Outcome Agreement 2014-17: Update for 2016-17

I am pleased to introduce this update to the University's 2014-17 Outcome Agreement in partnership with the Scottish Funding Council. This document, and the 2014-17 Agreement it updates, demonstrates the unique and significant contribution of the University to Scotland and its alignment with key aims articulated by SFC.

Our plans for 2016-17 and beyond are ambitious across all aspects of University life. Reductions in public funding continue to impact upon the University, but despite this, we will continue to invest in our staff and students and our aim of enhancing our position as a world-leading centre of academic excellence.   With this in mind, we will provide the highest quality research-led learning and teaching environment for the greater benefit of our students and deliver an outstanding educational experience.

Maintaining and enhancing our research portfolio continues to be one of our highest priorities. We will continue to invest both time and money in attracting and retaining the highest quality talented, enthusiastic and committed researchers with the knowledge that our research drives economic growth and supports life changing improvements in health and social outcomes.   We strive to provide the best possible research environment for our staff and students, and this includes our physical spaces and our high quality equipment and facilities.   One example of this is a recent study from the University's MRC Centre for Inflammation Research which found that babies at risk of a serious lung infection could be helped by a therapy based on the body's natural immune defences. The study found that a compound produced by the body's immune system can kill the virus that causes the disease, more commonly known as respiratory syncytial virus, or RSV, which causes bronchiolitis in young children. The study found that treatments that encourage the immune system to produce more of this compound could help to protect infected babies from developing a life-threatening illness, as well as protecting elderly people with respiratory or cardiovascular disease who are vulnerable to the infection.

Our recently announced estate investment plans demonstrate our commitment to our estate and facilities. Our ambitious plans to transform our campuses will be enhanced by a £200m loan from the European Investment Bank. The loan, together with £100m from a US investment fund, will provide £300m of new investment capacity to support a range of building and refurbishment projects over the next 10 years. This investment will strengthen Edinburgh's reputation as a global leader in learning and research, and will include projects such as a new home for the School of Biological Sciences, the creation of a Data Technology Institute (part of the Alan Turing Institute), and a refurbishment of the historical School of Law at Old College.

As well as this investment, the University continues to engage in dialogue with key strategic partners on the negotiation of a City-region Deal with the UK and Scottish Governments aimed at stimulating growth in Edinburgh and South East Scotland. The University's economic significance and scale of its estates vision over the next decade has marked it out as a potentially pivotal contributor to the case for a City-region Deal.

Our commitment to widening participation continues. We have a long tradition of attracting students with academic potential the opportunity to succeed at University, whatever their circumstances, and we remain committed to the step change in attracting students from deprived backgrounds. Our commitment goes beyond Scottish students from less advantaged areas. This is evidenced by the steps in our Corporate Parenting Strategy which recognises that all care experienced students require support regardless of their country of origin, and by our bursary and scholarship support which benefit Undergraduate, Postgraduate, Scottish, Rest of UK and International students.

In 2016-17 we have, for the first time, made 20 Masters Access Awards available to students who have undertaken their undergraduate study at the University of Edinburgh and have a widening participation background. We have made awards of £10,000 each available to students who started their undergraduate career at the University as a care-leaver, or participated in Scottish Wider Access Programme (SWAP) or a Lothians Equal Access Programme for Schools (LEAPS), or were a recipient of one of the University's Bursaries for students from low income households.

Since 2013-14 we have invested in, and will continue to invest in, the Scotland Accommodation Bursary which provides one of the most generous bursary support packages to Scotland-domiciled students. Bursaries of between £500 and £2,000 are offered to eligible students who are in receipt of a Young Students' Bursary (YSB) or an Independent Students' Bursary (ISB) from the Student Awards Agency for Scotland. Almost 1,400 Scottish and Rest of UK students shared over £6.1m in bursary support from the University in 2015-16. We have also recently agreed a package of financial support for students who are seeking asylum. This includes fully-funded scholarships for five asylum-seeking undergraduate students admitted to the University in 2016, and three Syrian Masters students will have fully-funded scholarships and living costs paid for in 2016. This, combined with our innovative and extensive outreach and support programmes, demonstrate our dedication and willingness to continue to invest in the widening participation agenda.

In developing the University's new Strategic Plan for 2016-21, our focus is on emphasising aspects of the University's past, present and future that are most crucial to its success in the next 5 to 10 years. Our breadth, scale and history of working across disciplines and of creating new ones, provides the opportunity to address global challenges, to embrace the opportunities of data technologies and to create new collaborative relationships with creative and commercial bodies. Our new Strategic Plan will provide the broad framework that will allow us to succeed in our vision of being a truly global university, rooted in Edinburgh, making a significant, sustainable and socially responsible contribution.

Professor Sir Timothy O'Shea

Principal and Vice-Chancellor

22 June 2016

Summary of actions the University will deliver in 2016-17

The University will seek to achieve all of the actions identified in the 2016-17 update. For the sake of brevity all the outcomes and actions are not replicated here. Building on our progress to date, the table below summarises some of the key outcomes and actions we are committing to in 2016-17.

Aims and outcomes for 2016-17	The University of Edinburgh's contribution and actions
Aim 1: Improve access to Higher Education for people from the widest range of backgrounds	
1.1 More even patterns of participation by different groups of learners, including those from areas of deprivation, from protected characteristic groups and care backgrounds. 1.3 – more institutions applying best practice in contextualised admissions	➤ Sustain the step-change in entrants from under-represented groups achieved in 2013-14; including the 50 widening access places. ➤ Create an evidence base regarding the factors affecting gender imbalances in HE, specifically re. male participation in caring professions and art and design, and female participation in STEM, to inform policy development. ➤ Continue to use our sector leading contextualised admissions process to allow us to select the brightest and best regardless of background.
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	
2.3 Quality of learning provision and learner outcomes assured and enhanced	➤ Introduce further flexibility in study patterns, whilst maintaining the integrity and breadth of our curriculum, through supporting new articulations with strategic providers, direct entry to second year for undergraduates, and enabling students to pause their studies at appropriate points and support their return.
Aim 3: Right learning in the right place – secure coherent provision of higher education in Scotland in line with SFC's statutory obligation	
3.2 – more targeted recruitment to courses of national and regional economic significance	➤ Continue filling the places on the SFC highly skilled workforce scheme
Aim 4: a developed workforce – learners who have the skills, 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	
4.1 – an increase in the proportion of graduates in work or further study six months after graduating	➤ Continue to support students towards positive graduate destinations, building on our current high performance.
Aim 5: A research base that is internationally competitive and improving its reputation and standing in the world	
5.1 – an improvement in the sector's performance in REF 2014 compared with RAE 2008 5.3 – enhanced research and KE collaboration	➤ Continue to support internationally excellent early career researchers in line with the University's strategy – as was supported by the Global Excellence Initiative – to be in the top 15 in the QS world rankings in the medium term. ➤ School of Mathematics and School of Informatics will play full role as founding partners in the Alan Turing Institute

5.4 – an increase in the institutions and departments securing Athena SWAN	➢ Having achieved an Institutional Athena Swan Silver award in 2015, we will develop a plan and start working towards achievement of a Gold Athena SWAN award.
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 benefits	
6.1 – a step-change in the engagement of business and industry	➢ 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 for delivering long-term and financial and environmentally sustainable interactions	
7.1 – institutions contribute to the delivery of Climate Change (Scotland) Act 2009 targets for reduced greenhouse gas emissions	➢ We have reviewed our existing Climate Action Plan and by Summer 2016 we will introduce our new Climate Change Strategy

University of Edinburgh Outcome Agreement 2016-17

Aim 1: Improve access to Higher Education for people from the widest possible range of backgrounds.

Background and baseline

We received over 59,000 Undergraduate applications for 2015-16 entry; of which over 20,000 were from Scottish domiciled applicants. Of these, 2,574 Scottish domiciled students successfully gained entry to the University. 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 and in 2015-16 had at least one widening participation indicator. Our contextualised admission process was further refined for 2015-16, and is available here: http://www.ed.ac.uk/polopoly_fs/1.149028!/fileManager/201408%20Contextual%20Data%20briefing.pdf .   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.

We have an array of custom designed short-term international initiatives created in close collaboration with key partners and stakeholders, both internally and externally, and targeted at specific under-represented groups. This includes the Widening Horizons Programme where students spend 2-4 weeks in India and Tanzania respectively. Our Go Abroad Office has helped create a culture of inclusivity, circumventing the barriers to participation, enabling a variety of students from low participatory student groups, including students from low socioeconomic backgrounds, students with disabilities and students with low participation disciplines such as STEM subjects, to gain a vital international experience.

Looked after children and care leavers are recognised as a priority group for WP and outreach initiatives (see the WP website: http://www.ed.ac.uk/student-recruitment/widening-participation/projects/care-leavers). Care experience is an eligibility criteria for LEAPS and

for the Sutton Trust Summer School. Outreach activities tend to be focussed on particular schools or local authority areas. Looked after children and care leavers attending those schools or from those council areas are always a priority in terms of access to these programmes. In addition, inclusion of looked after children or care leavers from other schools or local authority areas can be considered on a case by case basis if there is capacity on the programme, although there is not yet a formal commitment to do so.

As noted elsewhere in this agreement, the University of Edinburgh offers one of the most generous bursary packages in the UK for those on the lowest household incomes, which care experienced students are eligible to apply for. There are a variety of elements to the overall bursary package, which includes bursaries available to those from low incomes which are triggered automatically when an application for student loan is made to SAAS and its RUK equivalents. This includes the Scotland Accommodation and the University of Edinburgh bursaries (for RUK students).

To improve the attractiveness of the University and the support it offers to care leavers we will put in place actions to raise awareness to care leavers. The University is aware that in some cases care experienced students have been advised by social workers or others not to take student loans to avoid future debt, which means that they will not be identified by SAAS or SLC as being eligible for the relevant bursary.

We will commit to the following actions and targets:

Outcome	Action or target
1.1 More even patterns of participation by different groups of learners, including those from areas of deprivation, from protected characteristic groups and care backgrounds.	Impact on areas of deprivation and other disadvantaged groups: • Sustain the step-change in entrants from under-represented groups achieved in 2013-14; including the 50 widening access places. • Respond to the findings of the University of Edinburgh 2015 review of the impact of Scotland Accommodation and RUK/University of Edinburgh bursary provision on recruitment & retention of under-represented groups. • Continue to explore opportunities to extend Access commitments across our **Global** activities and develop a strategy to widen participation globally. • Continue to develop and expand study abroad opportunities for WP students, including the Principal's Go Abroad Fund designed to enable students (WP students in particular) to create their own international experience of £350 rising to £700 for WP students. In 2014 95 students received a scholarship to help fund an international education experience, and this rose to 225

	students in 2015. - Develop an evidence base in order to identify appropriate strategies to address barriers and widen participation to **postgraduate study**, including appropriate financial support. - Work with the sector to develop appropriate definitions and measures for postgraduate widening participation. - 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 is to be curtailed.
	Impact on protected characteristic groups: - Identify and address disparities in application and admission rates between those who share protected characteristics and those who do not.[1] - Provide mentoring schemes for first year students and work to increase confidence in approaching tutors for assistance and in future career prospects. Initially this will focus on female and/or BME students but will be expanded if successful; research suggests these interactions are a particular anxiety for females. - Create an evidence base regarding the factors affecting gender imbalances in HE, specifically re. male participation in caring professions and art and design, and female participation in STEM, to inform policy development. This will be informed by participation in the Equality Challenge Unit 'Equalities in Recruitment' project. As part of this work, amongst other things, we will undertake an analysis to better understand UK UG applications patterns relating to gender balance in 4 selected areas (Veterinary Medicine, Computer Science, Primary Education, Art and Design). We will also benchmark ourselves against comparable Scottish and UK Institutions as well as analysing institutional and national data to identify the potential impact of other factors related to gendered degree choices. We will develop an intervention framework made up of a series of activities designed to reduce barriers and encourage applications from the under-represented gender which can applied across each of the selected subject areas and degree programmes. We will monitor the impact of this intervention model.
	Impact on care leavers: Work with the sector to agree a common verification process for care leavers and care

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[1] Equality outcome 5.1 from Equality Outcomes Progress Report April 2015 http://www.ed.ac.uk/equality-diversity/about/strategy-action-plan

	experienced students. Continue to work collaboratively with other institutions to raise awareness in local authorities and social services of the support available to care leavers, to support a national increase in participation in higher education by care leavers. • To improve the attractiveness of the university and the support it offers to care leavers we will: - Introduce a formal commitment to accept looked after children and care leavers onto WP programmes and activities where they are not automatically eligible, providing there is space and funding available. - Many looked after children may not have considered higher education as a possibility, and working with college and university partners, we will explore ways to work with local authorities and organisations such as Barnardo's who provide accommodation for looked after children to develop early intervention directly with these young people. - Explore opportunities to engage looked after children in local authority or voluntary sector care, to introduce the idea of further and higher education through early intervention. - Provide information on all available sources of funding to care experienced young people and their advisors prior to application, and also to care experienced offer holders, to ensure that they are aware of the funding streams available to them. - In partnership with other HEIs, provide awareness raising training for those who advise looked after children and care leavers to help them better understand student funding in Scotland and in England, and to improve the advice given to young people. - Consider whether an alternative application process is required for verified care leavers who have not taken a student loan through SASS or SLC for the Scotland Accommodation Bursary or the University of Edinburgh Bursary. - Awareness-raising training about care leavers will be added to personal tutor induction. More detailed training will also be made available to those personal tutors who have a particular interest in supporting students with a background in care. In addition, as part of their training, Student support officers and Student Resident Assistants should receive awareness training about care leavers, as key points of support for students. • Through our Corporate Parenting Plan, we will identify opportunities for enhancing our existing support mechanisms for care leavers, to encourage applications and support successful outcomes by care leavers, recognising that their journeys to HE may not be direct or typical.

	Impact on other groups: • Continue to 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. Work with the sector to establish an agreed, common definition of "young carer" relevant to higher education. • Expand the primary school project with City of Edinburgh schools in support of community engagement and student volunteering. The University's current WP Primary School project works with 11 of the most challenged schools, reaching 360 pupils and their families, 26 teachers and head teachers. Depending on future funds available, we intent to expand this in 2016-17 to all Craigroyston High School feeder primaries bringing the number of schools taking part in the initiative to 13 reaching 430 pupils, and 33 teachers and head teachers. We will be seeking to expand the WP element further to the feeder primaries of all Group 1 LEAPS secondary schools in Edinburgh bringing on board a potential further 17 schools and 875 pupils requiring a dedicated staffing commitment. • Conduct over-arching EqIAs of the policies, processes and activities which relate to the applicant experience. These were developed with the Equality Challenge Unit (ECU) and Supporting Professionalism in Admissions (SPA) to improve access to the University for applicants from all under-represented groups, including those from a widening participation background and those with protected characteristics. These EqIAs have been identified by ECU and SPA as an example of good practice in mainstreaming equality in admissions.[2]
1.2 An increase in the number of students articulating with advanced standing from HNC/HND to degree level study.	• 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. • Develop articulation routes for MA Health, Science and Society with Edinburgh College by 2017/18.

[2] From para 24, Mainstreaming the Equality Duty report http://www.ed.ac.uk/equality-diversity/about/strategy-action-plan

1.3 More institutions applying best practice in contextualised admissions.	- Continue to use our sector leading contextualised admissions process to allow us to select the brightest and best regardless of background. - Work with UCAS to mitigate the effects of removal of names from application forms on ability to widen access.

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.

Background and baseline

The University of Edinburgh aims to create the opportunities for our students to have an exceptional and distinctive experience (Strategic Plan, page 25).   90.9% of 2008-09 entrants achieved a successful outcome in 2013-14. Retention rates for Scotland domiciled entrants in 2015-16 are at 91%, below those for RUK entrants which are at 95% in 2015-16; we will carry out further work on understanding the reasons for this difference. One aspect of this which we have looked into relates to students who receive the Scotland Accommodation bursary, who have higher retention rates than other Scotland domiciled entrants (at 92%) and than students from MD40 postcodes (87%). This is encouraging, as it suggests that the bursary scheme is having one of its intended impacts, and will inform further analysis.   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 5 percentage point improvement (77%) in satisfaction with academic support between 2013 and 2015.

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 21st century course design with student centred pedagogy[3]. 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

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[3] http://www.ed.ac.uk/schools-departments/academic-services/projects/developingalandtvision

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 the end of 2014, reaching well over a million learners in over 200 countries. Our Introduction to Philosophy MOOC has the highest enrolments of any MOOC ever.[4] 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.

Outcome	Action or target
2.1 An improvement in the retention and success rates of learners.	• Maintain existing high retention rates for all groups.
2.2 Greater flexibility in entry and exit points, where appropriate, to reduce potential inefficiencies in the learner journey, where this is of benefit to the learner.	• Continue to map appropriate entry routes for students admitted with advanced entry qualifications, where there is curriculum fit. • Continue to investigate curriculum mapping opportunities with local colleges to develop and increase pathways. • Explore the potential, assuming appropriate support is in place, for the development of 2016/17 programmes allowing articulation from HN to degree in Biomedicine and Health Sciences with College partners.
2.3 Quality of learning provision and learner outcomes assured and enhanced.	Impact on student experience and outcomes • 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. • Expand the number of distance education programmes which have a variety of delivery and exit options, enabling students to undertake learning and manage other commitments.

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[4] http://www.onlinecoursereport.com/the-50-most-popular-moocs-of-all-time/

	Continue to take part in the Coursera and Futurelearn partnerships and further expand engagement with our MOOCs. • Improve our impact on the student experience using understanding gained from the Edinburgh Student Experience Survey, our established pre-final year undergraduate survey. • Annually increase the level of overall satisfaction expressed in responses to the NSS, PTES and PRES student surveys. • Embed the PATH tool to improve student course choice and changes linked to the Programme and Course Information Management project around information to help guide students on course choices and pathways alongside their Personal Tutor. • Review and enhance the effectiveness of the Personal Tutor system – this ensures students receive appropriate interaction with a named academic throughout their degree who can provide support and guidance. • Improve the extent to which new curricula are inclusive by design through revision of the course and programme approval documentation and briefing of Boards of Studies.[5] • Implement adjustments recommended by the Student Disability service on an ongoing basis, to facilitate disabled students to achieve their full potential.[6] Impact on quality processes: • Continue to build on the outcome of the 2015 ELIR to enhance further the quality of learning provision and learner outcomes. • Through the revision in 2015-16 of our quality framework, support University strategy and take account of external guidance on quality in order to ensure excellent quality of learning provision and learner outcomes. Elements of the quality framework under review will have undergone Equality Impact Assessment. • Via our online external examiner reporting system, continue to enhance the contribution of externality to our quality processes, enabling us to benchmark performance against peer institutions and share commended practice across the institution.

[5] Equality outcome 1.3 from Equality Outcomes Progress Report April 2015 http://www.ed.ac.uk/equality-diversity/about/strategy-action-plan
[6] Equality outcome 1.6 from Equality Outcomes Progress Report April 2015 http://www.ed.ac.uk/equality-diversity/about/strategy-action-plan

Aim 3: Right learning in the right place – secure coherent provision of higher education in Scotland in line with SFC's statutory obligation.

Background and baseline

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.

Over 9,000 job vacancies were advertised by our Careers Service in 2014/15, an increase of 8% on the previous year. For 2015/16 and 2016/17 we have a target of 5% annual growth. The Careers Service organises 12 career fairs across the academic year to support recruitment into a diverse range of employment sectors. This includes specialist events targeting the IT, engineering and creative sectors as well as generalist events which include finance, business, accounting, retail and other sectors. In 2016-17 we are introducing an additional strand to our Internships programme, specifically for the third sector with a target of 30 placements in the first year. 474 employers interacted with us through these events and we aim to reach 500 exhibitors in 2016/17. The University's Student Employability Employers Forum and topical discussions through our Edinburgh Exchange events, ensure that external perspectives inform strategic thinking in relation to students' employability and into our approach to learning and teaching.

Outcome	Action or target
3.1 Universities are responsive to current and future skill requirements of employers.	• Offer Work Based Projects as alternative to traditional University-based dissertations (168 students in 2014-15) through the Making the Most of Masters model (winner of the THE award for Outstanding Employment Engagement activity). • Maintain existing and where possible increase the number of Professional, Statutory and Regulatory Bodies who accredit University of Edinburgh programme (currently 42)

3.2 More targeted recruitment to courses of national and regional economic significance	• Continue filling the places on the SFC Highly Skilled Workforce scheme (92 places in energy, life sciences, mathematical sciences, finance and sustainability/tourism). • In 2016-17, we will explore SFC's request to collaborate with industry to provide additional skills provision in the key sectors of energy and life science. We await further detailed guidance from SFC on the operation of this scheme.
3.3 Nationally coherent and regionally aligned coherent provision.	• Continue to collaborate with regional nursing providers through shared practice placements and Lothian Clinical Academic Research careers scheme.
3.4 Implementation of the National Gaelic Language Plan.	• Implement the University's Gaelic Language Plan http://www.ed.ac.uk/about/gaelic-language-plan/university-plan. • Deliver MA in Gaelic and Education. • Offer an annual programme of Gaelic musical and cultural, including a Gaelic induction session in Welcome Week and a designated 'Seachdain na Gàidhlig' (Gaelic Week).
3.5 An increase in the number of students with practical skills in modern foreign languages and Gaelic.	• 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). • 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.

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.

Background and baseline

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 98.0 out of 100 in the 2015 QS employability indicator, 36th in the world on this ranking, the only Scottish University in the top 100.   In the Times Higher Global Employability University rankings we are 23rd, again the only Scottish

university to feature in the top 150. 82.4% of our graduates (full-time undergraduate level) in 2013/14 were in graduate level employment or further study six months after graduation, up from 79.3% in 2012/13.   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 2014/15 students went on 2,123 International experiences with 723 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.

2014/15 was a record year for company formation at the University, with 44 companies formed by staff and students, and supported by Launch.ed, PostDocBiz, ERI's Spin-Out Support and BioQuarter. As well as record numbers, the quality and growth potential of those new companies reached new standards, with University companies winning three of the four award categories at the Scottish-wide Converge Challenge, including the main award. Amongst the student base, Launch.ed engaged with 1,900 students through a series of 46 entrepreneurship events and workshops – another record high. 31 student companies were formed during the year, many with aspirations to follow Fanduel, a Launch.ed student-led company formed in 2007 which this year made it into Fortune's Unicorn Club of billion dollar companies.

Outcome	Action or target
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.	• Continue to support students towards positive graduate destinations, building on our current high performance (82.4% of undergraduates in graduate level employment or further study). • Maintain our high Global Employer Reputation rankings.

4.2 Graduates are well prepared for work and can utilise their skills effectively in the increasingly international labour market.	- Create at least 800 opportunities for our students to gain an international experience as part of their Edinburgh degree. A number of projects are being rolled out during 2015-16 to contribute to efforts to ensure that the milestone is reached. - Grow the number of students who have achieved the Edinburgh Award beyond the 500 target set for 2015-16. - 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. - 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.

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

Background and baseline

The University of Edinburgh performance in REF2014 demonstrates irrefutably the international competitiveness of our research.   We have improved our overall standing to 4th in the UK, as well as 1st in Scotland. Our contribution to research pooling and support for the Scottish HEI sector is evident in 6 joint submissions to REF2014, the highest level in the UK.   The University is the leading Scottish University for research income won from Research Councils, major research charities and the European Union. In 2014-15, the University secured a record £305m in competitive research grants. We note our success in leveraging over £3.40 in competitive research funding for every £1 of REG funding. However we also have considerable concern that our disproportionate REG reduction is beginning to hamper our ability to capitalise on our strong research base by maintaining our breadth of research and investment to maximise our contribution to the Scottish economy and culture. The world class quality of our research is reflected in our 41% success rate for research grant applications and 72 £1m+ awards. In 2014/15, Edinburgh saw its total award value from the Research Councils grow by 14% and its charity awards increase by 20%.

Research collaboration with other Scottish Universities is integral to the University of Edinburgh and was 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.

Responding to the recommendations of the REF Equality and Diversity Advisory Panel

The Equality and Diversity Advisory Panel report has three recommendations directed primarily at universities:

- The lower rate of circumstances submitted in Main Panel B should be explored.
- HEIs should give further consideration to their responsibilities in relation to reasonable adjustments for staff with complex circumstances and to the promotion of working cultures that enable an appropriate work-life balance for those with both teaching and research contracts.
- HEIs should proactively address inequalities in staff selection, rather than simply accept them as a general sector issue.

In response to the first recommendation, we have looked at the data on our submissions to Main Panel B. We submitted 93% of eligible staff to six of the Main Panel B panels, and of these, 26% had at least one individual circumstance leading to the reduction of outputs. On average, UK universities submitted 22.5% of staff to Main Panel B with complex circumstances. We are not complacent, and will do more in any future REF exercise to ensure that as many staff as possible feel comfortable disclosing any circumstances that has hindered their ability to be as productive as normal, but we do find it encouraging that we are already above the UK average in this area. For comparison, of the staff submitted across all panels REF2014 by the University of Edinburgh 35% had an individual staff circumstance, compared with 29% across the whole UK.

In relation to the other two recommendations, we see addressing these issues as one of the many good reasons to do more to improve the diversity of our research staff population, across all protected characteristic groups and to facilitate different working patterns. In relation to staff selection, the University's profile of submitted staff largely matched that of its underlying population. We agree that this points to the need to enhance the diversity of the sector's researchers and to nurture an environment in which the best people from all backgrounds are able to thrive.

Our commitment to this is demonstrated by the awards we have received, and the action plans we have put in place which relate to these. Our Institutional Athena Swan Silver award reflects the commitments we have made to supporting women's careers, and the actions we will undertake are laid out in our submission http://www.ed.ac.uk/equality-diversity/innovation-development/athena-swan. All schools and departments currently have either the Athena Swan award or the Gender Equality Charter Mark (GEM) award, which was the Arts, Social Sciences, Business and Law equivalent.

In January 2015 the University became one of the first in the UK to retain its HR Excellence in Research Award from the European Commission after a 4 year external review. We were also invited to be one of the first universities to submit to the Race Equality Charter mark, and while not successful in the first round the process has been valuable in highlighting a number of areas where the University has more to do, to fully understand and enhance the experience of our BME students and staff and to design appropriate measures to tackle the challenges we have identified.

In recognition that these equality and diversity issues cut across the research outcomes we have outlined actions under 5.1 and 5.4 below.

Outcome	Action or target
5.1 An improvement in the sector's performance in REF2014 compared with RAE2008.	• Continue to support internationally excellent early career researchers in line with the University's strategy- as was supported by the Global Excellence Initiative – to be in the top 15 in the QS world rankings in the medium term. • Achieved 4th in the UK on research power and 11th on Grade Point Average, both increases relative to RAE2008; we will review our strategy for the next exercise as details become clear. • Implement open access requirements for the next REF exercise. Equality and Diversity • Review our processes for disclosure of individual staff circumstances for the next REF to ensure any affected staff members can come forward. • Enhance the annual review process for staff to create improved forums for discussions of career direction and progression. • Promote opportunities for female and male researchers to return to work after a career break on a flexible fellowship, such as the Daphne Jackson, British Heart Foundation and Wellcome Trust. • From January 2016, we have introduced a generous shared parental leave policy, encouraging an environment in which male and female researchers feel supported in their work life balance, to sit alongside our generous maternity package and flexible working policy.

	• Appoint a staff disability officer in 2016 to provide improved services and support to meet the needs of disabled staff and promote an environment that encourages staff to let the University know they are disabled and receive individual support. • Require all staff involved in recruitment to undertake equality and diversity training, including unconscious bias training. • Conduct biennial equality monitoring survey of all staff to improve our monitoring data on the profile of our staff on a variety of protected characteristics. • Building on the success of gender audits for the Chancellors Fellows recruitment campaign, conduct a gender audit of all future large recruitment campaigns to inform improvements.
5.2 Scotland maintaining its share (relative to the UK) of Research Council and research charity income; and increasing it is share of income from European Commission programmes.	• Maintain success in research grant income from EU and other overseas sources, having entered the Russell Group upper quartile in 2013-14. • Continue to target increases in research income from all sources. • Implement successful RPIF projects for Tissue Regeneration and Biological Sciences.
5.3 Enhanced research and KE collaboration.	• School of Mathematics and School of Informatics will play full role as founding partners in the Alan Turing Institute.
5.4 An increase in the institutions and departments securing Athena SWAN	• Following the expansion of Athena SWAN to include Arts, Humanities, Social Sciences, Business and Law, we aim to achieve awards in the remaining Schools/Academic units in HSS, who were not eligible for consideration to apply for Athena SWAN awards under the previous system, by 16/17. • We will build on our membership of the Equality Challenge Unit's Race Equality Charter scheme and develop an ambitious action plan to embed race equality across the institution. • Having achieved an Institutional Athena SWAN silver award in 2015 we will develop a plan and start working toward achievement of a Gold Athena SWAN award. (The earliest that we will be eligible to apply for a Gold Award or for renewal of our Silver Award will be 2018). • Aim to reduce the gender pay gap for University staff, by carrying out biennial pay audits and explore the reasons for the pay gap at level 10.

Research integrity	• Revised processes to ensure that integrity and ethics are business as usual for the Research Policy Group which now meets 5 times a year. • Continue to operate the Research Ethics and Integrity Review Group to raise the profile of integrity and act as a forum for any issues that arise, and to ensure annual reports are completed to high standard. • Continue to operate and update the new website stating the University's position and commitment to research ethics and integrity, including through the Concordat, and signposting key policies and procedures, and learning and development materials.

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.

Background and baseline
The impact of the University's business collaborations can be demonstrated through the following figures: the University supported the creation of 44 new companies during 2014-15. Consultancy turnover during 2014-15 was £4.4M. 263 licences were signed during 2014-15, this includes; 49 commercial, 127 embedded licences (in R&D contracts), and 87 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 2014-15, 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.ed.ac.uk/ . We continue to participate heavily in Horizon 2020 and have continued to offer assistance with SME engagement.

At a strategic level, the University is seeking to capitalise on the nascent potential of data-driven innovation, ubiquitous across all research themes, to drive regional economic growth. We have invested further in the development of the ecosystem through partnership in the City Region Deal, leading a consortium for the recent BIS Science & Innovation audits and developing our plans for the Learning Mile, including the forthcoming (£41M) Data Technology Institute (DTI). This strategy is already creating visible success with the co-location of Intel's microprocessor

design team into Edinburgh, the only such location outside of California. Behind Intel we are developing a strong pipeline of well-known companies who have expressed interest in co-locating in the DTI. These developments are truly ground breaking for Scotland at a time when inward investment is needed for the economy.

Furthermore, realising the importance of broader industry engagement we are changing how ERI interacts with companies large and small and supports our outstanding staff and students in their commercial endeavours.

The transition from Knowledge Transfer Grant to the Universities Innovation Fund has, however, reduced the funding from SFC to the University of Edinburgh for innovation activities from just under £2.5m to less than £1.4m per annum. This creates a significant challenge for the University in implementing our planned enhancements in innovation activities over the next 5-10 years. Investment in these plans already represented a significant commitment by the University, in addition to the SFC income for these activities, and the contraction in stable underlying SFC income must impact on the pace of delivery.

Outcome	Action or target
6. 1 In line with the Scotland CAN DO Framework, a step change in the engagement of business and industry through significantly enhanced HEI/Industry collaborations including Innovation Centres and the Innovation Scotland Forum.	- Continue to promote easy access technologies and build on the 69 easy access and open technology licences achieved in 2013/14. - Actively engage with Catapult Centres and the European Research Council to secure further funding for collaborative work with business.
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).	- We are on track to 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.

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

Background and baseline
The University of Edinburgh has a significant range of action underway to meet its commitment to making a 'significant, sustainable and socially responsible contribution' and to meeting its legal duties under the Climate Change (Scotland) Act 2009 and other environmental, procurement and supply chain legislation.

Since 2005, the University has improved its energy infrastructure through the development of four Combined Heat and Power (CHP) installations, with a fifth planned during 2016. An extensive programme of energy audits, team engagement and action has been completed and there has been progress in reducing carbon intensity including estimated falls in carbon per million £ turnover of more than half over the last 25 years. Recognising the challenge of meeting current climate targets during a period of rapid growth, the University has begun a fundamental review of its Climate Change strategy, which has involved jointly funded work with SFC to develop key tools for use across the sector and a review of global best practice.

The University was provided with £30,000 from SFC's Strategic Funds to deliver a high level carbon prediction tool which could be rolled out across the further and higher education sector. The tool allows institutions to model different business variables and predict the carbon emission consequences each time the variables are changed. The three work streams of the project have been completed, and we are now focusing on sharing this with universities and college, as well as the public sector more widely.

During 2014-15 the University undertook an extensive review of the case for fossil fuel divestment, and announced a package of measures including divestment from coal and tar sands in May 2015. The updated Responsible Investment and a further package of measures will be completed in 2015-16. The University has a strong governance framework for SRS in place which was further strengthened during 2014-15 with the addition of work on community relations and public engagement, fair employment, access to education and supply chain responsibility.

To ensure compliance with the Scottish Code of Good Higher Education Governance and to enhance the effectiveness and openness of the University's governance, a revised Committee structure was implemented from 1 August 2014. Throughout 2014/15 and beyond the University has been fully compliant with the Principles of the Scottish Code of Good Governance. The University will continue to actively monitor its compliance with the Code and ensure that any future revisions to the Code are implemented in full.

Outcome	Action or target
7.1 Institutions contribute to the delivery of Climate Change (Scotland) Act 2009 targets for reduced greenhouse gas emissions.	• Our existing Climate Action Plan has been reviewed and by summer 2016 we will introduce our new Climate Change Strategy. • The Climate Strategy Review provided an opportunity to review the baseline year and the boundary of our carbon footprint. This review concluded that we will keep 2007-08 academic year as its baseline year. However, baseline year emissions have been revised following a detailed review of the boundary of the new Climate Strategy. The new boundary includes emissions from electricity, gas and other fuels, water, waste, company owned vehicles and business travel. Using these new boundaries for the baseline, the new total carbon footprint is 86,707 tonnes of CO2e. • Install fifth planned CHP unit by 2016. • Continue with extensive commitment to teaching SRS issues across the curriculum. • Develop online Sustainability and Social Responsibility online course which is available to all students across all Schools and Colleges within the University, regardless of their chosen course.
7.2 Institutions meet the principles of good governance set out in the Scottish Code of HE Governance.	• Continue to implement the revised Committee structure which was introduced in compliance with the Scottish Code of Good Higher Education Governance and to enhance the effectiveness and openness of the University's governance. • Continue to actively monitor its compliance with the Code and ensure that any future revisions to the Code are implemented in full. • Working in partnership with our recognised Trade Unions introduce a refreshed formal partnership working agreement by 16/17.
	• The University has a long standing and comprehensive governance framework in place for both sustainability and social responsibility issues. This was reviewed and further

7.3 Institutions' governing bodies have clear ownership of institutional sustainability.	strengthened during the year and the level of seniority of members increased still further. A risk management assessment and scanning process has been developed and the University contributed to various initiatives to develop sustainability and carbon reporting. The University has a clear commitment to social responsibility and sustainability in its 2012-16 strategic plan, supported by strategies for social responsibility, climate action, sustainable procurement and waste and resource management. Active and effective oversight of performance is in place and performance is reported in annual reports, annual accounts and via a standalone SRS report.
7.4 Institutions have in place robust and coherent plans and processes for performance management and monitoring institutional sustainability.	- Monitor performance against university level KPIs for finance and sustainability annually. - Implement new strategic plan KPIs and monitoring process, including use of dashboards, during 2016. - Promote the effective use of Equality Impact Assessment to improve the account taken of equality impact in governance, decision making, policy and practice across the University.[7]
7.5 Institutions explore and exploit opportunities to improve efficiency and effectiveness through collaborations and shared services.	- We have 269 collaborations with partners both in the UK and worldwide. Of these, we have a mixture of different arrangements, including staff and student exchange, articulation programmes, joint taught programmes, and joint research programmes. - Continue to host the Enterprise Campus East hub, supporting postgraduate students from universities based on the east coast of Scotland who want to set up a business.
7.6 Institutions invest in their estates for teaching and research at a sustainable level.	- Increase the proportion of our building condition at grades A and B, aiming for 90% - Complete analysis of the 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. - Improve the accessibility of the University's estate through continuing to integrate equality consideration into the building and maintenance programme and ensuring timely response to required equality adjustments.[8]

[7] Equality outcome 2.2 from Equality Outcomes Progress Report April 2015 http://www.ed.ac.uk/equality-diversity/about/strategy-action-plan
[8] Equality outcome 5.2 from Equality Outcomes Progress Report April 2015 http://www.ed.ac.uk/equality-diversity/about/strategy-action-plan