

University of Edinburgh Outcome Agreement
with the
Scottish Funding Council for Further and Higher Education (SFC)

2012-13

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Principal's foreword

This is the first Outcome Agreement drawn up by the University of Edinburgh in conjunction with the Scottish Funding Council for Further and Higher Education (SFC). It addresses 6 outcomes identified by the Cabinet Secretary in his September 2011 Letter of Guidance to SFC¹. Although the Outcome Agreement is for Academic Year (AY) 2012-13, many of the activities, and targets addressed extend throughout the University's Strategic Plan 2012-16.

The University of Edinburgh is a globally significant institution which makes a major contribution to the Scottish higher education sector and to the Scottish economy and society. The University has a significant economic impact in terms of both the scale of its contribution to the economy and the range of its impacts. The latest independent study by BiGGAR Economics indicates that the total Economic Impact of the University is £962M per annum in Scotland including directly or indirectly employing over 20,000 FTE jobs.

The 2011 QS World University Rankings placed the University of Edinburgh at 20th in the world, 6th in Europe and 5th in the UK. We are consistently positioned in the upper quartile of the Russell Group of research-intensive institutions across a range of measures.

The University attracts the world's most promising students and most outstanding staff. Our graduates are highly sought after by employers, our research receives international acclaim, and we are sector-leading for knowledge exchange and innovation. Our recent mergers with the Edinburgh College of Art, the Roslin Institute and the Medical Research Council's Human Genetics Unit are enabling us to build further on our already high international reputation and to diversify and strengthen our scientific and cultural contributions to society. These achievements, underpinned by our strong financial performance, will enable us to continue to invest to support our strategic aims and objectives. 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 2012-13, the ambition of the University of Edinburgh is to firmly build on our commitment to widening participation and to enhance our strong international standing in teaching, research, impact and knowledge exchange. Only by doing so, will we continue to increase our contribution to realising the Scottish Government's ambitions for Scotland. We must also

¹ http://www.sfc.ac.uk/web/FILES/About_the_Council/SFC_Letter_of_Guidance_21_September_2011.pdf

recognise the principles of good governance and our need to respond to changes in the increasingly competitive international environment.

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

Professor Sir Timothy O'Shea

Principal and Vice-Chancellor, The University of Edinburgh

Summary

The University of Edinburgh is fully committed to working with the SFC, the higher education sector and other parts of the public and private sectors including schools and colleges, Scottish Enterprise, the NHS, and Small and Medium-sized Enterprises (SMEs), in helping to achieve the Scottish Government's outcomes. Our key measures of delivery are set out in our Strategic Plan 2012-16². For each of the 3 strategic goals, 3 enablers and 6 strategic themes in our Plan, we have set out our aim, objectives, strategies, KPIs and targets for delivery by 2015-16.

Complementary to our Strategic Plan, in support of SFC's:

- Outcome 1: Improved university/industry collaboration and the more effective exploitation of research, the University aims to:
 - maintain our leading performance in engaging with business and industry, including by:
 - signing at least 65 licenses in 2012-13 and achieving increased use of web portals for licensing
 - achieving at least 120 new companies over the period of our Strategic Plan 2012-16
 - growing our consultancy turnover by 5% per annum
 - facilitating at least 70 new client engagements with SMEs in 2012-13
 - extend our range of programmes, and volume of student registrations for CPD
 - play a major role in supporting the Scottish Government's key sectors, including by leading or participating in Innovation Centre bids
 - introduce student placements (and staff exchanges and joint research projects) into a greater number of our disciplines and continue to participate in Making the Most of Masters
 - further exploit the interface between university expertise and public policy, aiming to achieve 200 public policy impacts per annum
 - continue to:
 - host, and maintain a close working relationship with, the Interface team
 - lead the group looking to expand the university-technology.com website
 - engage positively with the objectives that underlie the concept of the Single KE Office proposal discussions; and

² <http://www.ed.ac.uk/schools-departments/governance-strategic-planning/strategic-planning>

- engage positively with all of the research pools around KE activity.
- Outcome 2: Enhance the international competitiveness of research at the University of Edinburgh, the University aims to:
 - continue to target our Research Excellence Grant and Research Postgraduate Grant allocations from SFC on internationally excellent research.
- Outcome 3: Access to university for people from the widest possible range of backgrounds, the University aims to:
 - increase our proportion of undergraduate students from under-represented groups admitted to and successfully completing a programme of study at the University, including by:
 - seeking to quantify the size of eligible (suitably qualified) populations within each of the target groups
 - investigating the potential use of geodemographic data alongside other contextual data in our admissions processes, over the course of academic year 2012-13 and 2013-14
 - from 2012-13 providing over 70 additional access and over 60 additional accommodation bursaries per annum to Scottish-domiciled entrants, to build on existing provision
 - supporting and encouraging applications from those with a background in care
 - sustaining the size of our annual cohort of LEAPS entrants
 - over the period 2012-16 increasing our number of SIMD20 entrants by 50%
 - over the period 2012-16 increasing our number of SIMD40 entrants by 25%; and
 - working in partnership with the new regional Edinburgh College around the provision of proven access routes to the University.
- Outcome 4: Efficiency of the learner journey and improved retention, the University aims to:
 - monitor whether our current high proportion of leavers achieving a successful outcome is maintained
 - review retention and performance data for particular groups of students, including widening participation students, and close gaps where these are found to exist
 - provide timely and effective support for all our students, tailored to their individual needs

- implement our new Personal Tutor and Student Support Team approach
- establish student help desks in libraries on our two largest campuses
- develop an enhanced pre-arrival orientation package
- increase student satisfaction with:
 - academic and pastoral support; and
 - the opportunities and support for students to develop their graduate attributes and employability.
- Outcome 5: Equality and diversity, the University aims to:
 - publish a set of equality outcomes
 - achieve Athena SWAN Silver for the University
 - increase our proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels over the period 2012-16
 - deliver workshops on curriculum design, approval and delivery, the management of adjustments and innovative ways of assessing inclusivity
 - participate in the ECU Mainstreaming equality through governance and management programme.
- Outcome 6: A more coherent pattern of provision in the higher education sector, the University aims to:
 - continue to:
 - fill our allocated SFC-funded places and maintain our RUK population at current levels
 - deliver strategically funded places
 - maintain our broad provision across STEM subjects; and
 - maintain our broad provision around modern languages
 - build on the work of the Health Committee Working Group in seeking resilience and enhancing quality in nursing in HEIs in Scotland
 - continue discussions with Queen Margaret University and Edinburgh Napier University on potential further collaboration around undergraduate nursing students
 - participate in regular meetings with the three Lothian universities, NHS Lothian and NHS Borders to ensure we are responding to workforce needs
 - expand our Languages for All programme to offer free language courses to 600 students per annum
 - work with Heriot-Watt University to explore opportunities to strengthen collaborative strategies in both research and teaching.

Outcome 1: Improved university/industry collaboration and the more effective exploitation of research

Objective: A step-change improvement in Scotland in the engagement of business and industry with the University of Edinburgh and all our higher education institutions, removing any barriers to the exploitation of research for economic and wider societal benefit at the University.

Knowledge exchange and innovation is embedded as a priority for the University, is a key component of our Strategic Plan, and is referenced in our mission to *'make a significant, sustainable and socially-responsible contribution to Scotland, the UK and the world, promoting health and economic and cultural wellbeing'*. *'Excellence in innovation'* is one of the 3 strategic goals set out in our Strategic Plan 2012-16.

The University of Edinburgh is a recognised leader in knowledge exchange and innovation. We are strongly supportive of SFC's formula funding for Knowledge Exchange, based on a range of appropriate metrics. This has enabled us to invest well, embedding business development executives into our Schools and research centres backed up by dedicated legal, contractual and other deal-making support. This approach is essential to the success we have achieved.

We recognise that our largest source of potential knowledge exchange is our student body and we are looking to develop ways of facilitating their increased engagement with employers, charities and schools as part of their curriculum.

For over 40 years we have successfully commercialised the world-class intellectual property (IP) we generate, with all the intellectual, societal and economic benefits that flow from that. Our commercialisation arm, Edinburgh Research and Innovation (ERI) has extensive experience in the efficient and effective stewardship of IP, including the sourcing of investment funds and finding of suitable partners, along with expertise in R&D, conducting due diligence, developing licensing agreements and acquiring patents. ERI invests heavily in developing a robust and successful commercialisation process, and in thorough evaluation of any new idea, discovery or invention to determine the most effective commercialisation route.

Seventy five new companies have been created in the past two years, strengthening the University's position as Scotland's leading commercialisation institution and one of the top-performing Universities in the UK. These new enterprises have the potential to become major players in their sectors as they grow and employ more staff.

A recent economic impact study by BiGGAR Economics on ERI's licensing and company formation work concluded that these activities generated an additional £140.8M GVA per annum in Scotland, and supported over 2,400 jobs in the Scottish economy. The same report also established that 81% of the 262 companies created by the University since 1969 are still trading in some capacity and that the majority of these (89%) were still based in Scotland.

ERI has also developed a growing number of links with business and industry each year via research collaborations, consultancy and technology licences. We are actively engaged in licensing technologies to Scottish businesses, which account for 28% of all licence revenue received.

Further information relating to the University's strategies for engagement of business and industry can be found on ERI's website:

<http://www.research-innovation.ed.ac.uk/>

Aim 1. Enhance the level of engagement with business and industry

In AY2010-11 the University reported income received under a number of categories. These are shown below, alongside the sector average for each category.

	Edinburgh	Scottish Sector average
Relevant research grants and contracts from UK government bodies and industry, commerce and public corporations	£31 million	£10 million
CPD	£8.5 million	£3.5 million
(Including CPD from companies)	(£2.1 million)	(£2.2 million)
Licensing	£3.4 million	£0.4 million
Consultancy	£20.9 million	£3.6 million
Enterprise Schemes	£0.5 million	£0.3 million
Translational awards	£1.8 million	£0.8 million
Venturing	£1.4 million	£0.5 million
Outreach	£2.4 million	£0.9 million
Total (excluding CPD from individuals)	£63.6 million	£18.8 million

Edinburgh outperforms the Scottish sector in all areas except CPD from companies. Initiatives we are undertaking to maintain this leading performance include:

- **Research** We continuously monitor our research performance and benchmark this against our peers. Through increased levels of cross-disciplinary working and peer review of proposals before submission we aim to increase our success rates. Our Research Policy Group oversees agreement of high-level research policy and determines prioritisation of key projects.
- **Licensing** Each year we will set a target for number of licenses. Our target for 2012/13 is 65 licenses. We also aim to achieve increased use of web portals to make licensing easier for all parties. Edinburgh now has three such web portals: technologies available for traditional licensing; click-thru licensing; and open (easy) access. These portals are clearly linked on our website and give potential licensees additional options for engagement.
- **Company formation** The University will continue to invest in company formation activities for staff and students, including the award-winning Launch.ed programme for student company creation. Our target is to achieve 120 new companies over the period of our Strategic Plan (2012-16).
- **Venturing** We aim to develop our Orion Fund proposals with MTI (Managed Technology Investors), the University of Manchester and UCL, in addition to the Old College Capital fund (our own wholly Edinburgh-sourced investment fund).
- **Consultancy** Our current turnover is c£5M p.a. Our target is to grow turnover by 5% p.a.

Continuing Professional Development

Some examples of our plans for extending our range of programmes, and volume of student registrations, are set out below.

In our College of Humanities and Social Science (CHSS) we will continue to focus our CPD provision through masters programmes. Currently, over 70% of the circa 200 taught postgraduate programmes delivered by CHSS are industry- or profession-focused. As part of a wide-ranging review of our portfolio of PGT provision which we will complete during 2012, we plan to review the extent to which our PGT programmes fulfil CPD objectives. We are also in the process of developing CPD courses for public servants in our Academy of Government.

In our College of Science and Engineering (CSE) we are also expanding our MSc portfolio, with new programmes planned or under investigation across our wide range of subject areas. A number of our undergraduate integrated masters programmes qualify students for entry to the professions. In addition, in Engineering, we are considering making our SCQF level 11 MEng material available to external students for CPD. Attaining level 11 credits is required by BEng graduates to attain Chartered Engineering (CEng) status, and many of the School's existing level

11 courses would be suitable. The School is currently identifying a suitable subject area to submit an application to the University's Distance Education Initiative to be able to offer its first courses in 2014/15. The College of Science and Engineering has undergraduate masters programmes which qualify students for entry to their professional bodies. The School of Physics and Astronomy has recently launched two PgCert/CPD courses in science education research suitable for external registration and online distance learning.

In our College of Medicine and Veterinary Medicine (CMVM) we plan to build on established success in the provision of medical and veterinary CPD (e.g. MSc in Surgical Sciences, a range of programmes for veterinary surgeons in practice) through the development of new courses and the enhancement of current activities. We have plans to develop programmes in the areas of Neuroimaging and Global Health and to enhance existing online distance learning courses in Primary Dental Care, Animal Welfare, Conservation Medicine, Regenerative Medicine, Science Communication and Public Engagement, a Masters of Surgery programme and a certificate in Global Challenges. The provision of competitively priced programmes with professionally relevant content will allow us to increase our number of student registrations.

We increasingly open our doors to the wider world by sharing some of our lectures with the public, both in Edinburgh, but also more widely by streaming online and podcasts. *Our Changing World*, a series of public lectures examining the global challenges facing society, and the role of academia in meeting these challenges, is one such example whereby lectures given by our research leaders are made available to all: <http://www.ed.ac.uk/about/video/lecture-series/changing-world>.

Engagement with key strategic partners including Scottish Enterprise, NHS Scotland and small and medium-sized enterprises³.

The University already has multiple significant and productive relationships with strategic partners within Edinburgh, Scotland, UK and internationally and we will continue to develop and expand these through collaboration on strategic projects, 1:1 engagements and through extensive membership of boards and advisory committees. *'Partnerships'* is one of the strategic themes set out in our Strategic Plan 2012-16.

Our College of Science and Engineering has funded a small corporate engagement team to work alongside academic colleagues and Business Development Executives (BDEs) in building and enhancing relationships with companies, public bodies and

³ Reported in the KE strategy received by SFC in November 2011.

other strategic partners, and our wider strategy for SME engagement is outlined under aim 3 below.

CHSS is actively engaged with the Scottish Government in developing strategies for wider Scottish engagement in Horizon 2020.

Our Colleges of Medicine and Veterinary Medicine and Science and Engineering have successfully worked with Scottish Enterprise, NHS Lothian and the EU to deliver the Scottish Centre for Regenerative Medicine (£54M). CMVM have also worked with Scottish Enterprise and BIS to deliver the Number Nine Bioincubator facility (£24m), already with a growing list of companies as tenants within 1 month of its opening, and with Scottish Enterprise, NHS Lothian, the EU and a raft of private companies and individuals to establish the Clinical Research Imaging Centre (£18M).

We set up strategic partnerships with the Research Councils to transfer the Roslin Institute from the BBSRC to the University and the Human Genetics Unit, the Centre for Reproductive Health and the Scottish Collaboration for Public Health Research and Policy from the MRC to the University. We are also a key participant in Health Science Scotland, a partnership of medical universities and their sister NHS Health Boards in Scotland to promote excellence in the field of clinical and translational medicine. We will continue to use our expertise to identify partnership opportunities to facilitate joint funding agreements which fit with our strategic goals for the mutual benefit of all parties.

EPCC runs the UK's High Performance Computing facility, with HECToR and BlueGene/Q computers. This has considerable and increasing engagement with other research institutions and businesses that require High Performance Computing.

Edinburgh BioQuarter has just announced a collaborative partnership between the University of Edinburgh's academics and Galapagos NV, a Belgian clinical stage biotech company focused on developing medicines targeting novel, proprietary modes of action. Following on from the collaborative agreement with GlaxoSmithKline (GSK) at the end of 2011, this new partnership with Galapagos demonstrates industry's growing awareness of the depth of world-class research being undertaken in Edinburgh. It is also further evidence of the strength of partnership between the University of Edinburgh's research community and the bio-pharmaceutical industry.

Enhancing staff and student engagement with business and industry

For over ten years, the University of Edinburgh has housed our BDEs directly in Schools. This has resulted in far greater awareness, recognition and uptake of various KT and KE initiatives and opportunities. The BDE staff will attend, and in

some cases lead, School meetings and presentations and are generally viewed by both staff and students as part of the particular School infrastructure and a source of expertise and assistance for engagement with industry and BDE staff will often provide the first point of contact.

Our Launch.ed team attend numerous student events to engage directly with the student cohort and encourage student enterprise.

ERI runs an Initiating Knowledge Transfer Fund which is open to any good commercialisation prospect and which is able to invest into projects that need some pump-priming commercialisation funding.

Supporting KE with the Scottish Government's Key Sectors

Our new engagement initiative outlined under aim 3 below, is focussed on both core University strengths and the Scottish Government's Key Sectors. Through developing long term relationships with these stakeholders, we will play a major role in supporting the Scottish Government's Key Economic Sectors. For example, we are already working closely with Scottish SME partners in the food and drink industry looking at new products, improved processes and research collaboration. In addition, we are leading or participating in, a number of Innovation Centre bids that are focussed on these Key Economic Sectors.

Supporting the low carbon economy and Carbon Capture and Storage

The Edinburgh Centre for Carbon Innovation (ECCI) is hosted by the University of Edinburgh, in partnership with Heriot-Watt University and Edinburgh Napier University. ECCI creates a unique platform for enhancing business enterprise and innovation; and delivering professional skills training, and is a hub for the knowledge, innovation and skills required to create a low carbon economy.

Edinburgh has already demonstrated our leading role in large scale demonstration of Carbon Capture and Storage technologies.

Resources committed to KE⁴

Our total resources devoted to supporting KE activities for 2010/11 was over £4.7 million. We have a total of 19 Business Development Executives (BDEs).

Employer engagement through student placements

⁴ Reported use of Knowledge Transfer Grant, November 2011

The University's Strategic Plan 2012-16 contains the following strategies:

- *“motivating and preparing our students to gain an experience abroad as part of their degree, as vacation work or volunteering, or to undertake national or international work-based learning, recognising the benefits this brings to their educational, personal and career development”*
- *“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”*

Our professionally-qualifying programmes in Architecture, Clinical Psychology, Counselling, Initial Teacher Education, Medicine, Nursing, Oral Health Sciences, Social Work and Veterinary Medicine all make extensive use of student placements in fulfilment of curriculum and professional accreditation requirements. Our language degrees also incorporate either a year or semester abroad as an essential part of the programme. Additionally, many of our PGT programmes in areas such as Business Studies and Social Policy, where students are in employment and studying part-time, make extensive use of workplace-based projects in their assessments.

We are currently evaluating ways of increasing the linkages we have with public and private enterprises with a view to developing plans for introducing student placements (and staff exchanges and joint research projects) into a greater number of our disciplines, with a particular focus in the initial stages on subject areas such as Public and Social Policy, International Development and Area Studies. The evaluation is scheduled to be completed by December 2013. Our hope is that by that time we will have introduced 80 new work-based placements, for students on the Masters in Public Policy and International Development MScs. Our students are actively engaged with the community through a variety of societies, charitable organisations and projects. As well as supporting this in general terms as useful and interesting for the students and local communities, we will seek out opportunities, as we develop more detailed aspects of our learning and teaching strategy, to build such projects and engagements more formally into learning, assessment and curricula design.

In our College of Science and Engineering we have a range of initiatives around student placements, for example:

- In Chemistry we are looking to expand options for international placements in the USA for undergraduate students. Currently around 12 students per year go on placement to the USA (around 55 students per year in total are on placement within the UK and worldwide). Additional opportunities for placements in the USA would benefit around an additional 15 students per year, by widening horizons and enhancing employability of these students.
- In Engineering we are aiming to ensure that any MEng student who wishes to have an industrial placement should have one, either for their project or as a credit-bearing element of their course. In the current academic year, the

School has approximately 110 MEng students on an industrial placement/project (accounting for 50% of the academic year). These students are from the disciplines of Chemical, Electrical and Electronics, and Mechanical Engineering. If all MEng students carried out an industrial placement/project, including Civil Engineering who do not currently offer a credit-bearing industrial placement/project, the total number of eligible students would have been approximately 220 in the current academic year. We are also looking at using IT solutions (Web CT) for remote assessment of students and placements.

- An example of student placement initiatives taken forward by research pools is ScotChem's support for six-month placements for international students on four-year PhD programmes. In addition, one of the elements of the recently announced East of Scotland (EASTBIO) BBSRC Doctoral Training Partnership was that all students should have a Professional Internship for PhD Students (PIPS) placement outside academia. This will be coordinated through SULSA.

Through Making the Most of Masters (MMM), a partnership project between the universities of Aberdeen, Edinburgh and Stirling which was established using consortium funding from SFC, students are placed to do project work for an employer in lieu of a masters dissertation. The focus is on government employment sectors and on SMEs. This project, which is just starting its second year of three, is being expanded to place students from eight Scottish Universities. The current number of students engaged in MMM across the whole project is 110, 80 of whom are at the University of Edinburgh.

Aim 2. Remove any barriers to the exploitation of research for economic and wider societal benefit.

For the past two years, Edinburgh has coordinated efforts to agree standard template agreements that can be used by all Scottish Universities. An agreement has been reached with Universities Scotland to host these agreements on one site and this is now live.

Edinburgh hosts Interface and already has very close working relationships with the Interface team which we will work to maintain.

Easy-Access IP

We can confirm that Easy-Access IP has been adopted by the University of Edinburgh.

Edinburgh has been one of the leading promoters of the university-technology.com website since its inception, and is leading the group looking at the expansion of the site to include an Easy Access portal. We have made technologies available on easy

access-style provisions through our own website since November 2011 and our easy access-style technologies were the first to be loaded onto <http://www.university-technology.com>.

Single KE Office

Edinburgh has to date, and will continue, to engage positively with the highly rational strategic objectives that underlie the concept of the Single KE Office proposal discussions.

Aim 3. Extend and improve engagement with Scottish SMEs.

The University's Strategic Plan 2012-16 contains the following strategy: *"developing long-term, sustainable relationships of value with the SME community, through a focussed and proactive engagement policy"*

In keeping with our overall objectives to build sustainable relationships with industry and key stakeholders, we have appointed a new Commercial Relationship Executive who will engage with the SME community, particularly those operating in the Scottish Government's Key Economic Sectors, and develop opportunities for CPD, licensing, increased consultancy and a more integrated approach to research collaborations.

We have also strengthened our relationship with Interface and have a dedicated Enquiry Manager to optimise our response to new enquiries.

We will continue to engage with our existing clients and are looking to facilitate at least 70 new client engagements in 2012-13. We will measure our relationship with strategic SME partners through our relationship maturation model that the new Commercial Relationship Executive and his team employ. A core aspect of our engagement strategy is to hold two industry open days around the key market themes; and we will use these as a platform to build on our current client base.

To coincide with the opening of its new £60 million state-of-the-art building, the Roslin Institute hosted an industry day in June 2011. The industry day covered global challenges in livestock and companion animal health and welfare, their implications for human health and for the role of animals in the food chain, with a focus on these key themes: Livestock Genetics & Health; Companion Animal Genetics & Health; Bioscience Underpinning Human Health and Capabilities & Facilities.

Representatives from industry were given an overview of Roslin Institute's world-class research capability and an opportunity to meet the research teams for more detailed discussions. The 2011 industry day attracted 30 companies and a further 12 organisations. Further discussions contributed to successful collaborations through

BBSRC Industrial Collaboration programmes and contributed to enhancing a relationship which is developing into a strategic partnership. The next industry day event planned for 2012 will focus on nutrition, reproduction and welfare.

We are also very active in the Scottish Stem Cell Network, the aim of which is to bring together scientists and clinicians in order to improve the rate at which laboratory research translates into therapeutic benefits for patients. We have strong engagement with over 20 SMEs through our Scottish Centre for Regenerative Medicine (SCRM). The Number Nine building at the BioQuarter is available to host SMEs. Located adjacent to SCRM in the University's unique Little France campus, this provides SMEs with access to our major medical school, teaching hospitals and research institutes, with advanced multimodal imaging and drug discovery and testing facilities including a phase 1 and clinical trials unit.

Part of our strategy is to develop internships with SMEs and the public sector. We offer internships in a variety of areas. In 2012-13 our Academy of Government will provide around 55 students with the opportunity to serve as interns with the Scottish Parliament and policy organisations, mainly in Scotland but also in Brussels and the USA. In partnership with Santander, we are launching a new University/SME internship programme in 2012-13. This will be very small-scale initially; we hope to build on this in the future.

Aim 4. Improve KE activity from the Research Pools.

The University engages positively with all of the research pools EaStCHEM, SUPA, SRPE, SULSA, SICSA, SIRE, SAGES and SINAPSE and we will continue to do so. Our resources to support KT and KE are available to all pools.

Edinburgh coordinates the AspeKT programme for SICSA which has three key elements to:

- inspire a greater flow of spin outs and start-ups from the associated SICSA Schools and integrate that with the local entrepreneurial fabric⁵
- align and facilitate a stronger level of Knowledge Exchange with key sectors of the Scottish and UK economy with special emphasis on SMEs
- inspire and equip potential new entrepreneurs with the desire and skills to run new companies.

⁵ Targets are set and monitored by the AspeKT Board, on which Scottish Enterprise and SFC are represented.

Aim 5. Enhance the level of engagement with public policy and the wider community.

The University's new Strategic Plan 2012-16 contains the following strategies:

- *“driving increased high-impact knowledge exchange and public engagement”*
- *“stimulating students and staff to engage with the public and relevant stakeholders in industry, policy and practice as part of their research, with a focus on impacts and identifying future research requirements”*
- *“influencing public policy debate, formulation and implementation into practice”*
- *“demonstrating our view that public engagement is a key element of our purpose, linked to research impact, by promoting, recognising and celebrating success in this area”.*

In our Strategic Plan we have established a target to grow public policy impact, with the aim of achieving 200 public policy impacts per annum. This target will be measured through analysis of media coverage of public policy issues. Furthermore, to monitor activity and impact of community engagement a more robust measure and method of collecting data on virtual and physical footfall to University events is being developed.

We have appointed a Vice Principal Public Policy and Impact to further exploit the interface between university expertise and public policy. We have also appointed an External Affairs Manager to help build relationships with Scottish, UK and European governments and parliaments, as well as further developing the community engagement strategy of the University. This position is working closely with support provided in the three Colleges, with the aim of making existing activity more visible and to increase engagement over time.

The University of Edinburgh engages with public policy at local government, Scotland, UK and European level, and also works with public service providers to inform professional practice in a range of areas. We engage the public in our research, to discuss how our research findings might impact life in the future, and we listen to, and are influenced by the public in how we develop our programmes of research. Engagement in public policy, and engaging the public, are often interlinked, in that contributing to the wider public debate also informs decision makers in policy and practice.

Appendix 1 sets out some of the many and varied examples of the University's approach and activities in these areas.

Outcome 2: Enhance the international competitiveness of research at the University of Edinburgh.

We can confirm that we target our Research Excellence Grant (REG) and Research Postgraduate Grant (RPG) allocations on internationally excellent research. The University and SFC agreed to discuss this outcome more fully in September 2012, for inclusion in future outcome agreements.

Outcome 3: Access to university for people from the widest possible range of backgrounds.

Objective: To ensure that Scottish domiciled learners from all backgrounds can access SFC-funded places at the University of Edinburgh.

The University of Edinburgh is fully committed to the principles of educational opportunity, increasing diversity and equal opportunities for all prospective and current students. We firmly believe that a diverse student community results in a more rewarding educational experience for all. Widening access to education has long been a priority for the University and is firmly embedded in our mission to provide the highest quality learning and teaching environment for our diverse student population. *'Equality and widening participation'* is one of the strategic themes set out in our Strategic Plan 2012-16.

The University is also doing a great deal to underpin the national and regional widening participation effort and approach. We have been at the forefront of the initiation, design and implementation of widening participation projects since the early 1990s, prior to the development of any dedicated government funding or strategy on this issue. The University's Strategy for Widening Participation aims to increase the proportion of undergraduate students from under-represented groups admitted to and successfully completing a programme of study at the University consistent with the maintenance of high academic standards for admission and progression. In order to achieve this we seek to broaden the base of our applicant pool and to identify the students with the best potential to succeed from an increasingly diverse pool of applicants.

Further information relating to the University's Strategy for Widening Participation and our projects in this area can be found on our website:

<http://www.ed.ac.uk/about/sustainability/community/widening-participation>

Aim 1. Promote access to the University through an outreach strategy

Outreach strategy and programmes designed to widen access

The University of Edinburgh is determined to promote educational opportunity and to admit the very best students from a wide range of backgrounds. Our strategy for outreach is to work in partnership with community staff, schools, local authorities

and professional bodies to raise engagement and aspirations in individuals from under-represented groups, broadening the base of our applicant pool. We believe that the education and experience we provide is transformational for the students who gain a place, in their attainment of a degree, their life chances and their employability.

Existing partnership models demonstrate the positive impact on widening participation and school progression which can be achieved. The University is actively engaged in a number of outreach, wider access and mentoring initiatives which raise aspirations for all who take part, through working with low progression schools and communities from primary school age upwards.

We are pleased to support widening participation regionally by housing LEAPS, SWAP (Scottish Wider Access Programme) East and the SFC-funded SHEP (Schools for Higher Education Programme), Reach and ACES (Access to Creative Education in Scotland) projects. These are all partnership projects which benefit universities, colleges and communities in the South East region. Whilst we could place greater emphasis on encouraging participants in these projects to apply to Edinburgh, or to accept our offers over those of other partner institutions, this is not the basis on which these projects were established: the aim, by working collaboratively with partner institutions, is to promote access to higher education, on a course and at an institution that best meets each individual's needs.

LEAPS is one of the few, successful examples in the UK of true regional coherence which continues to build on the long-standing and committed partnership of all stakeholders – both financial and in kind – including universities, local authorities and Skills Development Scotland. The SFC SHEP funds, which are managed by LEAPS, allow the project to work with local colleges across the region, to the benefit of the potential applicant. Through SHEP we also support High Flyers, with on campus visits and student volunteers as well as by helping to staff the residential element.

LEAPS delivers demonstrable outcomes, with almost 1,200 participants going on to University level study in 2011. The number of LEAPS students entering the University of Edinburgh has almost trebled over the last 10 years. LEAPS participants from low participation communities and schools benefit those communities through the provision of successful role models. The University of Edinburgh takes in the highest number of LEAPS eligible students of LEAPS partner institutions. Over the last ten years, students from LEAPS entering the University of Edinburgh have increased from 103 in 2001/02 to 280 in 2010/11. The growth over the last 10 years demonstrates the significant progress made in increasing the number of LEAPS

students going on to University level study, and in particular entering the University of Edinburgh. Being at the forefront in the use of contextualised admissions has allowed Edinburgh to take the lead. In each year since, through significant ongoing input to continue to raise aspirations and encourage each new group of LEAPS participants to apply, we have sustained and built on the size of our annual cohort of LEAPS entrants. Figures indicate that the number of LEAPS students entering the University of Edinburgh is now close to its maximum recurrent level, whilst maintaining our high academic standards for admission and progression.

The University of Edinburgh has a long tradition of providing financial support to students of all ages and social backgrounds to enter higher education and we remain committed to ensuring this continues. Our Strategic Plan 2008-12 included a target to raise £35 million through fundraising for scholarships as part of the Edinburgh Campaign. Since 1999, the starting point for this target, almost £39 million has been raised.

In 2011-12 we awarded over 200 Access Bursaries and 90 Accommodation Bursaries to new UK entrants who were experiencing financial difficulties in taking up their place at the University. An Access Bursary provides at least £1,000 per year of study while an Accommodation Bursary pays £1,000 towards accommodation costs during a student's first year at University. Using University investment income, we have recently created a £10 million fund to enable us to provide new access and accommodation bursaries for Scottish-domiciled students from 2012/13, to build on existing provision. This new fund is enabling us to provide 72 additional Access Bursaries and 62 additional Accommodation Bursaries to Scottish-domiciled entrants in 2012-13. Through the provision of these bursaries and other forms of financial support, we strive to ensure that no student is deterred from entering the University by financial barriers.

In the autumn we hold a series of welcome events, attended by students who are in receipt of bursaries or scholarships, and by donors. More than 500 scholars and bursars were welcomed in this way in 2011. These events provide the University with an opportunity to welcome the recipients of these awards, and thank the donors who enable the support to be given.

The University has taken a sector-leading position, and demonstrated its long-standing commitment, with regard to outreach, bridging and access programmes. Our wide range of outreach programmes, a number of which we host for our region or for Scotland, are set out in Appendix 2 section 1.

In addition to the programmes set out, through SCI-FUN, which operates out of our College of Science and Engineering, we aim to promote enthusiasm and interest in

science among school pupils all round Scotland, and thereby to help teachers to encourage young people to continue studying science and technology subjects beyond S2, ultimately producing more young scientists and engineers.

The University's Senior Vice-Principal for External Engagement has overall responsibility for widening participation, recruitment and admissions. Our overall estimated staffing and resource commitment for 2012/13 is over £2 million. Further detail is provided in Appendix 3.

Aim 2. Enable and encourage student admissions from the widest possible range of backgrounds

Contextualised Admissions

The University welcomes the SFC's recognition of the importance of using contextual data in admissions.

The University of Edinburgh was one of the first in the UK, and the first in Scotland, to use contextual data in admissions, having done so since 2004. We remain at the forefront of developments in contextualised admissions. The University is represented on the National Contextual Data Group chaired by Supporting Professionalism in Admissions (SPA) and is one of 11 case studies in the SPA research report *'Fair Admissions to Higher Education: the use of contextual data in admissions at a sample of universities and colleges in the UK'* (2012).

We recognise that not all applicants have had an equal opportunity to evidence their academic potential. Through our use of contextual data in admissions, we seek to identify those from different social, economic, cultural and educational backgrounds who have the potential to succeed at Edinburgh.

The University regularly refines its use of contextual data in admissions on the basis of internal evidence and the findings of UK research. We are currently investigating the potential use in admissions of geodemographic data relating to socio-economic status indicators, including the ACORN, POLAR2 and Scottish Index of Multiple Deprivation (SIMD) classifications. This analysis is being carried out in order to inform the potential use of geodemographic data alongside other contextual data already used in the admissions processes at the University of Edinburgh. The timeline for the work is therefore dictated by the admissions cycle. The initial work regarding SIMD will be completed by September 2012, in time for the start of the 2013/14 admissions cycle. Further work on SIMD and ACORN will be done by September 2013, ahead of the 2014/15 admissions cycle.

We also work collaboratively to share good practice in this area. For example, the LEAPS partners signed up voluntarily to an admissions pledge in 1995. The LEAPS admissions pledge can be found here: <http://www.leapsonline.org/admissions-pledge.html>.

We highlight our admissions principles on our website and in our prospectus here <http://www.ed.ac.uk/studying/undergraduate/applications-admissions/principles> and here <http://www.ed.ac.uk/studying/undergraduate/applications-admissions/selection/select>

Target groups

SIMD20

We are analysing the reasons for SIMD 20 applicants that do not convert. We will develop an evidence base of the reasons behind this (e.g. declining our offers, failing to attain the required grades for Edinburgh, or choosing another institution (often one closer to home)) to inform our strategy for outreach and admissions. For those qualified who do apply from SIMD 20 we will develop an action plan to provide support from application onwards, including bursaries and accommodation bursaries. Recognition in admissions is key so we will be incorporating SIMD 2009v2 into our systems.

We will continue to work with the SFC to clarify baselines and to refine targets for delivery over the period of our Strategic Plan 2012-16 as more data become available. To set targets it is essential to first quantify the size of eligible populations (with qualifications consistent with Edinburgh's entry requirements) within each of the target groups.

Over the period of our Strategic Plan, assuming the size of the qualified applicant pool is sufficient, we will aim to:

- Increase our number of undergraduate entrants from SIMD20 datazones (quintile 1) by 50% against a 2010-11 baseline
- Increase our number of undergraduate entrants from SIMD40 datazones (quintile 2) by 25% against a 2010-11 baseline

Our Strategic Plan includes the following KPI: '*Undergraduate entrants from under-represented groups*'. We intend to take a broad-based approach to measurement of this KPI using a basket of widening participation markers, in recognition that no single marker can fully or unequivocally represent the range of factors at work around widening participation admissions. For example, the University of Edinburgh's large intake of LEAPS and SWAP students from the local area does not

necessarily impact significantly on our overall SIMD percentage, since the applicants may not live in MD20/40 postcodes, most of which are in the west of Scotland.

For context with regard to baselines, in the 2012/13 admissions cycle, the University of Edinburgh received a 25%+ increase in EU applications and an increase in applications from Scottish-domiciled applicants.

These factors mean that admission to Edinburgh is even more competitive than in the recent past and this has implications in establishing realistic baselines and targets.

Looked after

In 2008, The University was awarded the Frank Buttle Trust Quality Mark for Care Leavers in Higher Education, working to encourage looked after children to apply to and successfully study at university. We are now continuing to follow the principles of the Quality Mark to support and encourage applications from those with a background in care, through our own Support for Care Leavers scheme.

The University has a Care leavers action plan, which can be found, along with further information relating to our commitments around those who were looked after, here: <http://www.ed.ac.uk/schools-departments/student-recruitment/widening-participation/projects/care-leavers>.

More detail on the University's approach to care leavers is provided in Appendix 4.

Widening access targets

At the University of Edinburgh, we want to make a step-change with regard to widening access, whilst keeping our focus on individuals and their personal circumstances and aspirations.

Our Strategic Plan sets out our commitment to increase our proportion of entrants from under-represented groups over the period to 2016. Our approach to achieving this is defined in detail in our Strategic Plan theme 'Equality and Widening Participation'. We are ambitious in this area, but we also recognise that the level of increase which is achievable, in the context of our sustained growth over the past 10 years, depends very much on the number of *additional* applicants from under-represented groups who are able to attain qualifications consistent with Edinburgh's entry requirements, and for whom Edinburgh represents the best choice for them as an individual. The number of potential applicants in this position is not known.

We are supportive of the approach HESA takes, on behalf of the UK Funding Councils, to the use of benchmarks when comparing institutions for the UK Performance Indicators for widening participation. These benchmarks are "not

targets. They are average values which will change from one year to the next ... provided to give information about the sort of values that might be expected for an institution's indicator...".

In addition to our KPI set out earlier in this section, our Strategic Plan 2012-16 includes a target to converge on our participation benchmarks for under-represented groups (low social class and state schools) as measured by HESA on behalf of UK funding bodies including SFC. We have been monitoring progress against this target for a number of years, through successive Strategic Plans, on the basis that convergence on our calculated benchmark represents the most realistic and appropriate target for us to aim for⁶. Information on Pathways to the Professions, REACH and ACES is provided in Appendix 2.

Admissions from Schools

SHEP (the Schools for Higher Education Programme, funded by SFC) is delivered by LEAPS for the South East.

The University makes offers, based on our minimum entrance requirements, to all qualified LEAPS eligible students who fulfil the criteria:

- attending a low progression school

OR

- first generation in family to apply to higher education or whose parents do not already have a degree
- low income background (for instance, where a student is entitled to EMA, free meals in school, or where the family is on income support)
- spent time in care or being looked after
- young carer

LEAPS/SHEP in the South East reporting is being refined with a new online database from August 2012 to include widening participation characteristics for the S6 cohort, from pre application through to entry. As well as noting 'first in family' and 'Education Maintenance Allowance (EMA)', reporting will be expanded to include

⁶ HESA state that *"to compare an institution's indicators to the sector, the benchmark should be used in preference to the overall sector average... because it takes account of the subject and entry qualifications profile"*. HESA also note that, for two institutions, *"If the benchmarks are not similar, then this suggests that the subject / entry qualification profiles of the institutions are not the same, and so differences between the indicators could be due to these different profiles rather than to different performances by the two institutions"*.

SIMD quintiles. The LEAPS and SHEP Management groups have also agreed a tracking protocol using HESA data, rather than solely relying on Skills Development Scotland (SDS) destinations data. At the University of Edinburgh, we have also expanded our LEAPS admissions pledge to the SHEP schools in the Scottish Borders and Forth Valley.

In the 2011 application cycle, our data show that we received just over 500 applications from applicants in SHEP schools, and made just over 300 offers, representing a 58% offer rate. SDS data show the University of Edinburgh took in the third highest number of entrants from SHEP schools in 2011 (130), after the University of the West of Scotland (139) and the University of Glasgow (133).

Information on other programmes targeted on schools and their status in terms of admissions can be found in Appendix 2.

Admissions from Colleges (mature entrants)

We recognise the importance of having positive partnerships with our local Colleges and we welcome opportunities to update each other on developments within our respective sectors. Our widening participation team has a dedicated member of staff to work with local Colleges to ensure that students have access to professional information, advice and guidance which will enable them to make informed choices about the best progression route. We have encouraged the secondment of staff from the College sector to the University to find out more about the way we work and how they can support their students at transition and have been involved in both exploring new articulation routes such as Chemistry and also supporting students through mentoring programmes. A number of our subject areas have developed virtual transition tools for students applying from colleges which have benefitted all students in transition. Designed to smooth the progression from further to higher education, CUE (Coming to the University of Edinburgh) can be used to support face-to-face teaching in both settings, and to enhance other aspects of transition (such as developing connections between the two environments). It uses a case study to help students identify where the challenges may lie for their own learning, and offers appropriate support for study. The tool incorporates readings from three first year courses, and links to other useful resources. This website is intended to ease the transition from FE to HE for Community Education, Social Work, Divinity, Law and Chemistry.

Information on programmes targeted on colleges is set out in Appendix 2 section 2 'bridging/access' programmes, which includes data on numbers of participants and entrants.

The institution we currently admit the highest number of students from is Stevenson College: this has risen from an intake of 47 students in 2003/04 to 62 in 2010/11. The second highest institution is listed as 'Access programmes': in 2010/11 the University admitted 55 students from access programmes. The majority of these students are mature students and admitted through SWAP. The University of Edinburgh takes in the largest number of SWAP students of the South East partnership.

We look forward to meeting with the senior management team of the new regional Edinburgh College in due course to continue working in partnership in the provision of proven access routes to the University. Once the merger is completed, meetings will be held in the early autumn of 2012.

We currently have strong links with the Scottish Agricultural College including collaborative programmes. We look forward to exploring new opportunities that SAC's recently announced merger with the 3 land-based colleges to form Scotland's Rural University College (SRUC) may present.

Outcome 4: Efficiency of the learner journey and improved retention

Objective: Improved retention and completion rates

We are proud of our excellent record on retention and have included a KPI in our Strategic Plan 2012-16 within the Excellence in education goal, as follows:

'Proportion of leavers achieving a successful outcome (degree, transfer or other award)'. The purpose of this KPI is to monitor whether our current high proportion of leavers achieving a successful outcome is maintained.

The 2012 HESA Performance Indicators report showed that the University's performance for the number of students not in higher education in the year following year of entry was both improved year-on-year and in line with, or ahead of, our benchmark for young, mature, and all full time first degree entrants in 2009/10. For mature students with a previous higher education qualification our performance is well ahead of our benchmark and for mature students with no previous higher education qualification, our performance is in line with our benchmark, albeit based on small numbers. In all cases, our performance is significantly better than the Scottish and UK average.

The University's Vice-Principals for Learning and Teaching, and Assessment and Feedback provide leadership around the enhancement of learning and teaching, supported by Assistant Principals for Learning and Development, and Academic Standards & Quality Assurance.

Data prepared by SFC on Edinburgh's retention rates for 2009/10 (percentage who continue following year of entry) indicate that there is no significant difference in retention rates for SIMD20 entrants, or for mature male entrants, when compared with our entry population as a whole. It is not statistically meaningful to calculate percentage retention rates for mature male returners from SIMD as the entrant population is too small (in most years <10). We note that, for the HESA Performance Indicators, which are produced for the UK Funding Councils, a threshold of 20 students is applied: *"percentages and indicators calculated on populations which contain less than 20 individuals will be suppressed"*. Although it can be interesting to compare figures for subset populations against that for the population as a whole, we would suggest that this should only be done where the subset populations are sufficiently sizeable to ensure the comparison is statistically robust.

Retention rates and performance of widening participation students at Edinburgh are excellent overall, however we are committed to reviewing data for particular groups of students and closing gaps where these are found to exist. To help with this, to accompany our most recent EDMARC report, we produced a Spotlight report,

which reported data by social class, SIMD, LEAPS and previous institution. The University of Edinburgh, using REACH funding which we match-funded, also commissioned a longitudinal study of entry qualifications, contextual data and degree performance earlier this year. Findings will be disseminated in autumn 2012.

While we have a clear focus on the recruitment and retention of students from under-represented groups, the support these students need should inform the support we give to all of our students, and our explicit policy is to focus on effective levels of support for all of our students, not only for particular groups. However, we recognise that induction and the process of settling into University study is more difficult for some students than others, and we focus effort on ensuring that this process is timely and effective, through programmes in halls of residence (Resident's Life) and the formation of peer study groups within academic disciplines. We continue to develop the support we provide for our students through our Student Disability and Counselling Services.

Building on our excellent retention and completion rates, we have recently launched a major new initiative, with significant investment of over £7 million over the next three years. This initiative is to enhance student support via a number of strands of activity, via direct support within academic disciplines, and through provision of specialist support and online tools.

In keeping with the objectives of *Putting Learners at the Centre*, through our Enhancing Student Support initiative we aim to ensure that, over the next decade and beyond, our 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 studying in the 21st century at a University of high global standing. Key developments in online software tools and the implementation of Personal Tutors and Student Support Teams aims to ensure that all students are effectively supported throughout their studies. Developing greater integration in the delivery of central services is also a key aim, along with the early identification of students potentially at risk or where additional support may be required.

Within academic disciplines, we will move to a Personal Tutor system in September 2012. Personal tutors will engage proactively with students to mentor them through their academic journey and will be in a position to set individual goals and routes through study for our students, so that their personal journey is valued and enhanced. Tutors will be supported by Student Support Officers, whose job will be to monitor and facilitate the study of students, and to point them towards specialist support as necessary. In support of this scheme, we have appointed a Dean of

Students in each College; in all cases this post is held by a senior academic member of staff.

By September 2012, we will have established student help desks in the libraries on our two largest campuses, the purpose of which is to act as a first point of engagement for students who may need guidance and direction outwith their subject discipline.

By September 2013, we will have developed an enhanced pre-arrival orientation package, to be undertaken by future students online. This will help students from all backgrounds prepare for the transition to tertiary study in a research intensive context.

Through academic year 2013/14 we intend to develop enhanced online support for existing students, such that by the end of academic year 2014/15 we will be in a position to evaluate and audit our support for students and design a long-term strategy for maintaining excellence in this provision.

The University's Strategic Plan 2012-16 has established targets to increase student satisfaction with academic and pastoral support, and with the opportunities and support for students to develop their graduate attributes and employability. These targets will be measured through analysis of combined outputs from internal and external student surveys and will help determine the impact of our investment in student support. We report on all of the KPIs and targets in our Strategic Plan annually to our Court. Once the annual report is finalised, it is a standard part of our process to provide SFC with a copy.

Outcome 5: Equality and Diversity

Objective: Improve and enhance equality and diversity for students and staff at the University

Improving and enhancing equality and diversity for students and staff is of central importance to everyone at the University of Edinburgh, with a lead provided by our senior management team. In our Strategic Plan 2012-16 strategic theme '*Equality and widening participation*' we set out our approach to embedding the principles of equality, inclusion and diversity throughout our community. Our commitment and approach are set out in more detail in the University's equality and diversity strategy, which is on our website:

<http://www.docs.csg.ed.ac.uk/EqualityDiversity/Strategy.pdf>

The University's Equality and Diversity Strategy incorporates an action plan. Our Equality and Diversity Action Plan sets out an ambitious plan covering a wide range of priorities for action in relation to structures and communications, policy and good practice, monitoring and other targeted action to promote equality for students and staff with regard to all the protected characteristics. Our Action Plan will be reviewed following publication of the University's Strategic Plan 2012-16, to align with the requirements of the recent Scottish equality legislation. This work will include the development of University equality outcomes, with the involvement of equality groups and reference to other relevant evidence relating to the three 'needs' of the public sector equality duty.

The University's Vice-Principal for Equality and Diversity takes oversight of the University strategy and performance in the area of equality and diversity and convenes the University's Equality and Diversity Committee. In line with the Equality Act 2010, we intend to publish a set of equality outcomes by 30 April 2013, prepared using evidence and involving stakeholders.

The University's Equality Diversity Monitoring and Research Committee (EDMARC) produces comprehensive statistical annual reports which present analyses of student and staff data by the key equality dimensions of gender, age, disability and ethnicity: <http://www.ed.ac.uk/schools-departments/equality-diversity/monitoring-statistics/edmarc>

Consideration is given to the diversity of the University's student intake by the senior management and governance bodies of the University, through consideration of the EDMARC report annually. Data is also available at College and School level. Each year

the EDMARC report has a 'spotlight', which has most recently focused on students' social class and previous institution.

As part of developing the University's equality outcomes we will consider the setting of baselines and targets for improvements in relation to student entrants, where there is meaningful data.

Athena Swan

The University currently has an Athena SWAN Bronze award. The University's Strategic Plan 2012-16 includes a target to achieve Athena SWAN Silver for the institution over the period of the plan.

To date, in our College of Medicine and Veterinary Medicine:

- Biomedical Sciences achieved Silver in 2011.
- The Roslin Institute was awarded Bronze in May 2012 and invited to apply for Silver in 12 months.

In our College of Science and Engineering:

- Physics was awarded 'Juno Practitioner' status through the Institute of Physics' Project Juno which is a similar programme to Athena SWAN. Work started to achieve 'Juno Champion', equivalent to Athena SWAN Silver, in 2012.
- Following achievement of Athena SWAN Silver in 2006, Chemistry was awarded the Gold Award in 2012 – only the second department in the UK to achieve this award.

All other schools in the Colleges of Science and Engineering and Medicine and Veterinary Medicine intend applying for awards in the next two years.

In our College of Humanities and Social Science:

- Four disciplines have been identified as potentially eligible for Athena SWAN (Psychology, Nursing Studies, Architecture and Sport Science) and will start work in 2012/13 towards awards.
- We are participating in an ECU-sponsored initiative to conduct a pilot study to examine how Athena SWAN might be applied to disciplines within the Arts, Humanities and Social Sciences.

Recruitment, retention and promotion of female staff

The University has been corporately monitoring over a long period the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader

and professor levels, with the aim of increasing this. In 2010/11, the proportion of female academic staff appointed and promoted to grades UE08 or equivalent and higher was 40.5%, which is higher than in the previous three years when the figures were 33.6% in 2009/10, 34.7% in 2008/09 and 38.4% in 2007/08. At each grade (or equivalent) the figures were 49.1% to UE08, 35.3% to UE09 and 18.2% to UE10. The target (to increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels, against a 2011-12 baseline) has been retained in our Strategic Plan 2012-16.

The University is participating in the ECU Advancing Gender Equality Systemic Change project and is actively considering several other initiatives (in addition to Athena SWAN) to advance gender equality in the University, drawing on research evidence regarding the changes needed to promote equality.

Other activities supporting equality and diversity

The University's Equality and Diversity Action Plan includes a wide range of activity covering all protected characteristics.

The University undertook a project on Developing an Inclusive Culture in Higher Education as part of a Higher Education Academy programme, with funding from SFC, during 2011 and 2012. The impact of this has included raised awareness to support accessible learning and successful capacity building and increased confidence among staff in taking issues forward to ensure that all learning and teaching should be inclusive learning. This is part of a long-term process of capacity-building and mainstreaming equality issues under the auspices of our Senate Quality Assurance Committee, including the ongoing work of an Accessible Learning Implementation Group. The final report will be presented to the meeting of Senate Quality Assurance Committee in September 2012 and remitted as appropriate to Senate Learning and Teaching Committee and Senate Curriculum and Student Progression Committee. Following the meeting of Senate Quality Assurance Committee the report will be disseminated to Colleges and Schools. Work planned for 2012/13 includes workshops on curriculum design, approval and delivery, the management of adjustments, and innovative ways of assessing inclusively.

The University is delighted to have been selected for the ECU Mainstreaming equality through governance and management programme running from June 2012 to 2013. Through this programme the University intends to review its governance and management of equality and inclusion, with a view to promoting equality.

Student Consultation

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

Our new student association sabbatical officers took up post on 11 June. We met with the new President, Vice-President Academic Affairs and Vice-President Societies and Activities on 13 June. The University's core Outcome Agreements team will continue to engage with our EUSA sabbatical officers as we go through the process of developing our outcome agreement.

Our key consultation mechanism will be via our University Court, on which we have two student representatives. Our students are additionally represented on all of the University's main committees, at which relevant elements of Outcome Agreements will be discussed on a regular basis from September 2012.

Outcome 6: A more coherent pattern of provision in the higher education sector

Objective: To ensure that the right provision is in the right place and that the SFC can discharge its duty to deliver more coherent provision in line with the case set out in Putting Learners at the Centre.

At Edinburgh part of our distinctiveness is our breadth of provision. We teach across a very comprehensive range of subjects, the third most comprehensive in the UK (after Leeds and Manchester Universities). This breadth is one of our greatest assets and a characteristic that appeals strongly to potential and current students.

Aim 1. Ensure the provision is appropriate and responsive to the needs of the learner and the employment market

We engage with employers in a number of ways across the University, for example: explicit involvement in curriculum design within the professional programmes; industrial placements in the School of Chemistry; the use of work-related learning such as case studies within the School of Engineering; and centrally offered employer presentations and workshops through the Careers Service. Recent enhancements include employers participating in the final presentation stage of a core course for third year Business Studies students and inputting to a professional skills programme within Veterinary Medicine. Our Careers Service maintains close links with employers and also acts as an effective conduit for the needs of employers.

Altogether 38 Professional, Statutory or Regulatory Bodies (PSRBs) accredit more than 140 of our degree programmes, providing another important mechanism for assuring the external comparability of the quality and standards of our degree programmes. Our links with PSRBs help ensure that these programmes remain current and relevant and help promote the employability of our students graduating from them.

Employers recognise the value to our students of the Edinburgh degree and our applicants, students and graduates understand this. The latest HESA Employment Performance Indicator demonstrated that 94.5% of our 2009/10 leavers were either in employment or further study. We exceeded our benchmark and are positioned first in the Russell Group. We are also ranked =15th (out of 300) in the QS World University Rankings 'Employer Reputation Index', whereby top international employers identify up to 30 international institutions they consider best for recruiting graduates. On-going efforts that we are making to develop our curriculum

and to work with employers are aimed at ensuring that our graduates continue to be highly sought after in the future.

Places for Scottish domiciled and EU students

In 2012-13, we intend to fill our allocated SFC-funded places and to maintain the University's RUK population at current levels.

Under the new funding arrangements, it is necessary for the University to consider separately applications submitted by students living in Scotland and the EU from those submitted by students living elsewhere.

The University sets its intake targets with regard to the total student population, i.e. the total number of new and continuing students. The University does not operate separate targets for Scotland and the EU within our Scotland/EU target, and does not have separate targets for England, Wales and Northern Ireland within our Rest of the UK target.

The University confirms that it will continue to deliver strategically funded places including the 15 FTE taught postgraduate Skillset Academy Network places and the 5 FTE taught postgraduate places in creative industries (formerly allocated to Edinburgh College of Art).

Supporting STEM

The University of Edinburgh makes a major contribution to the supply of high-quality science graduates, with around 1,200 of our students gaining undergraduate degrees in STEM subjects per annum. We are committed to maintaining breadth in provision across STEM subjects and welcome SFC's allocation of additional funded places for STEM subjects.

The University is active in all relevant RAE Units of Assessment that SFC used to inform the allocation of additional STEM places for 2012/13. We have spread the 50 additional STEM places allocated across all STEM disciplines.

Changes in Provision

We have no plans to restrict or withdraw any of our provision.

Nursing Provision

The University is fully committed to building on the work of the Health Committee Working Group in seeking resilience and enhancing quality in nursing in HEIs in Scotland. Currently, we have a range of collaborative activities with Queen Margaret University and Edinburgh Napier University, such as shared practice placement arrangements, and there have been early discussions about further collaboration with undergraduate nursing students, with UoE potentially providing honours levels education to ENU students. We will continue these discussions. We have also secured agreement with the Exec Director of Nursing of NHS Lothian to establish regular meetings with the three Lothian universities, NHS Lothian and NHS Borders to ensure that we are responding to their workforce needs.

In seeking to enhance the quality of nursing and nurses to delivery excellent patient care for Scotland, our partnerships extend across the country's HEIs. One new development by the University of Edinburgh is a Masters in Nursing Research aimed at newly registered honours graduates from any university in Scotland which includes research placements that can be in the collaborating University of their origin. This initiative has recently secured the support of several partner universities and of the Chief Nursing Officer in the form of up to 20 internship places.

Discussions within the Health Committee Working Group have also explored the opportunity to advance a pan-Scotland collaboration that will place Scotland at the forefront of nursing-led research and education. The work has been scoped in relation to the questions that nurses ask about patient need, care and services (rather than about nurses per se). Fundamental to meeting the needs of patients and the population is that the model of care used is able to meet those needs; this programme of work seeks to explore this interface and analyse the impact on meeting health needs of misalignment of care model with health need. At a time when the NHS is faced with a changing profile of health needs and models of care that are locked into historic patterns of service and workforce infrastructure, this programme of work has the potential to realise some significant advances for the population of Scotland, for the NHS and for the reputational gain of Scotland and nursing in the global health system. The support of SFC to advance this across Scotland would be very helpful.

Provision of strategically important or potentially vulnerable subjects such as modern languages and Gaelic.

We are fully committed to maintaining our broad provision around modern languages. We currently provide courses and programmes in 32 foreign languages, 26 at degree level. This array of language provision is among the most

comprehensive in the UK. In some cases (e.g. Sanskrit, Persian) we are not just the only provider in Scotland, but the only provider north of Oxford. We have achieved notable success in recent years in attracting significant external support from outside the UK in support of both major research/outreach centres (such as the Confucius Institute for Scotland (Chinese), the HRH Prince Alwaleed Centre for the Study of Islam in the Contemporary World (Arabic), and the Princess Dashkova Centre (Russian)) but also from governments and other organisations for the employment of foreign language assistants (including Catalan, Danish, Portuguese and Turkish).

The University recognises that Gaelic is an integral part of Scotland's heritage, national identity and cultural life. Provision for Gaelic at the University of Edinburgh commenced in 1882, when the University established the first Chair of Celtic in Scotland. Today 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. We are also involved in Gaelic research and our department of Celtic and Scottish Studies also plays a highly visible public role, ranging from advising government on language issues to developing and supporting public and community engagement with Gaelic culture in Scotland and beyond. The University is rich in Gaelic resources, including the School of Scottish Studies Archives which hold several thousand hours of Gaelic field recordings and a large and diverse manuscript collection.

Building on our strong tradition and success in Gaelic over more than a century, the University has prepared a Gaelic Language Plan that will be submitted to Bòrd na Gàidhlig in August 2012. The Plan will aim to raise the profile of Gaelic in the University and create practical opportunities for its use. More information here: <http://www.ed.ac.uk/about/gaelic-language-plan>

Foreign language training opportunities

Building on the quality of what we offer our students, we are using our strong financial performance to build a University wide Languages for All programme delivered by our College of Humanities and Social Science. The University's commitment to support students in learning a language is identified in our Strategic Plan. After a successful pilot, the plan is to now offer free courses to 600 students per annum, covering all the major European languages, plus Russian, Arabic, Portuguese and Japanese. This activity fits well with the University's aim of being a globally important university producing graduates with the skills to thrive in the global economy.

Aim 2. Enhance collaboration across the sector where appropriate

The University of Edinburgh collaborates with a wide range of partners and fully supports the development of further collaboration opportunities where these generate mutually beneficial sustainable outcomes. *'Partnerships'* is one of the strategic themes set out in our new Strategic Plan 2012-16. In the future we will continue to seek to develop and derive benefit from local and international strategic partnerships and collaborations, which are built on excellence and driven by shared academic interest. In teaching, our main focus is in postgraduate taught provision and more recently we are developing joint PhD programmes with other institutions.

Building on a strong track record of successful and often long-standing co-operation in a number of areas, Heriot-Watt University and the University of Edinburgh are currently in discussions exploring opportunities to strengthen collaborative strategies in both research and teaching. We aim to formalise proposals to the University Courts in the early autumn to develop and advance some significant collaborative opportunities within an overall framework of increasing strategic alignment, and will keep SFC informed as to these prospects and developments as and when appropriate.

Further outcomes, activities and future direction of the outcome agreement

Estates

The University and SFC agreed to discuss this outcome more fully in September 2012, for inclusion in the University's outcome agreement for 2013-14. The University has also sought clarification from SFC with regards how this section of the outcome agreement integrates with the separate annual update reporting we have, in the past, been required to provide to SFC on our estates strategy. We have also previously reported to SFC on projects where SFC have provided funding into the programme.

Progress on the integration of the Edinburgh College of Art into the University.

The SFC made a formal visit to the University in December 2011 and, based on their findings, reported to the Cabinet Secretary to say that the merger is proceeding well. Our University's Court has established a working group to conduct a formal review of the progress of the merger in autumn 2012 and will be happy to share the findings of that review with SFC.

We have provided an interim estate update on eca in May 2012 and agreed to provide SFC officers with a further update at the beginning of 2013.

The University has also sought clarification from SFC with regards how this section of the outcome agreement integrates with the separate reporting arrangements with SFC on our merger with eca.

The SFC will wish to capture evidence of the University's use of SFC strategic funds through this outcome agreement. The University is asked to engage with these discussions.

The SFC anticipates that there will be outcomes of importance to the University of Edinburgh as well as the Scottish Funding Council, such as the remaining key outcomes identified by the Cabinet Secretary in his Guidance Letter to SFC of September 2011, which will not be captured within the initial iteration of the agreement.

During AY 2012-13 the SFC will work with the University to refine and extend the content of the Outcome Agreement in preparation for AY2013-14.

Appendix 1: Engagements with public policy and providers, and with the wider community

We have several research centres which combine research excellence with seeking impact on policy, such as the Centre for Research on Families and Relationships, Centre for Public Management, Innogen and the Institute of Energy Systems. Individual and groups of researchers also contribute to policy debate and development, recent examples including the criminal justice reform in Scotland, language policy for Scotland, carbon capture and storage, marine renewables and solar energy. Academics from the University contribute extensively to the current constitutional debate in Scotland.

The Academy of Government was set up as an interdisciplinary hub for training policy professionals, with teaching delivered in collaboration with policy officials, elected representatives as well as practitioners from public, private and third sector organisations. Only one year into operation, further plans are under development to establish the Academy as a centre for policy debate.

The University's Public Policy Network (PPN) brings together academic staff working on policy related areas with policy makers and practitioners. Monthly newsletters report on events and activities in the central belt linking research and policy. PPN events this year have focused on mental health and on community participation in democracy.

Our College of Science and Engineering has developed a strategy to support staff and researchers in their policy engagement. This includes encouraging and supporting attendance at events such as Science and the Parliament and providing input to the Scottish Government on science education.

Examples of activity in our College of Medicine and Veterinary Medicine include attendance at the Royal Highland Show, lecture series (for example Medical Detective Lecture series) and student work experience opportunities. In terms of working with schools, the College was represented at a schools/science sector partnership meeting organised by Midlothian District Council recently. The aim was to build on existing links to schools and create new partnerships. Members of the College have roles of senior responsibility at the Royal Society of Edinburgh and the Academy of Medical Sciences and contribute thus to policy at Scottish and UK levels.

The University hosts the Scottish Graduate School in the Social Sciences (SGSSS), which encompasses a Doctoral Training Centre (DTC) co-funded by ESRC and SFC.

The SGSSS is a collaborative effort across all higher education institutions in Scotland which aims to bring more PhD students to Scottish universities, and produce better trained and more employable social science PhD graduates, more capable of achieving economic and policy impacts through their PhDs and in their subsequent careers. Key aims of the centre include encouraging impact from projects and developing knowledge exchange capacity among early career researchers. Scottish Government and impact specialists provide KE training for all the students, and there are opportunities for joint PhD awards as well as placements with policy organisations.

The transfer of the Scottish Collaboration for Public Health Research and Policy to the University from 1 August 2012 will enhance the University's position in the public health arena.

The Knowledge Exchange office of our College of Humanities and Social Sciences is funded from KTG and sees policy impact and public engagement with research as a core activity. The office helps identify stakeholders and advise on how to engage, brokers relationships with external parties, assists with funding applications and provides small grants for projects to increase engagement and research impact.

We engage the public in our research through outreach to community groups and institutions such as the Botanical Gardens, National Library, National Museum and the Galleries, University hosted events, festivals and media engagement, as well as contributing extensively to the Edinburgh International Festival, Science Festival, Book Festival, Art Festival, and Fringe. The University supports our staff and students to develop the skills needed to engage with the public, and to find the right type of engagement, the right venue and the right format for sharing their research.

Over the last few years a number of our academics have been seconded to be public engagement fellows. This enables active researchers to develop new ideas and skills and to become ambassadors for engagement in their departments. We recognise those successful in this area by awarding community and science communications medals, along with our more traditional awards for research and teaching.

The Beltane Beacon for Public Engagement is led by the University of Edinburgh and has, since 2008, run a number of programmes designed to embed public engagement, including work with public policy, in academic careers and practice. Some examples of the Beltane's work include the delivery of events for MSPs and parliamentarians, and for MSPs and HEIs. There are plans to second researchers as public engagement fellows to take forward actions agreed at these events. Although

external funding for the Beltane has now come to an end, the University of Edinburgh has committed to continued funding, working in partnership with Heriot-Watt, Edinburgh Napier and Queen Margaret University. Further information is available from the Beltane website: <http://www.edinburghbeltane.net/>

Appendix 2: Outreach and bridging/access programmes

1. Outreach projects

1.1 Pathways to the Professions: to encourage progression by under-represented school students into professional courses in Medicine, Vet Medicine, Law and Architecture and subsequently into the professions themselves. The project works with University of Edinburgh, professional bodies, state schools and families. The programme of activity was initiated and developed from 2001/02 across all 46 state schools in Edinburgh and the Lothians and has over 600 school students registered. It was selected by a case study of best practice for the UUK publication *From the Margins to the Mainstream* and featured in *Unleashing Aspirations*, the report of the Panel for Fair Access to the Professions 2009. Initially funded by the Sutton Trust, the project is now embedded and funded by the University of Edinburgh. The Law strand of the project has been rolled out to 8 universities in England in a 1.25 million project funded by the Sutton Trust and the College of Law.

More information is available at: www.ed.ac.uk/schools-departments/student-recruitment/widening-participation

Pathways statistics

Academic year	Number of Pathways participants registered	Number of UoE Pathways Entrants
2010-11	955	89
2009-10	835	85
2008-9	766	113
2007-8	686	98
2006-7	715	104

1.2 Lothians Equal Access Programme for Schools (LEAPS)

LEAPS was developed from the University of Edinburgh Special Entrance Initiative (USE) in 1995 to become a collaborative funding partnership with the other HEIs in Edinburgh and the 4 local authorities in Edinburgh and the Lothians. The University of Edinburgh takes in the highest number of LEAPS eligible students of LEAPS partner institutions. Over the last ten years, students from LEAPS entering the University of Edinburgh have increased from 103 in 2001/02 to 280 in 2010/11.

LEAPS promotes higher education amongst young people whose school careers have been affected by adverse economic or social circumstances or who come from communities with little or no experience of higher education. LEAPS comprises an outreach schools programme aimed at raising awareness of opportunities in HE, with different elements of the programme offered to schools according to their designation as group 1 (lowest HE participation) to group 3 (highest HE participation); and a pre-entry summer school. The summer school is genuinely multi-exit and students progress not only to partner HEIs but to HEIs all over Scotland and beyond. SRA WP staff recruit student volunteers, contribute to school workshops, shadowing, interviews and committees as well as organising on campus activities on behalf of LEAPS. At S6, LEAPS and Pathways to the Professions integrate regarding pre application guidance and admissions liaison. LEAPS has received South East Forum funding to deliver and manage the SFC funded Schools for Higher Education Programme (SHEP) for 19 low progression schools in Edinburgh, Lothians, Scottish Borders and Forth Valley. More information is available at: www.leapsonline.org The University of Edinburgh admits more LEAPS students than any other institution nationwide.

Analysis of the applicants to the University via LEAPS for 2012-13 shows that 7.7% are from MD20%, compared to 3.2% for overall Scottish-domiciled entrants to the University.

Further analysis of applicants to LEAPS also shows that a high proportion of students are from areas of least deprivation in the Lothians and Edinburgh, while still possessing robust widening participation criteria.

LEAPS statistics

S2 – S5 Schools Programme Participation

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
3,380	5,907	6,740	7,825	11,552	11,623

LEAPS S6 – Pre-Application Interviews

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
1,170	1,226	1,392	1,660	2,120	2,143

The above two tables show the generic awareness raising done in the region from S2 –S5 and the individual support in S6.

LEAPS Eligible entrants to University of Edinburgh source SDS for LEAPS Annual Report:

http://www.leapsonline.org/uploads/5/4/8/6/5486350/leaps_ar_2010_11_.pdf (includes figs for all universities)

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
216	197	218	240	257	280

In 2010, 1715 LEAPS eligible students entered HE with a further 452 entering FE. The University of Edinburgh has taken in the largest number of LEAPS eligible entrants of the partnership for some years. This is because of the recognition in admissions through the use of contextual data. (The figures for 2010 for the other South East Institutions are Edinburgh Napier University 216/Heriot-Watt 112/Queen Margaret University 84/Scottish Agricultural College 11/Edinburgh College of Art 5. The multi exit, nature of the programme means that HEIs outwith the partnership benefit (e.g Aberdeen 59/Glasgow 60/Glasgow Caledonian University 32/St Andrews 19/University of the West of Scotland 26) since the final destination reflects student choice and puts the needs of the learner at the centre.

1.3 Kickstart As well as the LEAPS Summer School, there is a week-long summer programme for students between S5 and S6 covering several subjects strands including health and the sciences, and humanities and social science. This programme, Kickstart, is a collaborative project with the University of Edinburgh, Edinburgh Napier University, Queen Margaret University and the Scottish Agricultural College and is funded by the local councils in East, Mid and West Lothian and managed by the University of Edinburgh. The programmes also include school students from Dumfries and Galloway and Scottish Borders schools on a residential basis at Pollock Halls of Residence. Thanks to a new donation to the University of Edinburgh, Kickstart includes pupils from Leith Academy and Drummond High School in Edinburgh. More information is available at: www.sra.ed.ac.uk/kickstart/.

Kickstart Statistics

Year	Number of Kickstart Participants	Number of UoE Kickstart Entrants*
2011	153	not yet available
2010	135	41
2009	159	46
2008	119	28
2007	150	not collected

1.4 Educated Pass

Lack of attainment by boys at school is well recognised and this initiative uses the boys' commitment to sport to engage them with education. The project, funded by the Sutton Trust and managed and delivered by the University of Edinburgh, works with local youth football clubs in collaboration with local colleges and the Scottish Youth Football Association to develop club based and on campus activities. Following presentations at the football club the teams are invited to local campuses for workshops with the staff and students of sports related courses to give them practical and academic experience and insights. Current University of Edinburgh students are used as role models with the successful University football team taking a prominent part. More information is available at: www.ed.ac.uk/schools-departments/student-recruitment/widening-participation/projects/educated-pass

Educated Pass statistics

Year	Number of Educated Pass Participants
2010/2011	180
2009/2010	150
2008/2009	180
2007/2008	165
2006/2007	150

Tracking of Educated Pass participants is being undertaken this year. Educated Pass is a community based project funded by philanthropy. It targets S2 boys in areas of low participation via their football coaches, to raise awareness of and aspiration to HE level study. Attitudinal questionnaires are carried out pre and post intervention re the participants' attitude to HE which have shown positive responses. Since the boys also attend school, they are picked up by the LEAPS project and receive generic aspiration raising etc from S3 to S6. As part of its evaluation we are now tracking the previous cohorts' outcomes. Annual project reports are available if more information is required.

1.5 Primary and early secondary years initiative

It is crucial to sow the seed early and so from 2002/3 the University of Edinburgh has undertaken pilot work (initially funded by a Small Project Grant from the University of Edinburgh Development Trust) with S1 and S2 groups in Wester Hailes Education Centre (WHEC), and in its Primary School Initiative with P6/P7 in selected primary

feeder schools for Liberton High School and WHEC. 11 Primary schools take part with 400+ pupils visiting the University of Edinburgh as part of the scheme. The initiative secured funding for transport costs and design of new materials from the Henry Drucker Memorial Fund and this year a new University of Edinburgh donor has allowed us to expand the scheme to include two additional primary schools in Leith.

Primary and Early secondary statistics

Year	Number of Primary School Participants	Number of early secondary Participants
2010/2011	273	21
2009/2010	300	23
2008/2009	280	25
2007/2008	280	25
2006/2007	280	25

1.6 Reach Scotland

Funded by the Scottish Funding Council, Reach is a collaborative partnership with the universities of Aberdeen, Dundee, Edinburgh, Glasgow and St Andrews for access to high demand professional courses. **Reach Edinburgh** has allowed the expansion of the successful University of Edinburgh Pathways to the Professions model to 17 schools in Scottish Borders and Forth Valley since October 2010. Pupils are eligible to register with the project if they attend a target school, are in S4-S6, and are interested in finding out more about courses and careers in Architecture, Law, Medicine or Veterinary Medicine. In the first year of the project (i.e. Oct 2010 - Sep 2011) there were 70 registered pupils and the current cohort (i.e. Sep 2011 - present) consists of 130 registered pupils. In July 2011, 6 of the pupils who were transitioning from S5 to S6 took part in the Kickstart summer programme. The first year of the project had fewer than 5 registered S6 pupils, so under the Data Protection Act we cannot elaborate further upon their destinations post high school.

1.7 Access to Creative Education Scotland (ACES)

The ACES project is managed and run collaboratively by the University of Edinburgh (Edinburgh College of Art), University of Dundee (Duncan of Jordanstone School of Art), Glasgow School of Art and Robert Gordon University (Gray's School of Art) with the financial support of the Scottish Funding Council.

ACES works with talented young people from S4 to S6 who attend local authority schools in Edinburgh, the Lothians and Scottish Borders. It provides advice and support to students who are traditionally under-represented within art colleges. It targets students in schools of low progression to higher education. ACES Edinburgh began registering students in April 2011 and currently has 50 registered students from its 15 targeted schools.

1.8 Easter School

A week long residential experience for S2 students from local priority schools of low progression. Students have taster sessions in the morning followed by social activities in the afternoon and evening. Sixty students attend annually.

2. Bridging and access programmes

2.1 Access Course

This joint Access course, founded on a partnership between the University of Edinburgh and Stevenson College Edinburgh and based in the Office of Lifelong Learning at the University of Edinburgh has been providing access to undergraduate study for mature returners for over 20 years. This provision offers a second chance for learners who have not had the opportunity to access higher education through the traditional route. Stevenson College is the lead partner and, therefore takes responsibility for validation of the course and for quality assurance and enhancement. As students are formally enrolled with Stevenson College and accounted for as such by funding bodies a request for detailed statistical information should be directed to Stevenson.

2.2 Scottish Wider Access Programme (SWAP East)

SWAP brings together Colleges and Universities to work collaboratively on the development of access courses to address the needs of mature students from backgrounds which had previously been under-represented in HE. UoE was a founding member of SWAP and hosts the project. The University of Edinburgh takes in the largest number of SWAP student of the South East partnership:

Year	2009	2010	2011
SWAP Entrants	84	94	93

2.3 Moving On

A transition to degree study course was developed and piloted in 2003 by the University of Edinburgh Office of Lifelong Learning (OLL) and Student Recruitment & Admissions. The course is designed as a week-long bridging course linking pre-university study with undergraduate work. It takes place prior to Freshers' week, and is targeted initially on LEAPS/Pathways plus eligible students who have not attended the LEAPS Summer School, college students entering from an HN background, and mature students who have not come through one of the supported routes, e.g. SWAP or Access course.

Moving on participant and entrant statistics

Year	Participants and entrants
2011	122
2010	105
2009	136
2008	103
2007	105

2.4 LEAPS Summer School

The LEAPS Summer School offers transition support for LEAPS eligible students holding one or more UCAS offers. It is free to participants, lasts 7 weeks and students undertake three courses (including Learning Skills), taught and assessed at degree-level by staff from a range of universities, including the University of Edinburgh, and delivered on campus. As well as giving students another opportunity to demonstrate their academic potential, Summer School offers the chance to develop skills and build self-confidence in a friendly, supportive environment. The Summer School is multi exit with most of the students entering the partner institutions. Full destinations information is available from LEAPS <http://www.leapsonline.org/>

LEAPS Summer School participants

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
159	154	147	159	152	165

LEAPS Summer School participants entering the University of Edinburgh

2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
28	30	17	23	26	24

Please note Summer School is multi exit and participants enter a range of universities Scotland wide. All those participants holding offers for Edinburgh who make their conditions enter the University. Students holding unconditional offers are not prioritised for summer school.

Appendix 3: Staffing and resource committed: outreach and widening participation

The University has a core widening participation team of 5.6 FTE staff based in Student Recruitment and Admissions as well as a dedicated widening participation officer in our School of Law. We also have dedicated staff in our Office of Lifelong Learning for the Joint Access Course with Stevenson College, Credit for Entry and Moving on Transition Course. Our commitment for 2012/13 for core staffing and activities, including **£60,000** subscription for LEAPS, is around **£430,000**.

In addition, we direct around £750,000 towards the costs of housing and supporting partnership projects (LEAPS, SWAP, SHEP, REACH and ACES).

A wide range of academic, research staff and PhD students across the institution also commit significant time and resource, in in-kind support of widening participation projects and activities.

Finally, the resource committed to access bursaries for 2012/13 will be around **£880,000**.

Our overall estimated total staffing and resource commitment for 2012/13 is therefore over **£2 million**.

Appendix 4: Care leavers

In 2008, The University was awarded the Frank Buttle Trust Quality Mark for Care Leavers in Higher Education, working to encourage looked after children to apply to and successfully study at university. We are now continuing to follow the principles of the Quality Mark to support and encourage applications from those with a background in care, through our own Support for Care Leavers scheme.

Prospective students who identify themselves as having been in care in their UCAS application are contacted to provide them with information about the support systems available to them at the University. With their permission, contact is maintained throughout their university career to ensure they are being appropriately supported.

Numbers are as follows:

Year of entry	Stated having been in care leavers on UCAS	Offers made	Offers accepted	Entrants
2008	111*	34	15	7
2009	63	17	9	4
2010	75	22	12	8
2011	53	10	4	4
2012	84	18	8	8**

*In 2008, the question was simply "Have you ever been in care?" with no follow -up asking about time spent in care. Therefore, there was a significant over-reporting as many applicants seemed to misunderstand the question. This was a national trend which led to UCAS adding the "Time in care" part of the question in 2009

**Expected