THE UNIVERSITY of EDINBURGH

Interim Outcome and Impact Framework AY 2020-21

February 2021

Contents

Introduction

1. This document provides SFC with our Interim Outcome Agreement for 2020-21. It has been written in line with the SFC Guidance for Interim Outcome Agreements for Colleges and Universities AY 2020-21, announced in December 2020.

2. In line with the guidance, the document captures, at a high level, the University of Edinburgh's contribution, impact, outcomes and assurances of the use of SFC funding during AY 2020-21. It builds on the University's previous Outcome Agreement, submitted to SFC in May 2020, and reflects on our current operating environment, changes we have put in place, and the steps we are taking as a key contributor to economic recovery from the pandemic.

3. Prior to submission to SFC, the content of this report was been reviewed by University Executive, chaired by our Principal, Professor Peter Mathieson.

Outcomes for students

Fair access and transitions

4. Our commitment to fair access for students is unequivocal. We are even more aware of the challenges which the current environment poses to many of our students, and we are doing everything which we can to support our students, allowing them to access high quality learning and to get the appropriate support through their learning journeys. We remain committed to ensuring that the University of Edinburgh is an opportunity provider for everyone.

5. Whilst we are determined to build on our earlier successes in diversification of students who are admitted to the University, this becomes more of a challenge in academic year 2020-21. At the time of writing, we have around 9. 3% of SIMD20 students, a reduction from 2019-20 (11.4%) as we have a larger undergraduate Scotland EU fee status population than was planned pre-pandemic. We have around 500 additional SEU students from what we had previously planned, largely because of the unexpected exam changes in August which raised our intake. This has a knock-on effect on the proportion of SIMD20 students as the denominator is larger than anticipated. We currently have around 190 SIMD20 students enrolled at the University.

Care leavers

6. Our Care Leaver figures are up slightly from previous years (+2 FTE). We remain committed to doing all that we can to help students with a care experience to apply to, and successfully study at the University. Our underlying commitment is to help our care experienced students to overcome barriers to participation and to support each individual to help develop their full potential.

7. Our work with our care experienced students during the pandemic has intensified. Our Corporate Parenting responsibility during the pandemic will continue to be important as we support our continuing students and those applying to us. We have put in place new mentoring programmes to help our care experienced and estranged students, and students and staff have been well engaged in the programme. We are also supporting a small number of asylum seeking students at the University and we plan to set up a similar strand of support for student carers.

8. To help our care experienced students during this challenging period, we have made earlier payments of our Access Edinburgh Scholarships (£5k per annum) to ensure that our students are not struggling to cover basic costs at the beginning of academic session 2020-21.

Recognition of prior learning

9. The University is committed to increasing the diversity of its student population by presenting no unnecessary barriers in its admissions selection processes to prospective students currently underrepresented in higher education. We recognise that some prospective students may not be able to evidence that they meet the University's entry requirements through the accepted qualifications detailed in University publications, but they are able to provide substantial and relevant alternative evidence that they have the potential to success on their programme.

10. We recognise prior learning in both our undergraduate and postgraduate admissions programmes, and we accept applicants into the selection process for a degree programme where the applicants can provide evidence that their previous learning experiences have met certain criteria. However, we need to make sure that students are properly prepared for university-level study, otherwise there is a risk that students will struggle to succeed on their chosen degree programme.

11. We have made significant progress in the last year to progress articulation arrangements with partner colleges. Partnership working with colleges has resulted in new pathways and courses aligning to the Scottish Government and SFC's objectives around the learner journey. We accept specific HNC and HND qualifications for entry to specialised degree programmes, and entry with advanced standing to Year 2 of the degree is possible for students who have achieved high grades in their HN qualifications. We have recently signed an articulation agreement for year 2 entry to MA (Hons) Health, Science and Society from the HNC Social Services course at Edinburgh College.

12. Our other pathways include SWAP Access to Medical Studies programme at Edinburgh College, with the first cohort beginning their MBChB studies in 2020-21, routes into Nursing and other 1+3 (HNC to year 2) articulation agreements in progress, including programmes in ECA and MA (Hons) Learning in Communities.

13. We are actively engaged in discussions with partners in Fife to develop a Modern Apprenticeship through to PhD provision route. This arrangement is a live route which we hope will lead to significant potential for engagement. Whilst there are practicalities to overcome, and the current operating environment provides a significant hurdle, we continue our discussions to develop this innovative route to engagement. We will update SFC as this develops.

Support for transitions and pathways

14. Our Widening Participation Strategy recognises that everyone deserves an equal opportunity to study at the University. Higher education, and a student experience at Edinburgh, has the power to transform lives; not just those who to come to study with us, but their families and communities. Building on our values and our commitment to having a positive impact on our local and global community, our WP Strategy aims to ensure that students from a wide range of diverse backgrounds thrive and feel a sense of belonging.

15. Strategy 2030 is a key driver at the University, and is particularly relevant for WP in terms of the following values:

   - Our teaching and research is relevant to society and we are diverse, inclusive and accessible to all

- We sustain a deep allegiance and commitment to the interests of the city and region in which we are based, alongside our national and international efforts, ensuring relevance to all
- We are a place of transformation and of self-improvement, driven to achieve benefit for individuals, communities, societies and our world.

By 2030, our vision is to be:

- Leading Scotland's commitment to widening participation
- A destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe.

16. We have established a new part-time [Access](#) route in the University of Edinburgh (to arts, humanities and social science degrees), and over the next few years we will be developing foundation and access routes in to the University for further academic disciplines.

17. The online [Moving On](#) programme aims to give students the best start at University, students will experience lectures and tutorials, learn about the University's learning environment, libraries and services, meet other new students and make new friends. It is organised by the University's Centre for Open Learning, with contributions from many of the student support services, such as the Edinburgh University Student Association, Institute for Academic Development, University Careers Service and Student Counselling Service.

Support for schools and local communities

18. Our pilot secondary school partnership programme [YourED](#) continues to support more school students from low attaining or low-progression (to HE) schools in the University. This is in its third year with an emerging YourEd+ programme.

19. In collaboration with the University of Glasgow and education charity [IntoUniversity,](#) we have developed an initiative to establish new learning centres in Edinburgh and Glasgow offering education support to young people aged 7-18. The centres, based in Craigmillar and Govan, will provide after-school academic tuition, mentoring and programmes to enable young people to achieve their ambitions. The centres will complement both universities' WP activities, providing community-based support to young people on their doorstep.

20. In the summer of 2020 we launched a new online Medicine Summer School, although we hope to return to in-person provision in the future.

21. During the pandemic, our WP team has adapted its methods to ensure that the important work which is done with under-represented groups continues. Prior to the pandemic, our work was largely face-to-face initiatives with people in a diverse range of situations. We are adapting this work to provide support to people who continue to face disruption to their education.

22. During lockdown, the University has worked to revamp initiatives which seek to raise educational aspiration. For example, our [Educated Pass](#) partnership with Edinburgh College and West Lothian College and which has been showcased in a previous Outcome Agreement, has adopted a new approach to ensure that young people can continue to benefit from the programme via the internet. The Educated Pass project is aimed at boys – particularly those from under-represented groups –

through their coaches and clubs. The programme has been reshaped, with parallels between the needs of athletes to stay mentally agile and the importance of everyone taking care of their psychological wellbeing under lockdown.

23. We are a founding partner in the [Hub for SUCCESS](#) which is a region-wide initiative to increase educational opportunities for people who have spent time in care. Edinburgh's universities, colleges and the City Council work in partnership to reduce the numbers of care-experienced people leaving school at the minimum age and with few qualifications. The Hub works with city schools to develop targeted projects that raise the expectations and awareness of care experienced students of the opportunities available.

Quality, learning, teaching and participation

24. In Strategy 2030, we are clear that we want our teaching and research to be relevant, and we aim to be a place of transformation and self-improvement, driven to achieve benefits for individuals, communities, societies and our world.

25. To achieve this, we are committed to providing a high-quality, safe and supportive learning environment. Our teaching provision for Semester 2 started on 11 January as planned, and for undergraduates runs until 2 April. In light of the Scottish Government decision to require phased return of undergraduate students once restrictions lift, which will not be until at least March, we have taken the difficult decision to keep undergraduate teaching wholly online for the remainder of the semester and academic year, for all but a very small minority of students in vocational qualifications. A phased return is not practical when teaching finishes so soon after the earliest point at which restrictions will be lifted.

26. Postgraduate students who were due to start in-person, on-campus elements have also had their return delayed, but we continue to work with the Scottish Government to confirm details on returns. We are aware how important planning is for our learners, and we keep in contact with our students to convey up to date and relevant information.

27. During Semester 2 our library remains open as study space with existing health and safety measures in place, though browsing of the collection is not available.

28. We are invested in digital learning. Prior to the pandemic, we were working with students to co-design a new digital learning experience, and we have engaged with almost 5,000 people to take part in our research, helping us to understand what our users really need. This helps us to make sure that our virtual learning environment (VLE) is easy to use, our courses are accessible and inclusive and that we use consistent learning and teaching terminology.

29. Behind the scenes at the start of the pandemic, extensive work took place across the University to prepare for academic year 2020-21, to transfer hundreds of courses from wholly face-to-face teaching to the hybrid model. During the summer of 2020, staff from across the University were involved in a complex and largely unseen effort to ensure that all spaces on campus were safe to return to and that the IT, learning technology and timetable teams supporting our new digital teaching infrastructure was feasible.

30. There have been unexpected advantages of the new way of learning, leading to flexibility of choice. Now that we are able to delivery courses asynchronously, and all of our lectures are captured

electronically, students no longer have timetable constraints which opens up a wider range of possibilities for students. Feedback from our students has acknowledged that the transition hasn't been entirely smooth, and that experiences across the University vary greatly. For example an unstable internet connection can add pressure to the learning experience, but overall, the ability to access learning resources remotely has generally been generally well received.

31. Blackboard is our biggest VLE, hosting more than 5,000 courses every year. We use it to support in-person teaching as well as hybrid and online learning. Blackboard provides access to assignments, course materials, lecture recordings, and grades and feedback. Our VLE is accessible on an app and through a mobile, allowing students to stay on top of coursework using their phone.

32. In January, we offered a number of short courses to help our students prepare for online learning, and develop library, digital and academic communication skills.   We have put in place a new 'Scan and Deliver' service where students are able to request scanned copies of materials from the library. It allows students to request print materials (typically up to a book chapter or journal article) to be provided electronically.   We have also rapidly expanded our e-book and other digital offerings.

Monitoring engagement

33. Given our operating environment, we are not currently able to monitor student engagement in the same way as normal. We have different methods in place across the University, but to help provide our students with appropriate and timely support to succeed in their studies, we monitor engagement and participation with a range of activities related to programmes of study. For example, submission of assessment, annual reviews, training which is a formal requirement of a programme, Learn data[1], registers for online sessions, and attendance at formal scheduled meetings with key members of staff (e.g. Personal Tutor, Student Support Teams, Programme Directors, and Supervisors). Schools use engagement data in a variety of ways, all aimed at supporting our students in their studies, and identifying possible disengagement so that appropriate support can be offered in a timely manner. Where we are permitted to run in-person classes for practical activity, engagement is monitored weekly.

34. Under normal circumstances, our direct engagement monitoring also identifies pastoral and wellbeing issues, and we are actively making sure that we are doing all that we can to support out students' wellbeing, especially since the pandemic situation this semester has further reduced opportunities for in-person contact with students.

Student population

35. Our student population for 2020-21 is larger than we had planned pre-pandemic. We have around 10,900 full-time Scotland and EU fee status students (including those studying remotely). This is approximately 500 students above what was planned, largely because of the unexpected exam changes in August which raised our intake.

36. For similar reasons, we have about 200 more RUK students than planned (approximately 7,600 full-time students). We have approximately 200 fewer full-time home/EU taught postgraduates (around 1,900), and about 700 fewer than planned exchange undergraduates visiting us for Semester 1.

---

[1] Learn is the biggest virtual learning environment at the University, supporting more than 5,000 courses annually. Learn provides access to course materials, assignments, grades, feedback, lecture recordings, resource lists, and much more.

Semester 2 is going to be similarly affected.

37. So far, our full-time non-EU undergraduate population is approximately as planned (around 5,800 students), in the context of sustained very high levels of demand and the willingness of many students to study remotely.

38. So far, our full-time non-EU taught postgraduate numbers are approximately as planned (around 4,500). We had very high levels of demand with students willing to study remotely.

39. Whilst these number appear buoyant, the situation remains fluid as tighter restrictions on travel and return to University in Semester 2 are in place. Furthermore, whilst we receive income for teaching Scotland, EU and RUK undergraduates, in common with other institutions, the fee income received often does not match the cost of delivery. This year we have incurred further additional costs to support delivery.

Mental health and wellbeing

40. The mental health and wellbeing of our staff and student community is a priority for the University. We have a duty and responsibility to care and support our community whatever their circumstances and we have a number of measures in place to do this.

41. We welcome the recently announced funding for student mental health and wellbeing for 2020-21 which will provide much needed resource to further support the provision which we can offer to our students. As a result of additional resource, we have been able to add capacity to our 24/7 Listening Service run by Chaplaincy. We have also implemented paired activities, where volunteers from the University community meet with students for walks and bike rides. We ran a very successful programme of activities during the Christmas break, aimed at students who were unable to return home during this period. We continue to run activities on the same basis. We are also leading mindfulness and other peer-led drop in sessions for different cohorts of students, as well as being proactive in our wellbeing check ins to student by Mental Health mentors and trained volunteers.

42. This is a flavour of some of the support which we have in place or developed as a result of the pandemic, and through SFC resources. We are committed to continuing this support:

- Our Listening Service is available 24/7 for staff and students who want to speak to someone about any concerns or anxieties, or are looking for a timely or purposeful conversation.
- Our Student Counselling Service which also offers a range of self-help resources for mental wellbeing. Our Wellbeing services tailor interventions for individual students based on their needs and their specific context (e.g. if a student is engaging in their studies from a different location).
- Our Staff Counselling Service.
- The Advice Place – part of the University's Students' Association.
- Nightline – run by volunteers, Nightline is an anonymous and confidential helpful for students in Edinburgh.
- Online mindfulness sessions.
- Our ResLife team has designed a toolkit designed to increase awareness of self-care.
- We provide a suite of Events and Activities available to all University students, including social events to help students stay more connected with fellow students, ideas of ways to keep active

and things to keep students busy.

43. We have launched a [Mental Health Awareness online course](#) available to all staff to help support our approaches to mental health and providing an overview on the signs to spot mental ill health, providing tools to improve wellbeing, encouraging colleagues to talk about mental health, explaining how we can offer help and support to colleagues, and signposting colleagues to University mental health and wellbeing support and UK mental health services.

44. EUSA's [Advice Place](#) has continued to provide advice and support to students during the pandemic, via email, telephone and Teams appointments.

Student voice

45. We listen to our students, and value their opinions and feedback. We gather and use feedback from our students to enhance courses and the quality of our degree programmes. We have measures in place to ensure that the student voice is heard:
    - [Have your say](#) suggestion box – an opportunity for students to tell us how we can make their university experience better.
    - Our [Student Partnership Agreement](#) which states how students and the University are working in partnership, and which highlights how the wider University, including students and staff, can effectively work together to enhance the student experience. It sets out our values, our approach to partnership and the priorities we have agreed to work on together.

46. This year we are using a new way of collecting student feedback. The Pulse Survey asks a small set of questions every month to allow us to track how our students are feeling about their experience at the University and how this changes over the course of the year. Surveys are sent to all students, and our PGR students receive tailored questions that reflect their experiences of research at the University. The results of these surveys are collated and actions flow from these.

Learning with impact

Analysis and engagement: Scotland's economic recovery needs

47. We are focused on upskilling the current workforce to ensure employees' skillsets don't become obsolete. Investing in staff is an investment for the future, and employees who have training and development opportunities show that they are happier in their roles and have a more positive outlook on their futures in their company. Actively pursuing professional development ensures that knowledge and skills stay relevant and up to date.

48. The pandemic has highlighted the need for accessible, available and high-quality upskilling options to those currently in or seeking employment. We recognise that learners need to continually learn new skills and new ways in which to stay competitive, relevant and desirable in a job market that is constantly evolving and adapting.

Data Skills Workforce Development Programme

49. We know that the skilled application of data is crucial, and this requires a data workforce where skillsets, techniques and practices evolve year upon year. Those based directly in the data industry, and those using data across other sectors, must fully understand the importance of maintaining a relevant and modern skill set.

50. In 2020, our Data Skills Workforce Development Programme started with five courses, covering different sectors and areas of interest, with the majority of these courses being credit-bearing. In 2021 we are offering 14 courses that covers a wider range of learning topics and connect to a wider range of industry sectors – with data and innovation as the common factor.   Most of these courses are credit-bearing and we have sought industry input into the development. Courses range from a few days to 10 weeks and are taught by subject-matter experts.

51. This portfolio of short courses are aimed at upskilling the workforce, designed to enable employees to upskill, or working professionals to reskill through online or blended learning in the area of digital data. Our programmes are also aimed at those seeking to return to work and those interested in new career options. Courses are currently offered online through the hybrid learning platforms provided by the University with additional support being offered to students through course leads and collaborative working platforms. The aim of providing this online and blended delivery is to make learning as accessible as possible to the broadest range of students, including to those who are distanced from learning and/or the labour market.   Our first course begins in January 2021, with additional courses in the pipeline.

52. We offer courses in areas relating to Introduction to Practical Data Science, Data Carpentry, Data Visualisation, Leading Technology and Innovation in Organisations, and Health Data Science.

53. The Bayes Centre is committed to supporting the development and delivery of data-related training to a wide range of learners as part of the Data-Drive Innovation (DDI) Programme within the City Region Deal.   Working with other DDI Hubs and other partners such as Heriot-Watt we offer a variety of personal and professional development and upskilling opportunities, with a key focus being on Data. Our portfolio has been developed as part of SFC's initiative for learning and teaching, skills development and research and innovation.

54. Our ongoing engagement with industry across our Data Driven Innovation Hubs has led to expanded working relationships and links within the area of workforce development, working alongside partners such as The Data Lab and Skills Development Scotland, to increase our reach, our effectiveness, increase coherence for learnings, and offer synergy across organisations.

55. Over the last year, the level of interest in our Programme has been strong, and we are encouraged that employees and employers want to seek ways in which to upskill through the courses we provide. We have had over 700 people register interest in taking at least one of our courses. We have also received positive feedback from companies promoting our courses for their staff, and we look forward to continuing to upskill the workforce with our expanded portfolio of courses enabled by SFC funding.

56. As global leaders in robotics and autonomous systems, partnering with Heriot Watt, the University of Edinburgh Heriot Watt Graduate Apprenticeships Programme is delivering Data-Driven Innovation as part of the City Region Deal. With a strong focus on entrepreneurship and job creation, the National Robotarium will offer an ecosystem for industry collaboration where humans and robots work in partnership. The Heriot Watt Graduate Apprenticeship Programme offers opportunities for both employers and apprentices to benefit.

Equalities and inclusion

57. We have a statutory duty to assess the equality impact of all of our policies and practices, and the University is committed to recognising advancement of gender equality, progression and success for all. We have a zero-tolerance stance towards any form of bullying and harassment.

58. The [Respect at Edinburgh](#) web hub brings together information and guidance on the Dignity and Respect policy, the processes for raising and addressing concerns, and the support and training available.

59. We are in the process of consulting on setting new and challenging Equality Outcomes and associated actions for the period beyond 2021 to further the University' strategic priorities and Equality and Diversity Strategy, and to meet the requirements of the Scottish regulations under the Equality Act 2010. We have committed to reviewing our outcomes by April 2021. Our existing Equality Outcomes Action Plan 2017-21 is [here.](#)

60. We are developing Equality, Diversity and Inclusion training and support resources to actively support our commitment to an inclusive and welcoming University community. These resources provide links to user sources of insight, research and advice that provides a wider context to existing University policies and UK legislations.

Research excellence

Excellent research outputs

61. We are one of the world's top research-intensive universities, ranked 4th in the UK research power (Times Higher Education, Overall Ranking of Institutions), with 83% of our research activity classified as world leading or internationally excellent in the 2014 Research Excellence Framework.

62. We aim to deliver the highest attainable excellence in research and innovation to transform understanding of humanity, the world we live in and the university around us. Our researchers enable us to forge links with charities, businesses, policy makers and other universities, so that together we can tackle long-standing challenges at home and overseas.

63. In line with our aspirations in Strategy 2030, we strive for our research to be relevant to society. During the pandemic much of our focus has been on clinical activity and discovery, and society-based impacts of the pandemic. In tandem our non-pandemic related activity has continued. Our [latest research news](#) shows the breadth of activity which we are involved in and how research at Edinburgh is making an impact on the wider world.

Research sustainability

64. We are committed to maintaining the highest standards of research integrity in all aspects of our research. Our reputation as a research-led institution is built on the high quality of research conducted by our staff and students. To maintain this reputation and trust in the research we produce, we expect all staff, students and researchers to uphold the highest standards of scholarly scientific research integrity.

65. The University was one of the first UK universities to adopt the UKRIO's Code of Practice for research which underpins the UUK Concordat. We have processes to ensure data is managed safely and effectively, and takes into consideration specific ethics issues for research that directly work with

people and animals, such as medicine, social sciences research and veterinary studies; but also to ensure that ethical considerations are acknowledged in every discipline, recognising that research outcomes have consequences for groups and individuals in every field. Precise processes are specific to their disciplines, but include close links with the NHS in relevant disciplines. We are rolling out software to support ethical review across the institution in the next year.

Outcomes for economic recovery and social renewal

Responsive institutions

66. In line with current advice, our students who are required to undertake a UK placement, should do these remotely where possible. We advise that optional placements can continue if work is carried out remotely, and mandatory placements should be done remotely where possible too. Students who have mandatory placements which require in-person attendance are allowed to do these, following a risk assessment. This risk assessment is carried out alongside a staff member as their 'host employer'. Once complete, Schools review the risk assessment to determine whether the student can proceed with the placement or not. If a mandatory placement isn't viable, our Schools offer alternative learning. We are currently not offering any fieldtrips until restrictions ease.

Practical assistance

67. To assist our students who have practical aspects to their programmes, we have put in place additional workplace assessments for Medicine and Oral Health Sciences (Dentistry), and in Veterinary Medicine, to help manage the reduction in opportunities for practical assessments involving patients or volunteers plus examiners.

68. We have worked hard to design all of our hybrid learning and teaching to be accessible to all students, wherever they are located, and whatever they are studying. Where students are not able to attend an in-person practical lab session, we use digital sessions or video demonstrations. We are committed to ensuring that when we are not able to offer laboratory sessions, we ensure that students still learn what they need to be successful in the lab, so that when in-person sessions recommence, students are ready to pick up where they left off.

69. Our Careers Service is used to supporting our students in a face-to-face environment. The Careers Service has moved a large number of activities onto digital platforms, including workshops, drop-in sessions, group activities and careers fairs. The service will also be offering activities specifically relating to resilience and rethinking career plans in the current climate. Career guidance meetings are hosted via Teams, and we have made early evening appointments available to accommodate new timetabling patterns and students who are off-campus.

70. We have scheduled a series of virtual Careers Fairs during the course of academic year 2020/21 to help students connect with potential employers. These fairs allow employers to raise the profile of organisations, promote graduate positions, internships and other opportunities, and uncover talent by meeting our students and recent graduates. We ran a virtual Graduate Jobs Fair in July 2020, and we are planning a similar event for 2021

71. We are aware that the impact of Covid-19 may have made students more anxious about their career prospects than in previous years. We are therefore actively encouraging our students to seek the support of the service offered by the Careers and Employability team, and to utilise them in the best way possible.

72. Our Institute for Academic Development runs workshops and provides resources and support tailored to the needs of taught undergraduate and postgraduate students and PhD students. IAD also provides resources and materials which staff can adapt and use locally.

73. We engage directly with employers and sectoral bodies to remain responsive to the shifting needs of employers and industry. Our engagement includes industry advisory boards; work based and work-related learning partners; sector groups, such as Life Sciences Scotland, on curricular and co-curricular activities; and representative bodies such as the Institute for Student Employment, and their research on employer needs. We are engaged in regional groups, such as membership of the Edinburgh and South East City Regional Deal Integrated Regional Employability and Skills Group. We also consider intelligence from national agencies such as Skills Development Scotland.

Industry specific needs

74. The pandemic has had a significant impact on the economy, and this has varied across sectors and regions. A consistent message has been the acceleration of existing trends in the skills demanded across all sectors – characterised as high tech and high touch. The SFC upskilling activity supports a short term response, including through key industry engagement leading to immediate responses such as the open access Covid19 Critical Care Course.

75. Our curriculum planning is based around learning outcomes and graduate attributes and we respond to this longer term. We are ensuring that our students are technically skilled and ready form the workplace through our stakeholder engagement with employers and industry, where we gather intelligence about the future workforce requirements. .

Work ready

76. Our Employability Strategy and our quality assurance processes ensure that our students are ready for work, and we run innovative co-curricular experiences (many of which have moved online this year, for example Students as Change Agents, a safe 'living lab' approach for students, staff and external partners to tackle real-life challenges and generate fresh thinking). Our Careers Services has a link adviser in each University School to support this activity.

Innovation

77. The University remains fully committed to deliver the Innovation Fund's Priority Outcomes and the need for collaboration and sharing of best practice across Scottish Universities.

78. Through our commercialisation service Edinburgh Innovations (EI), the University continues to develop new approaches to industry and public sector engagement, recognising that strategic partnering and collaboration are the means to ensure sustainable impact and innovation through long-term business engagement. As such, we will continue to build upon historical, current and new client relationships across Scotland and the UK, improving the external client experience of working with academia.

79. The resultant impact via the knowledge transfer with *Scottish* economy features in 360 direct interventions across 18 sectors and additional subsectors including but not limited to Creative, Finance, Manufacturing, Healthcare, Biotech, Agriculture and Energy (including renewables) and in the Public Sector.

80. To this end the University is fully committed to achieving societal and economic impact through innovation and effecting the transition from transactional to long term sustainable relationships with

regional, national and global industry and public sector partners.

81. We remain committed to engaging with the range of SFC funded initiatives, such as the Innovation Centres. For example we will continue to host and engage strongly with the Data Lab Innovation Centre. Maintaining our strong links with Interface (hosted at EI, as is FinTech Scotland) will continue to allow us to engage with Scotland's SME Community; in the last year we have grown the number of projects brokered through FinTech Scotland and Interface, increasing the use of SFC Innovation Vouchers to be the leading University by volume. We will continue to host Data Lab which has been successful in renewing its funding from SFC for a further five years which will enable it to accelerate its programme of data driven innovation across Scotland.

82. Through EI's focused KE and engagement programs, such as "Fast Forward", "AIMdays" (Academic Industry Meeting days) and "Spotlight on Industry", the volume and value of business engagement will continue to grow (annual rates of growth at >20% for past three years).

83. These initiatives optimise the alignment of external near to long term demand for skills through to the commercialisation of research outputs via new enterprise creation and licensing to existing business and organisations.

84. In the coming year we will continue to provide a dedicated resource to enable greater access and uptake of industry-led innovations funds such as the Industrial Strategy Challenge (ISCF) and Innovate UK funding streams. The ISCF-dedicated team within the newly established Major Projects Group is able to promote the various calls, and advise industry partners and academics on how to access these funds providing support for building consortia and developing successful bids. Linked to this is our pilot "Communities of Interest" approach - which uses the "Triple Helix" innovation model to link the academic community with industry and public sector partners – will continue. The formation of innovation-focused communities reduces barriers to engagement and places the community in a strong position to take advantage of e.g. ISCF and Strength in Places opportunities.

85. We continue to meet with other Universities to share and develop best practice. For example, the Scottish based Impact Acceleration Group (Glasgow, St Andrews, Heriot Watt, Strathclyde and Edinburgh Universities), meets on a monthly basis. The Group will continue to host the yearly Impact Festival which showcases the economic impact from research across the respective partners.

86. We also continue to host Scotland's EIT Digital satellite hub, which will encourage wider collaboration between Universities and also industry through for example local DTC programs, such as the current Fintech and Cyber Security programs.

87. The University also hosts existing businesses in incubation facilities across the University Estate facilitating tenant access to specialist expertise.

88. We have also invested in our ongoing support for enterprise, focusing on spinout and startup activity. Of particular note are the significant new company formations and the completion of venture capital investments.

89. EI's expanding opportunities in entrepreneurship and enterprise via the provision of specialist support across the academic community - for staff and students - now includes a focus on PhD commercialisation. This includes accelerator and incubation support tailored to meet the specific needs of distinct academic disciplines and market sectors.

90. To enable the tracking of our innovation activities with our clients, we have introduced a new Industry Relationship Management System (IRM). The platform is improving productivity and communications across the University and with external clients, enabling information based relationship management and improving the client experience of working with the University. The IRM is now a centrally supported system supporting an expanded list of new users within the University. This enables a pan-University perspective of external engagement resulting in improved client experience and the opportunity of cohesive, managed access to University capability.

91. The University continues its leading role in the Edinburgh and South-East Scotland City Region Deal (CRD). Working with our Regional partners, we are focused on: enabling the development of new skills for industry; delivering impact and innovation from our research and intellectual property; supporting entrepreneurship and new company creation; and delivering economic growth.

92. Through our CRD activity, we are consolidating the University's global reputation in data science to enable the City of Edinburgh and the region to become the "data capital of Europe". The University's five planned data innovation hubs - Bayes Centre, Edinburgh Futures Institute, Usher Institute, Easter Bush, and the National Roboratrium (with Heriot Watt University) - will use high-speed data analytics to solve industry and societal challenges.

93. Of particular note is the establishment of the multi-million-pound Advanced Care Research Centre (ACRC), supported by Legal and General; and the Global Open Finance Centre of Excellence (GOFCoE), supported through Strength in Places funding. These align University capabilities and world-class data scientists and supercomputing facilities with special needs of national priority areas in healthcare and open finance. Each will revolutionise economic and societal impact by the fusion of different disciplines to common purpose.

Responsive and collaborative

Public health emergency

94. Our Adaptation and Renewal programme has been established to further develop the University's ability to respond to, and recover from, the pandemic. The Adaptation and Renewal Team (ART) governs arrangements for the period of the pandemic, and provides us with the mechanisms to support us to prioritise, plan and implement actions to support our recovery. We have put in place various measures to support out students, particularly students who are self-isolating or who have tested positive for Covid.

95. Via ART, we issue up-to-date communications to our staff and students, explaining the impact of new guidance or updates from our governments. Our lines of communication have been issued timeously, giving our University community reassurance that the health and wellbeing of our staff and students remains our highest priority.

96. Our Adaptation and Renewal web pages are a single source of information, which provides comprehensive guidance and advice for our university communities. Information includes a daily update on the number of active cases reported to us by our students and staff; advice and support for students on campus or as they prepare to return to campus; advice on health, safety and travel; information for current staff and students; and information for prospective students.

97. We have recently launched EdHelp, a service which brings together frequently used student services. This means that students can access key topics such as learning resources, IT help, and paying fees,

all in one place. As part of EdHelp, we have launched a live EdChat function, allowing students to reach a member of the EdHelp team instantly for help with queries.

98. Our ResLife team is fully operational, and is providing a hybrid service for welfare, advice and social activities with in-person (where allowed) and digital events. The ResLife team has introduced a series of digital social activities, as well as developed new quarantine protocols and guidance, including providing meals, cleaning products, and more, for students who have arrived on campus and who need to quarantine or self-isolate.

99. As part of our ongoing process to review and improve the support we give to our students and their families, we have set up a Covid-19 hotline which is open Monday-Friday 10am-5pm. This is manned by staff volunteers at times when their day jobs permit some flexibility to man the lines.

Active collaboration with other institutions

100. We are committed to working in collaboration with other institutions and organisations to tackle the world's most pressing issues. Partnerships with international and domestic industry are critical to advancing the University's contributions to research, teaching, and our vision and values. We are improving how we grow and maintain our partnership relationships, and we are enhancing our approach to ensure that our partnerships are ethical, sustainable and secure through improved internal policies and processes, and closer cooperation with the Government. Our key colleagues working in Strategic Partnerships, Edinburgh Innovations, Edinburgh Research Office, the Data-Drive Innovation team and the Corporate Development Team work together to manage and grow such opportunities.

101. During the pandemic we have continued to actively pursue collaborative activities with other institutions and organisations. For example, in March 2020, the University's Usher Institute was pivotal in the formation of the NHS Lothian Covid-19 Research Group to respond to the pandemic. Staff came from across various departments and sites, including infectious diseases, respiratory and emergency medicine and from the Wellcome Trust Research Facilities, to join the research effort, and to set up and run clinical trials.

102. Strengthening and enhancing our partnerships and outreach with our European neighbours is central to our international activity. The University of Edinburgh is proud to be the only UK member of UNA Europa, an alliance of eight leading research universities with global reputation and reach. The alliance brings together a community of 415,000 students and 68,000 staff, with a mission to crease a truly European inter-university environment, where outstanding research is continuously linked to transnational learning and innovative critical thinking. UNA Europa seeks to create a University of the Future, make a European university ecosystem and lead and innovate in collaborative approaches to delivering education. The 1European project is working towards the alliance's aim via a range of projects and themes, and especially the Future UniLab, which will be a living laboratory to develop and test the new methodologies necessary to operate future universities.

103. Responding to the pandemic, the impact from Brexit, and the uncertain duration of travel restrictions, we have been working to create digital alternatives to replace study or work away activity so it remains an integral part of the student experience. We are working with our Schools and Colleges to develop a strategy focusing on sustainable partnerships post-Brexit, a diverse portfolio of mobilities, and enhanced student experience; with the underlying objective of offering

mobility for all.   To ensure that we can fund this activity, we have been successful in attracting 1.5 euros for Erasmus+ International Credit Mobility for activity beyond Europe, and 2.6m euros for Erasmus+ in Europe. This welcome funding will support the University's commitment to Europe, by ensuring that we can support mobility activity until the end of May 2022.

Financially viable institutions

104.   The impact of the pandemic has been felt across the University, with some of key income streams being significantly reduced. In particular, income from our residences and catering has been severely impacted, which reduced by £11m in 2019-20, compared to 2018-19. Other incomes which have been affected include research and commercial income from consultancy and veterinary services. The impact of the cancellation of the 2020 Edinburgh festival was a significant blow to the University and the Edinburgh University Students Association and we continue to monitor the situation for August 2021.

105.   With our revised way of working, including reduced travel and utilities, we were able to offset some of the pressures on our income streams. University Finances form an important part of ART, and we have put in place a range of measures which will allow us to make significant operational cost savings for the year ahead, and to be sustainable thereafter.   When the seriousness of the pandemic became clear, we took an early decision to defer over £90m of planned capital expenditure that would have occurred in 2020-21 in order to preserve our existing cash balances.

106.   The impact of the pandemic has been felt across the University, with some of our key income streams being significantly reduced. The impacts were not fully felt in 2019-20, as over half of the year fell pre-pandemic; thus, the University's financial performance to 31 July 2020 as reported in the Annual Report and Accounts was positive, when measured by our Operating Surplus at 4.2 per cent of total income, and income growth of 2.2 percent. However, the months from March 2020 onwards saw significant financial impacts, with income from our residences and catering severely impacted, reducing by £11m in 2019-20 compared to 2018-19. Research income was also impacted, as researchers were unable to carry out research on campus, and commercial income from consultancy and veterinary services were also affected. We also had additional spend to mitigate the effects of the pandemic on the student experience and to make our campuses Covid-safe. At the same time, reduced spend on areas such as travel offset some of these costs.

107.   The financial impacts of the pandemic are being felt more acutely in 2020-21, with closures and restrictions hitting the full financial year. The impact of the cancellation of the 2020 Edinburgh festival was a significant blow to the University, and the Edinburgh University Students Association, hitting at the start of the 2020-21 financial year, and we continue to see impacts on our income from student accommodation as well as the continuation of the effects on research and commercialisation income.

108.   With substantial uncertainties still ahead within 2020-21 and into 2021-22, it is too early to give an indication of the impacts on the University's financial picture for 2020-21 and beyond; regardless, we will continue to explore options for operating even more efficiently than we do at present. We have put in place a range of measures to make significant operational cost savings for the year ahead, and to be sustainable thereafter. This includes a pay and recruitment freeze, a successful voluntary severance scheme, and deferral of over £90m of planned capital expenditure that would have occurred in 2020-21.

Climate emergency

109.   The University is committed to continuing to play a leading role in creating a more sustainable world through its research, teaching and operations. Building on our commitments from previous Outcome Agreements, our Social and Civic Responsibility Delivery Plan (2020 to 2030) sets how we will deliver positive change locally, regionally and globally. It focuses on three objectives:

- Becoming a zero carbon and zero waste University
- Widening participation in higher education and supporting inclusion
- Working together with local communities.

Our Plan also explains how we will contribute to the United Nation's Global Sustainable Development Goals.

110.   The University is a global leader in climate change research, with several centres of excellence, including the Edinburgh Centre for Carbon Innovation, the Institute for Energy Systems, the Centre for Sustainable Landscapes and Forests, and the FloWave Ocean Energy Research Facility. University Climate Strategy activities are high on our list of priorities, and we have developed initiatives, such as the Transport and Aviation working Group, Forests Proposals working group, Low Carbon Design work, and a Heat and Energy masterplan to propose a prioritised list of investments to decarbonise energy/heat. The pandemic has made us realise our successes of remote-working, video conferencing and distanced collaboration with our international partners, and this new way of working has contributed numerous lessons learned that will enhance our climate action plans.

111.   Alongside our Social and Civic Responsibility Delivery Plan, our Community Plan 2020-25 sets out 32 practical commitments we are making to our local communities to delivery positive change locally.

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):
B. Reason for Equality Impact Asessment (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 University's 2020-21 Interim Outcome Agreement. Individual policies relating to University activities are assessed separately.**
C. Person responsible for the policy area or practice: Name: **Pauline Manchester** Job title: **Interim Director of Strategic Planning** School/service/unit: **University Secretary's Group**
D. An Impact Assessment should be carried out if any if the following apply to the policy/practice, if it: • affects primary or high level functions of the University **Yes** • 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** • 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 partnership[2]

Our Interim 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 policies and priorities, and monitor their impact to ensure that there are no unintended consequences.

All of our policies undergo 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).

We are committed to widening participation so that students from any background can come to study at the University. Our Outcome Agreement and other University strategic documents demonstrate our ongoing commitment to promote diversity and support students from a wide range of backgrounds.

Students and staff across the University are affected by the Outcome Agreement and therefore there are potential impacts across all of the 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.

As we have amended our polices and practices during the pandemic, these have been subject to individual EIAs.

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:

  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.

---

[2] 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.

- If the policy/practice contributes to advancing equality of opportunity[3]

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

  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 develop 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, tackle 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 so that barriers are removed. Our policies are monitored for unintended consequences.

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

  The Outcome Agreement, along with this EIA will be published 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 advance equality and eliminate discrimination. We are not aware of any impact at this stage, although if issues emerge we will proactively address these.

G. Action and Monitoring

---

[3] This question does not apply to the protected characteristic of marriage or civil partnership

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. This EIA will be published alongside our Outcome Agreement on our website.

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

   We will review this EIA during the development of our Outcome Agreement 2021/22.

H. Publication of EqIA

Yes

I. Sign-off

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

Jennifer McGregor, Senior Strategic Planner, Strategic Planning

Accepted by (name): Pauline Manchester, Interim Director of Strategic Planning

Date: 8 February 2020

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

University Outcome Agreement Impact Framework: Supporting Data

Measure		2014-15	2015-16	2016-17	2017-18	2018-19	2020-21
A	Number of Scottish-domiciled Undergraduate Entrants	2,068	2,199	2,032	2,038	1,816	2,116
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes	78	81	79	93	81	94
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	5	10	16	15	12	16
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	6.4%	12.3%	20.3%	16.1%	14.8%	17.0%
C	COWA measure:Total number of Scottish-domiciled full-time first degree entrants	2,013	2,119	1,979	1,987	1,748	2,048
	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	121	119	127	160	189	190
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	6.0%	5.6%	6.4%	8.1%	10.8%	9.3%
D	Number of Scottish-domiciled undergraduate entrants with care experience	38	8	4	8	6	14
	Proportion of Scottish-domiciled undergraduate entrants with care experience	1.8%	0.4%	0.2%	0.4%	0.3%	0.7%
E	Number of Scottish-domiciled full-time first year entrants	2,202	1,978	2,094	1,958	1,976	1,757
	Number of Scottish-domiciled full-time first year entrants returning to study in year 2	2,063	1,854	1,975	1,879	1,885	1,687
	Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2	93.7%	93.7%	94.3%	96.0%	95.4%	96.0%
F	The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	-3	-7	-3	-8	-6.9	TBC
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey	0	0	0	868	0	TBC
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination	0	0	0	837	0	TBC
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				96.4%		TBC
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment	0	0	0	730	0	TBC
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment	0	0	0	532	0	TBC
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				72.9%		TBC
H	Number of Scottish-domiciled Undergraduate Qualifiers	1,949	1,902	2,076	1,908	1,846	TBC

Effective knowledge exchange and innovation

1. 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 also 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, make our academic expertise more available to industry through better online information about our research specialties and the service model. We also employ entrepreneurs-in-residence with expertise in specialist areas.

III. Innovation and Entrepreneurship

Through our Innovation and Entrepreneurship pillar, we establish strong and effective relations with external companies and public sector organisations. We aim to facilitate bi-directional exchange of intelligence on skills and innovation to ensure the currency of our education and that there are efficient pathways to impact in the economy for University academic output.

We are committed to establishing new pathways to *strategic* relationships to transition from single *transactional* relationships through to surplus generating, reputation enhancing pan University integrated partnerships spanning skills through the transfer of impact bearing research vis the adoption of our high-value intellectual property and new company creation.

Enterprise growth is being be enabled by new measures such as the establishment of Enterprise Hubs in each campus, a new Enterprise Foundation Programme and the recapitalisation of Old College Capital, the University's own venture fund leveraging in additional capital from external partners. The integration of intellectual property management and business development systems will enhance and accelerate the impact arising from the adoption of University IP.

Entrepreneurship support tailored to the respective needs of different Colleges and disciplines as well as a new focus on commercialisation of PhD-generated intellectual property will create new opportunities for staff and students to participate in enterprise and impact from commercialisation.

University Innovation Fund

2. University Innovation Funding (UIF) leverages in substantial *additional* University investment as part of an University-wide commitment to the translation of scholarship and research into demonstrable economic impact locally in the region, in the national economy and internationally. The University will continue to invest UIF - alongside its own resources - in a broad suite of pan - University commercialisation, knowledge exchange, public engagement and other activities.

3. These will be pursued cognisant of the national economic strategy, the SFC priority outcomes and the desire to demonstrate societal and economic impacts transcending skills and innovation arising from academic output. This is being achieved with emphasis on collaboration with other HEIs, corporate and public sector partners and especially with national, regional and local government and other stakeholders having a vested interest in skills and innovation enabled growth. 5-year growth targets have already been achieved within 3 and the approach is being refreshed to build upon this in a new 5-year plan to sustain growth in academic engagement, student participation and income. This will, , improve student experience, skills and the use of University academic output by industry and public sector, resulting in demonstrable economic impact.

4. These commitments and approach are manifest via the [Edinburgh and South East Scotland City Region Deal](). The full spectrum of University capability, facilities, new resources 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.

5. The City Region Deal's Data Driven innovation (DDI) programme is already having impacts within the University as a result of significant University investment. This includes the completion of business cases for the 5 Innovation Hubs each with a remit for data focused, cross-disciplinary and collaborative Talent, Research, Adoption, Datasets and Enterprise (TRADE). Supported by Edinburgh Innovations, the Hubs will in turn deliver new opportunities within the University for demonstrable impacts in student experience, entrepreneurship, new business creation with research and teaching informed by proximity to and long-term engagement with employers, funders and citizens. The DDI outreach will extend this opportunity beyond the University to the external communities across the City and Region via collaboration and direct engagement. 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 well as economic growth via job and wealth creation. Initiatives include:

   • Solicitation of external funding 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 in financial services;
   • Commencement of Creative Informatics programme in partnership with Edinburgh Napier, Codebase, Creative Edinburgh which with SFC support, this collaboration is stimulating and facilitating the adoption of data-driven innovation across creative industries in Edinburgh and beyond, spanning talent, research and entrepreneurship activities.

- The solicitation of private sector funding for a multidisciplinary Advanced Care Research Centre in patient care enabling cross disciplinary University expertise to improve patient care by intelligent use of data.
- Development of co-designed Executive Education offering to healthcare, financial services, manufacturing and other priority sectors to ensure the readiness of large and small companies and organisations to seize the opportunities and build resilience from data driven change.
- 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.

6. Sustained UIF and University investment in new resource is enabling the transition from transactional to sustainable long-term relationships with key accounts and strategic partners. This includes improving the client experience by affording streamlined, managed and single point access to the full spectrum of University intellectual capital and facilities focused on client needs.

7. In addition to the local, regional and national impacts, the University will continue to share the experience and best practice with partner HEIs using channels such as the Research and Commercial Directors Group (RCDG). The University's continued hosting of Interface and Data Lab and the University's productive relationship with the network of Innovation Centers beyond the University are other examples of this collaborative approach.

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).

8. 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 engagement. EI will continue to invest UIF, proceeds of its actives and leveraged University investment as well as deployment of dedicated teams to market and engage directly with both public sector and industry partners and to undertake new campaigns to expand the University's outreach.

9. This investment has resulted in accelerated growth of the volume and value of externally funded industry engagement, increased disclosures of new intellectual property and numbers of academics engaging with industry. Five-year targets have been achieved within three years.

10. This growth also includes the number of new companies being created and new channels for student engagement in enterprise. An example is increasing student demand for entrepreneurship via the Enterprise Foundation Programme.

11. Business Cases for 10 regionally and nationally significant priority industry sectors are complete and now influence future growth and expansion of the translation of research into new products and services. This planned growth is across priority sectors of local, regional and national economic importance spanning health, financial, through to space and satellites all with an emphasis on Data Driven Innovation (DDI) This includes a partnership with Heriot Watt in robotics and its application in diverse sectors spanning healthcare, agriculture to renewable energy.

12. This investment is augmented by the sustained investment in 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 with a cohort dedicated to non-STEM ("STEM+") areas.

13. Demand stimulation via improved client experience will be enabled by new recruitment and continued professional development of existing professional service staff to ensure that the support delivered to academic staff and external clients remains of the highest standard.

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).

14. 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.

15. Further, the University is committing to improve the client experience by introducing a Strategic and Account managed approach to business engagement. Enabling the transition from transactional to long term sustained business relationships, informed by client feedback, this approach will improve client experience via relationship management for new and key existing clients tailored with their requirements.

16. This full-service offering to clients will provide a University-wide perspective providing seamless access to new graduates through contract research, use of facilities and licensing of intellectual output. Engagement communities of practice will foster both cross disciplinary academic engagement as well as knowledge exchange between partners.

17. A new digital portal will also enable clients to more easily navigate from their enquiry to potential academic solutions via managed relationships.

18. These new relationships are being supported by the implementation of the Industry Relationship Management (IRM) system. The IRM holds records of all University touchpoints

with external clients ensuring efficient and effective communications, information exchange and information-based client management.

19. The importance of University external communications is recognised by the creation of a new Communications and Marketing Office with new staff and leadership.

20. The University's revised approach to industry and public sector engagement includes development of an inclusive, "whole region approach" to new company creation ensuring that the resources and commitment of various stakeholders are deployed to mutual benefit. This approach anticipated the recommendations of the Muscatelli Report encouraging greater collaboration between institutions. This will extend entrepreneurial opportunities across the region arising from new collaborations with other HEIs, FE and other stakeholders.

21. The University has grown its use of SFC Innovation Vouchers and will continually improve this service to the SME base and provide dedicated support to Innovation Voucher brokerage across the University..

22. The University's reach beyond STEM is exemplified by the collaborative Creative Informatics initiative previously mentioned as well as significant capital investment into the Edinburgh Futures Institute. "EFI" is by definition multidisciplinary and will fuse presently disparate disciplines in new ways to ensure economic and societal benefits. Benefits are arising from the alignment of the need in justice, data science, environmental sustainability, mental health and wellbeing, ageing and dementia, human rights, and global governance, driven by new collaborative research and innovation communities. Additionally, complementary contributions to STEM commercialisation in Healthcare, Renewable Energy, financial services, Manufacturing and others are being made through design informatics, data ethics and others.

23. "Impact Accelerator" – type awards from the Research Councils as well as funding from Wellcome Trust will be matched with University funding alongside UIF. These joint investments encourage growth of academic engagement in priority sectors. This will be enabled by Academic Industry Meeting (AIM) Days which enable constructive and effect dialogue between industry and academia resulting in new opportunities. Establishing The Bayes Centre as well as the provision of space within Edinburgh Innovations purpose-built facilities at Kings Buildings each accommodate industry partners as tenants within the University..

24. The University is also investing in new opportunities to leverage more funding into Scotland, from the UK industrial strategy, from UKRI (UK Research and Innovation). The University's Industrial Strategy Challenge Funding and Innovate UK bid support team is working with RCDG to share know how and experience across the membership to ensure that Scottish Universities attract more UK national and international funding

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.

25. The delivery of pan-University Entrepreneurship support has been redefined by restructuring and new recruitment. This includes the establishment of student

enterprise hubs in all campuses which enable easier access to the support by interested under graduate and post graduate students resulting in a significant rise in student engagement.

26. A new Enterprise Foundation Programme dedicated to growing talent and entrepreneurial skills and resultant new company creation opportunities each enhancing the student experience has been established. Alongside a new research student-dedicated support programme this is already resulting in increased commercialisation via licensing and new company incorporation.

27. These new initiatives are delivering seamless pan-University entrepreneurial support service to our key student and staff communities tailored to meet the distinctive needs of different disciplines and sectors.

28. The emerging "whole region" approach to enterprise and new company creation will include the development of harmonised intellectual property management approaches, making full use of tools such as Lambert Agreements and common contracts and approaches. Each intended to accelerate the conversion of new ideas to new company incorporation and funding.

29. These are augmented by the recapitalisation of the University's "Old College Capital (OCC) investment fund. OCC co-invests with investment partners and with the University frequently with the participation of commercial property partners.

30. This seamless provision of support from "hatchery" through readiness for company growth and investment, complemented by the University's continuing commitment to Engage Invest Exploit (EIE) showcase event, and its continuing supportof Converge Challenge demonstrates significant pan University support and fostering greater entrepreneurialism.

31. The University is also exploring engagement with alumni as prospective coaches and mentors for fledgling new companies as well as potential contributions to company growth in executive management roles and as prospective spin-in companies bringing sector relevant expertise to new companies.

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).

32. The University continues to value its relationship with SDI and trusts University's own global ambitions that this will evolve positively alongside the new "Scotland's Inward Investment Plan: Shaping Scotland's Economy. " The University is active in many countries with EI championing a new internationalisation approach as part of University-strategic relationship management. Again building upon the extensive alumni networks, SDI in region staff and Global Scots, this will seek to enhance the international reputation and brand, presenting the University - and the wider Scottish University sector - as a lure for growth in inward investment. The University's targeting of strategic relationships with

global partners gels with the new thrust of the "Inward Investment Plan" and common interests could produce mutual benefits to the University and SDI.

1. An example of this global ambition is the International Campus in Haining China. This is a strategic relationship with China's elite Zhejiang University which is establishing a productive mutually beneficial teaching and research partnership with embedded enterprise and entrepreneur support.   This is coupled with the intention to establish a new translation centre to accelerate the conversion of new ideas into new commercial opportunities with resultant significant inward investment. In addition, through relationships with other Scottish institutions, this will expand opportunity to other participants further

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.

2. Our "Strategy 2030" commits the University to focus on a step change in innovation and research by operating without boundaries contributing, to making "the world a better place" delivering positive change, locally, regionally and globally.

3. All of these key features have been reflected in earlier Outcomes: building and strengthening relationships and information exchange between the University, the city and our communities. Strategy 2030 commits the University to Social and Civic Responsibility and to Work with partners, attracting investment, fuelling entrepreneurship and delivering inclusive growth which are the City Region Deal aims.

    'Contributing locally', includes 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

4. The University's significant investment in the City and Regional Deal alongside the DDI Hubs will enable growing engagement with the public in research, as well as 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 be updated to take into account the City Deal context recently approved.

5. The University's 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 assist in:
    - Supporting digital inclusion
    - Supporting social enterprise
    - Helping homeless people

6. The University will use the UIF to strengthen its commitment to supporting collaboration with the other Edinburgh HEIs in Public Engagement with Research. This includes the Whole

Region approach to new company creation, working without boundaries with other academic and economic develop stakeholders, to accelerate new company creation and extend opportunity across the region including dormant innovation in the workplace. 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.

7. 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.'

8. 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 informed education alongside industry and societally led research and, aligned with national and international employer requirements improving student experience and employability.

9. The University is also innovating internally in promoting streamlined business access to the University by the adoption of common contracts, investment in new systems and the use of refined internal processes to accelerate and improve the business and academic client experience.

10. 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 on 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 across the University community.

11. 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, energy, agriculture and healthcare with special emphasis on new models of care delivery to to an ageing population.