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## Principal's foreword

I am pleased to set out the University's Outcome Agreement for 2013-14 in partnership with the Scottish Funding Council. This builds on our 2012-13 Agreement and demonstrates the contribution the University of Edinburgh aims to make towards the delivery of key priorities of the Scottish Government's through the SFC's key themes of patterns of participation and the learner journey, pattern of provision, research competitiveness, university and industry KE collaboration, and graduate skills.

I welcome and acknowledge the continued investment in higher education that the Scottish Government and the Scottish Funding Council intend to make for 2013-14. The University of Edinburgh is a globally significant institution which makes a major contribution to the Scottish higher education sector and to the Scottish economy and society. The 2012 QS World University Rankings placed the University of Edinburgh at 21<sup>st</sup> in the world, 6<sup>th</sup> in Europe and 5<sup>th</sup> in the UK. We are consistently positioned in the upper quartile of the Russell Group on a range of measures. We are rated highly by employers for our graduate skills, an asset which is underpinned by our breadth of provision. The University is both a major employer and contributor to economic growth. The latest BiGGAR Economics independent study shows that the University generates 23,000 jobs (both directly and indirectly) in the Scottish economy and has a total economic impact of £1.2B per annum. Our infrastructure is a key ingredient in our success. I look forward to discussions with the SFC on our institution's strategy on capital and estate management.

The University of Edinburgh supports the brightest and best to come to University, regardless of their circumstances, thereby improving patterns of participation and the learner journey within higher education. We recently launched our exemplary accommodation bursary, which provides between £500 to £2,000 to Scotland domiciled undergraduate students who are living away from home and who are eligible to receive a guaranteed offer of University accommodation. The University of Edinburgh was pleased to participate in all the SFC investment proposals and has secured 50 additional widening access places, 60 undergraduate skills for growth places and 92 taught postgraduate places for a highly-skilled workforce. These additional places will enable us to support more students from under-represented groups and help meet skills priorities relating to key industries.

We are a world leader in research and knowledge exchange and innovation, with excellent results in the RAE2008. In the upcoming REF2014 we will seek to maintain our research competitiveness. We are continually breaking new boundaries and pushing the frontiers of existing knowledge, working together with industry and the public sector to realise the benefits of research. Our University scientists have recently found a new way to manufacture stem cells for research into treating diseases. Their technique could have far reaching applications for use in drug testing or treatments for conditions such as Huntington's and Parkinson's diseases<sup>1</sup>. A key contribution to our success is the strategic approach taken by SFC in providing forward look funding horizons and motivational formula funding models.

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<sup>1</sup> <http://www.ed.ac.uk/news/2013/stemcells-090113>

In developing our Outcome Agreement for 2013-14, the ambition of the University of Edinburgh is to firmly build on our commitment to widening participation and to enhance our strong international standing in teaching, research, impact and knowledge exchange. Only by doing so, will we continue to increase our contribution to realising the Scottish Government's ambitions for Scotland. We must also recognise the principles of good governance and our need to respond to changes in the increasingly competitive international environment.

Our Strategic Plan 2012-16, supported by the challenges and commitments set out in this document, confirms how the University, as a truly international institution firmly rooted in Scotland, will push boundaries and embrace opportunities.

Professor Sir Timothy O'Shea

Principal and Vice-Chancellor, The University of Edinburgh

**Summary of the outcomes the University is to deliver over the 3-5 year period**

The University will seek to uphold and deliver all of the actions identified in the 2013/14 Outcome Agreement. For the sake of brevity all the outcomes and actions are not replicated here. The below table summarises some of the key outcomes and actions we will commit to undertake over the next few years:

Outcomes over the 3-5 year period	The University of Edinburgh's contribution and actions
<b>Theme 1: Patterns of participation and Learner Journey</b>	
<b>Outcome 1.1</b> To increase the proportion of entrants of Scottish domiciled learners from the 20% and 40% most deprived postcodes.	➤ <b>Action:</b> Over the period 2012-16 increasing our number of SIMD20 entrants by 50% (against a 2010-11 baseline); and increase the number of SIMD40 entrants by 25%.
<b>Outcome 1.3</b> To increase the retention rate of first year undergraduate full-time Scottish domiciled students from the above groups.  <b>Outcome 1.4</b> To increase the completion rates of Scottish domiciled students from the above groups.	➤ <b>Action:</b> Increase student satisfaction with academic and pastoral support and the opportunities and support for students to develop their graduate skills and employability against a baseline of 70% and 71% satisfaction from existing surveys (for academic support and employability respectively) and a new student survey introduced in 2012-13.
<b>Theme 2: Pattern of provision</b>	
<b>Outcome 2.6:</b> To increase the provision of STEM places	➤ <b>Action:</b> Fill strategically funded places for STEM, spreading these across all STEM disciplines.
<b>Theme 3: Research competitiveness</b>	
<b>Outcome 3.1:</b> To secure the highest possible ratings in submissions to the Research Excellence Framework (REF2014)	➤ <b>Action:</b> Continue to target our Research Excellence Grant and Research Postgraduate Grant allocations from SFC on internationally and world leading excellent research.
<b>Outcome 3.4:</b> To increase the diversity of Scottish research base, including the proportion of women in professional positions in SET subjects.	➤ <b>Action:</b> Achieve the institutional Athena SWAN Silver award by 2016.
<b>Theme 4: University &amp; Industry KE collaboration</b>	
<b>Outcome 4.6:</b> To increase the level and enhance the quality of engagement with public policy and service providers, third sector and Government	➤ <b>Action:</b> Aim to achieve 200 public policy impacts per annum from 2013-14 to 2015-16.
<b>Theme 5: Graduate Skills</b>	
<b>Outcome 5.3:</b> To increase the number of undergraduate and postgraduate business start-ups	➤ <b>Action:</b> Achieve at least 120 new companies over the period of Strategic Plan 2012-16.
<b>Outcome 5.4:</b> To increase and enhance the International experiences of Scottish undergraduates and postgraduates	➤ <b>Action:</b> create at least 800 new opportunities for our students to gain an International experience.

**Statement on Representation and engagement with the student body in developing the Outcome Agreement**

The University of Edinburgh is fully committed to student engagement. One of our great strengths is our student union, the Edinburgh University Students' Association (EUSA) and the quality of our partnership with it. Our students were actively involved in the development of our Strategic Plan 2012-16, making extremely valuable contributions to its shape and content.

In developing the 2013-14 Outcome Agreement, a series of meetings have been held with student representatives. Our students are additionally represented on Court and other committees, where relevant elements of Outcome Agreements have been discussed.

University of Edinburgh and Scottish Funding Council Outcome Agreement 2013-14

SFC Outcome  (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
<b>1. Theme: Patterns of participation and Learner Journey</b>					
1.1 To increase the proportion of entrants of Scottish domiciled learners from the 20% and 40% most deprived postcodes.	•	•	<p>increase our proportion of undergraduate students from under-represented groups admitted to and successfully completing a programme of study at the University, including by:</p> <ul style="list-style-type: none"> <li>over the period 2012-16 increasing our number of SIMD20<sup>2</sup> entrants by 50% (55 students against a 2010-11 baseline); and</li> </ul>	<p>The University of Edinburgh's long-standing commitment to the use of contextual data in admissions, and expertise in this area, is recognised sector-wide<sup>3</sup>.</p> <p>The Scottish Funding Council's figures indicate we admitted 109 students (5.2%) from the SIMD20 (Scottish Index of Multiple Deprivation) and 335 students (15.6%) from SIMD40 in 2010/11. Achieving the targets set therefore requires us to increase our SIMD20 intake by 55 students and our SIMD40 intake by 84 students, by 2015-16. The University introduced the use of SIMD alongside existing contextual data measures, in admissions selection and offer-making for 2013-14 entry.</p> <p>The number of students from LEAPS<sup>4</sup> entering the University increased from 103 in 2001-02 to 280 in 2011-12. In 2012-13 it increased significantly to 361<sup>5</sup>. In 2012-13</p>	<ul style="list-style-type: none"> <li>Fill our 50 additional funded places for Scotland-domiciled students from SIMD20+40, as a significant contribution towards achievement of the targets set in our 2012-13 Outcome Agreement (60% towards our overall SIMD40 target).</li> <li>Sustain the size of our annual cohort of LEAPS entrants at 2012/13 levels.</li> <li>Following the introduction of SIMD alongside existing contextual data measures, undertake a further review of the University's use of contextual data, with a view to any changes being introduced for 2014-15 entry. The review will consider both the data available and the application of this data in the admissions</li> </ul>

<sup>2</sup> The Scottish Index of Multiple Deprivation 2009 (SIMD) ranks each of the 6,505 Scottish Neighbourhood Statistics data zones using a score derived from seven domains of deprivation. This ranking is used to group the datazones into five classes, each containing 20%. In this agreement, the most deprived 20% is referred to as SIMD20. SIMD40 describes the most deprived quintile and the second most deprived quintile together.

<sup>3</sup> Representatives from the University are regularly asked to speak about contextual data at conferences, and the University is represented on UCAS's newly-formed Contextual Data Consultation Group.

<sup>4</sup> <http://www.leapsonline.org/>

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
1.1 (continued)			Complementary to our Strategic Plan, the University aims to:  over the period 2012-16 increasing our number of SIMD40 entrants by 25% (84 students against a 2010-11 baseline).	we awarded 158 access bursaries and 60 one-year accommodation bursaries to Scotland-domiciled new entrants, of which around a third were from SIMD 20/40 postcodes. We also awarded access bursaries for 360 continuing Scotland-domiciled students, making a total investment in new and continuing Scottish-domiciled students of almost £600k.	The University will:  process.  <ul style="list-style-type: none"> <li>From 2013-14, provide a guaranteed Scotland Accommodation Bursary to every undergraduate entrant who is eligible for a Scottish Government bursary (allocated on the basis of household income) and who is relocating to Edinburgh to study.<sup>6</sup></li> </ul>
1.2 To increase, where they are under-represented, the proportion of entrants of Scottish domiciled learners by different protected characteristic groups (including those from care backgrounds)	•	•	admit the very best students from a wide range of backgrounds.	The University, through its widening participation projects and outreach activities, gives exposure to higher education and supports applications from under-represented groups.  The University's Equality Diversity Monitoring and Research Committee (EDMARC) produces comprehensive statistical annual reports which present analyses of	<ul style="list-style-type: none"> <li>Undertake comprehensive equality and diversity monitoring and act on any issues identified through analysis of data.</li> <li>Provide training to staff so that they can develop an understanding of equality and diversity and contribute towards as an inclusive environment.</li> </ul>

<sup>5</sup> The figures covering 2001/02 to 2011/12 represent the School Leaver Destinations supplied by Skills Development Scotland and are a snapshot of data at the end of the school year and after the exam results. The 2012/13 figures are from the University of Edinburgh's student record.

<sup>6</sup> <http://www.ed.ac.uk/schools-departments/student-funding/undergraduate/uk-eu/bursaries/accommodation>

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
1.2 continued			Complementary to our Strategic Plan, the University aims to:	<p>student and staff data by the key equality dimensions (protected characteristics) of gender, age, disability and ethnicity:</p> <p><a href="http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc">http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc</a></p> <p>The University of Edinburgh's intake of care leavers is on average &lt;10 per annum.</p>	<p>The University will:</p> <ul style="list-style-type: none"> <li>• Deliver workshops available to all academic staff, through the University's Institute of Academic Development, on curriculum design, approval and delivery, the management of adjustments and innovative ways of assessing inclusivity.</li> <li>• Support and encourage applications from those with a background in care through our Support for Care Leavers scheme<sup>7</sup>. From 2013-14 provide a care leaver bursary.</li> <li>• Promote to Scottish schools our entry-level academic subject-specific Massive Open Online Courses (MOOCs), so that pupils interested in entering the University are able to gain confidence in their ability to study at this level.</li> </ul>

<sup>7</sup> Through this scheme we contact all prospective students who identify themselves as having been in care to provide them with information about the support systems available to them at the University. With their permission, we maintain contact to facilitate support throughout their university career. <http://www.ed.ac.uk/schools-departments/student-recruitment/widening-participation/projects/care-leavers>



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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
<p>1.3 To increase the retention rate of first year undergraduate full-time Scottish domiciled students from the above groups</p> <p>1.4 To increase the completion rates of Scottish domiciled students from the above groups</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Complementary to our Strategic Plan, the University aims to:</p> <p>enable students from under-represented groups to fully embrace their University experience, successfully complete their programme of study and expand their ambitions and employment opportunities; and</p> <p>provide timely and effective support for all our students, tailored to their individual needs.</p>	<p>See 1.2 reference to EDMARC reports. The completion rate of full-time undergraduate entrants from 2006/07 is 88.1%. The retention rate for full-time first degree students, following their year of entry in 2009/10 was 96.3%, in line with the Higher Education Statistical Agency benchmark. There are no issues with the retention of particular groups.</p>	<p>The University will:</p> <ul style="list-style-type: none"> <li>• Review retention and performance data for particular groups of students, including widening participation students and those from protected characteristics group, and close gaps where these are found to exist.</li> <li>• Maintain our current high proportion of leavers achieving a successful outcome is maintained.</li> <li>• Implement our new Personal Tutor and Student Support Team approach.</li> <li>• Develop an enhanced pre-arrival orientation package.</li> <li>• Increase student satisfaction with academic and pastoral support and the opportunities and support for students to develop their graduate attributes and employability against a baseline of 70% and 71% satisfaction from existing surveys (for academic support and employability respectively) and a new survey introduced in 2012-13.</li> </ul>

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
<p>1.5 To increase the number and / or proportion of Scottish domiciled learners articulating from college and from employer apprenticeships with advanced standing</p> <p>1.6 To reduce inefficiencies in progression between SCQF level 7 and 8</p> <p>1.7 To increase the number of Scottish domiciled articulated learners that complete their degree level study</p>		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Complementary to our Strategic Plan, the University aims to:</p> <p>admit the very best students from a wide range of backgrounds.</p>	<p>The school/college we currently admit the highest number of students from is the former Stevenson College Edinburgh (now the Edinburgh College) with over 50 entrants joining the University in (2012-13).</p> <p>The second highest school/college we receive students from is listed as 'Access programmes': in 2012-13 the University admitted 48 students from access programmes, including 29 from the University's own access programme. The majority of these students are mature and admitted through SWAP. The University takes in the largest number of SWAP students in the South East partnership.</p>	<p>The University will:</p> <ul style="list-style-type: none"> <li>• Utilise the well-established link with the former Stevenson College Edinburgh – a proven access route to the University – to take advantage of the augmented networking and promotional capacity of the much larger Edinburgh College, that Stevenson College is now a part of, to target disadvantaged groups across the city.</li> <li>• Work more vigorously with other potential partner organisations to identify and exploit opportunities for recruitment from socially disadvantaged groups.</li> <li>• Develop areas of the curriculum and undertake promotional activities targeted at potential mature learners in particular areas of social disadvantage.</li> <li>• Our School of Chemistry, working in partnership with employers and Colleges, will seek to build on existing articulation arrangements by developing part-time provision to facilitate direct entry to year 3 of degree programmes for suitably qualified students who wish to remain in employment whilst studying. This would benefit both students and employers.</li> </ul>

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
1.5, 1.6 and 1.7 continued			Complementary to our Strategic Plan, the University aims to:		<p>The University will:</p> <ul style="list-style-type: none"> <li>Explore the potential for new opportunities with Scotland's Rural College.</li> </ul>
<b>2 Theme: Pattern of Provision</b>					
<p>Different outcomes will be appropriate for different institutions. These might involve different universities being asked:</p> <p>2.1 how they contribute to meeting graduate skills needs for major employers in the relevant economic sectors for their institution (e.g. Energy or Life Sciences)</p> <p>2.2 to discuss and agree with SFC major changes to provision in response to employer or industry demand,</p>		<ul style="list-style-type: none"> <li></li> </ul>	<p>maintain our breadth of provision, in recognition that this is one of our greatest assets and part of our distinctiveness; and work with employers, professional bodies, alumni and other stakeholders to ensure our degree programmes are responsive to need, producing graduates with socially and economically valuable attributes and expertise.</p>	<p>At the University of Edinburgh we teach across a very comprehensive range of subjects, the third most comprehensive in the UK (after Leeds and Manchester Universities).</p> <p>Altogether 38 Professional, Statutory or Regulatory Bodies (PSRBs) accredit more than 140 of our degree programmes.</p> <p>Employers ranked the University of Edinburgh 19<sup>th</sup> in the world for the quality of our graduates according to the latest QS world University rankings.</p> <p>The University aspires to put in place the structures and initiatives which will help to ensure that Gaelic has a sustainable future in Scotland. The University's Gaelic Language Plan sets out how it will use and promote the language:</p> <p><a href="http://www.ed.ac.uk/polopoly_fs/1.89639!/fileManager/Gaelic%20Language%20Plan%20FINAL.pdf">http://www.ed.ac.uk/polopoly_fs/1.89639!/fileManager/Gaelic%20Language%20Plan%20FINAL.pdf</a></p>	<ul style="list-style-type: none"> <li>Fill our allocated SFC-funded places and maintain our Rest of the UK population at current levels.</li> <li>Deliver strategically funded places including the 60 additional funded places for Scotland/EU-domiciled undergraduates in 2013/14, allocated through SFC's 'skills for growth' investment scheme which is targeted at Energy and Life Sciences key sectors, as follows: <ul style="list-style-type: none"> <li>20 places in Engineering and GeoSciences;</li> <li>20 places in Biological and Biomedical Sciences; and</li> <li>20 places in Medical Sciences.</li> </ul> </li> </ul>

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<b>SFC Outcome</b> <b>(AY 2011-12 baseline)</b>	National measure used	Inst'n level measure used	<b>UoE Contribution</b>	<b>Contextual Statements and Baseline Position</b>	<b>Actions for 2013-14 and beyond</b>
<p>whether regionally, nationally or by sector</p> <p>2.3 to discuss and agree with SFC major proposed changes to provision as a result of on-going lack of student demand, particularly in subjects which are specialist</p> <p>2.4 to ensure that unnecessary overlaps in provision, where these exist, are addressed through discussions with other providers and that clear evidence exists of cohesion</p>			Complementary to our Strategic Plan, the University aims to:		The University will: <ul style="list-style-type: none"> <li>• Keep under review our portfolio of provision in context of employer and student demand.</li> <li>• Maintain our broad provision around modern languages and expand our Languages for All programme to offer free language courses to 600 students per annum.</li> <li>• Utilise our new timetabling system to optimise the use of physical assets to facilitate our breadth of provision.</li> </ul>

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
2.5 To achieve efficiencies for the sector through a range of coordinated models with partners		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Complementary to our Strategic Plan, the University aims to:</p> <p>collaborate with a wide range of partners and develop further collaboration opportunities where these generate mutually beneficial sustainable outcomes.</p>	<p>The University of Edinburgh is actively engaged in a range of partnership working arrangements to deliver efficiencies and service improvements for students.</p> <p>The University runs a number of programmes together with other universities, colleges and sector specialists through a range of models from joint awards to validating programmes. In particular, we work closely with Scotland's Rural College (SRUC) and Heriot Watt University, drawing upon our areas of joint interest to deliver efficient, first class learning experiences.</p> <p>We are the coordinating university for Making the Most of Masters (MMM), a consortium project co-run by the Universities of Aberdeen and Stirling, which creates networks of engagement with industrial partners. MMM's current networks mean that work-based learning opportunities can be generated at relatively low cost. In 2011-12, 110 students were involved, 80 of whom were at the University of Edinburgh. Figures for 2012-13 will be available in March.</p> <p>The University is at the heart of the new Scottish Graduate School for Social Science. This joint school brings together partners across Scotland to make available outstanding research training to doctoral students in the social sciences.</p> <p>See Appendix 1 for information on nursing provision.</p>	<p>The University will:</p> <ul style="list-style-type: none"> <li>• Embed a new strategic alliance with Heriot Watt University. Our alliance will seek to identify and facilitate specific collaborative undertakings which are timely and offer direct mutual practical benefits, within an evolving framework for sharing information and thinking on the longer-term synergies and complementarities between the two universities.</li> <li>• Continue to participate in and expand Making the Most of Masters.</li> <li>• Maintain our range of collaborative jointly taught programmes.</li> </ul>

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
2.6 To increase the provision of STEM places		<ul style="list-style-type: none"> <li>•</li> </ul>	Complementary to our Strategic Plan, the University aims to:  maintain our broad provision across STEM subjects.	Around 1,200 of our students gain undergraduate degrees in STEM subjects per annum. This will increase to over 1,300 by 2016-17	The University will:  <ul style="list-style-type: none"> <li>• Fill strategically funded places for STEM, spreading these across all STEM disciplines</li> </ul>
<b>3 Theme: Research Competitiveness</b>					
3.1 To secure the highest possible ratings in submissions to the Research Excellence Framework (REF2014)	<ul style="list-style-type: none"> <li>•</li> </ul>		deliver research excellence with impact.	<p>In RAE2008, 63% of the University's research activity was assessed as being in the highest categories (4* and 3*), of which one third was recognised as "world-leading".</p> <p>The University's submission was among the largest and most comprehensive in the UK. A total of 1,684 individuals, more than 90% of the institution's academic staff, saw their research assessed across 39 subject areas.</p> <p>The results placed the University in the top 5 in the UK and number one in Scotland by volume of 4* "world-leading" research.</p> <p>The results also indicated that the University was home to 37% of Scotland's 4* research.</p>	<ul style="list-style-type: none"> <li>• Continue to target our Research Excellence Grant and Research Postgraduate Grant allocations from SFC on internationally excellent research.</li> <li>• Support existing research staff and recruit internationally to build capacity and quality.</li> <li>• Make joint submissions with partner institutions to REF 2014 where appropriate.</li> <li>• Invest in quality research estate infrastructure e.g. Flowave<sup>8</sup>, Libraries, Refurbishment for School of Languages Literature and Culture, Roslin Institute phase 2 and Systems Medicine projects.</li> </ul>

<sup>8</sup> Flowave TT Ltd is a 100% owned subsidiary company of the University of Edinburgh, and through working closely with the Institute for Energy Systems, will rapidly become an internationally recognised expert in marine energy device testing and evaluation including array deployment, with its unique All-Waters Combined Current and Wave Test Facility in Edinburgh see <http://www.flowavett.co.uk/about>

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
3.1 continued			Complementary to our Strategic Plan, the University aims to:	<p>Prior to REF2014, an indication of recent research performance can be provided on the basis of research environment data from 1 August 2008 to 31 July 2011:</p> <ul style="list-style-type: none"> <li>• Research doctoral degrees awarded : 18% increase</li> <li>• Research income : 20% increase</li> </ul>	The University will:
3.2 To increase the amount and percentage share of income from Research Councils, major research charities and the European Commission	•		increase our amount and percentage share of income from Research Councils, major research charities and the European Commission.	<p>The University of Edinburgh's total income from research grants and contracts in 2011-12 was £193M. Up from £181M in 2010-11.</p> <p>The University of Edinburgh is the leading Scottish University in terms of the amount of research income it wins from Research Councils, major research charities and the European Commission. The most recent comparative data from 2010-11 reveals that the University won £84M from research councils, £43M from UK-based charities, and £17.3M from EU Governmental bodies. This represents 35%, 33% and 32% of the total income won by Scottish institutions.</p>	<ul style="list-style-type: none"> <li>• Position ourselves to compete successfully for research funding by influencing and engaging with research funder priorities, including EU priorities for Horizon 2020; professionalising our approach to securing EU funding; and supporting our staff to be successful consortium leaders.</li> <li>• Monitor our Russell Group market share of research income (spend).</li> <li>• Increase our research grant income from EU and other overseas sources so that we enter the Russell Group upper quartile. (In 2010-11 our research grant income was £22.5M. to The Russell Group upper quartile figure was £25.7M).</li> <li>• Shape and secure strategic partnerships with research funders.</li> </ul>

University of Edinburgh and Scottish Funding Council Outcome Agreement 2013-14

SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
3.2 continued			Complementary to our Strategic Plan, the University aims to:		<p>The University will:</p> <ul style="list-style-type: none"> <li>Maximise our competitive research funding success, with a new emphasis on large and cross disciplinary proposals, including playing a leading role in all Research Councils UK Grand Challenge research programmes.</li> </ul>
3.3 To sustain the benefits of research pooling		<ul style="list-style-type: none"> <li></li> </ul>	<p>deepen our established relationships with research pooling partners and enhance the research capacity and competitiveness of the Scottish research base.</p>	<p>The University engages positively with all of the research pools.</p> <p>Working in partnership through research pooling, has led to a step-change in research and knowledge exchange activity, stimulating new and sustainable linkages between research groups, creating new opportunities for interdisciplinary research, professional development, and pooling of resources, and prompting further collaborations with industry.</p> <p>We have invested in the development of research pools and their infrastructure, and we continue to support pools, to encourage their sustainability.</p> <p>The University of Edinburgh provides a full annual progress report on research pooling to the SFC as part of the Institutional Annual Progress Report for Strategic Research Development Grant Investments.</p>	<ul style="list-style-type: none"> <li>Continue to sustain research pools and realise their benefits, as part of our strategic goal to achieve excellence in research.</li> <li>Secure additional funding in support of research pools, including funding for studentships.</li> <li>Drive forward sustainable use of resources, including the sharing of equipment.</li> <li>Make a joint submission to REF2014 with the University of St Andrews on Chemistry and Physics. Make a joint submission to REF2014 with Heriot Watt University on Engineering.</li> <li>Continue to realise the benefits of research pools, after SFC funding has ceased.</li> <li>Complement and share chemistry facilities with St Andrews University, as a result of EaSTCHEM (the Edinburgh and St Andrews Research School of Chemistry).</li> </ul>



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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
3.3 continued			Complementary to our Strategic Plan, the University aims to:		<p>The University will:</p> <ul style="list-style-type: none"> <li>Continue to invest in the Edinburgh Centre for Carbon Innovation, which was set up as a result of SAGES (Scottish Alliance for Geosciences, Environment and Society).</li> <li>Consolidate the success of Edinburgh's Research Partnership in Engineering and Maths (ERPem) through deepening collaboration with Heriot Watt University, as evidenced through our Strategic Alliance. All academic staff recruited through the ERPem are in permanent positions and will be funded by the partner institutions.</li> <li>Explore opportunities for research pooling with SRUC (Scotland's Rural College) and Heriot Watt University.</li> </ul>
3.4 To increase the diversity of the Scottish research base, including the proportion of women in professorial positions in SET subjects	•		embed equality, inclusion and diversity as fundamental principles throughout our community.	The University has achieved significant success with Athena SWAN, which advances the representation of women in science, engineering and technology (SET). The University has a Bronze Award; the School of Biomedical Sciences achieved Silver in 2011; the Roslin Institute achieved Bronze in 2012 and the School of Chemistry achieved Gold in 2012 – only the second Gold award made and the first Gold award in Scotland.	<ul style="list-style-type: none"> <li>Aim to achieve the institutional Athena SWAN Silver award by 2016.</li> <li>Aim to achieve Athena SWAN silver awards in 2013 in the following schools: Informatics and Biological Science.</li> <li>Aim to achieve Athena SWAN bronze awards in Engineering, Maths and Geosciences in 2013 and 2014.</li> </ul>

University of Edinburgh and Scottish Funding Council Outcome Agreement 2013-14

SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
3.4 continued			Complementary to our Strategic Plan, the University aims to:	The University has a commitment to increase the proportion of female staff in Professorial positions and is actively monitoring this. 30% of Professorial appointments in 2011-12 were gained by women.	<p>The University will:</p> <ul style="list-style-type: none"> <li>• Increase our proportion of female academic staff appointed and promoted to professor over the period 2012-16.</li> </ul>
3.5 To work toward increases, where there is under representation, in the proportion of staff by different protected characteristic groups		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>publish a set of equality outcomes; and</p> <p>participate in the ECU mainstreaming equality through governance and management programme.</p>	<p>The University's Equality Diversity Monitoring and Research Committee (EDMARC) produces comprehensive statistical annual reports which present analyses of student and staff data by the key equality dimensions (protected characteristics) of gender, age, disability and ethnicity:</p> <p><a href="http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc">http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc</a></p> <p>The University has an Equality and Diversity Strategy and associated Action Plan, which set out a range of actions covering all protected characteristic groups:</p> <p><a href="http://www.ed.ac.uk/schools-departments/equality-diversity/about/strategy-action-plan">http://www.ed.ac.uk/schools-departments/equality-diversity/about/strategy-action-plan</a></p>	<ul style="list-style-type: none"> <li>• Agree and publish a set of University of Edinburgh Equality Outcomes and a mainstreaming report by April 2013.</li> <li>• Establish a revised governance framework for Equality and Diversity.</li> <li>• The University is currently reviewing its Equality and Diversity Action Plan and developing Equality Outcomes to meet its Scottish statutory duties as required by 30 April 2013. From 2013-2014 the University will implement the revised action plan.</li> <li>• Increase our proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels over the period 2012-16.</li> </ul>

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
<b>4 Theme: University &amp; industry KE collaboration</b>					
4.1 To deliver easy access IP	•		work with other Scottish universities to simplify engagement with industry, while maintaining our leadership in commercialisation.	<p>Easy-Access IP has been adopted by the University of Edinburgh.</p> <p>The University has been one of the leading promoters of the university-technology.com website since its inception: our easy access-style technologies were the first to be loaded onto the site. We already have easy-access style IP available on its own licensing web portal.</p>	<ul style="list-style-type: none"> <li>Continue to lead the group looking to expand the university-technology.com website.</li> </ul>
4.2 To continue to work with the Scottish KE organisation	•		<p>see 4.1</p> <p>The University has submitted a response to the SFC consultation on the Single KE Office.</p>	The University of Edinburgh already engages positively with the strategic objectives that underlie the concept of the Single Scottish KE Office proposal discussions and hosts and supports Interface – the knowledge connection for business.	<ul style="list-style-type: none"> <li>Continue to engage positively with the strategic objectives that underlie the concept of the Single KE Office proposal discussions.</li> </ul>
4.3 To increase licensing income and industry investment	•		maintain our leading performance in engaging with business and industry, including by:	In 2011-12 we helped to create 35 new companies, concluded 51 technology licensing deals and evaluated 199 new technology disclosures.	<ul style="list-style-type: none"> <li>Sign at least 65 licenses in 2013-14 and achieving on-going increased use of web portals for licensing.</li> </ul>

University of Edinburgh and Scottish Funding Council Outcome Agreement 2013-14

SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
4.3 continued			<p>Complementary to our Strategic Plan, the University aims to:</p> <ul style="list-style-type: none"> <li>signing at least 65 licenses in 2012-13 and achieving increased use of web portals for licensing</li> <li>growing our consultancy turnover by 5% per annum.</li> </ul>	<p>A recent economic impact study by BiGGAR Economics concluded that our licensing and company formation work generated an additional £140.8M GVA per annum in Scotland and supported over 2,400 jobs in the Scottish economy.</p>	<p>The University will:</p> <ul style="list-style-type: none"> <li>Increase the numbers of technologies available for licensing through our web portals.</li> <li>Continue to grow our consultancy turnover by 5% per annum. Our consultancy income (invoiced value) for 2011-12 was £5.1M.</li> </ul>
4.4 To increase the number and quality of CPD opportunities for business and industry	•		<p>extend our range of continuing personal and professional development programmes.</p>	<p>Our CPD income in 2011-12 was £9.1M from 1553 organisations (including businesses) and 5835 individuals.</p>	<ul style="list-style-type: none"> <li>Extend our range of programmes, and volume of student registrations for CPD.</li> </ul>
4.5 To increase the level and enhance the quality of engagement with business and industry and particularly Scottish SMEs	•	•	<p>develop long-term sustainable relationships of value with the SME community, through a focussed and proactive engagement policy.</p>	<p>Between August and November 2012, the University had 20 new engagements.</p> <p>Through Edinburgh Research and Innovation, the University is actively engaged in licensing technologies to Scottish businesses, which account for 28% of all licence revenue received.</p>	<ul style="list-style-type: none"> <li>Facilitate 100 client engagements with SMEs in 2013-14.</li> <li>The University hosted an Horizon 2020 conference on 29 January 2013 and has since offered its assistance to both the SFC and the Scottish Government to encourage more SME participation on Horizon2020.</li> </ul>

University of Edinburgh and Scottish Funding Council Outcome Agreement 2013-14

SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
4.6 To increase the level and enhance the quality of engagement with public policy and service providers, third sector and Government	•	•	Complementary to our Strategic Plan, the University aims to:  further exploit the interface between university expertise and public policy.	Currently developing effective mechanism for establishing baseline figures on public policy impacts, based on media coverage in the first instance.	The University will:  • Aim to achieve 200 public policy impacts <sup>9</sup> per annum from 2013-14 to 2015-16.
4.7 To enhance Scotland's low carbon economy		•	recognise and share our expertise, opportunities, activity and achievements relating to social responsibility, sustainability and the global challenges.	The Edinburgh Centre for Carbon Innovation <sup>10</sup> (ECCI) is hosted by the University of Edinburgh, in partnership with Heriot-Watt University and Edinburgh Napier University. The Centre brings together experts in law, business, technology and policymaking. Experts will seek to establish the ECCI as a forum through which university academics and other professionals can work with businesses and local government to help develop a low-carbon society.	<ul style="list-style-type: none"> <li>• Continue to take a sector-leading role in large scale demonstration of Carbon Capture and Storage technologies.</li> <li>• Complete the £10 million refit to house the new Edinburgh Centre for Carbon Innovation in Summer 2013.</li> <li>• 2025 estate visioning and engineering infrastructure implementation.</li> <li>• Procurement and implementation of our engineering strategy to 2025 including extension of combined heat and power infrastructure.</li> </ul>

<sup>9</sup> A public policy impact refers to instances captured in the media tracked by the University, which have relevance to public policy. This can include for example, references to University research, expert comment from a University member of staff or relevant public engagement activities.

<sup>10</sup> ECCI creates a unique platform for enhancing business enterprise and innovation; and delivering professional skills training, and is a hub for the knowledge, innovation and skills required to create a low carbon economy.

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
4.8 To increase the engagement of research pools with KE activities		<ul style="list-style-type: none"> <li>•</li> </ul>	Complementary to our Strategic Plan, the University aims to:  drive increased high-impact knowledge exchange and public engagement.	The University engages positively with all of the research pools. Our resources to support KT and KE are available to all pools. Edinburgh additionally co-ordinates the AspeKT knowledge transfer programme for SICSA (the Scottish Informatics & Computer Science Alliance).	The University will:  <ul style="list-style-type: none"> <li>• Continue to engage positively with all of the research pools around KE activity.</li> </ul>
4.9 To engage actively with Interface		<ul style="list-style-type: none"> <li>•</li> </ul>	foster links with business through active involvement with Interface.	The University hosts and supports Interface and has very close working relationships with the Interface team.	<ul style="list-style-type: none"> <li>• Continue to host, and maintain a close working relationship with, the Interface team.</li> </ul>
4.10 To enhance the contribution of the Scottish research base to the key sectors / to support the key sectors		<ul style="list-style-type: none"> <li>•</li> </ul>	play a major role in supporting the Scottish Government's key sectors, including by leading or participating in Technology Innovation Centre bids.	The University was involved as a partner in all 6 Technology Innovation Centre (IC) bids which were focused on the key sectors and which progressed to the second stage. The University of Edinburgh is the lead institution for one of the three IC proposals which has been recommended for advancement.	<ul style="list-style-type: none"> <li>• Progress negotiations with SFC and other IC funding partners regarding the proposed Digital Health and Care IC (the University of Edinburgh is the lead partner), including the development of a full business plan/strategy to allow the progress of the IC to be monitored and assessed.</li> <li>• In the event of a successful negotiation phase , the University- in close collaboration with NHS24, University partners, Development Agencies and industry partners - will fully</li> </ul>

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
4.10 continued			Complementary to our Strategic Plan, the University aims to:		<p>The University will:</p> <p>support the ramp-up and full operation of the Digital Health Institute Innovation Centre<sup>11</sup> during 2013-14.</p> <ul style="list-style-type: none"> <li>• Submit bids for additional items of equipment and for taught postgraduate places through SFC's additional funding schemes in relation to ICs.</li> </ul>
<b>5 Theme: Graduate skills</b>					
5.1 To increase the number of undergraduates and postgraduates, regardless of their discipline, who are exposed to business methods, ideas and practices		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>work with employers, professional bodies, alumni and other stakeholders to ensure our degree programmes are responsive to need, producing graduates with socially and economically valuable attributes and expertise and;</p>	<p>Currently students have access to around 350 active career contacts. The latest Higher Education Statistics Agency Employment Performance Indicator data demonstrated that 93.6% of our 2010-11 leavers were either in employment or further study 6 months after graduation. We exceeded our benchmark and the Scottish average, and are positioned third in the Russell Group.</p> <p>The University introduced the <i>Edinburgh Award</i> which provides recognition for activities outside of the Student's studies, such as part-time work or volunteering, and helps</p>	<ul style="list-style-type: none"> <li>• Collaborate with employers and appropriate sector bodies, such as the Association of Graduate Recruiters (Scotland) and the Scottish Higher Education Employability Forum (SHEEF) to facilitate direct interactions between students and business to enhance graduate employability.</li> </ul>

<sup>11</sup> The goal of the Innovation Centre is to work with NHS24 in the transformation of health and social care in Scotland; to drive the medium term research agenda in digital health and to take a strategic view of the development of Digital Health in Europe and Internationally through engagement with Scottish Agencies, RCUK, and the European Union through the European Innovation Partnership in Active and Healthy Ageing and other components of the Horizon 2020 programme to stimulating excellent research in the context of the creation and development of the Innovation Union.

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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
5.1 continued			<p>Complementary to our Strategic Plan, the University aims to:</p> <p>increase student satisfaction with opportunities and support for developing their graduate attributes and employability and;</p> <p>inspire students and staff to acquire and use their entrepreneurial and management skills.</p>	<p>students to get the most out of these activities. By adding the award into the student's Higher Education Achievement Report, this will help students to confidently sell and demonstrate what they have to offer employers. In 2011-12 there were five settings in which students could access the <i>Edinburgh Award</i>, this has increased to 18 in 2012-13.</p> <p>In 2011-12, over 2,000 students participated in 40 events offered by the University supported Entrepreneurship Club. The Entrepreneurship Club aims to provide information, knowledge and networking opportunities related to entrepreneurship and support entrepreneurs through all steps of the Entrepreneurial Process.</p>	<p>The University will:</p> <ul style="list-style-type: none"> <li>• Work with our Student-Employability Employers Forum to inform curricular and co-curricular developments.<sup>12</sup></li> <li>• Capitalise on the support and expertise of our Alumni network through the introduction of eMentoring support for our students and seek additional opportunities for them to support student development.</li> <li>• Increase the range of circumstances in which students can achieve an <i>Edinburgh Award</i>.</li> <li>• Build on our Innovative Learning Week<sup>13</sup> to further enhance students' curricular experience.</li> <li>• Work in partnership with Edinburgh University Students' Association, and in other ways, to develop student peer support, such as buddying activities.</li> </ul>

<sup>12</sup> The Student Employability Employers Forum has been established to allow the University to draw on external perspectives to inform strategic thinking in relation to students' employability and to explore current key issues around this topic. SEEF is comprised of senior employer representatives from a broad range of sectors and University staff, including members of the University Court and a selection of Employability Strategy Group members (senior representatives from across the institution).

<sup>13</sup> The Innovative Learning Week provides space outwith the curriculum for staff and students to explore new learning activities, such as local fieldwork.



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SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
5.2 To increase the number of undergraduates and postgraduates with substantial placements in business and industry		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Complementary to our Strategic Plan, the University aims to:</p> <p>provide access to meaningful work-experience and/or placement opportunities for the majority of our students.</p>	<p>In 2012-13 around 50 students are participating in a pilot award to ensure they capitalise on self-secured work-experience<sup>14</sup>. In our view this model is highly scalable and consistent with supporting independent and self-starting behaviours.</p> <p>In summer 2012, 15 paid 8-week long internships were offered across 10 University departments.</p> <p>In 2011-12, 1,179 part-time and 1,675 internship and vacation opportunities were advertised.</p>	<p>The University will:</p> <ul style="list-style-type: none"> <li>• Introduce student placements (and staff exchanges and joint research projects) into a greater number of our disciplines.</li> <li>• Build on and continue to participate in Making the Most of Masters.</li> <li>• Roll out the pilot <i>Edinburgh Award</i> (Work Experience) in 2013/14.</li> <li>• Increase the number of Employ.ed Internships available by c 10% year on year over the period of our strategic plan 2012-16.</li> <li>• Continue to advertise a diverse range of part-time and vacation opportunities on behalf of local, national and international organisations to our students.</li> <li>• Fill its 92 postgraduate funded taught places, gained through the SFC's "A highly skilled workforce" scheme. This will involve close working with industry in the development, design and delivery of a number of programmes.</li> </ul>

<sup>14</sup> <http://www.employability.ed.ac.uk/Student/EdinburghAward/>

University of Edinburgh and Scottish Funding Council Outcome Agreement 2013-14

SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
5.2 continued			Complementary to our Strategic Plan, the University aims to:		<p>The University will:</p> <ul style="list-style-type: none"> <li>Evaluate ways of increasing the linkages we have with public and private enterprise by December 2013.</li> </ul>
5.3 To increase the number of undergraduate and postgraduate business start-ups		<ul style="list-style-type: none"> <li></li> </ul>	<p>maintain our leading performance in engaging with business and industry, including by:</p> <ul style="list-style-type: none"> <li>achieving at least 120 new companies over the period of our Strategic plan 2012-16.</li> </ul>	<p>The University of Edinburgh helped to create 31 new student enterprises in 2011-12 and we are looking to help a further 30 in 2012-13. The quality of the support provided is evidenced by the fact that an Edinburgh student company won the SIE New Ventures competition in 2012 making this the fourth time in five years that the University of Edinburgh has won this award. An Edinburgh student company also won the national Santander Universities Entrepreneurship 2012 award.</p>	<ul style="list-style-type: none"> <li>Pilot an <i>Edinburgh Award</i> in the area of Enterprise and Entrepreneurship during 2013-14 with the intention of mainstreaming from 2014-15.</li> <li>Continue to support student business start-up through Launch.ed activities.</li> </ul>

University of Edinburgh and Scottish Funding Council Outcome Agreement 2013-14

SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
5.4 To increase and enhance the international experiences of Scottish undergraduates and postgraduates		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Complementary to our Strategic Plan, the University aims to:</p> <p>promote and recognise the value of international mobility, cross-cultural understanding and multilingualism for all our students and staff.</p> <p>improve the range of opportunities available to our students to gain an international experience, including as part of their degree, through vacation work or volunteering, or to undertake national or international work-based learning.</p> <p>incorporate internationalisation across all areas of the University's activity through supporting</p>	<p>In 2011-12, our undergraduate students took up over 600 International opportunities, through formally approved student exchange programmes (such as ERASMUS and International Exchange<sup>15</sup>). This represented an increase of 33% since 2007-08.</p>	<p>The University will:</p> <ul style="list-style-type: none"> <li>• Support EUSA Global in improving student mobility and embed our new 'Go Global' student portal platform.</li> <li>• Develop an Edinburgh Award (Internationalisation) to support and recognise the personal development gained through overseas experiences.</li> <li>• Run at least two large scale events annually to promote overseas opportunities: <i>Study Abroad Fair</i> and <i>Global Experiences Fair</i>.</li> <li>• Working in partnership with international agencies, universities, governments and alumni, expand the range and geographical reach of international experience opportunities available, particularly internship opportunities to directly support global graduate attributes and employability.</li> <li>• Create at least 800 new opportunities for our students to gain an international experience<sup>16</sup></li> </ul>

<sup>15</sup> For more information on International Exchange opportunities please see <http://www.ed.ac.uk/schools-departments/international-office/exchanges/international-exchange/about>

<sup>16</sup> To include, where data available, ERASMUS, international exchange, language years abroad, electives (medicine/vet medicine) and industrial placements.

University of Edinburgh and Scottish Funding Council Outcome Agreement 2013-14

SFC Outcome (AY 2011-12 baseline)	National measure used	Inst'n level measure used	UoE Contribution	Contextual Statements and Baseline Position	Actions for 2013-14 and beyond
5.4 continued		<ul style="list-style-type: none"> <li data-bbox="533 507 566 531">•</li> </ul>	Complementary to our Strategic Plan, the University aims to:  development of a globally relevant curriculum, promoting global citizenship and further developing international collaborations across teaching, research and knowledge exchange.		The University will:  as part of their Edinburgh degree, over the period 2012-16. These will include enhanced opportunities for:  widening participation students to gain an international experience, including via our study abroad programme for first year WP students in partnership with the University of Virginia, USA; and  Masters students to undertake work based projects in the developing world (with University of Aberdeen) <sup>17</sup> .

<sup>17</sup> Both projects funded by the Scottish Government Saltire Scholarship Outward Mobility Fund.

## **Appendix 1**

### **Theme: Patterns of Provision (Nursing)**

Discussions between three of the providers of nursing education and research in the Lothian area (University of Edinburgh (UoE), Edinburgh Napier University and Queen Margaret University) during 2011-13 have explored the potential to enhance the quality and resilience of this activity. To date, disappointingly, these discussions have not included Stirling University, the other eastern 'Central belt' provider. Within the current framework the University is resilient in the face of fluctuations in demand. We aim to further enhance quality and resilience through increased diversification and capacity development. The School of Health in Social Science (HiSS) at UoE aims to further develop its global profile and local relevance, ensuring that our graduates and staff are at the forefront of the profession and leading patient care. There are two core aspects that have emerged from these discussions and that the three Universities, in association with partner NHS Boards, seek to take forward (subject to institutional agreements). We welcome the support of SFC to realise these aspirations.

### ***Embracing our distinctiveness together***

All three Universities provide undergraduate nursing and a range of postgraduate taught and research student provision. The higher the academic level, the increasingly differentiated the universities are in research strength and subject focus (e.g. for UoE, there are distinct strengths around critical care, dementia care, public health, research methodology among other areas). Strong undergraduate programmes are essential to maintaining the vibrancy and capacity of these differentiated areas and in turn these add to the quality of the student experience (e.g. in HiSS there is a particularly high proportion of research active staff and who teach at all educational levels to ensure that students have research-rich learning). There is scope to capitalise on this to allow each University to focus on developing critical mass in specific areas whilst, across Lothian, ensuring breadth.

We aim to form a strategic alliance that will allow pre-existing joint activities to be refreshed and provide an infrastructure for new developments. In relation to research and research capacity development, this will build on the work of the former Centre for Integrated Health Research and the current work on the Lothian clinical-academic research careers scheme. Stronger links with the existing Chief Scientist's Office-funded Nursing, Midwifery and Allied Health Professions Research Unit will be sought. In relation to teaching and learning, current collaborative activities will expand where appropriate to ensure optimal use of differentiated expertise – for example, increased joint PGR supervision, partnerships in PGT and post-registration activity (the new Masters in Clinical Nursing Research, led by UoE with partners from other Universities and supported by the Chief Nursing Officer's (CNO) office, is a good example).

### ***Non-academic partnerships***

We work with a diverse range of non-academic partners, core to nursing of course being the NHS. It would be beneficial to form a grouping which met regularly with NHS leads to help ensure

congruence of educational delivery with the needs of the NHS in SE Scotland. The proposal is for the three Universities to be included together with NHS Lothian, NHS Borders, NHS Forth Valley integration, mean that our non-academic partnerships need to be robust beyond the NHS too, and we will continue to discuss ways in which this may be best achieved as a partnership between the Universities in order to rationalise academic liaison for non-academic partners and to share good practice in educational developments that enhance education for nurses within an ever-increasingly multi-disciplinary and multi-sector healthcare environment.

The practice learning environment is critical to the quality of the student's experience and professional preparation (as indicated too by the recent CNO report on nursing education in Scotland). We aim to enhance the management of placement availability by reviewing the current collaborative agreement between the three Universities and NHS Boards to identify the most effective management arrangement. This would valuably identify not only 'enough' placements for current students but total capacity in NHS and other providers.

## **Additional Investment Proposals in 2013/14**

### **Appendix 2**

#### **Widening access: additional places University of Edinburgh commitment on deliverability**

**Summary:** The University of Edinburgh is committed to filling the 50 additional places for undergraduates from deprived areas (SIMD 20/40 postcodes) which SFC has allocated for 2013-14. These places will not be targeted at specific subjects but will be spread across all areas of (non-controlled) provision.

#### **1. Background and rationale**

The University of Edinburgh is fully committed to the principles of educational opportunity, increasing diversity and equal opportunities for all prospective and current students. We have also been at the forefront of the initiation, design and implementation of local, regional and national widening participation (WP) projects since the early 1990s. Our overall estimated staffing and resource commitment to WP, including access bursaries, is over £2 million in 2012-13. In 2013-14 we will significantly enhance our funding of this area to ensure we can meet our ambitious targets to widen access to the University of Edinburgh.

We are confident we can fill our 50 additional places in 2013-14, on the basis of the many and varied actions being taken to support our WP strategy. We are ambitious, but we also recognise that the level of increase which is achievable, in the context of our sustained growth over the past 10 years, is dependent on the number of *additional* applicants who are able to attain qualifications consistent with Edinburgh's entry requirements, and for whom Edinburgh represents the best choice for them as an individual. Retention rates and performance of WP students at Edinburgh are excellent overall, however we are committed to reviewing data for particular groups of students and making appropriate provision where gaps are found to exist. Our commitment to delivery of the additional places should be read in conjunction with our Strategic Plan and our Outcome Agreements for 2012-13 and 2013-14.

#### **2. Bursary support**

We believe that students with academic ability and potential should be able to gain admission and succeed at University whatever their circumstances. We have a long tradition of providing financial support to WP students and we are committed to ensuring this continues.

In awarding our access bursaries we take into account a number of factors such as whether an applicant is a care-leaver; a single parent; suffers from a disability; is the first in their family to enter university; as well as whether the applicant or their family is in receipt of state benefits. In 2012-13 we awarded 158 access bursaries and 60 accommodation bursaries to Scotland-domiciled new entrants, of which around a third were from SIMD 20/40 postcodes. We also awarded access bursaries for 360 continuing Scotland-domiciled students, making a total investment in new and continuing students of almost £600k.

As part of our effort to increase our intake of students from SIMD 20/40 from 2013-14 onwards, and to maintain our high rates of progression and retention for these students, we have made a commitment to enhance our current access bursary provision. Building on the success of the new 'Edinburgh RUK Bursaries' for students who normally live in England, Wales and Northern Ireland, from 2013-14 we will provide a guaranteed Scotland Accommodation Bursary to every undergraduate entrant who is eligible for a Scottish Government bursary (allocated on the basis of household income) and/or who is relocating to Edinburgh to study<sup>18</sup>.

### 3. Conversion and transition to study

To address challenges around conversion and ensuring the successful transition into study for students from WP backgrounds we will make early, subject-specific interactions with prospective students, through named individuals, whose support and involvement with the student continues through induction. This will give WP students the greatest likelihood of choosing to come to Edinburgh and the greatest chance of succeeding once they arrive.

To enhance our current approach to conversion, we will take action to:

- **Use SIMD to increase flexibility in admissions processes for 2013-14 entry and make greater use of existing entry routes such as the LEAPS Summer School and the Focus West Top Up programme, both in offer making and at Confirmation.** This will both help more WP applicants gain entry to the University; but also see them better prepared for academic life at Edinburgh.

To ensure our WP students can realise their full potential once they arrive, we will take action to:

- **Significantly enhance our student support measures.** Recognising that student support is an essential element of a positive student experience, often particularly so for applicants without a family tradition of HE, and that this starts before a student begins their degree programme, we will:
  - Deliver an evidence-based approach to WP student support focussing on barriers to progression, and looking at areas where withdrawal is a particular problem to establish what further targeted support may be required.
  - Work directly with WP students and Edinburgh University Students' Association (EUSA) to develop inclusive strategies for WP students to address barriers to participation in the wider student experience at Edinburgh.
    - We will enhance mentoring, peer assisted learning, employability and the inclusive curriculum; provide training and support for Personal Tutors to raise awareness of the issues faced by WP students; and identify Personal Tutors in each School/subject with specific responsibility for supporting WP students. Our Personal Tutor scheme is new and is backed by significant investment.
    - We will also enhance opportunities for WP students to gain an international experience, including via our study abroad programme for first year WP students in partnership with the University of Virginia, USA, funded via the Scottish Government Saltire Scholarship Outward Mobility Fund.

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<sup>18</sup> <http://www.ed.ac.uk/schools-departments/student-funding/undergraduate/uk-eu/bursaries/accommodation>



- **Expand our Peer Assisted Learning schemes currently operating successfully in Physics, Economics and Law into further Schools.** These schemes give WP students the opportunity to become paid, trained peer tutors and are also included in our Edinburgh Award scheme, which is related to the development of graduate attributes, skills and employability.

#### **4. Staffing and resource committed to outreach and widening participation**

Our overall estimated total staffing and resource commitment for 2012/13 is over £2 million. This includes core WP staffing and activities, the cost of housing and supporting partnership projects (LEAPS, SWAP, SHEP, REACH and ACES), and the resource committed to access bursaries.

To take forward the immediate actions targeted at WP students (set out in section 3) we intend to invest an additional £120k in 2012-13, rising to almost £300k by 2014-15. We will also invest further in bursaries. It is difficult to predict the costs of doing so until the level of take-up becomes clear. Over the medium to longer-term, we expect our Enhancing Student Support initiative to address many of the challenges we face around student support in an inclusive manner. This is a significant project, in which the University is investing over £7 million.

## Appendix 3

### Skills for growth: additional undergraduate places

#### University of Edinburgh commitment on deliverability

**Summary:** The University of Edinburgh is committed to filling the 60 additional places for undergraduates, which SFC has allocated through its 'skills for growth' targeted investment scheme in 2013/14. Of the 60 places, 15 will be targeted at subjects in price group 2, 45 at price group 3.

#### 1. Background and rationale

The University of Edinburgh welcomes the Scottish Government/SFC initiative to provide additional funded places in curricular areas which can support growth in key sectors of the economy. We believe that our breadth and excellence of provision put us in an excellent position to support this initiative, and we are committed to filling our 60 allocated additional funded places. These places will provide additional opportunities for students interested in pursuing careers in the Scottish Government's key sectors prioritised by SFC (Life Sciences and Energy). Additional places will be filled in four different streams across two of our three Colleges.

The additional places allocated by SFC will enable us to provide substantial additional opportunities for Scottish students to achieve qualifications relevant to two of the Scottish Government key sectors. The students will receive high-quality provision in a world-class institution, and will emerge with first class skills relevant to future careers in industry, developed partly through industrial placements. There is no shortage of demand for places at Edinburgh, nor any shortage of demand for our graduates. Providing us with the 60 additional funded places will enhance our ability to make a substantial contribution to the Scottish Government's economic development strategies.

Our commitment to delivery of the additional places should be read in conjunction with our Strategic Plan and our Outcome Agreements for 2012-13 and 2013-14.

#### 2. Energy

SFC has allocated 20 additional funded places. These will be filled primarily in Engineering, but with students also having opportunities in GeoSciences. The University has a wide range of relevant expertise covering fossil fuels and their impact on the climate, through to renewables. Students will be admitted to any of our range of Engineering UG programmes (our flexible curricular structure allows appropriately qualified students flexibility to delay or change their honours specialism). Demand for places is not considered to be an issue; we have recently been turning away straight A applicants for some degree programmes because of limits on student

places. Demand from industry for graduates in these disciplines is high and anticipated to increase. The National Skills Academy for Power highlighted that an aging workforce, combined with infrastructure renewal and expansion needed to achieve a 'green', low carbon future mean that the energy and utility sectors have a significant current and future skills gap<sup>19</sup>.

Engineering students have a wide choice of opportunities for industrial placements or projects, with many choosing to undertake voluntary summer placements or internships. Over the last 10 years we have placed students in over 100 different companies, ranging from giant multinationals to local SMEs.

### 3. Life Sciences

SFC has allocated 40 additional funded places, which we will fill across two streams:

- 20 in Biological and Biomedical Sciences
- 20 in Medical Sciences

The *Biological and Biomedical Sciences* places will allow us to increase the number of students admitted to the University's cross-College (Medicine and Veterinary Medicine, and Science and Engineering) integrated UG Biology programme. This provides students with a wide choice of potential honours degrees (21), all of which are relevant to the Life Sciences industry. The standard of current entrants is high (effectively straight As), and there is no shortage of demand. Nor is there any shortage of demand from employers for our graduates.

The *Medical Sciences* places will allow us to expand the intake of a programme which currently receives 10 applications per place. This will be an increase from 25 to 45 in the first instance, although we believe that demand would allow further expansion in future years if funding were available. We are in discussions with the Scottish Life Science Association about industry's skills needs and we will seek to meet these through work-based placements. We are confident that these can be expanded utilising our network of existing industrial collaborators.

In terms of current and future industry demand for graduates in these disciplines, the most recent Scottish Life Sciences Employer Skills Survey<sup>20</sup> found that 'recruitment problems are evident in the Life Science sector... the vast majority of hard-to-fill vacancies in the Life Sciences sector (89%) are skills shortages (difficulties recruiting because applicants lack the necessary skills, qualifications and experience), compared to just over half (53%) for Scottish employers on the whole'. Through expanding our number of Biological and Biomedical Sciences and Medical Sciences UGs, we will make a contribution towards meeting the clear industry need for more highly skilled Life Science graduates.

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<sup>19</sup> <http://www.power.nscademy.co.uk/sites/default/files/Fact%20sheet%201.pdf>

<sup>20</sup> [http://www.lifesciencesscotland.com/media/28267/life\\_sciences\\_scotland\\_employer\\_skills\\_survey\\_2010\\_summary.pdf](http://www.lifesciencesscotland.com/media/28267/life_sciences_scotland_employer_skills_survey_2010_summary.pdf)

## Appendix 4

### A highly skilled workforce: additional places

**Summary:** The University of Edinburgh is committed to filling the 92 additional places for postgraduates, which SFC has allocated through its 'a highly skilled workforce' targeted investment scheme in 2013-14. These places are divided between four clusters of masters programmes, all with strong and demonstrable links to industry. These clusters are Energy (including Carbon Capture and Storage); Life Sciences (Biotechnology, Bioinformatics and Applied Medical Masters); Mathematical Sciences and the Financial Sector; Sustainability and Tourism. We will enhance all of the clusters through the support of Making the Most of Masters (<http://www.mastersprojects.ac.uk/>). In addition, each cluster also has outstanding and growing relationships to employers out with that support framework (Tables 2-5)

<i>Cluster</i>	<i>Unique value added from:</i>	<i>Scholarships allocated</i>
Energy	Edinburgh Centre for Carbon Innovation ( <a href="http://www.edinburghcentre.org/">http://www.edinburghcentre.org/</a> )	30
Life Sciences	BioQuarter ( <a href="http://www.edinburghbioquarter.com/">http://www.edinburghbioquarter.com/</a> )	25
Mathematical Sciences and the Financial Sector	Higgs Centre ( <a href="https://higgs.ph.ed.ac.uk/">https://higgs.ph.ed.ac.uk/</a> )	17
Sustainability and Tourism	United Nations Regional Centre of Expertise in Education for Sustainable Development ( <a href="http://rcescotland.wordpress.com/">http://rcescotland.wordpress.com/</a> )	20

Table 1: Summary of University of Edinburgh bid for Masters Scholarships

**Rationale:** The University of Edinburgh is sector leading in the provision of masters programmes with established links to Industry. It is the coordinating university for Making the Most of Masters, a consortium project co-run with the Universities of Aberdeen and Stirling, which creates networks of engagement with industrial partners through the medium of placing masters students into work settings *in lieu* of a traditional dissertation.

Two years of successful engagement between industry and universities, through this route, gives the consortium partners unparalleled capacity and expertise in a difficult area. Engagement with industry is a long process, and networks require time and resources to build. The partnership of academic programme leaders, students and industrial partners is a delicate one, with all three parties experiencing clear benefits, but also encountering risk and effort. The Making the Most of Masters (MMM) project has demonstrated an effective mechanism for achieving this on which we will build for the future.

**Additional Value to places at the University of Edinburgh:** The wider context of study at the University of Edinburgh will add further value to the studentships allocated. We are a university with a large cohort of masters students, and significant expertise in their recruitment, retention and placement into careers after graduation. Our world-leading research profile means that industry seeks links with us, and the quality of applicants to our courses is consistently high. Our growing innovation in creating affiliated and spin-out units for interactions with industry, NGOs and Government also allows us to add value to each cluster of masters programmes, through interactions with an extremely wide range of stakeholders and industrial partners (Table 1).

We offer full-time and part-time residential masters, and a growing portfolio of masters programmes taught online and at distance. We are building new masters programmes preferentially over other types of study, in order to meet a strategic plan that sees value in this higher level form of study, both inwardly and in terms of external value of our students. Our funding structures in support of widening participation students are amongst the most generous in the sector and are linked to detailed plans for support on programme and before arrival. The additional studentships allocated by the SFC will allow us to develop a new suite of masters programmes of the highest quality, including those around our new and future Innovation Centres, the Edinburgh Centre for Climate Change and the Higgs Centre for studies in Physics. Thus these additional places should be seen as the starting point for an evolving offer around relevant, timely and purposeful masters programmes, rather than being considered as a fixed plan for the long term.

**University of Edinburgh masters programme links to Industry:** The University of Edinburgh is unique in the sector in having recruited to senior management an academic tasked with enhancing and developing masters provision (Assistant Principal for Taught Postgraduate Programmes). Over four years, it has been possible to deepen and develop a wide range of industrial links to our masters programmes. Our typology below is given with examples of such interaction from the programmes described below.

1. University level engagement with employers around masters programmes – the University has an Employers' Forum, which meets annually and guides us on appropriate links with industry and other employers. Their high level guidance and influence on our programme development affects all of our degrees, and is now supplemented by the work of Professor Susan Deacon, Assistant Principal for Employer Engagement.
2. Engagement with employers in the co-creation of masters programmes..
3. Engagement with employers through their participation in programmes. As an example, guest lectures on our MSc in Carbon Capture have been given by experts from IEAGHG, AMEC, Wardell Armstrong and Parsons Brinkerhoff so far this year.
4. Direct engagement through dissertation alternatives – SFC is well aware of our work in this area through Making the Most of Masters. Individual programme also source dissertation alternatives, for example from a dedicated post in the Business School.
5. Engagement through the delivery of CPD to employers which is also a part of a masters programme. There are multiple examples of this practice, where industry buy-in modules from our masters portfolio. One example is a module on the Geology of Carbon Capture which has now run six times with multiple industry partners in attendance.

6. Engagement of employers who host our students as part of their credit bearing or non-credit bearing activities within a masters programme. Students from our Outdoor and Environmental Education programme are regularly hosted by SMEs in Scotland and beyond, especially those who design and run activity holidays.
7. Partnerships between masters programmes and employers which lead to the development of policy, interactions with international organisations and advisory relationships. These are widespread across the University, and might be exemplified by the work of a broad group of masters programme directors within our Global Academies which has led to our designation as the Scottish UN Regional Centre of Expertise in Education in Sustainable Development.
8. Direct links through research between programme directors and industry, which materially affects the design and delivery of our programmes. Our commitment to research-led teaching makes this pathway almost ubiquitous in our masters level programmes. One example is the level 11 course in Drug Discovery (PGB/11088). This is taught by Professor Malcolm Walkinshaw, who engages in a major research collaboration around potential ligands for protein binding pockets with a Dundee-based biotech company, Cyclacel. This collaboration, and the database mining programme behind it, are central to the course, which includes the requirement for students to write a report setting out a plan to lead discovery for a given protein drug target.

### Cluster 1: Energy

SFC has allocated 30 additional funded places to this cluster. This cluster builds on our unique strength in hosting the Edinburgh Centre for Carbon Innovation ([www.edinburghcentre.org/home.html](http://www.edinburghcentre.org/home.html)). This Centre has well established links directly to industry and indirectly through the following partner projects; Association of Carbon Professionals, Biofuel Business Programme, Initiative for Carbon Accounting, Energy Academy, Energy Technology Partnership, Flowave TT, Low Carbon Building Technologies Gateway, Wood Product Innovation Gateway and 2Kt. We will develop this cluster over time to incorporate professional programmes offered through the ECCEI, and into further masters programmes linked to energy generation and sustainability. These will include masters in GIS, Environment and Development, Food Security, Soils and Sustainability, as these all ultimately relate to energy and are central to the future of Scotland and Scotland's industrial base.

<i>Masters programme</i>	<i>Relevant industry or third sector</i>	<i>Exemplar current industry links (numbers refer to type of engagement with programme based on typology above)</i>	<i>Current student numbers (in brackets, additional funded places allocated)</i>	<i>Modes of study</i>
Carbon Management	Energy and Sustainability	Includes Accenture (6, 5), CAMCO (4, 6, 8),	68 (8)	Full time, developing a distance learning

		Carbon Trust (7, 8), Ecometrica (2, 7) , Scottish Business in the Community(4), Sinclair Knight Mertz Consulting (4), WWF Scotland (4, 7), IK Climate Impacts Programme (2, 7).		version
Carbon Capture and Storage	Energy, specifically oil, coal and gas producers	British Geological Survey (2, 3), Scottish Power ((8), Parsons Brinkerhoff (3), Scottish Government (7), Wardell Armstrong (3), Doosan Babcock Energy (2, 7, 8, 3), Iberdrola Foundation (2, 8), AMEC (3).	10 (new programme, still building numbers) (12)	Full time, part time.
Environmental protection and management	Energy companies, and especially in the remediation of risk through their activities	SEPA (2, 7), Wind Prospect (3, 5), co-taught with SRUC (2,3,4).	62 (6)	Full time, part time, to MSc or Dip Ed.
Ecosystem Services	Energy, specifically renewable sources, biofuels and services in support of pollution remediation from energy production (e.g. oil shales)	Price Waterhouse Coopers (3, 6), DFID (7, 8, 2), ESPA (2, 8), UNESCO (3, 7, 8)	11 (new programme, still building numbers) (4)	Full time, part time

Table 2: Summary table of masters programmes within the Energy Cluster

**Cluster 2: Life Sciences**

SFC has allocated 25 additional funded places to this cluster. This cluster includes Biotechnology, and practical masters, such as Drug Discovery and Translation, and the uniquely strong research combination of informatics and medicine at the University of Edinburgh, make this a flagship cluster, which will grow significantly over the next five years.

<i>Masters programme</i>	<i>Relevant industry or third sector</i>	<i>Exemplar current industry links</i>	<i>Current student numbers (in brackets, additional funded places allocated)</i>	<i>Modes of study</i>
Drug Discovery and Translation	Pharmaceuticals, medicine, systems biology	AstraZenica (4), GlaxoSmithKline (8, 4), BrainWave (8), Amoebics (8), Cyclacel (8)	28 (10)	Full time (online version begins in 2013)
Biotechnology	Pharmaceuticals, medicine, biofuels, agriculture, water industry, distilling.	Aquila (8), BigDNA, Recyclatec (3, 8), Scotch Whisky Distilling, Diageo (8, 4, 3), Cyclacel (8).	31 (10)	Full time
Science, technology and international development	Medicine, technology, sustainable technology, energy	Scottish Fair Trade Forum (7,8), Challenges Worldwide (3, 4, 6), Mercy Corps (4,6), UNESCO (7, 8), Gene Campaign (7)	11 (5)	Full time, part time

Table 3: Summary table of masters programmes within the Life Sciences Cluster.

**Cluster 3: Mathematical Sciences and the financial sector**

SFC has allocated 17 additional funded places to this cluster. There has been widespread recent concern regarding the quality of STEM skills in the UK workforce, particularly among UK nationals. These skills, broadly conceived as the mathematical sciences, are critical for supporting the development of economies based around a wide range of industries including the financial sector, healthcare, advanced manufacturing, IT and energy.

The University has responded to these concerns with a new plan of action that will be rolled out over the next two years and involve the creation of new masters programmes with tight links to industry and to the highest level of scientific research. The strength of this cluster rests on our



long-term links to business and the financial sector through our Business School, and the world-class research and associated teaching in the new Higgs Centre, which will emerge from the Schools of Mathematics and Physics over the next two years. It is an area of active growth and innovation on our part, and will develop rapidly in the future. The distribution of these will alter as our new Mathematical Science master comes on-stream.

<i>Masters programme</i>	<i>Relevant industry or third sector</i>	<i>Exemplar current industry links</i>	<i>Current student numbers (in brackets, additional funded places allocated)</i>	<i>Modes of study</i>
Financial Maths	Financial services	Co-taught with Heriot-Watt University (2, 3, 8) Aberdeen Asset management (3, 4), Barrie and Hibbert (4, 6), Lloyds Banking Group (3,4,6), Royal Bank of Scotland (4, 2). For full list see link - <a href="http://www.sfra.ac.uk/membership.php">http://www.sfra.ac.uk/membership.php</a>	23 (4)	Full time
Mathematical Sciences	Advanced manufacturing, financial services, healthcare, digital and creative industries, IT	New and developing masters, developing over two years in collaboration with ThinkTank Maths (2), SELEX-Galileo (2), and others	0 (only just coming through our approval system) (10)	Full time
Banking and Risk	Banking and Actuarial sectors	Alliance Trust (4,6), Aubrey Capital Management (6), Scottish Widows (4,6), First State Investments (6), Blackrock (6), Baillie Gifford (6), Deloitte (6)	26 (1)	Full time
Accounting and Finance	Business	As above, DTZ (4,6), S&P Capital (4, 6), Royal Bank of Scotland (3,6)	100 (1)	Full time
Carbon finance	Business, especially those with a high carbon footprint	Pacific Carbon Trust (6), Matrix Group (6, 8), The London Accord, Carbon Finance.	45 (1)	Full time

Table 4: Summary table of masters programmes within the Mathematical Sciences Cluster

**Cluster 4: Sustainability and Tourism**

SFC has allocated 20 additional funded places to this cluster. The University of Edinburgh has recently led the development of a UN Recognised Regional Centre of Expertise in Education for Sustainable Development (<http://recescotland.org/>). The UN approved the bid in December 2012 and the Centre will be located at, and led by, staff from the University and will have strong collaborative links with other Scottish Universities, NGOs and third sector organisations.

Education for Sustainable Development includes raising skills and awareness of the environment and sustainability in areas such as tourism, planning, agriculture and education. We are developing a cluster of masters and CPD offerings linking the UNRCE Scotland to other Scottish Government and related initiatives in 'Learning for Sustainability', in particular the recommendations of the 'One Planet Schools' advisory committee. This new work, in addition to our existing, highly successful, set of masters degrees with a focus on sustainability and outdoor learning, will fill a critical gap in sector learning. These funded places may be allocated to part-time or in-work students and will be available to both independent bodies and the teaching profession.

<i>Masters programme</i>	<i>Relevant industry or third sector</i>	<i>Exemplar current industry links</i>	<i>Current student numbers (in brackets, additional funded places allocated)</i>	<i>Modes of study</i>
Outdoor Environmental and Sustainability Education	Tourism, leisure activities, rural development	UNRC (2, 3, 4 (from 2013/14), 7, 8), Benmore Centre (6), the Calvert Trust (6), East Lothian Council (6, 8), The Venture Trust (4, 6), Wildtrails (6)	15 (20 places shared with the Outdoor Education programme below)	Full time, part time, variety of exit points
Outdoor education	Tourism, leisure activities, rural development	UNRC (2,3,4,5,8), as above, and Fairbridge (4, 6), Craigower Outdoor Centre (4, 6), Bendrigg Lodge, Outward Bound (4, 6)	28 (20 places shared with the Outdoor Education and Sustainability Education programme above)	Full time, part time, variety of exit points.

Table 5: Summary table of masters programmes within the Sustainability and Tourism Cluster

Note on tables: Masters titles are sometimes abbreviated where clarity is not sacrificed. Relationships with industry are indicative. Current student numbers on each programme is for academic year 2012-13, at a census point in January 2013. Numbers fluctuate considerably from one academic year to another.

## **Addendum**

### **University of Edinburgh Global Excellence Initiative**

#### **Summary**

The University of Edinburgh is a world leader in research and is committed to achieving excellence in research. Currently 21<sup>st</sup> in the authoritative QS world rankings, the University will use and match SFC funding provided under the Global Excellence Initiative to support strategic developments in research. This will boost our research profile and our position in the world rankings over the medium term. We will recruit around 120 Chancellors Fellows (early career academics) and recruit around 40 (per annum) 4 year PhD studentships

#### **Background**

The University of Edinburgh's 2012-16 Strategic Plan sets out our ambitions over the medium term. To enhance our position as one of the world's leading universities, a key area for strategic investment is in academic posts to drive forward the University's capability and excellence in teaching, research and impact. This is especially pertinent in the face of the rise of new elite universities, notably in the Far East, driven by large-scale investment. We must improve our performance merely to maintain our position.

World rankings of universities are impacting increasingly on the success of universities, whether in recruitment of the best staff and students, partnerships with other prestigious universities around the globe, employment of graduates with multi-nationals, attracting research funding or bringing in large endowments and gifts from donors.

#### **1. Analysis**

In the 2012 QS world ranking, one of the most transparent and authoritative of such lists, we are ranked 21<sup>st</sup> in the world and 5<sup>th</sup> in the UK. Analysis of QS shows that the measure that most disadvantages Edinburgh from other high ranking universities (top 20) is our **faculty/student ratio**. This measure is worth 20%. We are currently ranked 136<sup>th</sup>, our lowest ranking across the QS measures. The top 4 English universities (Cambridge, UCL, Oxford and Imperial) all score very highly on this measure. At 94<sup>th</sup>, we also rank lower than our key competitors for **% of non-UK academic staff**, though this measure is worth only 5%. We also need to improve our **citations per faculty score** (20%) where we are ranked 79<sup>th</sup>. We are already on a trajectory of improvement in this measure and our ranking has risen by 39 places over the last two years.

#### **2. Proposal for investment**

The University has already invested in 2012-13 in ~100 five-year, tenure-track "Chancellor's Fellows" - an early career academic who has already shown the ability to conduct world-leading research and exhibits clear potential to become an international leader in her/his discipline. The Fellows concentrate on research in the first instance, acquiring the full duties of University Lecturer across the period of the Fellowship. Subject to satisfactory review at the end of three years, the Fellow will move to an open contract on the University academic staff. Our Fellows are already contributing to our academic environment and the scheme has been a success, as measured by the number of applicants (>4000) and the high quality of the appointees. Our success

in attracting record levels of research grant income (>£250m 2011-12; destined to exceed this in 2012-13) will also result in further growth of research staff.

Additional substantial investment in academic staff of the highest international calibre is required if we are to enhance our international standing and global impact, particularly as new competition grows outside North America, Europe and Japan. Further those new academic staff will also concentrate our research grant income. As part of the Global Excellence Initiative, we will recruit another cohort of ~120 Chancellor's Fellows, typically at UoE grade 8 and exceptionally grade 9 or 10.

We will support additional scholarships for a substantial cohort (~ 40 per annum) of prestigious 4 year PhD studentships, thus addressing another area of relative weakness in our attainment. These students will also help grow the research themes with our newly recruited Chancellor's Fellows, affording the critical mass of researchers that is key to form the teams needed successfully to address major global challenges.

SFC's investment will be matched pound-for-pound by the University, exploiting donations and other sources of income

Analysis of the rankings indicates that this level of investment, in addition to other strategies already in train, should move Edinburgh into the top 15 in the QS world rankings. This would occur in the medium term since there is a lead time, primarily because the benefit in improved faculty/student ratio will be offset initially by a drop in citations until new staff are publishing and having their work cited which they generate at the University of Edinburgh. This approach will also favourably impact on the THES rankings (currently 32<sup>nd</sup>), though their methodology is more opaque so effects are less predictable. Finally, speedy implementation of this initiative will allow us to recruit a proportion of the Fellows before the REF2014 deadline, thus favourably impacting on our research attainment profiles.



Scottish Funding Council

Promoting further and higher education



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A' brosnachadh fuytilarri adhartach agus àrd ìre

## Outcome Agreement between the University of Edinburgh and the Scottish Funding Council for academic year 2013-14

### On behalf of the Scottish Funding Council

Signed:

Print name: Laurence Howells

Position: Interim Chief Executive

Date:

### On behalf of the University

Signed:

Print name: Professor Sir Timothy O'Shea

Position: Principal

Date:

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