

Outcome Agreement between Edinburgh Napier University and Scottish Funding Council, 2021/22

1. Introduction

The Outcome Agreement presented here between Edinburgh Napier University and Scottish Funding Council for 2021/22 has been developed to provide assurance on the use of SFC funding which captures at a high level our ambitions, impact and outcomes. These are set within the context of our University Strategy and our outcomes have a strong alignment with Scottish Government National Priorities. As recently noted by Universities Scotland, universities make a broad contribution to Scotland's economy, society and wellbeing with our positive impacts having a wider reach than those who work or study at university. As part of the Outcome Agreement we have set out targets that reflect our institutional mission, strengths and ambitions as one of the best modern universities in Scotland. The full table of targets for 2021/22 are contained in Appendix A, the self-evaluation of progress in 2020/21 is in Appendix B and the full University Innovation Fund (UIF) plan is in Appendix C.

2. University Strategy

In March 2020 a new University Strategy, *'Shaping our Future: Driving Distinctiveness'* was agreed by our University Court not long after the UK went into national lockdown due to the onset of the Covid-19 pandemic. The strategy has been reviewed in the context of the impact of the pandemic and it is clear its focus and objectives are enduring and more important than ever, albeit the approach we adopt to deliver our objectives will reflect the new landscape and challenges. Our Driving Distinctiveness strategy is designed to be short, clear and engaging. It is expressed as a set of open-ended strategic objectives, with accompanying short- and medium-term transformative actions and headline measures of successes. Its delivery is underpinned by our core Learning & Teaching, Research & Innovation, and Internationalisation strategies, and further enabling plans related to our People & Services and Finance & Operations, as well as our Environmental Sustainability Strategy. The strategy incorporates the following three strategic objectives, underpinned by a commitment to sustainable growth embracing the achievement of net zero carbon in our operations by 2030:

- Build Careers - Create Opportunities;
- Grow Networks - Connect Communities;
- Advance Knowledge - Deliver Impact.

Our new strategy sets out the areas where we will sharpen our focus and increase our emphasis, while recognising the ongoing work to deliver the University's core activities, as well as continuing to build upon the work of Strategy 2020 – our previous strategy - in terms of our academic reputation, student experience,

innovation, enterprise and citizenship, and internationalisation. We have agreed an initial set of nine transformational actions to drive delivery of the three strategic objectives and our underpinning commitment to sustainable growth. The transformative actions are summarised below, with further detail throughout this agreement related to those actions that have the biggest interaction and impact on Outcome Agreement targets and alignment with Scottish Government national priorities.

- Elevate the student experience to a new level by introducing the ENhance Curriculum Framework underpinned and systematically integrated with professional practice and excellent research.
- Prioritise career and professional development, with a focus on early career academics and professional service colleagues
- Grow our employer, industry, government, and alumni networks through a new Innovation Hub to enhance our research capability, support innovation in the economy and provide opportunities for our students
- Establish international centres with partners that integrate learning and teaching, research and professional practice, and consolidate our international profile
- Align and build academic excellence focused on Wellbeing & Sustainability, underpinned by the themes of: Health; Environment; AI & Technologies; and Culture & Communities
- Increase our capability and capacity to deliver high quality and volume research outcomes and income, through a comprehensive framework of academic staff support and targeted investment in areas with critical mass and external alignment
- Grow and diversify our income, evolving towards 20% from research and academic partnerships.
- Combine the expertise and motivation of our community to enhance sustainability within and beyond the University, through our curriculum, research, operations, partnerships, and engagement.
- Deliver accessible upskilling and work-based learning routes, focused on lifelong learning, future skills requirements and retraining

3. Contribution to economic recovery and social renewal

Edinburgh Napier University continues to build on the work put in place since the beginning of the coronavirus pandemic.

University operations: We have placed the health and safety of our community - students and staff - at the heart of our decision making while delivering on our commitments to provide high quality teaching, an excellent student experience and supporting our staff to deliver research and engage in knowledge exchange activities that support the national economic recovery and social renewal. To provide oversight in responding to the pandemic we continue to have in place a group chaired by a member of the University Executive to oversee several workstreams. Priority work on campus has focused on enhancing the health and safety measures on campus and in our student accommodation, improving ventilation and reconfiguring teaching spaces on

campus to increase flexibility of teaching, while bringing new spaces into operation. We have fitted suites for academic staff to record or broadcast live lectures and we have invested in classrooms that allow lectures to be delivered online and in-person simultaneously. Externally we engage on a regular basis with HE Institutional Covid leads, Universities Scotland and Scottish Government to ensure we are best placed in our preparations.

Supporting industry, private and public sector recovery and renewal: The construction sector in Edinburgh and the South East of Scotland, one of the largest sectors underpinning the economy, has been one of the most exposed to the effect of the Covid-19 pandemic. The *Housing and Construction Infrastructure (HCI) Skills Gateway* programme is part of the Edinburgh and South-East Scotland City Region Deal, funded by the Scottish and UK Governments. We are leading and coordinating the £6m project in partnership with schools, colleges and universities in the region, which is focusing on ensuring clear progression routes into construction careers as well as promoting management, leadership and digital skills.

We are working collaboratively and as part of the *Data Driven Innovation city deal* to improve computing and data science skills specifically in the areas of Nursing and Business Management. Part of the wider programme of work to support Edinburgh to become the data capital of Europe, the Data Driven Innovation Skills Development project is working in collaboration with Queen Margaret University that will support student upskilling in these subject areas as part of quality paid placements through e-placement Scotland

We continue to drive regional innovation in partnership with the public and private sector. Building on our expertise, Edinburgh Napier is working with South of Scotland Enterprise, Scottish Borders Council and Scottish Cycling towards the development of a new mountain bike innovation centre in Innerleithen that will support Scottish, UK and international businesses to develop innovative products and services within mountain biking and across the cycling sector. Supported by £19m of funding from the Borderlands Growth Deal, the project is predicted to contribute £141m in Gross Value Added in addition to 400 jobs, helping to drive innovation, support product research & development and attract inward investment to the region.

We recognise that unemployment is likely to grow in the short term and competition for graduate jobs will intensify. Edinburgh Napier has a strong reputation of supporting students in developing their individual enterprise and entrepreneurial skills. Before the pandemic Edinburgh Napier was responsible for 27% of the student and graduate start-ups in Scotland. Through Bright Red Triangle we ran 60 events in 2020/21 to support students to develop enterprise skills and start their own business, with 42 start-up companies formed. Although this is a reduction from 71 in 2019/20, we have 87 registrants who have delayed the roll-out of their start-up due to the pandemic.

The service we offer to students and graduates has moved from online services to face-to-face and we are planning to exceed the number of start-ups and new businesses during this academic year.

Fair access and transitions

Edinburgh Napier has a strong commitment to widening the access of students progressing into and through higher education. We are committed to the principle of fairness in access to higher education and promoting the success of under-represented groups who may have experienced barriers to entering higher education for social, cultural or economic reasons. We work to deliver high quality education that adds value to the communities we serve and provide a number of different pathways for school and college leavers. We also work with a range of under-represented groups such as those who are care-experienced and mature learners who are entering higher education for the first time.

Our approach to widening participation is a holistic one which focuses on the journey that our students take as they *move in, move through and move on* from Edinburgh Napier University. We provide a personalised approach to widening participation recognising that all students have their own identities and experiences that they bring, and which enriches our wider community. All our work in this area is supported by our associated plans for delivering high quality learning and teaching and student experience for learners as well as our Corporate Parenting Plan and community engagement.

Our commitment to widening participation is aligned with Scottish Government priorities to increase the proportion of students in higher education from under-represented groups. Key priority areas for our widening participation activities include the recruitment and retention of SIMD20 students and a focus on students from schools with low progression rates (including Schools for Higher Education (SHEP) and Lothian Equal Access Programme for Schools (LEAPS) eligible pupils those who are care-experienced, first in generation students, refugees and applicants from military or ex-military backgrounds. Our work on equality and diversity remains important, investigating the intersections with protected characteristics including students from Black and Minority Ethnic (BME) backgrounds, disabled students and programmes where there is a significant gender imbalance. Supporting student achievement requires an integrated approach internally between our academic Schools and Professional Services while also working alongside external stakeholders such as Schools, Colleges, local authorities and third sector organisations. The University continues to host and play an active role in the Hub for SUCCESS (Support for University and College for Care Experienced in South East Scotland) project which brings together a consortium of tertiary education and local authority partners with the shared interest of promoting tertiary education access and participation to care-experienced individuals of all ages (see <https://hubforsuccess.org/>).

Widening participation is an area of strategic importance and this is reflected in our ambitions, as articulated through our targets. For 2021/22 we have a strategy target to increase the proportion of SIMD20 Scottish-domiciled, full-time undergraduate entrants from an indicative figure of 13% in 2021/22 to 16% by 2023/24.

Edinburgh Napier continues to have the largest intake of articulating students in the South-East of Scotland, currently admitting approximately two-thirds of all articulating students in the region. The University is well established in providing articulation routes across a broad range of subject disciplines and approximately one-third of the University's annual intake of non-controlled undergraduate Home students are from college. Of students entering with a Higher National qualification, we will ensure that over 70% of our entrants with HN qualifications enter with Advanced Standing.

The University has Advanced Standing routes into the majority of its subject areas with over 200 formal articulation agreements. These formal routes are underpinned by annual college/university reviews and pre-transition support activities to ensure college students have a smooth transition and integrate well into university study and life. The priority areas for development of new articulation pathways are around developing full credit recognition in subject areas such as Cyber Security and Healthcare practice. We are currently working with colleges to increase the recognition of prior learning that allows students to enter with advanced progression in selected subjects such as Business Studies, Computing, Engineering and Sport and Exercise Science. Edinburgh College is the largest provider of students to the University, including articulating students, but we are actively engaged in developing new and growing existing partnerships with other colleges, including Forth Valley and Fife College. We are currently engaged with Borders College in developing potential new routes within STEM subject areas, including Nursing. A revised articulation partnership agreement with West Lothian College has had its first intake of Business Management students this year. The agreement is delivered locally using Edinburgh Napier University staff to provide SCQF levels 9 and 10 teaching to students and has been particularly welcomed by students within the college who will not need to travel to continue their higher education learning.

Articulating students are more likely to be from MD20 postcodes and transitional support is vital for their successful entry into higher education. We work with colleges to engage with students early in their college experience on the opportunities available and to ensure that the application and transition into university is smooth. We run UCAS application sessions with students and take part in HE fairs in colleges. Once at Edinburgh Napier, the University has successfully embedded a triage approach to supporting widening participation students, evidenced by our increase in continuation rates to 91%. Dedicated support is available for contextual students during application, induction and while at university. Our central Widening Participation Team works in partnership with academic subject areas to provide post transition support, including MD20 students, college direct entrants, carers, veterans through a range of electronic communications including emails, newsletters and remote 1:1 appointments.

Edinburgh Napier University is one of the lead partners in a further and higher education regional partnership which has developed an app and website highlighting college articulation routes to university study for Schools

and Colleges guidance staff and students (www.pathways.ac.uk). It covers the regions of Stirling, Clackmannanshire, Fife, Falkirk, Edinburgh, the Lothians and Borders. The Pathways Web App has been well received and the next phase is seeking to roll this out across Scotland.

Quality learning and teaching

Edinburgh Napier degree programmes and short courses provide a strong academic framework together with an applied and practical approach that enables our students to develop skills and graduate attributes that serve them well for successful careers. Our Learning and Teaching Strategy 2020-2025 meets the University's mission to deliver high quality education and research that adds value to the social, cultural and economic capital of our communities and shape their development. We aim to build an increasingly strong culture of excellence in learning and teaching that is recognised externally and is highly relevant to contemporary issues and to societal and economic wellbeing.

We will build on our reputation as an accessible, inclusive, student-centred and applied university, strengthening our external networks with government, professional bodies, businesses and employers and creating opportunities for upskilling, work-based education, further study and lifelong learning that are fundamental to the skills and wellbeing agenda in Scotland. We recognise the need for growth in high quality taught provision that provides graduates and business with the right skills for employment. We create opportunities for our students to become highly employable graduates through the acquisition of research skills that align to contemporary challenges, together with interdisciplinary and international experiences.

To enable the achievement of the ambitions in our Learning and Teaching Strategy there are a number of transformational actions that we will commence this year.

The introduction of the **ENhance Curriculum framework**, a strategic initiative to strengthen a culture of ongoing curriculum enhancement. It will encompass all Undergraduate and Postgraduate taught programmes and support the University's commitment to ensuring that all programmes are designed and taught to the highest quality. The key themes of the framework are employability; global focus; inclusion; sustainability; and research and practice-integration. Student focus is the guiding principle at the heart of the framework and the cross-cutting themes of digital and information literacy; and community and citizenship are embedded in all the themes. The framework is a process of curriculum enhancement, designed to support reflection on curriculum design at programme level to identify strengths so that effective practice can be shared internally and externally.

- To manage and support our increasingly diverse curriculum, we will introduce a **curriculum management system** from September 2022 that will enhance the way in which we develop, manage and quality assure all our curriculum.

- **Introduce more programmes and courses that are accessible to a diverse student community** including apprenticeships, upskilling, CPD and stackable short courses.
- **Investment in learning and teaching spaces**, including working with staff and students to create teaching spaces that offer flexibility and equitability for student learning. Renovation of teaching rooms in time for face-to-face teaching for September 2021 and ongoing work to provide students with virtual and electronic learning resources.
- **Enhance the career development of all staff engaged in teaching and student engagement** by increasing opportunities to achieve to gain reward and recognition for their teaching practice and to learn and share excellent pedagogic practices, at local, national and international level.

Student experience is a key element of the University's strategy and we have a target to increase student satisfaction to at least 90% (as assessed in the National Student Survey (NSS)). Overall student satisfaction in the 2020/21 NSS was 81%, exceeding an institutional benchmark of 71% and above the UK average of 75% and the Scottish average of 80%. Within Scotland we are the highest ranked Modern University for overall student satisfaction and 6th compared to all Scottish institutions. At subject level, we appear in the top quartile for 24 subject areas compared with all UK Universities, which is an increase from 17 the previous year.

In the NSS, the score for the question relating to 'teaching on my course' is 82% and this reflects the work across the University to ensure that excellence and innovation in teaching is embedded in staff induction and professional development. As part of the University strategy we have a target to ensure all enrolled academic staff have a fellowship with the Higher Education Academy or are on track to achieve, currently this is 78% of academic staff but will increase by the end of the year.

Feedback from postgraduate taught students has been positive also with 83% overall satisfaction. This result compares above the UK average of 75% and Edinburgh Napier ranks in the first two quartiles for eight out of the nine sections covered by the survey.

4. Learning with impact – students are equipped and ready to take up appropriate employment in the future

We are committed to supporting all our students to succeed in their studies. The retention of students is an area of focus in the University strategy and there is a stretching target to increase our continuation of UK-domiciled first year students from 88% in 2019/20 to 94% by 2023/24.

There are many reasons why a student may withdraw from their programme of study including academic and personal or wellbeing reasons. New initiatives have been developed for 2021/22 to enhance student engagement and wellbeing. Student Check In encourages students to check-in via an app to any timetabled learning event on campus, other teaching venues or in the virtual learning environment (VLE). This data is then aligned with information from other university systems to build a rich picture of student engagement. The

benefit of this system is that academic and professional support staff are able to identify, connect and support those students who are less engaged and provide both academic and wellbeing support as well as assisting the University with its safeguarding obligations.

Student mental health remains a strategic priority for Edinburgh Napier and we have recently approved a University Mental Health Strategy that will guide our actions over the next three years. The Strategy sets out the University's response to the Universities UK StepChange Framework and to the Student Mind's Charter and sets out the University's vision, aims and high-level objectives for student and staff mental health. In addition, the University continues to work in partnership with our Student Association to develop and publish a Mental Health Agreement and to work collaboratively to improve access to services and to tackle stigma connected to impaired mental health. We are also now into the second year of actions connected to our Suicide Safer University Plan – with significant progress now evidenced against actions focussed on prevention, intervention and postvention.

The University's Student Wellbeing & Inclusion Service has continued to deliver a wide range of effective services to students and to ensure that students have been able to access these over the period of the coronavirus pandemic. This has seen services redesigned to support remote access, the introduction of additional online support resources and greater focus on psycho-education. Approximately 800 students accessed mental health services last year. Over the last year the complexity and severity of presentations to student support teams have increased. We anticipate and will respond to increased demand in the future.

Implementation of a triage approach in support of students has improved access to services as has increased investment in digital resources, including services to enable 24-hour/365 day access. Additionally we have invested in further posts using funding from SFC across the Student Wellbeing and Inclusion team - in particular in the Counselling and Mental Wellbeing team who now also operate across three evenings per week. We have also created a new Student Safeguarding team that leads the University's response to student safeguarding issues, and to reports of gender-based violence and hate incidents.

Graduates are well-equipped for work

Edinburgh Napier is successful in ensuring that our programmes are closely aligned to industry and that graduates are well-equipped for graduate work with skills that employers need. Our University strategy has a target of at least 80% of undergraduates in professional or managerial professions by 2023/24.

We are closely connected to business sectors in Scotland and all our academic Schools have industry advisory boards that ensure employer skills needs are met through curriculum and placements. We are actively involved with external agencies such as Skills Development Scotland, Confederation of Business and Industry and more locally the Chambers of Commerce.

We support students in their studies to ensure that they have the appropriate skills after graduation to enter employment at this challenging time with major uncertainties in the medium term and thrive in the future. Our employability and skills service (Student Futures) provides comprehensive employability support to all students from the moment they join us through to two years after their studies have completed. There are three elements to this support: Careers and Skills Development; Placements; and Graduate recruitment. We have invested in our digital resource to ensure that both students and graduates can access critical careers advice whenever they wish which has increased our reach and impact. We have launched our 'Grad Plus' portal which offers ongoing connection to our Student Futures services from the moment a student completes their studies with us. The portal provides information links to live sector specific job roles, insights into the type of skills employers are seeking and advice about how to develop job applications and interview techniques, amongst a wide range of other support tools.

All of our undergraduate students have the opportunity to participate in work-based learning or placements and we are working on other forms of equipping our students to ensure their readiness for employment. As an innovative example, the Business School has integrated the Employability Skills Programme into all undergraduate on-campus programmes which is designed to provide students with the essential differentiators, as defined by employers - curiosity, critical thinking, collaboration and communication. The programme supports development of skills and attributes as students develop through their stages of study.

The University has successfully grown its provision of Graduate Level Apprenticeships, originally awarded by Skills Development Scotland and now integrated into the main teaching grant by Scottish Funding Council. In 2021/22 we have 150 new students on Graduate Level Apprenticeships currently studying with us in the subject areas of Computing, Business and Engineering. This work alongside businesses to provide work-based learning has been successful so far with very high retention of these students.

5. Student participation and engagement in their educational experience

The University has a new student partnership agreement (SPA) with its students' association, Edinburgh Napier Students' Association (ENSA). The new agreement, developed in partnership with ENSA and informed by student feedback makes a shared commitment to hearing and responding to the student voice and ensuring that student engagement is involved at all levels of decision-making. The SPA was approved in April 2021 and has a three-year horizon to provide sufficient time for progress in priority areas. It includes annual objectives which may be adapted to take account of the priorities of incoming sabbatical officers and any new areas of work identified during the three-year period. Recognising the importance of the SPA and our shared commitment to partnership at the highest levels, the agreement is owned by the University & Students' Association Forum (USAF), a group comprising the Vice Principal Learning & Teaching, ENSA Chief Executive Officer, ENSA President and Co-Presidents, Director of Information Services, Director of Property & Facilities

and Director of Student Services & Academic Registrar. Progress towards objectives will be reported annually to the Learning Teaching Assessment & Student Experience Committee at the start of each academic year, with regular discussion taking place at USAF.

Students are represented in many ways within the University committee and working group structure to ensure that the students voice that is heard and acted on. Student representatives are sought and trained for each programme and level of study as well as participation in the ENSA student executive. Programme training was redeveloped in 2020 to update and reaffirm our commitment to the student voice, acting on feedback from student surveys and participation in Institutional Led Review (ILR) and programme approvals. Sabbatical officers serve on Academic Board and its sub-committees and Programme Reps are members of Student Staff Liaison Committees (SSLCs) and Boards of Studies.

6. Equalities and inclusion

Edinburgh Napier University is enriched by the diversity of perspectives, cultures and backgrounds brought by all within our global community. We are committed to a positive environment where diversity and inclusiveness are celebrated and everyone is treated fairly regardless of sex, sexual orientation, gender reassignment, disability, age, ethnic origin, religion or belief, marital or civil partnership status or whether pregnant or on maternity leave. We commit ourselves to providing a learning, working and social environment that is free from discrimination, prejudice, intimidation, stigmatisation and all forms of harassment and bullying. We strive to ensure every member of our staff and student communities feel valued, supported and enabled to bring their whole selves to every endeavour without feeling a need to conceal elements of their identity to avoid unfair treatment. In November 2021, Edinburgh Napier was awarded Outstanding contribution to Equality, Diversity and Inclusion by the Times Higher.

In August 2021 our revised Equality Outcomes for 2021 to 2025 were approved by University Court. These priorities form the focus for the next four years work concentrating on both student and staff equality and diversity issues. The full Equality outcomes can be found at the following weblink, <https://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information>. A new Gender Equality Plan for the University has been developed and will be submitted to University Court for approval in March 2022 which will replace our Athena Swan submissions.

Following work last year and a short life working group on BAME Inclusion sponsored by the University Principal, the University has approved a Race Equality Plan. The plan has identified six themes for delivering racial equality: education and training; visibility and representation; reporting of racial incidents; wellbeing, curriculum; and data. An action plan is in place to deliver on priorities for 2021/22.

Governance and progress towards the equality outcomes will be monitored by a refreshed University Inclusion Committee and reported to University Court on an annual basis. Information to support the understanding and analysis of the issues will be improved by the development of student and staff dashboards analysing protected characteristics. The Inclusion Committee now oversees and promotes the work of a range of networks in place to help deliver on equality and inclusion including Women's Network; BAMEish Network; LGBT+ Network; Carers Network; Interfaith Network; and Armed Forces Network. Furthermore, the Committee supports the delivery of the University's British Sign Language Action Plan. In 2021/22 the university will further develop the use of Equality Impact Assessments to strengthen when policies and initiatives are being developed. The University's Guidance on Students Transitioning Gender and Guidance on Student Pregnancy, Maternity, Paternity and Adoption will be reviewed and updated as appropriate.

7. High quality research and innovation

Research excellence

Research and Innovation plays a crucial role in the holistic academic development of the University and it underpins our growth, reputation and ability to deliver socio-economic impact. As part of the University Strategy: Driving Distinctiveness, a Research and Innovation strategy has been established that enables our development of a critical mass of high calibre academic expertise in areas of key priority areas and challenges while also dovetailing with our approach to learning and teaching, curriculum and our international strategy.

There are clear ambitions for research and innovation for Edinburgh Napier over the next 5-7 years.

- Achievement of minimum 3* overall quality profile for REF 2027 with minimum 400 FTE academic staff submitted;
- Sustainable growth of our research and knowledge exchange income to 15% of our total annual University income;
- Growth of our research student community by at least 50% compared to 2020;
- Development of a significant number of strategic and impactful research and knowledge exchange external partnerships, spinouts and student start-ups;
- Achievement of an overall research quality profile, including citations, to position ENU in the top quartile of modern Universities in the UK and top 500 institutions in global rankings.

In order to achieve the above ambitions a number of transformational actions to enable growth in research and innovation have been identified. These will be commenced in academic year 2021/22 and are summarised below:

- **Rapidly increase our capability and capacity to deliver high quality and volume of research outcomes and income** and enable us to deliver increased economic and social impact, through a comprehensive framework of academic staff support. Investment will be focused on four University Research themes aligned to with our significant and long-term focus on Wellbeing & Sustainability: Environment; Health; Artificial Intelligence & Advanced Technologies, and Culture & Communities. New Professorial appointments supported by new Early Career posts and a number of funded PGR studentships are being progressed.
- **Grow our research student and early career academic communities** and provide consistent and effective support mechanisms for all our academic staff, to ensure they realise their full academic potential.
- **Create an academic culture that has external engagement and knowledge exchange at its heart, supported through the new University Innovation Hub**, that will deliver strategic external partnerships and sustainable increases in our R&I income stream. The hub will provide the basis for growing our proactive and systematic engagement with key external sectors and better understand the challenges that businesses and industry face while providing students with opportunities to engage in research and innovation activities to strengthen their skillsets and graduate opportunities. Finally, the hub will strengthen our public engagement approach to deliver on our civic mission.
- As part of the University Innovation Hub we are **developing and delivering a portfolio of short courses in response to market demand**, linked to our research expertise and curriculum, which will have a direct impact on the wider economic recovery of Scotland.
- **Develop a strategic research focus on key challenge-led academic themes** that will foster an interdisciplinary approach to delivering internationally excellent research and impact in tandem with a research-informed curriculum.
- **Build strategic international research partnerships** to enrich our research environment, accelerate the growth of our research capabilities and establish the University as an internationally excellent academic institution. Build on existing partnership networks such as Urban Research and Education Knowledge Alliance (U!REKA) to increase research and knowledge exchange activities.

We are already making progress in growing the scale and impact of our research. In March 2021 the University made its submission to the Research Excellence Framework (REF), submitting of over 600 outputs demonstrating excellence in significance, rigour, and originality. Our submission has grown from 97FTE staff across nine Units of Assessment in 2014 to over 250FTE staff across thirteen Units of Assessment. Following the results that are expected in May 2022, the University will conduct a robust self-reflection, seek learning and development, and identify opportunities for growth based on the quality profiles and qualitative feedback

received. The University is currently conducting a REF post submission evaluation to improve internal REF processes, enhance inclusivity and improve quality. We will conduct an impact evaluation following receipt of the REF2021 results to improve internal processes linked to outcomes, in the preparation for future Research Assessment.

Case study of the use of Research Excellence Grant

Funding from the Research Excellence Grant (REG) has been used to support research that is impactful across a number of applied and practical areas in business and industry. One example comes from a scoping review of dysphagia screening tools in people with learning disabilities. This study has contributed to understanding the health inequalities associated with targeting COVID-19 for people with learning disabilities. Research has demonstrated that people with learning disabilities have higher rates of COVID-19 related hospital admissions and mortality and are more at risk of severe outcomes such as aspiration pneumonia compared to the general population. The work builds on an existing strong partnership and collaboration between Edinburgh Napier University and NHS Forth Valley. This research has been successful in leveraging this to build collaborations with other Universities to develop joint research grant bids in this area., Other benefits such as supporting placement and career development opportunities for BN Nursing students involved in the research study.

Innovation and Knowledge Exchange

As part of our University strategy Edinburgh Napier is actively growing our innovation and knowledge exchange activities. We are committed to creating an academic culture that has external engagement and knowledge exchange at its heart. The development and roll-out of an innovation hub will increase our capability in this regard by providing a clear route into engaging with Edinburgh Napier University and our expertise will be showcased through increased promotion and responding to market demand. We are increasing activity in the provision of Continuing Professional Development (CPD) to upskill the workforce through open or bespoke courses, while our specialist expertise, delivered through consultancy. Examples of our CPD provision which respond to market demand include working with DataLab to upskill digitisation in the future and provision of Cyber Academy courses; working with NHS Education Scotland to train front line healthcare workers during the pandemic; and working with the British Council to deliver an internationally Festivals Academy in South Asia to support tourism sector skills and recovery post-covid.

In addition, we are building knowledge exchange partnerships and have a number of IP commercialisation projects in the pipeline which are having a direct benefit for our client base and making a significant contribution to supporting post-covid recovery of the Scottish economy.

Knowledge exchange is clearly articulated and embedded into the University Strategy. Following significant investment in knowledge exchange support infrastructure during 2020, the university signed up to the

principles of the Knowledge Exchange Concordat in May 2021. We have clear access points for engagement and a clear set of policies and processes covering those areas of innovation and knowledge exchange which are central to the University's mission and values. We are embedding a culture of continuous improvement and we are proactively working to create collaborative initiatives and to share best practice and resources with other Institutions to support regional, national and global organisations.

8. Meeting future skills needs, skills alignment and including upskilling and reskilling

As part of the University's Learning and Teaching Strategy, we are focussed on delivering courses that contribute to economic recovery through expanding our provision of upskilling, stackable credit, short courses and CPD programmes.

Upskilling and National Transition Training Fund (NTTF) funding has been very successful to date. We offer upskilling and micro-credentials in the subject areas of Computing, Business and Management and Tourism. There has been overwhelming demand for the online courses and other provision that Edinburgh Napier has developed. Our infrastructure has been developed to deliver short modules that are industry focussed and this is borne out in demand for these courses. We have had increased demand for these upskilling courses and have recruited over 200 students in 2020/21 exceeding our funding allocation from SFC and we plan to offer similar courses for 2021/22.

Collaborations with other institutions

We are building on the strategic collaboration between Edinburgh Napier and Queen Margaret University (QMU). This year, we are jointly funding six PhD studentships in the fields of health & wellbeing and creative industries, of which four students have already commenced their study. Senior academic staff within both institutions will have oversight of these students to ensure that they get the maximum benefits of a cross-institutional research environment and support. Through joint supervision arrangements, there are 12 academic staff between the two institutions involved and this creates an excellent opportunity for further discussions to build on the collaborative momentum between both institutions in these areas of academic focus.

With regards to research and innovation, both institutions have jointly run mentorship programmes for early career academics. These programmes had a strong uptake of nearly 30 early career researchers and have received very positive feedback that points to further opportunities for joint developments. Furthermore, we are developing a joint plan of action around the implementation of the Knowledge Exchange concordat focusing on researcher development around external engagement and leadership.

We are now actively exploring a strategic partnership for the forthcoming QMU innovation hub funded through the City Deal. We have identified a specific opportunity whereby Edinburgh Napier University can contribute

expertise in the fields of artificial intelligence, data science, biomedical sciences and health technologies and therefore support QMU in providing a more holistic offer around innovation in the food & drink industry. In parallel, we are also discussing QMU's participation in the Edinburgh Napier innovation hub with the aim of creating a framework of complimentary academic expertise. The benefits of this collaboration will be a holistic and seamless offering to regional business and industry that strengthens innovation and digitisation. A joint group of senior professors from both institutions has been established to develop the blueprint for this framework.

Other work includes building on existing collaborations with West Lothian college where we have a partnership on Business programmes and extending this to new areas of joint expertise around sustainable construction, clinical skills and digital health.

Responding to the climate emergency

We have set pioneering commitments within our University Strategy, to enhance environmental sustainability within and beyond the University. Our headline commitment to Sustainable Growth states we will take '...progressive action to achieve net zero carbon in our operations by 2030 at the latest...' and '...we will also seek to minimise our wider and legacy carbon footprint and influence sustainable practices within and beyond our campuses' –providing a strong foundation that will enable holistic and embedded action, building upon previous work, delivery and success.

We have developed an Environmental Sustainability Strategy (ESS) to provide a clear and purposeful overview of how we will action and meet our sustainability commitments - it incorporates a high-level plan up to the end of our 2023/24 academic year and is complemented by an actions and projects register. Future opportunities will be introduced, and refinements made to the high-level plan through annual review of the ESS. The ESS was developed and is supported by the Environmental Sustainability Strategy Group (ESSG), a cross-cutting group reporting to the University Leadership Team. The ESS will be launched following an awareness and engagement campaign building on the momentum of COP26 and our new publicly facing resource hub at www.napier.ac.uk/environment, developed to actively share and highlight our work as the ESS progresses, will be complemented by a communication and engagement workstream involving staff, students and partners.

As articulated in one of the nine transformational actions in our University Strategy, our approach is to 'Combine the expertise and motivation of our community to enhance sustainability within and beyond the University, through our curriculum, research, operations, partnerships, and engagement'. This is further supported by our academic agenda as exemplified in another transformational action to 'Align and build academic excellence focused on Wellbeing & Sustainability, underpinned by the themes of: health; environment; AI & technologies; and culture & communities'. Examples of immediate actions in our ESS commencing within the 2021/22

academic year include the embedment of environmental impact audits within the planning process of every project led by Property & Facilities; development of an Energy Plan; review of the existing Business Travel Policy; launch of the 'Achieving Sustainability: a better world is possible' University-wide module; development and initiation of a Carbon Offset Plan including scoping our legacy carbon commitment; and continued support of Gold Healthy Working Lives accreditation and linked action on campus.

We are signatories of the UN Race to Zero, active members of the EAUC and Sustainable Scotland Network, and are working collaboratively with City of Edinburgh Council, and other partners, including as a member of the Edinburgh Climate Compact to drive place-based progress. We have also committed to monitoring and demonstrating delivery against Scotland's National Performance Framework and the United Nations Sustainable Development Goals (UNSDG). The Business School have joined Principles for Responsible Management Education (PMRE) and are working towards embedding of the UNSDGs across all programmes and modules.

APPENDIX A: Outcome Agreement targets, 2021/22

Measure		2017-18	2018-19	2019-20	2020-21	21/22 target in Outcome Agreement
A	Number of Scottish-domiciled Undergraduate Entrants	2,405	2,675	2,798	3,024	3,100
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes	807	743	781	878	850
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	586	540	581	662	600
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	72.6%	72.7%	74.4%	75.4%	71%
C	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	246	317	376	363	380
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	10.9%	12.4%	15.1%	12.5%	13%
D	Number of Scottish-domiciled undergraduate entrants with care experience	22	55	46	54	54
	Proportion of Scottish-domiciled undergraduate entrants with care experience	0.9%	2.1%	1.6%	1.8%	1.80%
E	Total number of full-time first year SDUE	2,503	2,264	2,563	2,644	2,634
	Number of full-time first year SDUE retained	2,261	1,999	2,273	2,418	2,397
	Proportion of full-time first year SDUE retained	90.3%	88.3%	88.7%	91.5%	91.0%
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	-9	-3.28	4.26	7.82	0.0
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey	1048	1110			1,110
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination	1012	1052			95%
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination	96.6%	94.8%			1168
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment	798	789			871
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above	561	517			517
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above	70.3%	65.5%			70.0%
H	Number of Scottish-domiciled Undergraduate Qualifiers	2117	2225	2089	2135	2,135

University Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
A Number of Scottish-domiciled Undergraduate Entrants	2,841	2,610	2,645	2,405	2,675	2,798	3,024
B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		834	878	807	743	781	878
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		590	617	586	540	581	662
Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		70.7%	70.3%	72.6%	72.7%	74.4%	75.4%
C COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	257	257	267	246	317	376	363
COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	10.0%	10.7%	10.7%	10.9%	12.4%	15.1%	12.5%
D Number of Scottish-domiciled undergraduate entrants with care experience	15	13	14	22	55	46	54
Proportion of Scottish-domiciled undergraduate entrants with care experience	0.5%	0.5%	0.5%	0.9%	2.1%	1.6%	1.8%
E Total number of full-time first year SDUE	2,061	2,585	2,430	2,503	2,264	2,563	2,644
Number of full-time first year SDUE retained	1,853	2,299	2,149	2,261	1,999	2,273	2,418
Proportion of full-time first year SDUE retained	89.9%	88.9%	88.4%	90.3%	88.3%	88.7%	91.5%
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	-1	0	-3	-9	-3.28	4.26	7.82
G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				1048	1110		
The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				1012	1052		
The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				96.6%	94.8%		
G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				798	789		
The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				561	517		
The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				70.3%	65.5%		
H Number of Scottish-domiciled Undergraduate Qualifiers	2313	2120	2086	2117	2225	2089	2135

Please note that 2018-19 and 2019-20 figures for measures G1 and G2, 2019-20 figures for measures F and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years.

APPENDIX C: University Innovation Fund plan

UIF focus on Green Recovery: The support received through the University Innovation Fund (UIF) has allowed Edinburgh Napier to strengthen its external facing Knowledge Exchange and Innovation infrastructure enabling more academics to engage with industry, community and public sector and to secure external funding and engage on more R&KE Projects. Creating a supportive enabling culture for KE and impact generating activities has been reflected in Edinburgh Napier's revised strategy, with innovation-led economic recovery now featuring as one of the key priorities.

Investment in KE Infrastructure: We have significantly increased our capacity for proactive engagement with businesses, community and the public sector through an internal restructuring and investment from the University. In 2021/22 and beyond we intend to achieve a major step-change in engaged research and innovation and enterprise activity delivering real value for our external partners and communities, creating impact and attracting R&I investment. We have signed up to the 8 principles of the Knowledge Exchange Concordat (and in 2022 we will conduct a self-assessment/gap analysis and develop a KE Concordat action plan (building on work already done on the Career Development and the Research Integrity Concordats and the HR Excellence in Research Award HR).

Key UIF plan actions and activities focused on the 7 UIF Outcomes are described below:

Outcome one (demand stimulation): increase the demand and quality of external engagement / demand for services

Innovation Hub and Targeted Business Engagement Activity around the Key Areas of Strength

Launching the new University themes and showcasing our research and impact through the new Innovation Hub is a key focus for 2021/22. Our mission is to contribute to Wellbeing & Sustainability in four thematic areas: Health; Environment; Artificial Intelligence & Advanced Technologies; and Culture & Communities. RIE is working with other external facing teams across the University such as Student Futures, Development & Alumni Relations, and the International Office to deliver a more joined up offering and single point of entry for Businesses and External partners.

The key aim is to increase external engagement and innovation to support economic growth/green recovery. The Innovation Hub, will focus on developing our vibrant entrepreneurial community and building strategic partnerships. Our BDRMs will connect businesses with relevant academics to discuss their challenges, opportunities and needs.

The Innovation Hub will have three main components:

- ✓ A high-quality digital portal showcasing our work; linking our services; routing enquiries; driving engagement.
- ✓ Operational Plans & Activities - a steering board to evaluate opportunities, oversee the development of strategic partnerships and manage key relationships
- ✓ Physical presence on campuses increasing visibility of our capabilities and provide opportunities to connect businesses with experts, investors and innovators through events, workshops, talks and presentations

We plan to implement a Strategic Account Management framework across the University evolving relationships from transactional to strategic partnerships ensuring our KE portfolio is demand-led. Through collaboration we will achieve operational synergies and simplify access for external partners. We aim to build relationships between our academics, the business community and other key innovation partners and funders such as UKRI/ Horizon Europe Innovation Centres, Interface, KTP Centre and the KTN). A more joined up approach to employer engagement will allow us to respond to skills needs and optimise our contribution to upskilling the regional and national workforce.

Outcome two (simplification/commercialisation): demonstrably simplified business access to the knowledge and expertise in Scottish Universities.

The university will simplify access to knowledge, expertise and commercialisation opportunities through process improvements within RIE Services and collaboration with key national initiatives. For example joint promotion of IP

licensing opportunities and adoption of the standard contracts and guidance for SFC's Innovation Vouchers Programme. The new Innovation Hub website will also simplify access providing a one-stop-shop for business. In 2020/21, we will focus on developing the infrastructure, policies and processes for IP commercialisation including:

- New spin out policy framework and stage gated innovation panel process;
- Utilise the internal ENU strategic fund (ring-fenced to support and nurture commercialisation projects) to support inventors with IP commercialisation projects, working in partnership with Schools, senior academic leadership, Finance and external partners to support and drive investment in spinouts and licensing;
- Leverage external funding targeting SE High Growth Spinout scheme and Royal Society schemes;
- Focused support in areas of strength at ENU including development of a cyber accelerator programme.

Outcome three (simplification/greater innovation): working partnership with the Enterprise Agencies, Innovation Centres and Interface, to promote greater innovation, economic recovery and green growth

Scottish Government priorities for economic recovery with ENU a particular sector focus: Construction; Technology; Healthcare; Life Sciences / Pharma; Screen / Media; Social Enterprise and Finance. ENU will continue to engage with all Innovation Centres, particularly building on its significant success working with the Construction Scotland Innovation Centre, Data Lab and Industrial Biotechnology Innovation Centre, helping to raise the profile and aid communication with businesses. The University will continue to host representatives from The East of Scotland KTP Centre. Building on our relationship with Interface, we will increase the number of businesses engaged with ENU evidenced through metrics attached to Innovation Vouchers, KTP partnerships, Innovation Centre funding and Graduate Apprenticeships. A total of ~75 innovation projects were funded at ENU through the Innovation Voucher scheme over the recent five-year period, increasing annually with a dip during the pandemic. ENU will work closely with Interface and the East of Scotland KTP Centre on the implementation of a Post Referral Protocol to ensure both continuity of support for businesses.

We aim to maximise all opportunities for engagement and investment in innovation and KE projects from UKRI and Horizon Europe focussing on demonstrating market-ready research, and sustainable collaborative partnerships that are underpinned by evidence of demand and a willingness to co-invest in innovation. One exemplar initiative aims to exploit current market demand is supply chain mapping, an area of strength at ENU. Working with CEED and Edinburgh Chamber of Commerce we have identify relevant businesses and are now proactively facilitating discussion between the academics and a range of companies to explore their interests and scope potential projects. This activity has already resulted in a successful KTP submission and there are other projects in the pipeline.

Working more closely with Scottish Enterprise, Interface, Innovation Centres, KTP Centres, the Knowledge Transfer Network, CEED and Chambers of Commerce will ensure business access to university services is improved.

Focus on CPD, Upskilling and Short Courses: building on the successes of the SFC Upskilling funding, we are working to grow and enhance our portfolio of Open Short Courses. There is also institutional discussion ongoing around the use of micro credentials to achieve our transformational action of accessible upskilling and work-based learning routes.

Focus on KTP: We have renewed our focus on KTP and, by December 2021, expect to have a portfolio of seven knowledge transfer projects (a level not reached since May 2017) and for this portfolio to increase over 2021/22.

Focus on Mission-based Approach: The Business for Good project provides an exemplar of ENU's role in empowering SMEs to embrace the UN SDGs in a Post-Covid Scotland. The project team are working with SMEs across Scotland to increase awareness and skills to navigate the tools which allow them to apply SDGs in their organisation. The team secured internal Napier funding which has leveraged further funding through the HCI Skills Gateway City Region Deal.

Focus on New Research and Knowledge Exchange Centres: ENU recently launched six new Centres which will be featured on the Innovation Hub website providing a gateway to access expertise, facilities and support in the following areas: Transport; Tourism; Military; Cardiovascular Health; and Mental Health Law. In 2021/22 the University will launch additional centres with the total number expected to be around 12.

Commitment to achieving net-zero targets/green recovery: Follow up to the successful Beyond COP26 event in Oct 2021 and various COP26 showcase ENU continue to pursue opportunities for impact and addressing challenges aligned to the race to Net Zero and the climate emergency e.g. using AI to plan low emission deliveries; sustainable materials innovation; and selling carbon credits to halt the destruction of forests in Kenya.

Collaborative Approach to ISCF Challenges: working with partners across the other 19 Universities in areas of strategic importance for Scotland and the UK including Energy Transitions and Healthy Ageing: ENU aims to engage with SFCs new mission-based approach and encourage / support academics to build on their experience and networks. We are collaborating with our partner universities across Edinburgh to co-develop Knowledge exchange skills training and to share training resources for KE.

Progress will be evaluated using the following indicators of success: total income for research impact and knowledge exchange activity (aim over next 5 years to increase to 15% of overall income for the University); increase in the proportion of staff engaged in externally funded R&KE; increase active KTP portfolio to 15; Projects funded by SFC Innovation Vouchers to 15; Increasing CPD & Consultancy income; and Increasing UKRI and horizon Europe Funding.

Outcome four (entrepreneurialism): 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.

Development of Start-ups, Enterprise Skills and Capacity Building for KE has been a key focus at ENU over recent decades. Bright Red Triangle (BRT) is Edinburgh Napier's hub for enterprise practice. We will continue to develop our business incubation facilities, training, mentoring and support offering to inspire entrepreneurs and increase the number of start-ups and social enterprises from ENU. Core offerings include: the Freelance Academy and Disciplined Entrepreneurship training programmes; the Social Shifters platform supporting mission-driven innovators to tackle social and environmental challenges; Masterclasses and opportunities such as the annual Bright Red Sparks competition; and network and community building events which bringing together ENU students, staff and alumni, entrepreneurs, advisors and investors. In addition BRT deliver a social enterprise challenge on the Employability Skills Programme which is compulsory for undergraduates in the Business School. This programme requires students to work in teams on challenges based around the UN's SDGs. Over 500 students participated in 21/22 on projects focused on Climate Action in line with COP26.

In addition to core activities described above, during 2021/22 actions plans include:

- Innovation Hub showcase for successful start-ups, enterprise skills training and collaboration with partners.
- Create & disseminate new Learning & Teaching resources - Accessible tools for academic staff and students.
- Offer both digital and in-person events, competitions, and content as part of the Innovation Hub programme of community building activities, creating an accessible network of advisors, coaches and supporters.
- Support International recruitment by assisting aspiring graduate entrepreneurs who wish to stay in the UK.
- Continue to develop relevant enterprise skills training for students, graduates, academic staff/researchers.
- Work with the Edinburgh Guarantee Covid Recovery working group to help shape the enterprise offering with partners such as Edinburgh City Council, Prince's Trust, YES and other leading universities.
- Encouraging more entries in external competitions e.g. Converge Challenge, Scottish EDGE etc.

Collaborative Level: Through UIF collaborative activities we will work with the network of entrepreneurship practitioners across Scottish HE institutions to share more training and support to the Scottish community irrespective of their host institution. Following recommendations of the Logan Report and the SFC review, we will engage in co-design of an Entrepreneurial Campus strategy for Scotland and will continue to work with innovation ecosystem partners such as Converge, Entrepreneurial Scotland etc. participating in and contributing to the Scottish entrepreneurial ecosystem: judging on Converge Challenge and Scottish EDGE; hosting Scotland Can B activities; hosting/facilitation of Young Enterprise Scotland events and other organisations in the entrepreneurial ecosystem.

Outcome five (international): in partnership with Scottish Development International, Connected Scotland to promote and engage Scotland internationally (operating under Scotland's International Framework)

We aim to increase international collaboration for R&KE through working in partnership with Scottish Government, Scottish Development International, Connected Scotland and others to pool knowledge, networks and capabilities and promote/engage Scotland internationally. The university will continue to work closely with key international funders such as the British Council, UKRO and others to align University capabilities and strength and to maximise R&KE funding and inward investment to Scotland. Examples of planned activity for 2021/22 are:

- Engage and leverage investment in R&D projects aligned with the Scottish Government's new inward investment plan, particularly in opportunity areas such as Energy transition, Decarbonisation of Transport, Software and IT, Digital Financial Services, Digital Business Services, Healthtech and Food & Drink Innovation.
- Encourage Mission-based approach across ENU engaging more academics to take part in key areas of opportunity/challenge/focus which align with Scottish Government priorities and UIF collaborative activities.
- Expand work with British Council to provide training for Tourism & Hospitality sectors across various countries including India and Mexico.
- Increased focus on developing international Research & Knowledge Exchange partnerships including a focus on attracting more international postgraduate researcher students.
- Working closely with UKRO, academic leads and external partners to target Horizon Europe funding.
- Continuing eBridge Alliance (ENU is a founder partner): collaboration between 15 international universities offering a global entrepreneurship programme sharing incubation facilities, entrepreneurship education and research and an opportunity for the global acceleration of start-ups.
- Deliver EUAccel, an EIT funded start-up programme with 8 international consortium partners.
- Contribute to the 'Team Scotland' approach by responding to and engaging with the development of more joined up propositions relating to Scottish research capabilities.

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

Regional and Sectoral Approach to Skills Development and Increased Job Outcomes: In support of the Scottish Funding Council's upskilling agenda the University provided a range of short courses. A large percentage of these learners upskilled over the period from December 2019 to the end of July 2021 faced risk of redundancy or were unemployed. Skills development has been targeted at skills shortages in growing sectors and those hardest hit by the Covid-19 pandemic. Short courses range from digital skills to tourism management and from financial market assessment to social media and content marketing.

Housing Construction and Infrastructure (HCI) Skills Gateway: The HCI Skills Gateway (part of the Edinburgh City Region Deal) is an example of engagement with targeted local communities which drives high value and inclusive growth. It offers clear, integrated and inclusive progression routes into construction careers providing training and support for people from disadvantaged areas to into education and employment with key skills (from school level through to advanced postgraduate training.)

Public Engagement: The new Innovation Hub will connect our KE and Public Engagement (PE) activities and through the Beltane PE network and other university networks. During 2021/22 we aim to further develop and embed our civic role and mission-based approach.

Outcome seven (equality and diversity): 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 UIF.

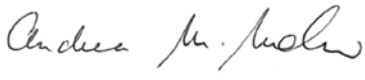
The University will commit to supporting the delivery of Outcome 7 at a sector level through the UIF collaborative activity and sharing best practice. Some specific examples of activity and actions in 2020/21 include:


We will implement an agreed set of broad principles aimed at improving transparency and equal opportunities (i.e., equality, diversity and), improving representation and participation in relation to allocations of internal R&KE funding within ENU (including REG/UIF/RPG funds). In cases where a competition-based logic is employed to allocate internal funding, an open and robust process will include: clear set of criteria on which decisions will be made; communication

on how the decision-making process is organised (based on principles of equality of opportunity for applicants who do and do not share a protected characteristic (age; disability; gender reassignment, marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation); continuing to apply best practice as informed by relevant Advance HE and sector initiatives; and improved tracking/reporting of data (personal information will not be used for any part of the assessment process but will be collected for use by the School Inclusion Lead for statistical and monitoring purposes only).

Outcome Agreement between Edinburgh Napier University and the Scottish Funding Council for AY 2021-22

On behalf of Edinburgh Napier University:

Signed: 
Print name: Professor Andrea Nolan OBE
Position: Principal and Vice-Chancellor
Date: 31st May 2022

Signed: 
Print name: June Boyle
Position: Chair
Date: 31st May 2022

On behalf of the Scottish Funding Council:

Signed: 
Print name: Karen Watt
Position: Chief Executive
Date: 28 July 2022