



## **Outcome Agreement 2014-17: Update for 2015-16**

I am pleased to introduce this update to the University of Edinburgh's 2014-17 Outcome Agreement in partnership with the Scottish Funding Council (SFC). This document, and the 2014-17 Agreement it updates, demonstrates the contribution the University intends to continue to make, nationally and internationally, towards delivering key Scottish Government priorities through all of its activities.

Higher Education research is a key driver of the Scottish economy; is recognised as internationally outstanding and respected for its quality and its innovative and collaborative nature. The University of Edinburgh is now 4th in the UK for Research Excellence, and is ranked 17<sup>th</sup> in the QS Global Rankings, the only Scottish University in the world's top 50. It is a key partner in world-leading UK joint ventures such as the Turing Institute and is forging international relationships that bring the brightest and the best staff and students to Edinburgh and aim to foster innovation and impact through collaboration with industrial and academic partners. The latest independent assessment of our economic impact by BiGGAR Economics estimates that the University of Edinburgh produces a GVA of £2bn in the Scottish economy; a multiplier of £9.60 for every pound of investment by funding bodies.<sup>1</sup> In delivering that impact we are committed to being a fair employer, pay the living wage and no longer have any hours to be notified (so called "zero-hour") contracts.

In developing our Outcome Agreement for 2014-17, we expressed our ambition to build on our long-held commitment to widening participation and to enhance our already strong international standing in teaching, research, knowledge exchange and impact. This ambition has not changed. However, recent changes in public sector funding may significantly challenge the trajectory for achievement of those ambitions. In 2015-16, direct funding from the Scottish Funding Council is expected to represent around 23% of the turnover of the University of Edinburgh; following the reduction in funding for research excellence announced on 6 March 2015 (£8m in the second and £11m in the third year of the 2014-17 Outcome Agreement).

The overall strength of Scottish research, and our tradition of university collaboration, is clearly evident in the UK research assessment process; with the University of Edinburgh submitting more joint submissions than any other in the UK. Our joint submission partners also performed very well in REF2014, and we are very pleased to see that the research pooling investments made since 2006 are leading to strong, sustained collaborations. The real world impact of that research is evident across the breadth of our activities. This ranges from the innovative

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<sup>1</sup> BiGGAR Economics, A draft report on the Economic Impact of the University of Edinburgh.

contributions to health of Bioquarter spinout companies, such as Roslin Cells and Edinburgh Molecular Imaging, to research underpinning the reform of youth justice policy in Scotland and our expertise in supercomputing which transforms business and healthcare by developing new ways to extract useful information from huge datasets.

A major contributor to our long-term research impact on local, national and international issues results from investment in young talented researchers and nurturing their talent. Our Chancellor's Fellows scheme is core to that activity and we remain committed to that strategy despite the regrettable withdrawal of the Global Excellence Initiative and the reduction in dual mechanism support for Higher Education research excellence. Our commitment to recruit 120 five-year tenure-track Chancellors Fellows under that initiative is detailed in our 2013-14 Outcome Agreement<sup>2</sup>.

The establishment of the Widening Access Commission, with chairwoman Dame Ruth Silver, was unveiled at the University of Edinburgh on 17 March 2015 and is a landmark for the sector. The establishment of the Commission recognises the transformative effect that attending university can have on individuals, families and communities. Its aim, to ensure more students from disadvantaged backgrounds in Scotland can succeed at university, is one we wholeheartedly share at the University of Edinburgh. We support the best and brightest to come to University, regardless of their background or circumstances through our innovative outreach works, pioneering contextualised admissions scheme and sector leading bursary support.

That hard work is paying off. In the 2014-15 academic year, 55 per cent of our Scottish domiciled entrants had one or more widening access characteristics, up from 45 per cent for the previous year. Support and encouragement for students continues at university and beyond. We offer financial support to enable students to focus on their studies, buddying and mentoring programmes to help students get the most from the university experience, and we work with the professions and graduate employers to help launch successful careers after graduation. Our duty to ensure that students have the best opportunities does not stop at the borders of the UK. We are now committed to do more to widen access globally. Our new Vice-Principal Global Access will be working hard to ensure that all prospective students have the chance that they deserve.

Professor Sir Timothy O'Shea  
Principal and Vice-Chancellor  
21 April 2015

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<sup>2</sup> [http://www.sfc.ac.uk/web/FILES/Funding\\_Outcome\\_Agreements\\_2013-14/University\\_of\\_Edinburgh\\_Outcome\\_Agreement\\_2013-14.pdf](http://www.sfc.ac.uk/web/FILES/Funding_Outcome_Agreements_2013-14/University_of_Edinburgh_Outcome_Agreement_2013-14.pdf)

2015-16	University of Edinburgh priority actions
<p><b>Aim 1: Improve access to Higher Education for people from the widest possible range of backgrounds.</b></p> <p>We have received over 58,000 Undergraduate applications for 2015-16 entry; of which over 20,000 are from Scottish domiciled applicants. Given the limited number of funded places, approximately 9-10 Scottish domiciled applicants for each available place, equality and fairness of access is crucial in this highly competitive context. Our outreach work, across Scotland and the rest of the UK, encourages increasing numbers of individuals to apply while our sector leading contextualised admissions process allow us to select the brightest and best regardless of background; with the understanding that not all have the opportunity to demonstrate their full potential in school-leaving qualifications. Our peer support, personal tutor programmes and bursary packages are designed to ensure that all of our students have the support to progress and succeed in their studies and develop graduate attributes which are hugely valued by employers. 55% of our Scottish domiciled entrants in 2014-15 had at least one widening participation indicator. Our contextualised admission process was further refined for 2015-16. We have demonstrated our commitment to supporting pathways into the University locally and nationally and are strengthening our commitment to international development with the recent appointment of a Vice Principal for Global Access.</p>	
<p>1.1 More even patterns of participation.</p> <p>1.2 An increase in the number of students articulating with advanced standing from HNC/HND to degree level study.</p> <p>1.3 More institutions applying best practice in contextualised admissions.</p>	<ul style="list-style-type: none"> <li>➤ Sustain the step-change in entrants from under-represented groups achieved in 2013-14; including the 50 widening access places. We will review the impact of bursary provision on recruitment &amp; retention of under-represented groups and explore opportunities to extend Access commitments across our Global activities and develop a strategy to widen participation globally. We will also continue to develop and expand study abroad opportunities for WP students.</li> <li>➤ Develop an evidence base in order to identify appropriate strategies to widen postgraduate participation and retention and in partnership with relevant professional bodies and institutions</li> <li>➤ Create an evidence base regarding the factors affecting 'gender segregation' in HE, specifically re. male participation in caring professions and art and design, and female participation in STEM, to inform policy development.</li> <li>➤ Work with HE and college partners to respond to the outcomes of the SFC review of SHEP/REACH/ACES and develop appropriate exit strategies if funding to be curtailed. Support the WP objectives of the SFC funded Opening Educational Practices in Scotland to enhance the capacity and reputation of the Scottish tertiary education sector in developing publicly-available online materials supported by high quality pedagogy and learning technology.</li> <li>➤ Expand the primary school project with City of Edinburgh schools in support of community engagement and student volunteering and explore the expansion of the Educated Pass football project to youth football clubs in areas of deprivation in South and North Lanarkshire.</li> <li>➤ Expansion of successful on campus taster events for cohorts of HNC/D Social Sciences and HNC/D Applied Sciences students in Edinburgh College, West Lothian College and Forth Valley College and continue to scope curriculum mapping opportunities in Engineering, Childhood Practice and Community Education with Edinburgh College.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Provide mentoring schemes for first year students (initially this will be focused on female and/or BME students but will be expanded if successful) and work to increase confidence in approaching tutors for assistance and in future career prospects (research suggests both a particular anxiety for females).</li> <li>➤ Engage with partner organisations and services for young carers to develop strategies in order to raise aspirations amongst young carers and support them to access higher education generally, and University of Edinburgh in particular.</li> </ul>
<p><b><i>Aim 2: High quality, efficient and effective learning – learner journeys are short, efficient and as effective as possible and learners experience the highest quality of learning and teaching and achieve successful outcomes.</i></b></p> <p>The University of Edinburgh aims to create the opportunities for our students to have an exceptional and distinctive experience (Strategic Plan, page 25). 90.4%<sup>3</sup> of 2007-08 entrants achieved a successful outcome in 2012-13 and retention rates are excellent with just over 94% of 2010-11 Scotland domiciled entrants returning to the University of Edinburgh to study in year two. Retention rates for protected characteristics groups<sup>4</sup> and SIMD40 Scotland domiciled students are similarly high with a 90% retention rate or above across all groups. The University is committed to maintaining, and where possible, improving our already high retention levels for all groups. Since 2011 the University has been revitalising its academic and pastoral support framework for students (Strategic Plan, page 25) to enhance the student experience; investing £3.5m by the end of 2015-16 and we saw a 4 percentage point improvement (76%) in satisfaction with academic support between 2013 and 2014. The University is also in the process of developing a Vision which will guide teaching and learning, building on lessons learned through engagement with the National Student Survey and our investment in the Enhancing Student Support Project for the next 10 years. Consultation across the University on the emerging Vision is underway with principles including the need to give students agency to create their own learning and 21<sup>st</sup> century course design with student centred pedagogy<sup>5</sup>. The development of flexible entry and exit routes (Strategic Plan, page 35), into the four year-degree, will enable students to pause their studies at appropriate points and support their return (Strategic Plan, page 9) and we have an ambitious distance-learning initiative, providing flexibility and convenience for learners and opportunity to develop innovative international collaborations. This is part of a wider strategy to embed technology in all degree programmes and CPD short courses. An additional element in our portfolio is the Massive Open Online Courses (MOOCs) the first six of which we offered in early 2013 and have expanded to around 25 by end 2014, reaching well over a million learners in over 200 countries. We shall explore ways to incorporate MOOCs into our mainstream education programme, and also to take the lessons learned from them into curriculum design at all levels. Our distance learning and MOOC provision is embedded in mainstream quality assurance processes.</p>	
<p>2.1 An improvement in the retention and success rates of learners.</p> <p>2.2 Greater flexibility in entry and exit points where this is of benefit to the learner.</p> <p>2.3 Quality of learning provision and learner outcomes assured and enhanced.</p>	<ul style="list-style-type: none"> <li>➤ Achieve effectiveness judgement in QAA enhancement-led institutional review (ELIR) and excellent quality of provision through our rigorous quality and enhancement assurance approach, enhancing students’ skills, knowledge &amp; experience.</li> <li>➤ Maintain existing and where possible increase the number of Professional, Statutory and Regulatory Bodies who accredit University of Edinburgh programmes.</li> <li>➤ Introduce further flexibility in study patterns, whilst maintaining the integrity and breadth of our curriculum, through supporting new articulations with strategic partner providers, direct entry to second year for undergraduates, and enabling students to pause their studies at appropriate points and support their return. (Strategic Plan, page 9)</li> </ul>

<sup>3</sup> This relates to undergraduates who have successfully completed with an award or an intermediate award or who transferred to another institution.

<sup>4</sup> This includes the groups that the sector has data for: gender, age, ethnicity and disability.

<sup>5</sup> <http://www.ed.ac.uk/schools-departments/academic-services/projects/developingalandtvision>

	<ul style="list-style-type: none"> <li>➤ Expand the number of distance education programmes (Strategic Plan, page 9), which have a variety of delivery and exit options, enabling students to undertake learning and manage other commitments. Continue to take part in the Coursera and Futurelearn partnerships and further expand engagement with our MOOCs.</li> <li>➤ Annually increase the level of overall satisfaction expressed in responses to the NSS, PTES and PRES student surveys. Improve our impact on the student experience using understanding gained from the Edinburgh Student Experience Survey, our established pre-final year undergraduate survey.</li> <li>➤ Explore the potential, assuming appropriate support in place, for the development of 2016/17 programmes allowing articulation from HN to degree in Biomedicine and Health Sciences with College partners.</li> </ul>
<p><b><i>Aim 3: Right learning in the right place – secure coherent provision of higher education in Scotland in line with SFC’s statutory obligation.</i></b></p> <p>The University has a strategic objective to equip our graduates with the expertise and graduate attributes they need to achieve their full potential within the global community. Central to that endeavour, the University teaches a fully comprehensive range of subjects, using our globally leading strengths in research to underpin and inform our teaching (Strategic Plan, page 9). The University works 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 (Strategic Plan, page 9). The University collaborates 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. The Careers Services supports 343 employers; an increase of 29% on the previous year following targeted events including a retail fair and Careers in IT event. Moreover, the University’s Student Employability Employers Forum ensures that external perspectives inform strategic thinking in relation to students’ employability and into our emerging vision for learning and teaching.</p>	
<p>3.1 Universities are responsive to current and future skill requirements of employers.</p> <p>3.2 More targeted recruitment to courses of national and regional economic significance</p> <p>3.3 Nationally coherent and regionally aligned coherent provision.</p> <p>3.4 Implementation of the National Gaelic Language Plan.</p>	<ul style="list-style-type: none"> <li>➤ Continue filling the places on the SFC strategic investment schemes: Skills for Growth (60 places in life sciences &amp; energy) &amp; Highly Skilled Workforce (92 places in energy, life sciences, mathematical sciences, finance and sustainability/tourism).</li> <li>➤ Collaborate with employers and appropriate sector bodies to enhance employability and maintain the 140 programmes which are accredited by 38 Professional and Statutory Regulatory Bodies and 42 integrated masters, providing students who are well trained to the standards of a particular profession.</li> <li>➤ Continue to provide a broad range of foreign language (over 30) provision supporting our internationalisation and employability objectives, both through formal programmes and short courses (including when there is no prior learning)</li> <li>➤ Offer Work Based Projects as alternative to traditional University-based dissertations (160 students in 2013-14) through the Making the Most of Masters model (winner of the THE award for Outstanding Employment Engagement activity).</li> <li>➤ Continue to collaborate with regional nursing providers through shared practice placements and Lothian Clinical Academic Research careers scheme. We are also working towards provision of a unique post-graduate pre-registration 2 year programme to accelerate highly qualified nurse availability for the field of complex needs across the health and social care</li> </ul>

	<p>integrated service provision. Delivery of this programme would require a minimum of 15 pre-registration places, in addition to our existing under-graduate student nurse numbers.</p> <ul style="list-style-type: none"> <li>➤ Deliver the innovative Masters in Clinical Research, where students can undertake placements in their former university and actively encourage medical students to take an intercalated honours year in STEM subjects which further develop research and science skills which are in high demand in the biomedical sector. Given the difficulties in recruiting doctors to Scotland, we would hope to see the restoration of the 50 medicine places removed from the sector a couple of years ago.</li> <li>➤ Implement the University's Gaelic Language Plan <a href="http://www.ed.ac.uk/about/gaelic-language-plan/university-plan">http://www.ed.ac.uk/about/gaelic-language-plan/university-plan</a> , deliver MA in Gaelic and Education and offer an annual programme of Gaelic musical and cultural, including a Gaelic induction session in Freshers' Week and a designated 'Seachdain na Gàidhlig' (Gaelic Week).</li> </ul>
<p><b><i>Aim 4: A developed workforce – learners who have the skill, knowledge and entrepreneurial spirit to get a job and progress their career; and institutions that respond to the skills needs of the economy, locally and nationally.</i></b></p> <p>The University of Edinburgh has a strategy of brokering strategic partnerships between academics, industry, specialists and other institutions to enhance the graduate attributes in all students (Strategic Plan, page 25). In consequence, the University of Edinburgh graduates are highly rated by employers; with the University scoring 98.2 out of 100 in the 2014 QS employability indicator, 30<sup>th</sup> in the world on this ranking, the only Scottish University in the top 100. 94.6% of our graduates (full-time undergraduate level) in 2012-13 were in work or further study 6 months after graduation, exceeding the Scottish average. In a global economy, International experiences become ever more important and we are committed to students' development as global citizens and promotes global citizenship (Strategic Plan, page 27). In 2013-14 students went on 2053 International experiences with 685 student exchange arrangements, enabling students to study abroad. Assistance is also provided for would-be student entrepreneurs with LAUNCH.ed providing support to students and alumni (2 years after graduation) to help them explore their ideas, find funding and business partners and set up their own businesses. In 2013-14 Launch.ed worked with around 1400 students through enterprise and entrepreneurship events, resulting in 28 companies formed, and student success in business start-up competitions included: Converge, 2nd and 3rd prize; Converge Kickstarter, winner; Santander Universities - 2nd UK Postgraduate Startup; SIE Fresh Ideas, 5 of 6 winners.</p>	
<p>4.1 An increase in the proportion of graduates in work or further study six months after graduating, and of those in work, a reduction in the proportion in Non-Graduate (as opposed to Graduate) occupations where these proportions appear to be particularly high.</p> <p>4.2 Graduates are well prepared for work and can utilise their skills effectively in the increasingly international labour market.</p>	<ul style="list-style-type: none"> <li>➤ Create at least 800 opportunities for our students to gain an international experience as part of their Edinburgh degree (Strategic Plan, page 25), grow the number of students who have achieved the Edinburgh Award beyond the 500 target set for 2015-16 (Strategic Plan, page 25), and maintain our high Global Employer Reputation ranking.</li> <li>➤ Increase the number of Employ.ed internships available by around 10% year on year over the period of our Strategic Plan 2012-16 and continue to support student business start-ups through Launch.ed, while continuing to advertise a diverse range of part-time and vacation opportunities on behalf of local, national and international organisations to our students.</li> <li>➤ Build on the Languages for all partnership with EUSA to provide opportunities for students and staff to develop the linguistics skills which will support international mobility.</li> <li>➤ Capitalise on the support and expertise of our Alumni network through the introduction of Connect.ed our alumni student career connections initiative and seek additional opportunities for them to support student development.</li> </ul>

**Aim 5: A research base that is internationally competitive and improving in its reputation and standing in the world.**

The University of Edinburgh performance in REF2014 demonstrates irrefutably the international competitiveness of our research. We have improved our overall standing to 4<sup>th</sup> in the UK, as well as 1<sup>st</sup> in Scotland, and our contribution to research pooling is evident in 6 joint submissions to REF2014. The University is the leading Scottish University for research income won from Research Councils, major research charities and the European Commission. In 2013-14, the University secured over £270m in competitive research grants. We aim to maintain our level of Research Council income won; while recognising the potential for pressure on those budgets. We note our success in leveraging over £2 in competitive research funding for every £1 of REG funding and but also some concern that the funding changes may hamper our ability to capitalise on our strong research base and maximise our contribution to the Scottish economy. The world class quality of our research is reflected in our 39% success rate for research grant applications and 15 £1m+ awards. Our achievements are also evident in our joint 17<sup>th</sup> ranking (2013 & 2014) in the QS world ranking and our improvement from 46<sup>th</sup> to 29<sup>th</sup> in the THES 2015 World Reputational Ranking.

5.1 An improvement in the sector's performance in REF2014 compared with RAE2008.

5.2 Scotland maintaining its share (relative to the UK) of research council and research charity income; and increasing its share of income from EU Government Bodies.

5.3 Enhanced research and KE collaboration.

5.4 An increase in the institutions and departments securing Athena SWAN

- Continue to support internationally excellent early career researchers in line with the University's strategy (Global Excellence Initiative) to be top 15 in the QS World Rankings in the medium term.
- Continue to invest in quality research estate infrastructure e.g. Systems Medicine delivery at the Western General Hospital and secure funding to progress a Data Technology Institute to house the Turing Institute presence in Scotland and to enable the implementation of our successful RPIF (£25m) projects for Tissue Regeneration and Biological Sciences.
- Increase our research grant income from EU and other overseas sources so that we enter the Russell Group upper quartile and introduce new approaches for increasing our share of income from UK Charities and industry.
- Build on our work to increase further engagement with SMEs. This will include the identification and promotion of collaboration opportunities presented by involvement in Horizon 2020. (Strategic Plan, pages 11 and 13)
- All eligible institutions and departments/schools now have Athena Swan awards or the Gender Equality Charter Mark and the University will seek to secure the institutional Silver Athena Swan Award and the Race Equality Charter Mark in 2015.

**Aim 6: University-industry collaboration – deliver a step-change in the engagement of business and industry with universities, removing any barriers to the exploitation of research for economic and wider societal benefit.**

The University aims to ensure our knowledge, ideas, skills and expertise are transformed into advice and opinion, innovation, intellectual property, enterprise and wealth, thereby realising national and international objectives and enriching society (Strategic Plan, page 13). The impact of the University's business collaborations can be demonstrated through the following figures: the University supported the creation of 35 new companies during 2013-14. Consultancy turnover during 2013-14 was £4.2M. 182 licences were signed during 2013-14, this includes; 48 commercial, 65 embedded (as part of a research agreement), 69 easy access/open technologies. The development of dynamic new business clusters in ICT and biotech around the University demonstrates the importance of both our research and high quality graduates to these key economic drivers and the Innovation Centres offer the opportunity for co-creation of research and business solutions. In 2013-14, the University continued to host Interface reflecting our strategy to work with other Scottish universities to simplify engagement with industry, while maintaining our leadership in commercialisation (Strategic Plan, page 13). Responsibility for the university-technology.com website is now integrated into Interface; the University remains an active member of the group and fully committed to increasing easy access IP with 23 technologies available through this portal <https://licensing.eri.ac.uk>. We continue to participate heavily in H2020 and have continued to offer assistance with SME engagement. Research collaboration with other

Scottish Universities is integral to the University of Edinburgh and is reflected in 6 joint submissions to REF2014. We are concerned that the REG funding methodology may act as a disincentive for such collaborations in future.

6. 1 A step change in the engagement of business and industry.

- Continue to promote easy access technologies and build on the 69 easy access and open technology licences achieved in 2013/14.

6. 2 Maximise the potential for leverage of further investment at the UK and European level to further enhance HEI/industry collaboration, particularly for small and medium sized enterprises (SMEs).

- Conclude 2 new strategic partnership deals with industrial partners and actively participate in the Innovation Centres initiative through coordination of the Digital Health and Data Lab Institutes.
- Maximise the opportunities offered by our partnership in the Turing Institute to increase engagement with global, data technology driven, business.
- Actively engage with Catapult Centres and the European Research Council to secure further funding for collaborative work with business.

***Aim 7: Sustainable institutions – ensure high quality of governance and management for institutions delivering long-term and financial & environmentally sustainable interactions.***

In response to the Climate Change (Scotland) Act 2009, the University of Edinburgh’s Climate Action Plan 2010 proposed a reduction in University carbon emissions of 29% by 2020, with an interim target of 20% by 2015, against a 2007 baseline. Since 2010, the University has improved its energy infrastructure through the development of three Combined Heat and Power (CHP) installations, with a fourth online since 2013. The first three have saved the University 8,500 tCO<sub>2</sub>e per year. Progress has also been made against qualitative measures, through behaviour change programmes such as “Switch and Save” and the [Edinburgh Sustainability Awards](#). However, a recent review of progress to date has noted an increase in absolute carbon emissions since 2010, such that the University has not met the original target of a 3% reduction in emissions per year. This reflects an increase in the size of the estate due to merger and new build since the targets were set. However, relative emissions figures have remained fairly stable with improvements over the medium-term; 139 tCO<sub>2</sub>e/£M in 2007 reduced to 122 tCO<sub>2</sub>e/£M in 2013.

7.1 Institutions have in place appropriate and effective governance structures which ensure sound governance, internal control and risk management.

- Maintain our robust governance structures and alignment with the new Code through regular review.

7.2 Institutions’ governing bodies have clear ownership of institutional sustainability.

- Increase the proportion of our building condition at grades A and B, aiming for 90% by 2020.
- Complete analysis of demand for space and estate opportunities to 2025, leading to the preparation of a new Estate Strategy for the period 2015-2025. Investment levels are dependent on successful competitive grant awards, donations and the capital sustainably available for reinvestment from reserves.

7.3 Institutions invest in their estates for teaching and research at a sustainable level.

- Refresh our Partnership Working Agreement with our recognised Unions and actively engage with the Unions in the development and monitoring and evaluation of the outcome agreement and of our Strategic Plan.
- Comprehensive review of the Climate Action Plan in 2015, to reconsider targets and strategy to achieve those target and update of socially responsible investment policy.