

Interim Outcome Agreement, 2020/21

Edinburgh Napier University

1. 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 in March 2020 to ensure that all our students and staff are safe while delivering on our commitments to provide high quality teaching, an excellent student experience and support our staff to deliver research and engage in knowledge exchange activities that support the national economic recovery and social renewal.

Over the last year we have intensified our focus on preparation of students for successful careers as we have adapted delivery of our curriculum to meet the challenges of the pandemic and have enhanced our work to support businesses and public and third sector organizations as they navigate through the pandemic with a view to recovery. We have adapted and pivoted our research and engagement with organization leaders as required, while foregrounding the launch of our Innovation Hub. We continue to work in partnership with business and ensure alignment between our curriculum and skills-needs of industry through advisory boards in each of our academic Schools. Our provision of SFC funded Upskilling courses continue to be popular with students and we have offered these in the subject areas of computing, business and management and these courses have been aligned to existing skills shortages in these sectors. The impact of the pandemic has shown an increased demand for these upskilling courses with over 200 students engaging this year, exceeding our funding allocation.

We continue to grow our research and in the past year have utilised the additional SFC funding on supporting research effectively. A total of £284k across 16 projects was awarded within the University on projects which would have a strong impact on the national response to the coronavirus pandemic, and supporting research staff and PhD students to carry on their research in different and meaningful ways.

2. Fair access and transitions

Edinburgh Napier has a strong commitment to widening access of students to higher education. For entrants in 2020/21, 12.4% of full-time first degree Scottish domiciled students were from MD20 postcodes which is a drop from 14.3% in 2019/20 with 30 fewer MD20 students. Overall, the University received 2,384 applications from MD20 students which is equivalent to the year before. A similar number of offers was made to applicants in each year with 14.2% of offers made to MD20 students for 2020/21 entry with follow up conversion activity to support their decision making. The majority of the decrease was due to a reduction in

MD20 nursing students. The University is working towards increasing our intake of entrants that is equivalent to the sector average in three years time although notable challenges to increase to these levels in the east of Scotland still remain.

The overall trend of an increase in MD20 students over the last few years at Edinburgh Napier reflects the emphasis that the University has put on supporting widening access students, from application, offer and their time studying at Edinburgh Napier. Since 2016/17, applications from MD20 students have increased from 2,198 to 2,384 in 2020/21.

As part of the University's ambition to become the sector leader for widening participation we have implemented a number of initiatives to improve the recruitment, conversion and retention of students. We have increased engagement with students at all points in the recruitment cycle In 2020/21. We are integrating the work of our Widening Participation service with our wider Student Recruitment and Admissions services to ensure that all aspects of supporting students from MD20 and MD40 areas and those transitioning from college are mainstreamed into our service provision. This move will bolster our ability to serve students in these communities as well as extend the reach of our current activities.

Edinburgh Napier continues to be the largest provider of articulating students in the South East of Scotland and currently accepts approximately two-thirds of articulating students in the region. The University is well established in providing articulation routes across a broad range of subject disciplines. The University has grown its numbers of Scottish-domiciled undergraduate entrants entering through articulation routes from 584 in 2013/14 to 683 in 2019/20 and above the target of 680 in the Outcome Agreement. These figures represent approximately one-third of the University's annual intake of undergraduate Home/EU students. Of students entering with a Higher National qualification, the proportion of students entering with Advanced Standing is 67% which is above the sector average of 47%.

The University has Advanced Standing routes into the majority of its subject areas across 243 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 Psychology, Law and the Creative Industries. The majority of our articulating students come from Edinburgh College but we are actively engaged in developing and growing new partnerships with other colleges, including Forth Valley, Glasgow College and Fife College. We are currently engaged with Borders College in developing potential new routes within STEM subject areas, including Nursing.

Figures for 2020/21 are positive and the unconfirmed data shows that we have 724 articulating students with advanced standing. There have been fluctuations at subject level with an increase in Computing and Nursing students compared with the previous year's intake but a reduction in Business and Creative Arts students. The number of articulating students who enter with Advanced Standing will continue to vary depending on college students successfully achieving required grades to enter into year 2 or 3 (in 2020/21 there were 140 students who went from HNC to Year 1 or HND to Year 2, includes where there are no progression pathways currently).

The University was responsible for bringing together higher education and further education institutions in the South East of Scotland with the aim of creating a Regional Learner Passport. The new pathways app was officially launched in July (www.pathways.ac.uk). The Pathways app allows students to be signposted and directed to the most appropriate learner journey. The App has been well received and the next phase of the partnership is to work together to roll this out across Scotland.

In response to the move to online teaching, the University undertook a survey of our Widening Participation Students. This survey identified a number of students who were accessing learning materials with inappropriate, or severely limited access to appropriate hardware. We used this data to begin a phased rollout of laptops purchased with additional capital funding awarded by the SFC to support digital provision on a long-term loan basis, allowing students to maintain use of a single laptop for the duration of the academic year.

The rollout initially targeted those students who had been identified in our survey as being in the most need of additional digital provision. Once we had met this need, we widened the availability to the rest of our Widening Participation population, and subsequently, to our entire student population via referrals from our libraries, student support services, and network of Personal Development Tutors and Course and Module Leaders. To date, over 200 students have benefitted from this scheme.

The University has implemented a triage approach to supporting widening participation students, including dedicated support for contextual students during application, induction and support for while at University. This is in addition to existing laptop and loan and purchasing scheme. Our central Widening Participation Team works in partnership with academic subject areas to provide post transition support. For MD20, college direct entrants, carers, veterans through a range of electronic communications including emails, newsletters and remote 1:1 appointments. Evidence of the positive impact of this increased support comes from recent continuation rates for MD20 students that have risen over the last three years and now exceed the rest of the student population.

We have implemented a guaranteed offer for self-declared care-experienced applicants. A care-experienced student dedicated contact works with applicants upon receiving applications and continues a dialogue

through to pre-entry, moving in and moving on stages. Admissions queries and information regarding the guaranteed offer is communicated throughout and is prominent within the University's Corporate Parenting Plan. The University has a guaranteed offer of year-round accommodation for care experienced applicants, access to a range of bursaries in support of living costs and individualised support from a student advisor. The University's Corporate Parenting Plan can be found at the following weblink, <https://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information>.

During the coronavirus pandemic the University has supported students financially. Across all forms of financial support, the University has distributed c.550k of support for students from funds provided by SAAS (£330k) for Scottish students but also support for EU and International students through a crisis fund. Approximately £135k was distributed from a philanthropic campaign and we continue to support student hardship and scholarships through fundraising activities.

The University has prioritised work to improve the support for Personal Development Tutors (PDT). Face to face training for PDTs was swiftly adapted online into a community site that fosters peer-to-peer support, and provides guidance, training and resources to PDTs, including on how to support students at a distance/online.

The PDTs are recognised as the front line of support to our students, and we are keenly aware of the additional challenges students are facing this year due to Covid-19 and they, work closely with others in the University to ensure a joined-up approach to student support, for example, through representation on the University's Student Retention Steering Group and Mental Health Strategy Working Group, and participation in the development of student engagement reporting to support interventions.

3. Quality, learning, teaching and participation

Overall student satisfaction in the 2019/20 NSS was 86% for Edinburgh Napier (benchmark, 81%; UK sector average 83%), an increase of seven percentage points since last year's survey. Edinburgh Napier is ranked 8th out of the 16 Universities in Scotland (14th in 2019) and 28th out of 140 in the UK while appearing in the top quartile for 10 out of the 27 questions.

At a subject level, fifteen of the 35 subject areas and 32 of the 54 individual courses that were scored achieved a score of 90% or higher (university strategic target for all subjects). 24 out of 35 subject groups are now in the top two quartiles of the UK, compared to 15 out of 28 last year. Thirteen subject areas were ranked in the top-10 throughout the UK for overall satisfaction compared to five in 2019. In two subject areas Edinburgh Napier was first or joint first, these were Drama and Information Systems.

In the NSS, the questions relating to 'teaching on my course' increased from 80% to 85% and reflects the work across the University to ensure that excellence and innovation in teaching is embedded in staff induction and professional development. We have increased the proportion of academic staff who have a fellowship with

the Higher Education Academy to 77% which is an increase from 69% the previous year and is a reflection of the ongoing engagement of staff in teaching and learning development and innovation.

A survey was conducted in October 2020 to ask all undergraduate and taught postgraduate students questions covering four topics: Communication; Support; The Learning & Teaching Experience; and The Student Experience overall. Key issues identified included home Wi-Fi issues and suitable quiet study space at home, of concern was the feelings of many students who did not feel part of the ENU community. It was heartening to note that many students reported their appreciation of the efforts being made by university staff. Students were mixed in their preferred mode of learning, ranging from those wanting fully face-to-face (17%), fully online (37%) or a blended approach (46%). The survey results and our responses are being published to students, a follow up survey will take place during Trimester 2 for students not taking part in the NSS.

The University remains committed to ensuring an engaging student learning experience that will facilitate the successful completion of modules and programmes. The project the three objectives were focussed on supporting student centred and engaged curriculum design, empowering staff through sharing and developing practice and ensuring student participation, engagement and support. Outputs from the project include a shared best practice guide for staff, ongoing development of virtual learning environments for students and a series of webinars and podcasts for staff to access at any time.

The University offers a range of digital support packages offered to students, including enhanced laptop loan schemes, a laptop purchase scheme, as well access to bookable technology on campus and through the Virtual Learning Environment continues to be promoted to students to assist their learning. SFC funding to support digital poverty has also been used to acquire laptops for those most in need, with the Widening Participation Team managing the process for targeting and distribution.

Since the campuses closed in March, the focus was on teaching delivery, online assessment and preparing for blended learning in the new academic year and a move to the majority online teaching in January 2021. This impacted on the normal routine of Staff Student Liaison Committees but feedback has continued through online forums and module evaluations. The University has been engaging and working alongside Student Partnerships in Quality Scotland (SPARQS) which aims to support student engagement in learning and teaching. Four Schools have run events with SPARQs and more are planned in the coming year along with ENSA.

We have adapted our teaching, learning and assessment to ensure that students are supported. We have ensured that students would not be academically disadvantaged during the period and includes safeguarding the academic integrity and standard of degree awards. We are committed to the principle that all marks must be fair, valid and reliable in accordance with UK Quality Code. Our analysis shows that this year's degree

results are neither negatively impacted nor artificially inflated by any interventions we make, although the proportion of 1st class degrees has increased. We are supporting 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. 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. It provides development of skills and attributes as students develop through their stages of study.

Edinburgh Napier is committed to improve its continuation rate of undergraduate entrants that is above the sector average in Scotland for all students, including those with protected characteristics and socio-economic status. Overall, continuation rates in 2019/20 for Scottish-domiciled full-time first degree have increased from 87.4% to 87.9% while continuation rates for MD20 students continued to increase to 89.2%.

Student mental health is a strategic priority for Edinburgh Napier. The University's Student Wellbeing & Inclusion Service provides a multi-disciplinary approach that will ensure that students receive targeted support and guidance. Approximately 800 students accessed the counselling services last year, an increase of 50% compared with five years ago. Student mental health advisors have seen a similar increase in demand. The complexity and severity of presentations to the student support team have increased and it is estimated that demand will increase in the future.

Implementation of a triage approach in support of students has improved the service given to students as has increased investment in digital resources, including external web-based services to enable 24 hour/365 day access e.g. Further information about these and other services available can be found below. (<https://my.napier.ac.uk/Wellbeing-and-Support/Counselling/Pages/Counselling.aspx>). Additionally, all students have access to the Student Wellbeing Drop-In, which is currently running three times per week and is delivered by telephone/video call. In addition, we refer, signpost and make available appropriate community and NHS resources which offer 24/7 mental health support. We used £93k funding from SFC to increase mental health counselling for students. Part of this funding has been used to support The Fearless Edinburgh partnership work with Edinburgh Rape Crisis Centre to establish a new joint service to offer survivors of sexual violence additional high quality tailored support while also investing in additional counselling service support including expanding our evening service.

All Counselling/CBT/Mental health Advice was successfully moved to a new mode of distant delivery – by telephone and online video calls in the early days of the Covid 19 lockdown. Staff were trained and new service guidance and protocols were developed. The service has increased its delivery of tailored online

psychoeducational workshops for example “Dealing with COVID” “Transitioning back into University” and “Sleep workshop”, made available to students and staff both in live version and recorded format.

The Report and Support system has continued and has been promoted via a range of key channels to ensure staff and students know where they can reach out safely or support. Student Resident Life staff participated in ‘bystander intervention’ training and this was also offered to student leaders via the student association, ENSA. All student welfare reps within ENSA’s Clubs and Societies were also offered the Student Minds’ ‘Look After Your Mate’ training online to ensure that they are aware of key mental health issues amongst the student population and knew how best to respond and lookout for their own mental wellbeing also.

The University has recently approved a Suicide Safer Plan which has a focus on Prevention, Intervention and Postvention for students who are at increased risk of suicide. We are developing the culture to promote good mental health, including training for staff and students to identify and spot at risk colleagues and students. The student mental health strategy, currently in development will be aligned to the Step Change guidance from Universities UK and the Student Minds’ Mental Health Charter. The current Student Mental Health Policy statement is available at the following weblink, <https://my.napier.ac.uk/WellbeingandSupport/Documents/Student%20%20Mental%20Health%20Policy%20Statement%20and%20Staff%20Guidance.pdf>

4. Learning with Impact

The University is committed to providing a curriculum that upskills the workforce, particularly in the areas of ICT and digital skills. We currently offer programmes in nine of the eleven key Scottish sectors as covered by the Skills Investment Plans (SIPs). Alongside traditional degree programmes, we continue to work with employers to provide training to meet developing skills gaps in anticipation of the need to harness new technologies.

The University has grown new alternative routes of higher education, including expanding its provision of Graduate Level Apprenticeships (GLA) awarded by Skills Development Scotland. We have grown our graduate apprenticeships from 30 in 2017/18 to 275 in 2019/20 with students are spread across the subject areas of Civil Engineering, Construction, Computing and Business Management.

Edinburgh Napier is leading the universities skills activity of the Data Driven Innovation Skills Gateway work of the Edinburgh and South East Scotland Region Deal. Curriculum development work to date, relating to sought after data skills, includes commencing a new BSc (Hons) Data Science and embedding data science capability in BA Nursing and BA Business Management programmes. These courses have been prioritised as they attract

students from MD20/40 areas, to ensure enhanced data capability is accessible to under-represented student groups, promoting inclusive growth.

To align with industry and professional body requirements, we continue to seek accreditation as appropriate and the BEng (Hons) Cyber Security and Forensics course was approved by the National Cyber Security Centre (NCSC); the first undergraduate course to achieve this in the UK. Drawing upon considerable experience in this subject area we have delivered a new short course targeted to neuro-diverse participants, with ongoing support from the cyber security industry across Scotland.

Our active Industry Advisory Boards have migrated smoothly to online meetings so that new working practices and industry insights can be shared with academic staff for the benefit of students. Such discussions continue to frame the embedding of meta skills development appropriate to each sector.

We are continuing to prioritise and direct our Employer Engagement activity towards the development of key relationships with new and existing placement providers to ensure that Napier students continue to get access to the best possible work experience opportunities being offered throughout this challenging period. We are exploring what the challenges being faced by a number of relevant sectors mean for our students and how they can most positively demonstrate the skills they have which recruiters are commonly seeking. Our careers teams are increasing the number of digital workshops run for students, to ensure they continue to stay attuned to the key attributes they need to be developing and therefore maximising their chances of finding a successful placement.

Upskilling work carried out through the SFC Upskilling funding has been very successful to date. There has been overwhelming demand for the online courses and other provision that Edinburgh Napier has developed as part of the Upskilling funding. Our infrastructure is 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 this year, exceeding our funding allocation from SFC

A summary of the mapping between sector skills priorities and our modules is summarised below:

- (i) Enterprise and Skills Strategic Board (ESSB) Strategic Plan;**
 - a. *digital technology skills*: Digital Analytics Strategy for Marketing,
 - b. *data skills*: Data Management & Processing,
 - c. *meta-skills*: Organisational Change and Management
- (ii) ESSB Coronavirus (COVID-19): measures to mitigate the labour market impacts report;**
 - a. *training for new sectors*: Destination Development and Leadership, Creative Business Excellence and Marketing
 - b. *short courses with industry*: Business Intelligence and Reporting for Enterprises

- (iii) **Advisory Group on Economic Recovery Covid-19 Economic Recovery plan;**
 - a. *investment in green jobs*: Sustainable, Entrepreneurial and Innovative Tourism Business Management
- (iv) **Other evidenced unmet skills needs**
 - a. *upskilling for those in work*: Project Management; Leadership Strategy and Innovation

A total of nine modules have been made available for free to students. The majority of modules are 20-credit modules and delivered online. In addition to online delivery, support for students is offered on-campus outside normal working hours, to complement and contextualise the online learning, as well as help build regional peer learning communities. Over 200 students have engaged with these modules.

5. Equalities and inclusion

Last year a new Inclusion Committee was established with membership drawn from staff and students and a remit which includes the development of a new set of equality outcomes for 2021-25; oversight of the delivery of regulatory requirements, such as the PSED Mainstreaming Report and the gender and ethnicity pay gap reports; and support for cultural change through student and staff networks.

The Inclusion Committee also approves the annual Equality Report for the University Court which provides an overview of inclusion data for both staff and students along with updates on actions to progress our Inclusion Strategy. Priorities for the coming year include building our capacity around Equality Impact Assessments as a key enabler for mainstreaming inclusion into the decision-making. The newly established BAMEish network in 2020 aims to create a space for Black, Asian and Minority Ethnic staff to feel visible, valued, represented and culturally recognised.

6. Research excellence

The University's Strategy is to increase the capability and capacity to deliver high quality and volume of research outcomes and income. This will be achieved through a number of strands, including investment in academic staff, in areas where we already have critical mass of research that align well to external funding opportunities. We will grow our research student and early career academic communities and focus on sector-leading support, to ensure our academics realise their full academic potential.

We are developing 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 gold curriculum. Having reviewed our comprehensive REF data and impact case studies and through open consultation, it is clear that the University as a whole has a significant and long-term focus on Wellbeing & Sustainability. From this analysis we have identified four ENU angles through which we contribute to wellbeing & sustainability Health, Environment, AI & Technologies and Culture & Communities. These four

themes are characterised by research critical mass, strong alignment with external funding opportunities, substantial presence in our curriculum, a high index of inter-disciplinarity and aligned to Scottish Government priorities.

On the REF staff census date (31 July 2020) 251 FTE staff were deemed significantly responsible for research (REF submitted) according to the University REF2021 Code of Practice which is more than the 2014 submission of 98 FTE REF eligible staff. We believe that the overall quality profile of the final REF2021 submission will be significantly improved compared to REF 2014.

In response to the effects of the Covid-19 pandemic, the REF team at Research England announced an extension to the REF submission deadline (now 31 March 2021). The university REF team is progressing in line with the existing internal project plan to maintain momentum with REF preparations.

As a case study in the use of REG funds there is research in the School of Applied Science supporting international impact in ecology and environmental science. The research is focussed on improving crab fishery legislation. The impactful research has resulted in positive and substantive changes to previously ineffective and controversial fishing legislation in Brazil, reduced income loss for crab fishers and led to sustained income for related businesses and households.

Research aligned in support of the coronavirus pandemic and funded from the additional £718k SFC award includes: a project evaluating the delivery of remote healthcare to cardiovascular patients during covid-19; the Impact of COVID-19 on Scottish Manufacturing Sector, investigating Industry 4.0 framework to mitigate the impact and research on a driving simulator to support Transportation research, and research addressing improving simulation for Autonomous Vehicles. Research funded through successful bids to the CSO COVID-19 call, which included creation of an AI-driven dashboard for policymakers, public health and clinical practitioners to evaluate the impact of decision my policy makers on public sentiments and attitudes towards behavioural interventions, thus providing a better understanding of their potential short- and longer-term impacts on public health and well-being. The web-based interactive dashboard prototype will also aid decision makers by informing the development of appropriate interventions.

Our comprehensive Researcher Development programme was redeveloped into a number of online events which allowed us to maintain support for our research students and staff even when unable to attend campus, and included formal workshops, informal coffee catch-ups and increased standalone online resources that researchers could access as needed. Since March we have held over 60 events, and we increased our provision around Mental Health and Wellbeing for researchers in response to Covid.

The University has a longstanding commitment to support our contract research staff, and this was evidenced by the University becoming a formal signatory to the Concordat to Support the Career Development of

Researchers. A Concordat Steering group has been established, including contract research staff at different career stages. The group has been developing an action plan that includes mentoring programmes for researchers, reviews of contract types, establishing mechanisms to support researchers to transition between contracts, alongside other activities to support our research community. This work connects to our HR Excellence in Research Award which we have held for 10 years in recognition of our activities towards implementing the Concordat. The Concordat steering group reports to the Research and Innovation Committee and will continue to develop and report its actions on a yearly basis.

7. Ensuring graduates are equipped with the right skills to enter the workforce

The University continues to provide an academic portfolio that is focused on producing graduates in courses that are aligned with professional and managerial employment occupations and 97% of students studying an undergraduate programme have a work-related learning experience embedded into the curriculum.

The latest information that we have comes from the Graduate Outcomes survey that reported for the first time earlier this year for 15 months after graduation. For UK-domiciled undergraduate students, the proportion of graduates in positive destinations is calculated to be 95.7%, although this definition has still to be confirmed by HESA for the Performance Indicator. For graduates in Professional or Managerial professions, the figure for Edinburgh Napier is 74% (72% for full-time only). This compares to a strategic target of 80%.

The Student Futures team have launched Graduate Plus portal which provides a one stop shop for new graduates and allows them to access services digitally. The team have also launched a consultancy service that allows matching of Edinburgh Napier students with employers locally and nationally. The team are working with a number of employers to tailor the support for business. Wider support for students continues including a series of seminars on supporting final year students applying to graduate recruitment schemes and featuring multi-national companies with graduate opportunities available.

We continue to support students with high quality placement options and have focussed on improving the student experience for all students. Students who were previously due to have a work-related experience or placement have had the opportunity to do so online. We have worked with employers to ensure that the experience for students is both safe and engaging, with regular contact from the University during this time. Alternative arrangements for assessments or placement module have been made available to students. Through the covid-19 pandemic our Student Futures team has added a range of support including one to one student placement meetings, workshops digital resources and events. The impact of the support provided to students and business has been positive with only a very small proportion of work-related experiences cancelled e.g. in hospitality and for these students alternative arrangements were agreed. We continue to

expand on the work-related experiences available to students and the newest form is micro-placements of approximately one week for Law and Accountancy students who have previously not had opportunities to gain work experience during their studies.

Edinburgh Napier has a focus on developing enterprise skills and it is becoming more important to enable our graduates to make opportunities for themselves and to be prepared to build their own portfolio careers from a mix of employed, freelance and self-employed work. In 2019/20 we assisted 174 students and graduates with a start-up registration, and supported 71 businesses, an increase from 55 the previous year. The gender balance of participants was 50/50 which is very positive.

We continue to provide tailored support for aspiring entrepreneurs; we had 22 entrepreneurs representing 16 businesses on our online Summer Accelerator programme and there were a further 6 student teams participating in the eBridge Alliance which is an international start-up programme which involves 12 international academic partners. The theme for this year's programme is Health & Wellbeing and 2 of our businesses have already received funding through this programme.

In 2020/21 we have run our Freelance Academy and Start-Up Visa boot camps and have created a resource bank of materials and content focused on developing enterprise skills for our students, staff and alumni. This will be a virtual service until there is an opportunity to return to campus and will include advisory services, coaching and events as well as delivery of training programmes. In addition we are continuing to build a bank of online resource materials which can be accessed remotely. Versions of our Freelance Academy boot camp have been offered out to other Edinburgh universities and are being dropped into skills development programmes in Built Environment Exchange and the School of Arts & Creative Industries.

We have instigated a series of symposia focused on Social Investment and post-covid recovery for Social Enterprise. These have been running regularly since early in the pandemic and involves high-level contributions from leaders from across the Scottish entrepreneurial community. The symposia have led to a number of work streams involving potentially impactful research.

Innovation

As part of the University's research & innovation strategy, the first deliverable is a new University Innovation Hub that will deliver strategic external partnerships and sustainable increases in our Research and Innovation income stream. The new Hub, which we are planning to soft launch in by Easter 2021, will be our key mechanism to:

- build an engaging Web presence that showcases our expertise and impact through research and innovation;

- develop a strategic approach to proactively and systematically engage with key external sectors to create opportunities for our academic expertise and better understand the challenges that businesses and industry face;
- develop and offer a portfolio of short courses that link to our curriculum and are driven by our research expertise;
- create a systematic and consistent approach in developing, managing and learning from key external relationships;
- provide our students with clear opportunities to engage in externally engaged research and innovation activities to strengthen their skillsets and graduate opportunities;
- strengthen our public engagement approach to deliver on our civic mission as a public University.

Knowledge Exchange concordat

Ahead of formally signing the Knowledge Exchange Concordat in 2021, the University has begun to align activities towards the 8 Principles of the Knowledge Exchange Concordat. The University recognises Knowledge Exchange as a key part of the overall institutional strategy: through the recent restructure of ENUs research and innovation office the capacity for business and external engagement has been significantly strengthened. Further details on the Universities priorities for knowledge exchange and innovation support and how this activity is being focused on Scotland's recovery is included in the UIF plan.

8. Responsive and Collaborative

Since March 2020 and the coronavirus pandemic, Edinburgh Napier University has had in place a campus life group that meets daily and is responsible for overseeing the actions to return to campus. Chaired by a member of the University Executive, the group has a number of work streams including learning, teaching and assessment, estates and timetabling, research and innovation, health and safety and student wellbeing. In addition to the daily meeting of the task group, a weekly meeting of the University executive team chaired by the Principal oversees progress and key decision making. Communication from the campus life group to staff and students has been given priority, with a communications team and plan embedded into each of the work streams.

During Trimester 1 teaching for students resumed with a blended approach to learning, teaching and assessment adopted. The requirement for 2m social distancing has impacted significantly on available teaching space and additional venues have been used at Murrayfield, Edinburgh International Conference Centre and Eric Liddell Centre.

As part of our partnership work with colleges in the region, the University is in initial discussions with West

Lothian College to develop a new and innovative provision for undergraduate Business Management in the college. The programme builds on existing articulation pathways between West Lothian college and Edinburgh Napier and early discussions are focussing on how to improve the student experience for those students transitioning between the college and University.

As an example of local collaboration, Edinburgh Napier University has worked with University of Edinburgh to provide a Covid-19 asymptomatic testing agreement. Both Universities are collaborating and working together to provide testing facilities for students in a co-ordinated and planned effort.

Collaborative activities

The University has led on the initiation of a collaborative project involving four Edinburgh-based institutions (Edinburgh Napier University, Heriot Watt University, Edinburgh University and Queen Margaret University) to explore sharing of good practice and potential for achieving synergies in the development and delivery of training for researchers in key aspects enabling knowledge exchange including training for researchers in engaging with industry.

Edinburgh Napier University and Queen Margaret University have discussed and agreed to initiate a strategic collaboration on research and innovation. The agreement is underpinned by three key principles: a) the shared aspects of the two institutions' vision and mission, b) our joint desire to effectively and efficiently support the Scotland recovery and align to the key priorities of the region and the Government and c) an in depth understanding of the complimentary academic strengths and areas of focus of the two institutions.

The collaboration is currently being developed across three key areas: Firstly, we are designing a joint programme of training and support for our early career academics in order to ensure that we provide a more effective approach in attracting and developing academic talent. Secondly, we are funding four jointly supervised PhDs in the broad area of health and wellbeing; this discipline being a joint area of research and education focus for the two institutions that aligns well with key national priorities. Academics from both institutions have enthusiastically engaged with this opportunity and the two institutions view this funding as seed corn for a fuller and long term collaboration that will strengthen the research environment and deliver R&D partnerships with external organisations. Thirdly, we are planning to collaborate for the development of the QMU innovation park whereby ENU will complement QMU's focus on food and drink and other sectors through our significant expertise in AI and Data Science.

Collectively, the three areas of collaboration identified and progressed form a coherent and well-articulated framework of a strategic peer-to-peer partnership that was developed through effective and equal dialogue between the two institutions without requiring any new centralised resources or structures. As such, this can

provide the foundation of a viable collaboration model that can be utilised across Scotland to enhance the sustainability of research and innovation.

We have continued to be an active partner of the Beltane Public Engagement Network to strengthen our commitment to support collaboration with the other Edinburgh HEIs in public engagement with research through a refreshed collaborative framework. This collaborative partnership allows high profile engagement partners (including the Scottish Parliament and Edinburgh's festivals) to access expert researchers from across the four institutions.

The university's public engagement contributes to strategic planning and delivery of the local authority's South West Edinburgh Locality. Where appropriate, public engagement is planned and delivered with colleagues involved in University's widening participation and community engagement, to ensure that the institution has a joined-up approach and examples of our engagement are used in the teaching curriculum.

We have used UIF funding to support pilot projects and have successfully been awarded public engagement funding by UKRI to build on this activity, co-producing new research and engagement with a diverse group of stakeholders in our local community, targeting MD20 areas. As a response to Covid a considerable amount of engagement has been delivered using digital platforms to engage with communities. Explorathon, our Scotland-wide, European Commission-funded project, which showcases the breadth of research in Scottish universities, reached 700,000 people globally in November 2020. We are also working with local stakeholders to help audiences and partners to challenge digital exclusion which affects many in Scotland.

We are working in collaboration with the South of Scotland Enterprise agency to develop a mountain bike hub in the borders. If successful, Edinburgh Napier University will be the lead academic partner in the development of in collaboration that will be funded through the Borderlands deal. The impact of the mountain biking hub will positively impact the local economy, brands related to cycling in Scotland and start-ups/SMEs while enabling increased volumes of high quality research.

Environment and Climate emergency

We have a strong history of enhancing environmental sustainability within and beyond the University. To maintain our achievements and develop our work further we have set significant commitments within our new University Strategy for 2020/21 and beyond. We will achieve net zero carbon in our operations by 2030 at the latest. We will seek to minimise both our wider and legacy carbon footprint and also influence sustainable practices within and beyond our campuses. We will also build cross disciplinary academic themes within our research and teaching which will include environment sustainability and we will demonstrate delivery against the United Nations Sustainable Development Goals.

To facilitate this change, we have embedded a new Environmental Sustainability Strategy Group (ESSG) within the University, a Group representing our student and staff community. To formalise, share and promote our plans we will develop and share a new Environmental Sustainability Strategy to be launched within our 2020/21 academic year. The Strategy will build upon our academic and research excellence, achievements and projects carried out to date and our existing partnerships with a wide range of bodies within Scotland and beyond. Further information on progress can be found at the following weblink, www.napier.ac.uk/environment

University Outcome Agreement Impact Framework: Supporting Data

Measure							2020-21 (data is not finalised so assumption of maintaining baselines)	
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20		
A	Number of Scottish-domiciled Undergraduate Entrants						2,841	2,798
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes						945	708
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing						616	541
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing						65.2%	76.4%
C	COWA measure: Total number of Scottish-domiciled full-time first degree entrants						2,578	2,482
	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas						257	352*
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas						10.0%	12.4%*
D	Number of Scottish-domiciled undergraduate entrants with care experience						15	46
	Proportion of Scottish-domiciled undergraduate entrants with care experience						0.5%	1.6%
E	Number of Scottish-domiciled full-time first year entrants						2,061	2,558
	Number of Scottish-domiciled full-time first year entrants returning to study in year 2						1,853	2,248
	Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2						89.9%	87.9%
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	5.0
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey						N/A	1,065
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination						N/A	95.6%
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination						N/A	1018
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment						N/A	838
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment						N/A	598
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment						N/A	71.4%
H	Number of Scottish-domiciled Undergraduate Qualifiers						2,313	2,089

*internal indicative figures for 2020/21



EDINBURGH NAPIER UNIVERSITY

University Innovation Fund Plan

Context and Mission

Knowledge Exchange and enabling research impact and innovation is core to Edinburgh Napier's new strategy: *Shaping our Future: Driving Distinctiveness*¹. We have committed to three strategic objectives to underpin sustainable growth. These objectives are 1. Advancing knowledge, 2. Growing networks and 3. Building careers. Fundamental to realising these strategic objectives are nine transformational actions which have guided our Knowledge Exchange Plan:

- Launch new Innovation Hub
- Deliver accessible upskilling and work-based learning routes
- Align academic excellence around wellbeing and sustainability
- Build research capacity and capability
- Grow and diversify income
- Establish International Centres
- Achieve net zero carbon by 2030
- Prioritise career and professional development
- Embed the Edinburgh Napier Gold Curriculum

At Edinburgh Napier, we have taken a holistic approach to our operational activities and knowledge exchange activities cuts across an inter-connected set of key enabling strategies: 1. Research and Innovation Strategy, 2. Learning and Teaching Strategy and 3. Internationalisation Strategy. Working across the six Schools, Research Innovation & Enterprise will provide the support infrastructure enabling Edinburgh Napier achieve the goal of a top 500 THE ranking within the next 5-7 years.

Launching the New University Themes: Showcasing the University research and impact through the Innovation Hub will be a key focus for this year. Engaging with various companies, sectors and communities, our mission is to contribute to wellbeing & sustainability in four areas: Health; Environment; Artificial Intelligence & Technologies; and Culture & Communities. Although the initial focus during the Covid-19 pandemic has been on developing improved online presence with the new Business & Innovation Hub website², it is envisaged that the Hub will have a distributed physical footprint enabling collaboration spaces and demonstrators of our applied research capabilities across the three campuses.

Internal Strategic Fund for R&KE: A proportion of the Research Excellence Grant (REG), Research Postgraduate Grant (RPG) and Universities Innovation Fund (UIF) budget has been ringfenced to fund strategically focussed projects which will support delivery of the research, innovation and enterprise aims of the new University strategy. The three funding schemes include:

- **Research & KE Income Support (internal call for proposals):** we will support: the progression of commercial opportunities through small grants to support market assessment etc. (as part of the stage-gated commercialisation process); buyout time academics time to work on strategic multidisciplinary bids; and contract specialist bid writers for large bids.
- **International Engagement Activity:** we will support the development of strategic partnerships with key international universities and participation in networks e.g. E!REKA

¹ [Our Strategy \(napier.ac.uk\)](https://www.napier.ac.uk/our-strategy)

² [Business & Innovation Hub \(napier.ac.uk\)](https://www.napier.ac.uk/business-innovation-hub)

- **Skills Development for ECRs, PhD and Researcher:** we will deliver 'Crucible' type training / development; Leadership development support; and a new Mentoring scheme.

Supporting Economic Recover Post-COVID-19

During 2020-21 we have a focus on supporting impactful research in on the fight against COVID-19 and on the social and cultural impacts of the pandemic and a proportion of SFC funding has been allocated to COVID-19 related projects. We will be supporting and tracking progress on the 16 Covid-19 Related projects. In addition, responding to the crippling impact of COVID-19 on the tourism and hospitality sector, Edinburgh Napier Business School is working in collaboration with Scottish Enterprise (SE). As core partners, we will deliver the award-winning Destination Leaders Programme (DLP), which will harness the experience and expertise of more than 120 DLP alumni, launching 'DLP Assemblies' and supporting a pathway to recovery. Engaging with groups such as the Moray and Speyside Tourism BID, Edinburgh Tourism Action Group, VisitScotland, the Scottish Tourism Emergency Response Group and Interface, the collaboration delivers a peer mentorship and networking support scheme and service working collectively as a sector on identified actions, outputs and outcomes to help the sector's recovery through regular information exchanges on the impacts arising from the pandemic.

Collaborative Approach to Delivering the UIF Outcomes and Continuous Improvement

In discussion with Scottish Funding Council, Universities Scotland agreed the best mechanism to work at a sector level to deliver the seven UIF national outcomes is to take a more collaborative approach. Edinburgh Napier is participating in the UIF collaborative workstreams including the ISCF-focused Business Development Managers Network, Entrepreneurship activity collaborations to support more social enterprise and a collaborative training initiative focused on business engagement skills for researchers. We will continue to engage with the new UIF Collaboration Manager, partner universities and wider innovation ecosystem partners to explore further opportunity for collaboration, creating synergies and sharing good practice. For ENU, this culture of collaboration and continuous improvement extends beyond engagement with the community in Scotland: we proactively engagement with UK and International funders, partners and organisations such as the Knowledge Transfer Network, The National Centre for Universities and Businesses, PraxisAURIL and the RTTP which provides an international framework for professional standard for knowledge transfer and commercialisation practitioners. Edinburgh Napier is also one of the four Edinburgh partners of the Beltane Public Engagement network supporting public engagement activities.

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

Outcome one (demand stimulation): 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.

Innovation Hub and Targeted Business Engagement Activity (also related to Outcomes 2 & 3)

- Developing the next iteration of the Innovation Hub Website;
- Showcase University research themes, facilities and expertise (initially through the Innovation Hub Website, marketing campaigns and online events);
- Develop new provisions in response to demand for upskilling the regional workforce (including CPD / Short Courses), and contract research and consultancy;
- Host a series of business-relevant events at the Innovation Hub and at each of our campuses (when restrictions lessen) e.g. Breakfast Briefings, Evening Seminars and an AIM day style, industry challenge-led event.
- Develop business engagement and key stakeholder engagement plans aligned to School plans including targeting businesses and industry sectors, funders, Innovation Centres, and other partners in the innovation support ecosystem.

- Facilitate international research collaborations e.g. visiting scholars;
- Facilitate engagement with employers through Open Days and outreach activities;
- Provide opportunities for students to engage in short term interdisciplinary projects and placements;
- Develop engagement opportunities and events focussed on public engagement and philanthropic giving;
- Develop and implement the Client Engagement Framework and the Framework for Development of Strategic Industry Partnerships;
- Embed and fortify an entrepreneurial ecosystem which enables staff, students, alumni and partners to develop commercial propositions to accelerate research impact and deliver economic & social impacts for Scotland and beyond.
- Through the Innovation Hub raise the visibility of opportunities for business to engage with doctoral scholarships

Key priorities for 2020/21:

Next Iteration of the Innovation Hub Website

Using service design methodology we will develop our knowledge exchange service; working with user experience (UX) experts we will conduct UX research to generate insights into the needs and wants of our external partners and stakeholders e.g. top 10 tasks, user journeys, prototyping etc.

Capacity Building through Training and Developing Skills in Knowledge Exchange

We will develop and deliver training programmes for staff and students: through providing practical support for engaging with industry we will develop knowledge, know-how, business acumen and confidence to engage with businesses and external users of research.

Celebrating Success

We aim to increase number of competition entries and finalists in competitions (internal and external) such as the Scottish KE Awards, Bright Red Sparks, Converge, EDGE, SIE, Climate KIC etc. This year the University submitted 12 applications to the KE awards in 2021 (pending decision).

Case Studies: how ENU research is delivering economic and social impacts

We will develop the applications made to various competitions and create case studies which will be featured in the next iteration of the Innovation Hub website; these case studies will be used (internally and externally) to raise the profile of areas of key strengths at Edinburgh Napier. We will work with the Entrepreneurship Group in the Business School on a research project which will generate case studies of the entrepreneurs that have been supported by Edinburgh Napier.

Collaborative Level

ISCF Challenges: Working collaboratively with partners across the other 19 Universities in Scotland in areas of strategic importance for Scotland and the UK including Energy Transitions and Healthy Ageing: aim is to self-organise and identify areas where Scotland has the potential to be world leading through a more collaborative approach.

Collaborative Training: We are collaborating with our partner universities across Edinburgh to co-develop Knowledge exchange skills training and to share training resources for KE. In addition we are currently exploring potential collaboration with Converge as part of their proposed new Hub & Spoke model.

Outcome two (simplification/commercialisation): 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.

IP Commercialisation

The ambition of this support is to: develop a sustainable pipeline of innovative ideas; strengthen our entrepreneurial culture; increase the number of commercialisation related grants; increase the number of research staff and students applying for innovation competitions. Working with our newly appointed RSE Entrepreneurs-in-Residence we will focus on the following:

- Increasing the number of exploitation opportunities leading to licensing deals or spinouts.
- Implementing the new stage-gate Innovation Panel Process incorporating both the School Innovation Panel (SIP) and Central Innovation Panel (CIP).

- Increasing the number of exploitable IP projects and spin-out companies with the potential to generate significant economic impact in Scotland and beyond.
- Providing early-stage, pre-commercialisation support and advice for intellectual property arising from the School and provide small grants for market assessments etc.

Entrepreneurs-in-Residence

The University has recently had appointed two Royal Society funded Entrepreneur-in-Residence posts. Over a 12-month period in 2021, they will share their experience, mentor, inspire and support students and academics to develop their entrepreneurial goals and ideas.

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).

Activities aim to increase external engagement and knowledge exchange to increase innovation and skills for economic growth/recovery:

Supporting Innovation

- **Working with Academic Schools to develop business engagement plans:** we will target key companies, industries and sectors: supporting academic staff to proactively engage with businesses, build relationships, identify shared interests and generate project ideas.
- **Leveraging funding for collaborative R&D:** brokering relationships with academics and industry to develop projects which target public sector R&KE funding mechanisms, including Knowledge Transfer Partnerships (KTP), Research Councils & Innovate grants, Research Charities and Trusts, Proof of Concept Funding, Contract Research, Consultancy, CPD, and UK/International Government funding (including EU Framework programmes).
- **Specific Focus on KTP:** Edinburgh Napier University hosts the East of Scotland KTP Office. With a renewed focus on KTP we will develop a programme of activity aimed at increasing the number of KTP successes to the level achieved in previous years (portfolio of ~10 active KTPs).
- **Developing Strategic partnership:** with a new team of Business Development Managers, each School now has dedicated resource to support engagement and develop stronger partnerships with businesses and other external partners.

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 that are welcome any individuals to enrol. There is also institutional discussion ongoing around the use of a micro credentials to achieve our transformational action of accessible upskilling and work-based learning routes. Through the innovation hub and increased business engagement activity we will focus on:

- Growing our bespoke CPD provisions: utilising our expertise, we are tailoring specific courses to empower and develop the workforces of local, regional and international organisations.
- Increasing horizon scanning for invitations to tender: recent increase in activity has already resulted in awareness raising of relevant opportunities for our academic community.

Client Engagement Framework (CEF): we are developing a new model for engagement which is stratifying the organisations we work with and this will enable us to optimise how we engage with our external partners and create value at all levels.

Consultancy and Contract Research: Whilst COVID-19 has impacted some of consultancy work, we will continue to provide expert services to organisations. Through the innovation hub, we will increase the awareness of our expertise that local, regional and international organisations can access. We are developing a Consultancy Framework to incentivise more academics to participate in this key mechanism of engagement with companies to support innovation and economic growth.

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 KE/Entrepreneurship Skills and Capacity Building

Working with a cross functional team within RIE, we are developing a Knowledge Exchange, Innovation and Enterprise skills training programme for researcher, staff, students and alumni to develop the knowledge, know-how, business acumen and confidence to increase their capacity and self efficacy in engaging with businesses, capturing opportunities and achieve their goals relating to innovation, enterprise and enabling impact from research.

Bright Red Triangle (BRT) is Edinburgh Napier's hub for innovation and enterprise practice. In 2020/21 we will further develop our business incubation facilities, training, mentoring and support offering to inspire entrepreneurs and increase the number of start-ups growing out of Edinburgh Napier.

- drop-in sessions; roundtable session; build online engagement through offering more events and activities online through webinars and live streaming as well as online competitions.
- Creating resources for staff, students and alumni, by creating and disseminating a new bank of Learning & Teaching resources and materials - Accessible tools for academic staff and students including Video library, presentation slides, method cards, information links
- Through the Innovation Hub, building on online resources to connect with our remote students and to impact a greater number on campus. These resources will also be freely available and promoted to the public.
- Providing enterprise skills training to students and staff in order build capacity through a wide range of collaborative programmes.
- Delivering the Employability Skills Programme which is compulsory for every student in years 1-4 in the Business School. This programme requires students to work in teams on challenges based around the UN's Sustainable Development Goals. Over 1500 students participated in 20/21 on projects focused on Gender Equality. The theme for 21//22 will be Climate Action in line with Cop26.
- Running the Freelance Academy programme which prepares students, staff and alumni for self-employment. Graduates from this programme are then recommended as service providers to the local business community.
- Providing the enterprise skills development training for the Built Environment Exchange.
- Provide enterprise skills development training for the Product Design programme in the School of Arts and Creative Industries.
- Increase visibility of entrepreneurs in the incubator by increase the number of entries in external competitions e.g. Converge Challenge, Scottish EDGE, SIE, Climate KIC etc.

Collaborative Level

- Through the UIF Collaborative activities we will work with the network of Entrepreneurship practitioners across Scottish HE institutions to open up/share more training and support to the Scottish community irrespective of their host institution (current focus of this activity is on Creative Industries and Social Enterprise).
- Working with innovation ecosystem partners such as Converge, Entrepreneurial Scotland etc. will be key to success during the next phase.
- We will share our events with other institutions and provide support and advice to several local community centres.
- More broadly, we will further develop participation and contributions made across Scottish entrepreneurial ecosystem: judging and due diligence 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 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).

We aim to increase international collaboration for R&KE through working in partnership with Scottish Development International, Connected Scotland and others to pool knowledge, networks and capabilities and promote/engage Scotland internationally.

Specific activities for 2020/21 include:

International Funding Opportunities

- We will work with UKRO, academic leads and external partners to target Horizon Europe.
- We will explore opportunities to engage and leverage investment in R&D projects aligned with the Scottish Government's new inward investment plan and 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.
- Targeting GCRF opportunities in areas of strength such as Health; Environment; Artificial Intelligence & Technologies; and Culture & Communities.

International Enterprise Education

- Developing opportunities to deliver enterprise education training programmes in Sri Lanka, Canada, Germany and to a group of universities across the Caribbean.
- Continuing eBridge Alliance (ENU is a founder partner): collaboration between 14 international universities offering a global entrepreneurship programme sharing incubation facilities, entrepreneurship education and research and an opportunity for the global acceleration of start-ups. We will continue to and develop more international entrepreneurial exchange opportunities and create accredited innovation and enterprise programmes
- We aim to increase engagement with local and international business community (including both employers and investors).

Collaborative Level

Committing to supporting the delivery of Outcome five at a sector level, and we will learn from and implement any recommendations arising from RCDG led activity. In practice, this will involve:

- working with partners such as Connected Scotland, SDI and Universities Scotland to support the development of inward and outward missions targeting key geographies, sectors or companies.
- responding to calls for engagement and contributing to the 'Team Scotland' approach through contributing to the development of more joined up propositions relating to Scottish research capabilities.
- Potential activities for 2020/21 include: COP26 collaboration to showcasing spinouts and start-ups with a net-zero / sustainability purpose and participation in the Dubai Expo 2021.

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 has provided short courses delivery in four phases. The output of this activity is 200 Scottish learners being upskilled by ENU over the period from the December 2019 to the end of the current academic year (20/21). A large percentage of these individuals faced risk of redundancy or were unemployed. Skills development has been targeted at areas where there is a skills shortage, growing sectors and those hardest hit by the Covid-19 pandemic. Short courses have ranged 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 being delivered during 2020/21 and is an excellent example of engagement with targeted local communities which will help drive high value and inclusive growth. It develops clear, integrated and inclusive progression routes into construction careers providing training and support for local people (from the most disadvantaged areas) to progress into education and on to employment with the key skills that industry needs (from basic/key skills in schools through to advanced postgraduate training). Aligned with the needs of the Scottish Construction Leadership Forum's Industry, the Skills Gateway programme ensures the South East Scotland region has the necessary workforce skill base to power growth, and more particularly that individuals facing disadvantages in the labour market are targeted and equipped with the necessary skills that they need to enable inclusive growth. The post-Covid-19 recovery plan includes actions to support skills development for the younger workforce which has been significantly impacted by the pandemic.

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 use of the UIF.

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

- We will implement an agreed set of broad principles aimed at improving equal opportunities (i.e., diversity, inclusion and representation), transparency, and participation in relation to internal research funding allocations within ENU (including REG/UIF/RPG funds). In cases where a competition-based logic is employed, allocations of internal funding should be based on the principle of transparency:
 - 1) outline a set of criteria based on which decisions are being made;
 - 2) communicate the composition of the panel to be involved in decision-making
 - 3) how the decision-making process is organised (including timings).
- School-level allocations of internal funding should be based on the principle of equality of opportunity. This principle includes a commitment to considering relevant contexts which apply to 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).
- In cases where a competition-based logic is employed, allocation processes should be based on a peer-review process in which appropriate experts judge all applications on their academic merit through a stringent process.
- To facilitate reporting on equal opportunities, the following information should be captured in funding requests: Gender, age, ethnic origin, and disability including its nature
- Funding call forms should make clear that personal information provided will, at no stage, be used for any part of the assessment process, but will be collected for statistical and monitoring purposes only.
- The School Inclusion Lead should act as a critical friend to the relevant School research funding panel to monitor data and recommend best practice as informed by relevant Advance HE and sector initiatives.

Professor Nick Antonopoulos
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and
Linda Wallace
Head of Knowledge Exchange

26/02/21