. The Taskforce has three strategic objectives:
- To encourage more students to disclose to the University that they are survivors of sexual violence
 - To reduce incidences of sexual violence over time through education and culture change, and
 - To support survivors better.
119. We have already undertaken measures or implemented some actions to address these priorities, including:

- producing detailed guidance for staff and students on how support should be provided
- A communications campaign (“#No-one asks for it”, and “#NoExcuse”)
- Introductory training in the Bystander Approach
- On-line training on responding to disclosures of sexual violence made available to all University staff, with further training being rolled out
- A single point of contact has been established in The Advice Place for students who are survivors of sexual violence
- University’s conduct procedures have been re-drafted
- A leading role in the development of “Fearless Edinburgh”, a regional initiative which will strengthen partnerships with the other HEIs in Edinburgh, Police Scotland, NHS Lothian, National Union of Students, the City of Edinburgh Council and Rape Crisis in tackling sexual violence in Edinburgh.
- Gender-based violence information support cards have been given to all staff working within the University.

120. There continues to be much to do, and in the short-medium term this is a flavour of some of the activities which the University is focusing on:

- Continuing to roll out training
- Carrying out reviews and lessons-learnt sessions in relation to reported incidents in order to identify where improvements can be made to support our students and staff
- Finalising a staff: student relationship policy which articulates the measures the University will put in place to protect both parties from conflict of interest situations
- Reviewing the interface between the student complaints procedure and the staff disciplinary procedure to reflect the sensitivity required in handling a student complaint of harassment or assault by a University staff member
- Publishing student focused guidance aimed at helping them, and others to understand the support available and what to expect throughout the complaint investigation process, informed by close partnership working with the Students’ Association Sabbatical Officers
- Developing mechanisms to provide better support for those staff against whom complaints are made and those who investigate complaints.

British Sign Language

121. The University has produced its [British Sign Language Plan 2018-2024](#). In this, we promote the use of BSL around the University and celebrate sign language as a culture. The plan explores ways of improving life, study and work for deaf BSL users at the University.

Gaelic Language Plan

122. We remain committed to our [Gaelic Language Plan 2013-18](#) and we recognise that if Gaelic is to be revitalised as a living language in Scotland, a concerted effort on the part of the government, the public and private sectors, community organisations and individual speakers is required to enhance, promote and encourage increased use of Gaelic. We are

committed to our four core areas of service delivery, namely identity, communications, publications and staffing.

Cyber security

123. The CISO Division, led by the University Chief Information Security Officer (CISO), is responsible for leading and owning the University information security risk strategy. The Division leads pan-University information security initiatives, provides strategic advice on existing and emerging information security threats and delivers security awareness training to support this.

Corporate parenting strategy

124. The University produced its first Corporate Parenting Plan in 2015 and in June 2018 produced a [report](#) in line with Scottish Government requirements on progress with implementation of its plan and its associated duties. As a designated corporate parent, the University has certain duties to deliver with regard to care experienced people, and a responsibility to promote the wellbeing of care experienced people. In February 2019, the University published its updated [Corporate Parenting Strategy 2018-2021](#).

125. Over the two year period since its corporate parenting plan was published, the University of Edinburgh has developed its partnership working with further and higher education institutions and care-experience support bodies to improve the services available to anyone from a care background who is seeking to move on to tertiary education. As a founding member of the Care-experienced, Estranged and Carers East Forum (CEECEF), the University helped to plan and deliver an event for care-experience young people and their carers and support staff.

126. We welcome applicants from student carers and from those who have spent time in care, and we offer advice and guidance to help potential students through the application process, providing supporting, including financial assistance once a student joins the University. If a student is estranged from their family, we provide support before the application process and throughout the student's degree. Undergraduate students who have been assessed as estranged by the funding body, will automatically be assessed for a scholarship from the University of Edinburgh, and Scottish students may receive the Scotland Scholarship and students from the rest of the UK may be eligible for the University

127. We have reviewed access to widening participation outreach activity to ensure that care-experience children and young people do not face any barriers in accessing the opportunities available. We are committed to doing all that we can to help students with a care experience apply to, and successfully study at the University. We provide advice and guidance to help prospective students through the applications process, and we offer support once a student has joined the University. We provide financial assistance to care experience students or year-round access to University accommodation. We are working hard to make sure that information about the University of Edinburgh accommodation guarantee is available to care-experienced young people before they apply to the University, and during transition.

128. We have made a pledge to make an offer of a place to any care experienced applicant who meets the minimum entry requirements for the programme to which they have applied. Once an offer is made, our Widening Participation team will contact the student with information about support available, including help in accessing available bursaries, grants, or other forms of funding. We are committed to giving students who receive the Care Experienced Student Bursary from SAAS the Edinburgh Scotland Scholarship, whilst care experienced students from England, Wales or Northern Ireland may be eligible for the University of Edinburgh Scholarship. We endeavour to maintain contact with a care experience student through their university career to ensure that they are being appropriately supported.

129. We are also a founding partner in the [hub for SUCCESS](#) – a service supporting care experienced students to access education.

130. The core measure of our success as a corporate parent is the number of care-experienced students who apply to and subsequently enrol at the University. In academic session 2018-19 we have a total of 37 care experienced students. We are encouraged that we made offers to 30 of these students, 24 of whom accepted and are currently studying at the University. We will work hard to retain these students as they progress. The following table shows historic data on UoE applications and entrants from care-experience students:

Academic year	Applications	Offers	Entrants
2013-14	94	28	8
2014-15	134	41	17
2015-16	115	37	14
2016-17	156	49	7
2017-18	180	58	15

Unite Foundation Student Awards

131. Our Unite Foundation Student Awards are accommodation awards for care experienced or estranged students. These awards are offered to undergraduate students studying at the University. Each award covers the full accommodation costs of residence for three years of undergraduate study. Our awards are intended to support and aid access to Scottish domiciled students who have previously been in Local Authority Care, or similar residential provision for young homeless adults or who are estranged from their family. Successful applicants are provided with accommodation for 52 weeks of the year for a three year period.



Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Policy/Practice (name or brief description): Equality Impact Assessment for the Outcome Agreement, 2018-19

B. Reason for Equality Impact Assessment (Mark **yes against the applicable reason):**

- Proposed new policy/practice
- Proposed change to an existing policy/practice
- Undertaking a review of an existing policy/practice
- Other (please state): **This EIA covers the 2019-20 Outcome Agreement. Individual policies relating to University activities are individually assessed.**

C. Person responsible for the policy area or practice:

Name: **Tracey Slaven**

Job title: **Deputy Secretary, Strategic Planning**

School/service/unit: **University Secretary's Group**

D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it:

- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)?

Yes

- affects primary or high level functions of the University

Yes

- It is one which interested parties could reasonably expect the University to have carried out an EqIA?

Yes

E. Equality Groups

To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s)

- Age

- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership¹

Our Outcome Agreement sets out the University's strategic activities and ambitions to deliver our own policies and priorities. In turn, these address the Scottish Funding Council and Scottish Government's priorities. We are mindful of the intersect between the policies and priorities, and will monitor their impact to ensure there are no unintended consequences.

Policies which are included in our Outcome Agreement do not discriminate against any of the above Equality Groups. Individual policies undergo separate EIA assessments and this EIA represents the aggregation of these assessments. Any new policies implemented by the University have an early review date (usually around a year after implementation). All existing policies have regular reviews as standard practice (every 2-3 years).

Students and staff across the University are affected by the Outcome Agreement. Some staff and students fall into the equality groups, and those who don't, have responsibility to uphold the values of the EIA. It can therefore be expected that any member of the student or staff population might fall under one of these protected characteristics. This EIA also affects any partners we work with outwith the University (e.g. schools, colleges and other universities). Any work which we undertake with the wider community will also be affected by this policy.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:

Individual policy areas are subject to separate EIAs. Actions relating to these are dealt with within the appropriate policy area.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

As we complete EIAs on individual policy areas, where there are gaps in information and evidence we will seek to gather further data/information to inform amendments to our policies.

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

There is no evidence to suggest that any of our policies lead to discrimination.

- If the policy/practice contributes to advancing equality of opportunity²

Advancing equality of opportunity underpins all of our policies. We aim to removed or minimise disadvantage and meet the needs of different equality groups. We also aim to encourage increased participation of particular underrepresented groups.

¹ Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

² This question does not apply to the protected characteristic of marriage or civil partnership

We are proactive in our recruitment approach in supporting and growing our applicant pool of students from disadvantaged backgrounds who are suitably qualified for access to university level study. We are developing actions to be more targeted and strategic in our approach to working with schools and community groups to ensure we have the optimum benefit and impact. Once at university, our policies are designed to advance equality for all of our students.

- If there is an opportunity in applying this policy/practice to foster good relations:

Our policies are designed to support the increasing diversity of the staff and student population and so foster good relations, tackling prejudice and promote understanding across our staff and student communities.

- If the policy/practice create any barriers for any other groups?

Our policies are designed to remove barriers, but are monitored for unintended consequences.

- How the communication of the policy/practice is made accessible to all groups, if relevant?

We will publish this EIA on our website.

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?

Where relevant, individual policies are developed in consultation with students. Students, represented through EUSA, and the recognised trade unions have been consulted on the OA process.

- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations:

Our policies are designed to eliminate discrimination and advance equality. We are not aware of any impact at this stage, although if issues emerge we will proactively address these.,

F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

Option 1: no change required – the assessment is that the policy is robust.

G. Action and Monitoring

1. Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

Through the annual Outcome Agreement process, we are required to provide a self-evaluation of the preceding year, and through this process we will simultaneously assess any equality impact. We will publish our Outcome Agreement, along with this EIA on our website.

2. When will the policy/practice next be reviewed?

We will review this EIA during the development of our Outcome Agreement 2020-21.

H. Publication of EqlA

Can this EqlA be published in full, now? **Yes**

I. Sign-off

EqlA undertaken by (name(s) and job title(s)):

Jennifer McGregor, Senior Strategic Planner, Governance and Strategic Planning

Accepted by (name): **Tracey Slaven, Deputy Secretary, Strategic Planning**

Date: **May 2019**

Retain a copy of this form for your own records and send a copy to equalitydiversity@ed.ac.uk

Annex A: SFC Outcome Agreement Targets for 2019-20 to 2021-22

- * denotes priority measure
 ** denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	16.1%	27.1%	27.1%	27.1%	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	8.2%	11.2%	11.2%	11.5%	*
2b: Proportion of SDUEs from 40% most deprived postcode	19.2%	18.5%	18.5%	18.5%	
2c: Additional CoWA target: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones	8.1%	11.2%	11.4%	11.6%	
Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	8.0%	9.5%	9.5%	9.5%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	36.9%	41.0%	42.0%	42.0%	
Female Proportion	63.0%	59.0%	58.0%	58.0%	
Under 21 Proportion	87.4%	85.0%	85.0%	85.0%	
21 and over Proportion	12.6%	15.0%	15.0%	15.0%	
Proportion – BME	9.3%	9.0%	9.0%	9.0%	
Proportion – Disability	10.6%	11.0%	11.0%	11.0%	
Proportion - Care Experience	0.4%	1.2%	1.2%	1.2%	*
Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Proportion MD20 retained	95.0%	93.7%	93.7%	93.7%	*
Proportion MD20/40 retained	93.9%	91.9%	92.1%	92.1%	
Proportion of Males retained	96.6%	93.6%	93.6%	93.6%	
Proportion of Females retained	95.5%	96.0%	96.0%	96.0%	
Proportion of Under 21s retained	96.1%	95.0%	95.0%	95.0%	
Proportion of 21 and over retained	94.7%	90.2%	90.2%	90.2%	
Proportion retained – BME	98.0%	95.8%	95.8%	95.8%	
Proportion retained – Disability	97.1%	93.9%	93.9%	93.9%	
Proportion retained - Care Experience	100.0%	100.0%	100.0%	100.0%	*

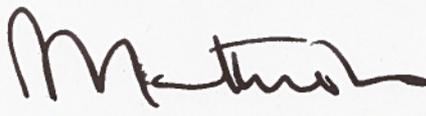
Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy				
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	96.0%	94.0%	93.8%	93.8%
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	77.0%	84.0%	86.0%	86.0%
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	34.0%	36.0%	36.0%	36.0%
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students	3,032	3,087	3,227	3,227
Measure 11: Total income from the UK Research Councils				
RCUK income	£114,217,000	£136,000,000	£144,000,000	£152,000,000
Measure 12: Total research income from all sources				
Research income	£279,704,000	£280,000,000	£285,000,000	£290,000,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	16	10	10	10
Follow-on IVs	2	3	3	3
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance				
Measure 14: Carbon - Gross carbon footprint				
Tonnes CO2e		105,000	105,000	105,000

*

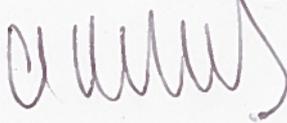


Outcome Agreement between The University of Edinburgh and the Scottish Funding Council for AY 2019-20

On behalf of The University of Edinburgh:

Signed: 
Print name: P. MATHIESON
Position: Principal and Vice-Chancellor

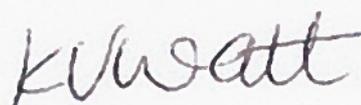
Date: 7.8.19

Signed: 
Print name: ANNE RICHARDS

Position: Chair

Date: 19.8.19

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 2 August 2019