



# THE UNIVERSITY *of* EDINBURGH

## UNIVERSITY OF EDINBURGH OUTCOME AGREEMENT 2014-17

4 February 2014

## Principal's Foreword

I am pleased to set out the University's Outcome Agreement for 2014-17 in partnership with the Scottish Funding Council (SFC). This document builds on our 2012-13 and 2013-14 Agreements and demonstrates the contribution the University of Edinburgh intends to make towards the delivery of key priorities of the Scottish Government. These priorities are articulated through the SFC's key aims of: improving access; supporting efficient and effective learner journeys; ensuring coherent provision; developing skilled, knowledgeable and entrepreneurial graduates; investing in a research base that is internationally competitive; delivering a step-change in engagement with business and industry; and ensuring high quality management and governance of institutions. I am particularly pleased to see the recognition of the strategic and long term contribution of the University sector in the move to rolling three year outcome agreements. The additional transparency provided supports our internal planning processes and communication with prospective students as they consider their Higher Education opportunities.

I welcome and acknowledge the continued investment in higher education that the Scottish Government and the Scottish Funding Council intend to make during 2014-15. The University of Edinburgh is a globally significant institution which makes a major contribution to the Scottish higher education sector and to Scotland. The Scottish Government investment in the Global Excellence Initiative, agreed in the 2012-13 Outcome Agreement, demonstrated our shared recognition of the contribution of world-class research to the social and economic prosperity of Scotland. The University of Edinburgh is proud to maintain at the core of our identity the recognition that we have been "influencing the world since 1583". The 2013 QS World University Rankings placed the University of Edinburgh at joint 17th in the world reflecting some attainment of this ambition.

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. Our class-leading Scottish Accommodation Bursary, generous bursaries for students from the Rest of the UK from low-income households, and our extended and sustained outreach work with LEAPS, the Sutton Trust, Pathways to the Professions, and with individual schools across the UK has meant that 2013-14 has seen a step-change in the number of widening access students attracted to the University of Edinburgh. The University was pleased to participate in the SFC additional places schemes for entry in 2013-14 and has delivered all of its commitments. Maintaining and enhancing this step-change will be a significant challenge but it is one to which the University of Edinburgh is fully committed.

We are a world leader in research and knowledge exchange and innovation and have recently finalised our REF2014 submissions to 30 Units of Assessment, demonstrating the breadth and impact of our research. We continue to break new boundaries and push the frontiers of existing knowledge, working together with other Universities, industry and the public sector to realise the benefits of research. This is demonstrated with the attraction of new investments and collaborations such as the FloWave tank for modelling of tidal conditions and the incredibly generous donation that facilitated the opening of the Anne Rowling Centre for Regenerative Neurology. We also play a key role in the research infrastructure landscape for the Higher Education sector, for example winning and maintaining responsibility for the UK's High Performance Computing for over 20 years, including ARCHER in 2013. A key contribution to our success is the strategic approach taken by SFC in providing forward look funding horizons and motivational formula funding models.

In developing our Outcome Agreement for 2014-17, 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. The extraordinary success of our Global Academies, in drawing together researchers and students to address global issues, and the immense engagement of 300,000 learners from over 200 countries with our programme of MOOCs (Massive Open Online Courses) demonstrates the appetite and enthusiasm for innovation in the delivery of teaching and the technological capabilities to challenge the perceived geographical limitations on access and collaboration.

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 Edinburgh and Scotland, will push boundaries and embrace opportunities.

**Professor Sir Timothy O'Shea**

Principal and Vice-Chancellor

## Summary of outcomes to be delivered over 2014-17

The University will seek to uphold and deliver all of the actions identified in the 2014-17 Outcome Agreement. For the sake of brevity all the outcomes and actions are not replicated here. The table below summarises some of the key outcomes and actions we will commit to undertake over the next few years.

Outcomes over 2014-17	The University of Edinburgh's contribution and actions
<b><i>Aim 1: Improve access to Higher Education for people from the widest possible range of backgrounds.</i></b>	
1.1 – More even patterns of participation.	<ul style="list-style-type: none"> <li>➤ Sustain the step-change in entrants from under-represented groups achieved in 2013-14 (82 FT UG against a baseline of 289 FT UG in 2010/11) including the additional 50 widening access places. This accelerates achievement of the 25% increase in SIMD40 entrants targeted in 2012-13 Agreement.</li> </ul>
<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>	
2.3 Quality of learning provision and learner outcomes assured and enhanced.	<ul style="list-style-type: none"> <li>➤ Increase the level of overall satisfaction expressed in responses to the NSS, PTES and PRES student surveys to at least 88% by 2015-16. (Strategic Plan, page 25)</li> </ul>
<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>	
3.1 Universities are responsive to current and future skill requirements of employers.	<ul style="list-style-type: none"> <li>➤ Fill the additional places on the SFC strategic investment schemes.</li> </ul>
<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>	
4.2 Graduates are well prepared for work and can utilise their skills effectively in the increasingly international labour market.	<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 by 2015-16. (Strategic Plan, page 25)</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.</li> </ul>
<b><i>Aim 5: A research base that is internationally competitive and improving in its reputation and standing in the world.</i></b>	
5.1 An improvement in the sector's performance in REF2014 compared with RAE2008.	<ul style="list-style-type: none"> <li>➤ Continue to recruit and 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.</li> </ul>

<p>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.</p>	<ul style="list-style-type: none"> <li>➤ Increase our research grant income from EU and other overseas sources so that we enter the Russell Group upper quartile. (In 2011-12 our research grant income was £25.4M.compared to The Russell Group upper quartile figure of £25.9M).</li> </ul>
<p>5.4 An increase in the institutions and departments securing Athena SWAN.</p>	<ul style="list-style-type: none"> <li>➤ Achieve the institutional Silver Athena SWAN award by 2016. (Strategic Plan, page 17)</li> <li>➤ Achieve at least three more Athena SWAN and equivalent awards by 2015-16.</li> <li>➤ Work towards Athena SWAN or equivalent awards in suitable Humanities areas.</li> </ul>
<p><b><i>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.</i></b></p>	
<p>6. 1 A step change in the engagement of business and industry.</p>	<ul style="list-style-type: none"> <li>➤ Continue to promote easy access technologies and build on the 41 easy access and open technology licences achieved in 2012-13.</li> <li>➤ Conclude 2 new strategic partnerships deals with industrial partners.</li> </ul>
<p><b><i>Aim 7: Sustainable institutions – ensure high quality of governance and management for institutions delivering long-term and financial and environmentally sustainable interactions.</i></b></p>	
<p>7.1 Institutions have in place appropriate and effective governance structures which ensure sound governance, internal control and risk management.</p> <p>7.3 Institutions invest in their estates for teaching and research at a sustainable level.</p>	<ul style="list-style-type: none"> <li>➤ Maintain our robust governance structures.</li> <li>➤ Aim for operating surplus as a % of turnover to be around 3-5% (2011-12 : 5.8%). (Strategic Plan, page 21)</li> <li>➤ Increase the proportion of our building condition at grades A and B on a year-on-year basis, aiming for at least 90% by 2020 (Strategic Plan, page 19).</li> </ul>

The University of Edinburgh is fully committed to student engagement. One of our great strengths is our student union, the Edinburgh University Student's 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 2014-17 Outcome Agreement, meetings have been held with student representatives. Our students are additionally represented on Court and Court committees, where relevant elements of the Outcome Agreement have been discussed. The University has also consulted with staff trade unions in drawing up this agreement.

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
<b>Aim 1: Improve access to Higher Education for people from the widest possible range of backgrounds</b>					
<p><b>Context and Baseline Position</b></p> <p>The University of Edinburgh is fully committed to the principles of educational opportunity, increasing diversity and equal opportunities for prospective and current undergraduate students. The University aims to create and maintain a diverse community of students and staff, thereby enriching learning, working and social experience for all and demonstrating our commitment to social justice (Strategic Plan page 35). We therefore seek to attract a wide range of applicants from different social, cultural and educational backgrounds. In Scotland, we run outreach programmes starting with upper primary school children and continue with secondary school and college students and mature students. In 2012-13, we worked with 9 Primary Schools, which are feeder primaries for Liberton High School and Wester Hailes Education Centre, with more than 400 pupils visiting the University. The University provides on-going support to a range of learners, including supporting those from areas of deprivation and care backgrounds. Direct financial support is provided through an innovative Scotland accommodation bursary, as well as access bursaries.</p> <p>The University continues to refine its understanding and data collection of students from under-represented groups. In 2011-12 the University admitted 759 Scotland-domiciled full-time undergraduate students from widening participation backgrounds and in 2012-13 this grew to 802 full-time Scotland-domiciled students. These students were from one or more of the following backgrounds: students eligible for the Lothians' Equal Access Programme for Schools, Schools for Higher Education Programmes (SHEP), low performing/progression schools, care leaver, Scottish Wider Access Programme, Scottish Index of Multiple Deprivation (two most deprived quintiles) or students from the University of Edinburgh/Edinburgh College joint access course. In 2010-11, 338 undergraduate entrants from Scottish Index of Multiple Deprivation SIMD40 backgrounds<sup>1</sup> (109 from SIMD20) joined the University; of which 289 were full-time students, creating an undergraduate full-time population of 1,150 students from SIMD40 areas (427 from SIMD20). In 2010-11 there were 392 full-time undergraduate students from participating SHEP schools. In 2012-13, 56 undergraduate entrants joined the University of Edinburgh to study high demand professional areas such as law, architecture, medicine and veterinary medicine from the following widening participation projects: Pathways to the Professions, Access to Creative Education in Scotland and REACH. 51 undergraduate students also entered other Higher Education Institutions from these projects in 2012-13.</p> <p>The University also welcomes and supports students from widening access backgrounds from across the Rest of the UK. Generous bursary support is provided, through a range of bursaries, including our Edinburgh Rest of UK bursaries, which provide the most generous bursary support of any UK university for those with a family income of less than £16,000.</p>					

<sup>1</sup> This refers to the two most deprived quintiles and uses the population adjusted SIMD 2012 version.

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
<p>Individual student circumstances are also taken into account under our contextual admissions policy. In 2011-12 the University had 848 full-time entrants across the UK from a widening participation background. In 2012-13, including all students who were eligible<sup>2</sup> for an Edinburgh RUK Bursary, the numbers of UK domiciled full-time widening participation entrants grew to 1,243.</p> <p>The University supports all students throughout their journey, enabling students from under-represented groups to fully embrace their University experience, successfully complete their programme of study and expand their ambitions and employment (Strategic Plan, page 38), further detail can be found under Aim 2. Further information on the University's widening participation strategy and activities can be found here:<a href="http://www.ed.ac.uk/schools-departments/student-recruitment/widening-participation/about/what">http://www.ed.ac.uk/schools-departments/student-recruitment/widening-participation/about/what</a></p> <p>Central to achieving our widening participation goals, is the University's use of contextualised admissions and its fair, clear and transparent admissions policy (Strategic Plan page 38). The University has for almost a decade been at the forefront of contextualised admissions, taking into account the context and circumstances in which academic achievements are made. SIMD was added into the contextual factors considered for the 2013-14 admissions cycle and the University continues to explore other relevant geo-demographic low socio economic classifications and indicators of educational disadvantage to capture students from groups underrepresented in higher education.</p> <p>The University aims to admit the very best students from a wide range of backgrounds and monitors the entrant cohort to ensure there are no significant barriers. The University's Equality Diversity Monitoring and Research Committee (EDMARC) undertakes analysis of students based on equality statistics, and considers the composition of entrants, as well as progression and retention.<sup>3</sup> In 2011-12 the University's Scotland-domiciled entrants were 42.8% male, 57.2% female, 82.0% 21 or under, 18.0% 21 and over, 93.4% White, 5.6% BME, 91.7% no known disability and 8.3% disabled. Retention rates for protected characteristics groups<sup>4</sup> and SIMD40 students are as similarly high as the overall population, with a 90% retention rate or above across all groups. In 2013-14, the University will undertake Equality Impact Assessments of admissions, recruitment and widening participation policies and procedures and will respond to recommendations over the period of the University's Strategic Plan 2012-16. The University's recently published <a href="#">equality outcomes</a> covering 2013-2017 will further the University's open and accessible approach.</p>					
1.1 More even patterns of participation by different groups of learners, including those from areas of deprivation, from protected characteristic groups and care	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	Open to all by admitting the very best students from a wide range of backgrounds. (Strategic Plan, page 38)  Strive to ensure that no student is deterred from	<ul style="list-style-type: none"> <li>• Sustain the step-change in entrants from under-represented groups achieved in 2013-14 (82 FT UG – baseline 289) including the additional 50 widening access places. This accelerates the 25% increase in SIMD40 entrants targeted in 2012-13.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain the step-change in entrants from under-represented groups achieved in 2013-14 including the additional 50 widening access places.</li> <li>• Deliver outreach activities and increase the number of Scotland domiciled students</li> </ul>

<sup>2</sup> Eligibility is based on household income and all students from the rest of the UK who are eligible for an Edinburgh bursary will receive this. <http://www.ed.ac.uk/schools-departments/student-funding/undergraduate/uk-eu/bursaries/ruk>

<sup>3</sup> <http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc>

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

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
<p>backgrounds.</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>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<p>Complementary to our Strategic Plan, the University aims to:</p> <ul style="list-style-type: none"> <li>entering the university by financial barriers (Strategic Plan, page 38)</li> <li>Embed equality, inclusion and diversity as fundamental principles throughout our community. (Strategic Plan, page 38)</li> <li>Increase the number of Scotland-domiciled undergraduates from areas of deprivation.</li> <li>Work with colleges to support students to enter higher education.</li> <li>Take context and individual circumstance into account when identifying students with the best potential to succeed, through our fair, clear and transparent admissions policy (Strategic Plan, page 38)</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver outreach activities and increase the number of Scotland domiciled students from widening participation backgrounds.</li> <li>• Sustain the size of our annual cohort of LEAPS students.</li> <li>• Encourage and support applications from students from care backgrounds through our support for care leavers scheme.<sup>5</sup> Offer structured support for care leavers at University, including financial support.</li> <li>• Work in partnership with students to deliver effective widening participation outreach programmes.</li> <li>• Support students from areas of deprivation and under-represented protected characteristics groups throughout their student experience. Take stock of entrant profiles through our Equality and Diversity Monitoring Committee and if necessary take action.</li> <li>• Further promote equality of opportunity by acting upon the findings of the Equality Impact Assessment of admission policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>from widening participation backgrounds.</li> <li>• Sustain the size of our annual cohort of LEAPS students.</li> <li>• Encourage and support applications from students from care backgrounds through our support for care leavers scheme. Offer structured support for care leavers at University, including financial support.</li> <li>• Work in partnership with students to deliver effective widening participation outreach programmes.</li> <li>• Explore alternative routes to medicine for widening-participation students.</li> <li>• Maintain our current high level of retention across under-represented groups.</li> <li>• Support students from areas of deprivation and under-represented protected characteristics groups throughout their student experience. Take stock of entrant profiles through our Equality and Diversity Monitoring Committee and where necessary take action.</li> <li>• Champion equality and embed equality</li> </ul>

<sup>5</sup> A ring fenced bursary is available for a career leaver. Moreover being a care leaver is one of the eligibility criteria for an access bursary. For more information please see: <http://www.ed.ac.uk/schools-departments/student-recruitment/widening-participation/projects/care-leavers>



University of Edinburgh and Scottish Funding Council Outcome Agreement for 2014-17

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes Complementary to our Strategic Plan, the University aims to:	Ambitions for 2014-15	Ambitions for 2015-17
				<ul style="list-style-type: none"> <li>• Champion equality and embed equality considerations into planning at all levels.</li> <li>• Review the accessible and inclusive learning policy in 2014/15 to ensure necessary adjustments are in place for all.</li> <li>• Maintain our current high level of retention across under-represented groups.</li> <li>• Deliver our sector-leading financial support to students, through our uncapped Scotland Accommodation bursaries and uncapped Edinburgh RUK bursaries. (spend in 2012/13 was over £2.5m)</li> <li>• Develop a Memorandum of Understanding with Edinburgh College to formalise sharing of best practice and increase college exposure to higher education.</li> <li>• Take context and individual circumstances into account when identifying students with the best potential to succeed, through our fair, clear and transparent admissions policy.</li> <li>• Launch summer schools for around 120 pupils from widening participation backgrounds during 2014-15 (following a</li> </ul>	<p>considerations into planning at all levels.</p> <ul style="list-style-type: none"> <li>• Take context and individual circumstances into account when identifying students with the best potential to succeed, through our fair, clear and transparent admissions policy.</li> </ul>

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
			Complementary to our Strategic Plan, the University aims to:	successful pilot which took place in 2012-13). <ul style="list-style-type: none"> <li>• Test the effectiveness of some of our MOOCs as introductions to university level study in Scottish schools, working with teachers and within the framework of the new digital learning environment for schools ('Glow plus').</li> </ul>	
<b>Aim 2: High quality, efficient and effective learning – learner journeys are short efficient and effective as possible and learners experience the highest quality of learning and teaching and achieve successful outcomes</b>					
<p><b>Context and Baseline Position</b></p> <p>The University of Edinburgh aims to create the opportunities for our student to have an exceptional and distinctive experience which prepares them for life beyond their studies and which is the beginning of a positive lifelong relationship with the University (Strategic Plan, page 25). Central to that aim, University of Edinburgh students go on to achieve the highest successful outcomes, both at University and beyond into their working lives. 90.4%<sup>6</sup> of 2007-08 entrants achieved a successful outcome in 2012-13. 86.3% of UK domiciled full-time first degree students who started in 2010-11 are projected by the Higher Education Statistics Agency (HESA) to gain a degree, 3.3% to gain another award and 4.4% to transfer. Central to their successful outcomes is the quality of the student experience and the support provided.</p> <p>Since 2011 the University has been revitalising its academic and pastoral support framework for students (Strategic Plan, page 25), in order to enhance the student experience through its Enhancing Student Support Project. The major strands of which include; personal tutors, peer support (in partnership with EUSA), IT tools, training &amp; support. The University will invest £3.5 million in the student experience until 2015-16. Every undergraduate and postgraduate taught student (from 2013-14) now has a dedicated personal tutor and peer support schemes are in place or being piloted during 2013-14 for each school. Moreover, the University has set up a student surveys unit to garner students' views at an earlier stage and will take action in response to internal and external student feedback (Strategic Plan, page 25). In 2013, 82% of students were satisfied overall in the National Student Survey. The Enhancing Student Support project aims to ensure that, over the next decade and beyond, students have access to a framework of guidance and support that builds on the best of current practices, meets contemporary needs, and is of a quality and consistency appropriate to a university of high global standing. This will ensure our retention and success rates remain high.</p> <p>The University has an excellent retention rate with 94.1% of 2010-11 Scotland domiciled entrants returning to the University of Edinburgh to study in year two. Of course, a small</p>					

<sup>6</sup> This relates to undergraduates who have successfully completed with an award or an intermediate award or who transferred to another institution.

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
			<p>Complementary to our Strategic Plan, the University aims to:</p>		<p>proportion of students may choose to continue their studies elsewhere, and 96.3% of 2010-11 UK domiciled entrants returned to study in Higher Education in year two. Retention rates for protected characteristics groups<sup>7</sup> and SIMD Scotland domiciled students are similarly high, with a 90% retention rate or above across all groups. Retention rates of protected characteristic groups are monitored by a central senior management committee – EDMARC so that effective and appropriate action can be undertaken if any issues arise. Schools/colleges also consider this data annually. At the university level, the Senate quality assurance committee and Senate curriculum and student progression committee consider a range of student progression data. The University is committed to maintaining, and where possible, improving our already high retention levels for all groups.</p> <p>The University uses its globally leading strengths in research to underpin and inform its high quality teaching (Strategic Plan, page 9). The University operates a tiered system of annual quality assurance reporting to embed and monitor its high quality teaching. This is in line with the devolved structure of quality assurance and the ethos of adding value at each stage of the process. The University was awarded a confidence judgement in the latest 2011 QAA enhancement-led institutional review for how it manages and maintains its academic standards and quality. The review team found that:</p> <p><i>“in a number of areas, for example feedback on assessment and research-teaching linkages, the University’s enhancement activities represent sector leading good practice.”</i></p> <p>As part of the annual institution-led reviews for 2012-13, the University held 10 subject reviews (with a student member as part of each review team). The review teams had confidence in all cases that teaching learning and assessment of the subject areas under review were soundly based, that the academic standards achieved were at least equal to those of the University of Edinburgh’s peer institutions and those procedures for quality assurance and enhancement adhered to accepted Scottish and UK best practice. Annual institution-led reviews result in concrete action and improvement plans. As part of its quality assurance and enhancement framework the University also carries out annual and periodic reviews of student support services. The most recent reviews found that the University provides a comprehensive and high quality range of services to students. The services are well used by students and there is evidence to indicate that students appreciate the services offered and rate them highly.</p> <p>The University is committed to developing flexible entry and exit routes (Strategic Plan, page 35), into its four year-degree, enabling students to pause their studies at appropriate points and support their return (Strategic Plan, page 9). The University for example, runs in partnership with Edinburgh College, a joint access programme to higher education. The University’s regulations for undergraduate programmes also recognise prior learning to allow for students to be admitted to second or later years, which assists efficiency and students can also gain intermediate awards.</p> <p>The University of Edinburgh has an ambitious distance-learning initiative, and has a strategy to expand and enhance our distance education provision and deliver an outstanding student experience both online and on-campus (Strategic Plan, page 9 and 25). Distance learning can assist with the effectiveness and efficiency of the learner journey. Providing flexibility and convenience for learners, online distance learning enables learners to gain a high quality degree, generally course by course. 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 are now expanding to around 25 by end 2014. 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.</p>

<sup>7</sup> This includes the groups that the sector has data for: gender, age, ethnicity and disability.

University of Edinburgh and Scottish Funding Council Outcome Agreement for 2014-17

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
2.1 An improvement in the retention and success rates of learners.	<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>Keep undergraduate entrants retention and success rates high.</p> <p>To stimulate in our students a lifelong thirst for knowledge and learning and to encourage a pioneering, innovative and independent attitude and an aspiration to achieve success within and beyond the University. (Strategic Plan, page 9)</p> <p>Guide and support our students through University of Edinburgh degree programmes. (Strategic Plan, page 9)</p>	<ul style="list-style-type: none"> <li>• Support students throughout their student experience, resulting in excellent retention rates so that student go on to achieve positive outcomes.</li> <li>• Assist students in making the most of their University life through excellent pre-arrival and induction practices.</li> <li>• Further develop the student information point service, which utilises all appropriate channels to meet staff and student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Support students throughout their student experience, resulting in excellent retention rates so that student go on to achieve positive outcomes.</li> <li>• Assist students in making the most of their University life through excellent pre-arrival and induction practices.</li> </ul>
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.		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Facilitate flexible learner journeys. (Strategic Plan, page 9)</p>	<ul style="list-style-type: none"> <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> <li>• Expand the number of distance education</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Expand the number of distance education</li> </ul>

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SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes Complementary to our Strategic Plan, the University aims to:	Ambitions for 2014-15	Ambitions for 2015-17
				<p>programmes (Strategic Plan, page 9), which have a variety of delivery and exit options, enabling students to undertake learning and manage other commitments. At least 6 new online Masters programmes will be introduced, and taught online student numbers will rise to 2,500. Currently approximately 1,300.</p> <ul style="list-style-type: none"> <li>Continue to take part in the Coursera and Futurelearn partnerships and expand the number of Massive Open Online Courses (MOOCs) offered to approx. 25.</li> <li>Fully support students to embrace the Commonwealth Games 2014 experience through putting in place flexible learner journeys for participants.</li> </ul>	<p>programmes (Strategic Plan, page 9), which have a variety of delivery and exit options, enabling students to undertake learning and manage other commitments. At least 6 new online Masters programmes will be introduced, and taught online student numbers will rise to 3,000. (subject to future funding)</p> <ul style="list-style-type: none"> <li>The complement of MOOCs will remain at approx. 25 with each MOOC being offered at least once each year. We shall explore shared MOOCs with other universities, as part of our internationalisation programme with overseas university partners. (subject to future funding)</li> </ul>
2.3 Quality of learning provision and learner outcomes assured and enhanced	•	•	<p>Increase student satisfaction levels with the overall quality of their programme of study in the National Student Survey.</p> <p>Deliver effective and quality learning provision based on robust quality assurance and enhancement.</p>	<ul style="list-style-type: none"> <li>Achieve excellent quality of provision through our rigorous quality and enhancement assurance approach, enhancing students' skills, knowledge and experience.</li> <li>Improve our understanding of the student experience through our new pre-final years Undergraduate survey.</li> <li>Maintain the number of Professional and Statutory Regulatory Bodies who accredit</li> </ul>	<ul style="list-style-type: none"> <li>Achieve excellent quality of provision through our rigorous quality and enhancement assurance approach, enhancing students' skills, knowledge and experience.</li> <li>Achieve effectiveness judgement in QAA enhancement-led institutional review (ELIR).</li> <li>Increase the weighted average level of overall satisfaction expressed in responses to the NSS, PTES and PRES student surveys</li> </ul>

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes Complementary to our Strategic Plan, the University aims to:	Ambitions for 2014-15	Ambitions for 2015-17
				University of Edinburgh programmes.	to at least 88% by 2015-16. (Strategic Plan, page 25) <ul style="list-style-type: none"> <li>• Increase student satisfaction rates in the National Student Survey to the Russell Group average by 2018-19.</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 (baseline 2011-12) and the new undergraduate survey introduced in 2012-13. (Strategic plan, page 9)</li> </ul>

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

**Context and Baseline Position**

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. Moreover, the University’ Student Employability Employers Forum ensures that external perspectives inform strategic thinking in relation to students’ employability, such as consideration of sector skill needs as reflected in sector skills investment plans.

The University has recruited students to key programmes which can support growth in key sectors of the economy. The University in 2013-14 filled its additional places for undergraduate skills for growth (60 places in the areas of life sciences and energy) and filled postgraduate taught places for a highly skilled workforce (92 places in energy, life sciences, mathematical sciences and the finance sector and sustainability & tourism). These places will provide additional opportunities for students interested in pursuing careers in these key economic sectors. The University also provides a centre of expertise for students interested in research-rich Science Technology Engineering and Mathematics learning, both

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
<p>on campus and online. For example, the University has established the virtual Higgs Centre for Theoretical Physics, building on the work of Nobel prize winner Peter Higgs, and in 2013-14 launched two new postgraduate physics programmes in Theoretical and Mathematical Physics, as well as an online Higgs-Boson particle MOOC. We are looking to maximise the full potential of this Centre through a new dedicated building with appropriate facilities, with support from the Scottish and UK Governments. The University also actively encourages medical students to take an intercalated honours year in STEM subjects (Science, Engineering, Technology, Mathematics and Medicine), which further develops students' research and science skills which are in high demand in the biomedical sector. In 2011-12 the University had 687 Scotland-domiciled entrants to Science Engineering Technology and Mathematics (STEM) programmes. Additional STEM and Skills for Growth places in 2012-14, have allowed expansion of student numbers in biological sciences, computing and engineering. The University also currently offers 140 programmes 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. Where appropriate students are encouraged to gain work experience as part of their degree. For example, the Making the Most of the Masters projects allows students to take a work based project in place of a traditional dissertation. 247 students from the University of Edinburgh went on a Making the Most of the Masters project, up from 80 in 2011-12.</p> <p>The University of Edinburgh consistently tops subject league tables for nursing. It offers world-class research-rich learning to students and we are committed to providing Honours graduates in nursing (in line with the minimum education level for nurses in England) in order to contribute to a strong workforce for the NHS in Scotland. The University collaborates with Queen Margaret University and Napier University on shared practice placements and on the Lothian Clinical-Academic Research Careers scheme. The latter supports doctoral and post-doctoral nursing and AHP fellows in a partnership across NHS Lothian, University of Edinburgh, Edinburgh Napier University and Queen Margaret University. Regular meetings take place with NHS Lothian, NHS borders, Napier University and Queen Margaret University to ensure we are responding to workforce needs through various partnership arrangements and collaborations held by staff in the University of Edinburgh</p> <p>September 2013 saw the new Masters in Nursing Research at the University commence and students can take clinical research placements in the institution in which they completed their under-graduate education, creating a collaboration between the University of Edinburgh and several other Universities in Scotland. This innovative programme has secured support and bursary places for new graduates from the Chief Nursing Officer's office. We are also advancing wider collaborations across Scotland, in addition to International partnerships.</p> <p>We see language provision as a key component of our internationalisation and graduate employability objectives. The University of Edinburgh therefore supports a wide and varied offering allowing students to take a varied/wide range of languages, in 2013-14 the University offers courses in over 30 languages. This includes the ability for students to take language programmes where they have basic or no prior learning, such as Chinese and French. As part of the University's longstanding tradition of language provision, the University also offers Gaelic provision. Provision for Gaelic at the University of Edinburgh commenced in 1882. Gaelic is taught at all levels from absolute beginners to PhD, covering modern and medieval language and literature, as well as all aspects of Gaelic culture (both the teaching of Gaelic itself and teaching through the medium of Gaelic).</p> <p>The University is committed to the objectives set out in Bòrd na Gàidhlig's National Gaelic Language Plan, 2012-2017, and 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 take forward this aspiration:  <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>.</p>					

University of Edinburgh and Scottish Funding Council Outcome Agreement for 2014-17

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
<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>	<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>Embed graduate attributes and employability in all our curricula, and equip our students to compete in the global marketplace. (Strategic Plan, page 9)</p> <p>Maintain our broad provision across STEM subjects.</p>	<ul style="list-style-type: none"> <li>• Fill the additional places on the SFC strategic investment schemes.</li> <li>• Continue to deliver a comprehensive range of subjects.</li> <li>• Collaborate with employers and appropriate sector bodies, such as the Association of Graduate Recruiters (Scotland)) to facilitate direct interactions between students and business to enhance graduate employability.</li> <li>• Work with our Student Employability Employers Forum to inform curricular and co-curricular developments.</li> <li>• Continue to provide a broad range of modern foreign language provision supporting our internationalisation and employability objectives, both through formal programmes and short courses.</li> <li>• Provide work based learning placements in lieu of a dissertation through the Making the Most of Masters programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide a broad range of modern foreign language provision supporting our internationalisation and employability objectives, both through formal programmes and short courses.</li> <li>• Fill the additional places on the SFC strategic investment schemes.</li> <li>• Working 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)</li> <li>• Building on our STEM expertise, introduce an undergraduate biomedical sciences programme.</li> <li>• Launch our six year medical programme, offering all medical students, intercalating honours years, increasing STEM provision and skills.</li> </ul>
<p>3.3 Nationally coherent and regionally aligned nursing provision.</p>		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Continue to collaborate with other nursing providers to provide high quality nursing teaching and research provision in the region and</p>	<ul style="list-style-type: none"> <li>• Continue to collaborate with regional nursing providers through shared practice placements and Lothian Clinical Academic Research careers scheme.</li> <li>• Work in partnership with NHS and regional providers on nursing placements</li> </ul>	<ul style="list-style-type: none"> <li>• Explore with Queen Margaret University, Glasgow University and Abertay University the possibility of a confederation model of honours level education to student nurses, ensuring that student experience and learning is enhanced through access to the</li> </ul>



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SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes Complementary to our Strategic Plan, the University aims to:	Ambitions for 2014-15	Ambitions for 2015-17
			Scotland.	<p>and workforce planning.</p> <ul style="list-style-type: none"> <li>• Deliver the innovative Masters in Clinical Research, where students can undertake placements in their former university.</li> </ul>	<p>particular expertise and focus that each of the four partners provide.</p> <ul style="list-style-type: none"> <li>• Continue to collaborate with regional nursing providers through shared practice placements and Lothian Clinical Academic Research careers scheme.</li> <li>• Work in partnership with NHS and regional providers on nursing placements and workforce planning.</li> <li>• Deliver the innovative Masters in Clinical Research, where students can undertake placements in their former university.</li> <li>• Provide some “restricted” nursing student places to International students, further strengthening nursing provision within Scotland and assisting with NHS workforce planning.</li> </ul>
3.4 Implementation of the National Gaelic Language Plan.		<ul style="list-style-type: none"> <li>•</li> </ul>	Support the Gaelic Language Plan.	<ul style="list-style-type: none"> <li>• Implement the University’s Gaelic Language Plan.</li> <li>• Explore online Gaelic language provision, including a joint postgraduate programme with Sabhal Mòr Ostaig and possible MOOCs.</li> <li>• Further develop the immersion experience for Gaelic learners.</li> <li>• Enhance the availability of Gaelic</li> </ul>	<ul style="list-style-type: none"> <li>• Implement the University’s Gaelic Language Plan.</li> <li>• Increase public engagement in Gaelic culture and heritage through the Gaelic component of the School of Scottish Studies Archives.</li> <li>• Offer an annual programme of Gaelic musical and cultural events for the University community and/or the public, including a Gaelic induction session in</li> </ul>

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes Complementary to our Strategic Plan, the University aims to:	Ambitions for 2014-15	Ambitions for 2015-17
				language school education through: <ul style="list-style-type: none"> <li>○ two new teacher education programmes in Gaelic and primary education (subject to additional controlled places) and;</li> <li>○ a pilot programme, in partnership with the University of Strathclyde accrediting teachers to teach in Gaelic.</li> <li>● Launch the University's Gaelic material within the School of Scottish Studies Archives</li> <li>● Offer an annual programme of Gaelic musical and cultural events for the University community and/or the public, including a Gaelic induction session in Freshers' Week and a designated 'Seachdain na Gàidhlig' (Gaelic Week)</li> </ul>	Freshers' Week and a designated 'Seachdain na Gàidhlig' (Gaelic Week).
<b>Aim 4: A developed workforce – learners who have the skills, knowledge and entrepreneurial spirit of get a job and progress their career; and institutions that respond to the skills needs to the economy, locally and nationally.</b>					
<b>Context and Baseline Position</b> The University of Edinburgh aims to stimulate in our students a lifelong thirst for knowledge and learning and to encourage a pioneering, and innovative and independent attitude and an aspiration to achieve success within and beyond the University (Strategic Plan, page 9). 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 employable. The University's career service, colleges, schools, International Office and support services all work together and with external partners (particularly employers) to ensure our graduates are equipped with the latest knowledge and skills to enable graduates to succeed in the economy. 93% of our graduates (full-time undergraduate					

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
<p>level) in the 2011-12 destination of leavers' survey were in work or further study 6 months after graduation exceeding the Scottish average.</p> <p>The University has a comprehensive careers service, providing career contacts, one to one support, career fairs, talks and works in partnership with employers. Assistance is also provided for would-be student entrepreneurs, as part of our strategy to inspire students to acquire and use their entrepreneurial and management skills (Strategic Plan, page 13). The University has an Entrepreneurship club which provides information, knowledge and networking opportunities related to entrepreneurship and supports entrepreneurs through all steps of the Entrepreneurial process. LAUNCH.ed also provides an award-winning service for student entrepreneurs, where support is provided 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 2012-13 Launch.ed worked with around 800 students through enterprise and entrepreneurship events, resulting in 29 companies formed, and four competitions won by University of Edinburgh student entrepreneurs: SIE New Ideas / New Ventures; Converge Challenge; Converge Kickstart; IC Tomorrow – Sporting Innovation.</p> <p>The University recognises that students gain a wealth of experience outside of their core study which has the potential to furnish individuals with valuable skills, knowledge and outlook (Strategic Plan, pages 9 &amp; 25). The University fosters this experience, for example by offering paid summer internships through its Employ.Ed campus scheme, which increased from 9 internships in 2012 to 27 in 2013, and there are plans to pilot such internships Internationally during 2014. To enable students to get the most out of these experiences, the University continues to implement its innovative Edinburgh Awards, promoting and recognising students' participation in co- and extra-curricular activities (Strategic Plan, page 25) on a student's Higher Education Record of Achievement. During 2012-13 over 400 students achieved an Edinburgh Award. From 2013-14 there is a new Edinburgh Award (Internationalisation), recognising work experience and volunteering overseas. The EUSA volunteering report confirms that 1502 students signed up to use the volunteering service in 2012-13; applying for over 1800 volunteer positions.</p> <p>In a global economy, International experiences become ever more pertinent. The University is committed to students' development as global citizens and promotes global citizenship (Strategic Plan, page 27). Outstanding International academic experiences can significantly contribute to the development of a global outlook, global citizenship and provide students with valuable skills. International experiences as part of students' degrees are encouraged (Strategic Plan, pages 9 and 25) and in 2011-12 students went on 1,738 International experiences. The University has over 685 student exchanges, enabling students to study abroad. There is an Erasmus and study abroad co-ordinator in every school to provide dedicated support and encouragement for this activity. The University continues to create opportunities for students to gain an international experience through vacation work, volunteering, international work-based learning, recognising the breadth this brings to the students' educational, personal and career development prospects (Strategic Plan, page 9). Our <i>Study Abroad</i> and <i>Global Experiences</i> fairs promote and showcase these opportunities to students. The University is seeking to build on its International study abroad activity for widening Participation students following its successful pilot visit with the University of Virginia in April 2013.</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	<ul style="list-style-type: none"> <li>•</li> </ul>		Equip our graduates with the expertise and graduate attributes which they need to achieve their full potential within the global community.	<ul style="list-style-type: none"> <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</li> </ul>	<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 by 2015-16. (Strategic Plan, page 25)</li> </ul>

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
<p>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></li> </ul>	<p>(Strategic Plan, page 25)</p> <p>Maintain our high percentage of graduates entering positive destinations.</p> <p>Promote and recognise students' participation in co- and extracurricular activities which can contribute toward achievement of the Edinburgh Award. (Strategic Plan, page 25)</p> <p>Brokering strategic partnerships between academics, industry, specialists and other institutions to enhance the development of graduate attributes in all students. (Strategic Plan, page 25)</p>	<p>support student development.</p> <ul style="list-style-type: none"> <li>Continue to work collaboratively with Glasgow and the University of St Andrews to offer the virtual South East Asia fair, offering employment opportunities in the region to students.</li> <li>Continue to support student business start-ups through Launch.ed activities</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>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>Continue to widen access and participation to a wider range of students across the University at all levels and stages of study and specifically target low engagement areas and raise awareness.</li> <li>Inspire the student community through the launch of the 'Go Abroad' website, which will provide comprehensive information, advice and a toolkit for students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of students who have achieved the Edinburgh Award to at least 500 by 2015-16. (Strategic Plan, page 25)</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.</li> <li>Continue to support student business start-ups through Launch.ed activities</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>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>Providing an enhanced student experience through a range of international experiences options demonstrated by providing baselines and expressing ambitions for growth in:                         <ul style="list-style-type: none"> <li>An increase in opportunities to study abroad to include a variety of durations.</li> <li>Opportunities to enhance</li> </ul> </li> </ul>

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes Complementary to our Strategic Plan, the University aims to:	Ambitions for 2014-15	Ambitions for 2015-17
				<ul style="list-style-type: none"> <li>• Launch the Principal's Go Abroad Challenge to raise University wide awareness amongst all students and in particular Widening Participation students. The Challenge will involve a series of events to evoke culture change and a competition to award bursaries to participate in an international experience. This is an annual challenge culminating in a Principal's Go Abroad award ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>o languages skills through immersion courses.</li> <li>o Tackling barriers, perceived and real to students taking up the opportunities offered abroad through proactive information exchange through 'Go Abroad' website.</li> </ul>
<p><b>Aim 5: A research base that is internationally competitive and improving its reputation and standing in the world</b></p>					
<p><b>Context and Baseline Position</b></p> <p>The University aims to foster a vibrant, successful and interactive research community that generates ideas and discoveries, creates new fields of knowledge and makes a difference to the societal, cultural, environmental, health and wealth development of Scottish, UK and global communities. (Strategic Plan, page 11). The University is rated 17 in the world by the 2013 QS World Rankings. The QS World ranking is long established, first appearing in 2004; the methodology has been steadily refined over the years but is fundamentally stable, providing welcome consistency. QS is also the first world ranking to be audited and approved by independent experts from the International Ranking Expert Group (IREG). Our academic reputation is very high with the University scoring 99.7 out of 100, on this measure which is based on survey results of academics. The impact of our research is one of the most important measures in the World ranking, accounting for 20% of an institution's overall score. The impact of research is measured over a five year period and our world leading research will continue to influence our reputation for many years to come. Our research impact score has improved due to the excellence and drive of our academic staff. The Government's significant Global Excellence Initiative has enabled the University to invest in further high-calibre early career researchers, which is boosting our research profile. In 2012-13 the University appointed 148 of its prestigious Chancellor Fellows.</p>					

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SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
			<p>Complementary to our Strategic Plan, the University aims to:</p> <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". 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. The results placed the University in the top 5 in the UK and number one in Scotland by volume of 4* "world-leading" research. The results also indicated that the University was home to 37% of Scotland's 4* research. The University's research excellence is epitomised in our recent success in gaining the contract to provide super computer facilities (ARCHER) to the whole of the UK higher education sector.</p> <p>The University of Edinburgh has a strategy of maximising 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 (Strategic Plan, page 11). In consequence, the University 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 2011-12 reveals that the University won £87M from research councils, £45M from charities, and £19.6M from EU Governmental bodies. This represents 38.5% and 5.4% of the total income won by Scottish institutions and UK institutions (for research council income alone this represents 42.2% of income won by Scottish institutions and 6.6% of UK institutions, the University was also 5<sup>th</sup> in the UK according to this measure). We aim to maintain our level of Research Council income won; while recognising the potential for pressure on those budgets. In 2012-13 the University was awarded over £300 million in competitive research grants, representing our highest ever level of award, up 20% from 2011-12. Moreover, 2011-12, was also a record breaking year for awards. The University is highly collaborative and our submission to REF2014 will include joint submissions with SRUC, Heriot-Watt University and the University of St Andrews.</p> <p>The University also engages with Small and Medium Enterprises (SMEs) on research matters, having a focused and proactive engagement policy with SMEs (Strategic Plan, page 13) and in 2012-13 the University had 117 engagements with SMEs. Edinburgh Research and Innovation's EU and Business Development teams have also been working together to raise awareness of the new EU Horizon2020 programme. A series of events are now underway to profile the opportunities on offer and build strong research and industry partnerships.</p> <p>The University is also fostering gender equality across its research areas, as part of its objective to be inclusive, supportive and collegial in our approach, which is underpinned by principles of dignity and respect, equality and delivery, health, safety and wellbeing (Strategic Plan, page 17). Notably, the University is make sector-leading strides in the advancement of women in Science, Engineering and Technology via Athena SWAN. During 2012-13 The University of Edinburgh successfully renewed its University-wide Bronze Athena SWAN award. The School of Chemistry has a Gold Athena SWAN award (the first in Scotland). The School of Biological Sciences achieved a Silver award and the Royal (Dick) School of Veterinary Studies achieved a Bronze award in 2013.</p>		
5.1 An improvement in the sector's performance in REF2014 compared with RAE2008	•		Increase our ratings of submissions to REF compared with RAE 2008.	<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> </ul>	<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> </ul>

University of Edinburgh and Scottish Funding Council Outcome Agreement for 2014-17

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
			<p>Complementary to our Strategic Plan, the University aims to:</p> <p>An improvement in the sector's performance in REF2014 compared with RAE 2008.</p>	<ul style="list-style-type: none"> <li>• Support existing research staff and recruit internationally to build capacity and quality.</li> <li>• Continue to invest in quality research estate infrastructure e.g. Roslin Avian facilities and System Medicine delivery at the Western General Hospital.</li> <li>• Continue to recruit and 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Support existing research staff and recruit internationally to build capacity and quality.</li> <li>• Continue to invest in quality research estate infrastructure e.g. Roslin Centre building, Biological Sciences development and further development at the Bioquarter for the Medical School.</li> <li>• Continue to recruit and support Internationally excellent early career researchers in line with the University's strategy to be top 15 in the QS World Rankings in the medium term.</li> </ul>
<p>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 EU Government Bodies</p> <p>5.3 Enhanced research and KE collaboration.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Increase amount &amp; percentage share (UK and Scotland) of income from the major research charities and European Commission over the period of the strategic plan. Position ourselves to compete successfully for funding from Europe and beyond. (Strategic Plan, page 11)</p> <p>Maintain income levels from Research Councils.</p>	<ul style="list-style-type: none"> <li>• Focus on the promotion of research opportunities presented by the Horizon 2020 programme (Strategic Plan, page 11), This will include promotional events involving internal and external participants.</li> <li>• Continue to work with colleagues from Scotland Europa, the SFC and the Scottish Government to promote Horizon 2020.</li> <li>• Introduce new approaches for increasing our share of income from UK Charities.</li> <li>• Build on our work to increase further engagement with SMEs. This will include</li> </ul>	<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. (Strategic Plan, page 11)</li> <li>• Increase our research grant income from EU and other overseas sources so that we enter the Russell Group upper quartile. (In 2011-12 our research grant income was £25.4M.compared to The Russell Group</li> </ul>

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
			Complementary to our Strategic Plan, the University aims to:  Leverage of investment at the UK and European level maximised to enhance HEI/industry collaboration particularly for SMEs.  Stimulate innovation and seek out novel applications benefitting the local economy and increasing our International profile (Strategic Plan, page 13)	the identification and promotion of collaboration opportunities presented by involvement in Horizon 2020. (Strategic Plan, pages 11 and 13)  <ul style="list-style-type: none"> <li>During 2013-14 we will review promotion of, and compliance with, research integrity principles across the University, putting in place appropriate and proportionate measures to ensure that the University is fully compliant with the Universities UK Concordat to support Research Integrity by 2014/15.</li> </ul>	upper quartile figure of £25.9M).  <ul style="list-style-type: none"> <li>Shape and secure strategic partnerships with research funders. (Strategic Plan, page 11)</li> </ul>
5.4 An increase in the number of institutions and departments securing Athena SWAN awards		<ul style="list-style-type: none"> <li></li> </ul>	Achieve Athena SWAN Silver award (Strategic Plan, page17)		<ul style="list-style-type: none"> <li>Achieve the institutional Silver Athena SWAN award by 2016. (Strategic Plan, page17)</li> <li>Achieve at least three more Athena SWAN and equivalent awards by 2015-16.</li> <li>Work towards Athena SWAN or equivalent awards in suitable Humanities areas.</li> </ul>
<b>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</b>					
<b>Context and Baseline Position</b>  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). Knowledge exchange and innovation, and working in partnership, is embedded as a priority for the University, as a key component of our Strategic Plan. The University's Edinburgh Research and Innovation team is one of the UK leaders in the successful commercialisation of the intellectual property generated from the University's world-class research, supporting licensing technologies to existing companies and new University spin-outs.					



SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
<p>The University has an objective to consolidate our reputation as partner of choice for commercialisation and as a UK leader in new company creation (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 2012-13. Consultancy turnover during 2012-13 was £4.9M. 107 licences were signed during 2012-13, this includes; 50 commercial, 16 embedded (as part of a research agreement), 41 easy access/open technologies.</p> <p>We continue to host Interface which is a central hub connecting businesses from a wide variety of national and international industries to Scotland's 24 higher education and research institutes, as part of our strategy to work with other Scottish universities to simplify engagement with industry, while maintaining our leadership in commercialisation (Strategic Plan, page 13). The Director of ERI is a member of the Interface Advisory Board which has been closely engaged with the SFC in Single Knowledge Exchange Office discussions on a wider role for Interface. Edinburgh continues to play a leading role in the promotion and upkeep of the university-technology.com website and has been actively involved in the Innovation Scotland discussions over the past 12 months. Research collaboration with other Scottish Universities is integral to the University of Edinburgh and is reflected in a significant number of joint submissions to REF2014.</p>					
<p>6. 1 A step change in the engagement of business and industry, through significantly enhanced HEI/industry collaborations including the establishment of Innovation Centres in sectors important to Scotland's economy and the establishment of a 'Single Knowledge Exchange Organisation'.</p> <p>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</p>		<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Continue to work with Innovation Scotland.</p> <p>Foster links with the business and financial community to support innovation and our commercialisation activities. (Strategic Plan, page 13)</p> <p>Explore opportunities to collaborate and share activities, services, systems and facilities internally, across institutional boundaries and with commercial partners. (Strategic Plan, page 33)</p> <p>Developing long-term, sustainable relationships of value with the small to</p>	<ul style="list-style-type: none"> <li>• Actively engage with the SFC on the roll-out of Innovation Scotland.</li> <li>• Coordinate the Company Formation Framework programme that is to be funded under Innovation Scotland.</li> <li>• Provide the management resource and house the Interface team.</li> <li>• Continue to promote easy access technologies and build on the 41 easy access and open technology licences achieved in 2012/13.</li> <li>• Conclude 2 new strategic partnership deals with industrial partners.</li> <li>• Actively participate in the Innovation Centres initiative through: <ul style="list-style-type: none"> <li>○ Coordination of the Digital</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Actively engage with the National Policy Forum and the Strategic Infrastructure projects, particularly through our coordination of the Company Formation Framework project.</li> <li>• Continue to actively promote Easy Access technologies through our own website and through university-technology.com.</li> <li>• Increase our engagement with SMEs, particularly through our active promotion of Horizon 2020 and engagement with the Horizon 2020 innovation vouchers.</li> <li>• Achieve the target of 120 new companies over the duration of the University's Strategic Plan 2012-16.</li> </ul>

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
enterprises (SMEs).			Complementary to our Strategic Plan, the University aims to:  medium sized enterprise (SME) community, through a focused proactive engagement policy. (Strategic Plan, page 13)	Health Institute.  <ul style="list-style-type: none"> <li>○ Active partners in Stratified Medicine and Sensors Innovation Centres (ICs).</li> <li>○ Coordinate the Big Data IC;</li> <li>○ And an active partner in the Industrial Biotechnology IC.</li> </ul>	
<b>Aim 7: Sustainable institutions – ensure high quality of governance and management for institutions delivering long-term and financial and environmentally sustainable interactions</b>					
<p><b>Context and Baseline Position</b></p> <p>The University has exacting governance and management standards to ensure that the institution delivers financial, environmental and social sustainability. More information about the University of Edinburgh's governance can be found on our website <a href="http://www.ed.ac.uk/schools-departments/governance-strategic-planning/governance/university-governance/overview">http://www.ed.ac.uk/schools-departments/governance-strategic-planning/governance/university-governance/overview</a>. Work is underway to ensure our framework continues to be sector-leading and in line with the new Scottish Code of Good Higher Education Governance published on 18 July 2013.</p> <p>The University seeks to maintain and enhance our overall financial strength in order to deliver our strategic goals (the pursuit of excellence in education, research and innovation) and; to enhance our position as one of the world's leading universities (Strategic Plan, page 21). The University's Strategic Plan (page 21) seeks income growth of 10% per FTE in real terms over the four year period of the plan. We will optimise the balance of income and costs growth in all areas so that new initiatives maximise their contribution. The University's robust approach to financial management includes preparing a 10 year financial forecast (updated quarterly), underpinned by in-year quarterly forecasts and monthly management accounts to ensure financial sustainability.</p> <p>Central to the University's financial strategy is our aim to generate a sustainable annual operating surplus. A sustainable annual operating surplus provides some buffer against economic instability whilst also enabling the University to invest in new opportunities that arise in-year. The University's Strategic Plan (page 21) has a Key Performance Indicator to monitor the level of surplus relative to turnover aiming for around 3%. Given the continued challenging economic environment, the University is now aiming for 3-5% every year. Our operating surplus relative to turnover for 2011-12 was 6%. In terms of other national measures: the University's current assets to liabilities ratio in 2011-12 was 1.76, and had 187 days cash to expenditure. The University actively pursues Value for Money initiatives in both academic and support ventures, and hosts national facilities on behalf of the UK Higher Education sector. For example, the University of Edinburgh hosts high performance computing facilities, enabling complex simulations across a range of scientific disciplines.</p> <p>The University has a comprehensive governance structure in place to provide leadership and action on Social Responsibility and Sustainability (SRS) and Equality and Diversity</p>					

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
<p>objectives. The University aims to create the conditions under which our students, staff and the wider community are inspired and supported to engage with and contribute to social responsibility, sustainability, equality and diversity across the University and beyond (Strategic Plan, pages 31 and 35). Examples of actions include agreed plans for climate emission reductions, energy management, embedding of SRS into learning and teaching and development of responsible investment policies, within the overall context of a SRS published strategy and commitment to UNPRI. The University hosts the Learning for Sustainability centre, continues to invest heavily in Combined Heat and Power assets, and promotes global engagement and interdisciplinary learning through its Global Academies.</p> <p>The University's Strategic Plan (page 19) articulates its aim to provide a modern, efficient and stimulating working and learning environment to sustain world-class academic and support activities. Underpinning that aim, is the University's Estates Strategy 2010-20, which sets out the vision and direction for the University's estate and this strategy will be refreshed in the 2015-2025 Estate Strategy Update which is currently being developed. The Estates Strategy aims to provide the quality physical and IT related infrastructure appropriate to the needs of a leading international centre of academic excellence. This includes the energy and sustainability standards to be achieved in developing and maintaining our estate to meet appropriate BREEAM standards (Strategic Plan, page 31)<sup>8</sup>. The University's carbon emissions in 2011/12 were 84,753,000 tonnes representing a slight fall in emissions per £m turnover. The University's annual capital and maintenance spend on estates and buildings in 2012-13 was approximately £93M. As a proportion of the value of estate (as defined by insurance replacement value) the University's spend is 5.88%; in line with our estimate of 6% IRV as a sustainable level of investment. Our aim is to increase the proportion of our building condition at grades A and B on a year-on-year basis, aiming for at least 90% by 2020 (Strategic Plan, page 19). In 2012-13 it is estimated that 87% of the University's non-residential buildings were grade A and B, this represents a substantial investment given that just over 60% of the University's buildings were grade A and B in 2004-05.</p>					
<p>7.1 Institutions have in place appropriate and effective governance structures which ensure sound governance, internal control and risk management.</p> <p>7.2 Institutions' governing bodies have clear ownership of institutional sustainability.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Secure long, medium and short-term viability. (Strategic Plan, page 21)</p> <p>Ensure good governance. (Strategic Plan, page 21)</p> <p>Ensure high standards of accountability, probity and financial control. (Strategic Plan, page 21)</p> <p>Deliver best value in all our</p>	<ul style="list-style-type: none"> <li>• Maintain our robust governance structures and alignment with the new Code<sup>9</sup> through regular review.</li> <li>• Improve our learning and teaching estate utilisation through the timetabling project.</li> <li>• Continue to invest in large scale research infrastructure.</li> <li>• Actively take part in the Efficiencies Taskforce and Advanced Procurement for</li> </ul>	<ul style="list-style-type: none"> <li>• The financial sustainability of each institution will continue to be monitored through the established financial forecast and annual accounts return, issued and analysed by SFC's Learning, Governance and Sustainability group.</li> <li>• Increase the proportion of our building condition at grades A and B on a year-on-year basis, aiming for at least 90% by 2020 (Strategic Plan, page 19).</li> </ul>

<sup>8</sup> The University targets a BREEAM rating of 'Excellent' for new build and 'Very Good' for a refurbishment developments and any variation to these targets must be agreed by the Project Board

<sup>9</sup> The Scottish Higher Education Code of Good Governance.

University of Edinburgh and Scottish Funding Council Outcome Agreement for 2014-17

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes	Ambitions for 2014-15	Ambitions for 2015-17
<p>7.3 Institutions invest in their estates for teaching and research at a sustainable level.</p>			<p>Complementary to our Strategic Plan, the University aims to:</p> <p>activities. (Strategic Plan, page 21)</p> <p>Exhibit high ethical standards. (Strategic Plan, page 21)</p> <p>The University of Edinburgh believes that social responsibility and sustainability issues are a key component of the overall long-term success of the University. We seek to lead by example, actively support best practice and innovation, recognise and communicate our successes and provide open and transparent reporting. (Strategic Plan, page 31)</p> <p>The University of Edinburgh will value, support, develop and utilise the full potential of our staff, be inclusive, supportive and collegial in our approach, which is underpinned by principles of dignity and respect, equality and diversity, health, safety and wellbeing.</p>	<p>Universities and Colleges to improve efficiencies and effectiveness through collaboration. This will include developing a sector driven approach to the development of shared services.</p> <ul style="list-style-type: none"> <li>• Aim for operating surplus as a % of turnover to be around 3-5% (2011-12 : 5.8%).(Strategic Plan, page 21)</li> <li>• Maintain our performance against the other financial indicators (current assets to liabilities ratio, days to cash expenditure).</li> <li>• Increase our total income per staff FTE year-on-year aiming for at least 10% in real terms. (Strategic Plan, page 21)</li> <li>• The University has established a new department for SRS to take its ambitions forward over the next three years. In addition to operationalizing existing commitments, over the next 3 years the University will review, broaden and update strategies for SRS, investment, climate action and Learning and Teaching for sustainability. We will continue to deepen our engagement with global challenges, embed sustainability into our procurement activities and explore innovative means of communicating and</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve full economic costing of activities.</li> <li>• Aim for operating surplus as a % of turnover to be around 3-5% (2011-12 : 5.8%). (Strategic Plan, page 21)</li> <li>• Increase our total income per staff FTE year-on-year aiming for at least 10% in real terms. (Strategic Plan, page 21)</li> <li>• The University has established a new department for SRS to take its ambitions forward over the next three years. In addition to operationalizing existing commitments, over the next 3 years the University will review, broaden and update strategies for SRS, investment, climate action and Learning and Teaching for sustainability. We will continue to deepen our engagement with global challenges, embed sustainability into our procurement activities and explore innovative means of communicating and reporting our approach.</li> <li>• Implement estate development and maintenance priorities in line with the Estate Strategy update 2015-2025 and the updated financial strategy.</li> <li>• Implement individual estate projects in line with our approved project procedures.</li> </ul>

University of Edinburgh and Scottish Funding Council Outcome Agreement for 2014-17

SFC Outcome	National measure used	Inst'n level measure used	UoE Outcomes Complementary to our Strategic Plan, the University aims to:	Ambitions for 2014-15	Ambitions for 2015-17
				<p>reporting our approach.</p> <ul style="list-style-type: none"> <li>• Meet BREEAM standards (Strategic Plan, page 31).</li> <li>• Increase the proportion of our building condition at grades A and B on a year-on-year basis, aiming for at least 90% by 2020. (Strategic Plan, page 19)</li> <li>• Undertake a full condition and compliance survey during 2014 with outcomes available towards the end of the year. New targets will be set for the Estate Strategy update 2015-2025.</li> <li>• 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.</li> <li>• Determine the 10 year financial strategy to deliver the estate priorities identified in the updated strategy.</li> <li>• 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</li> </ul>	