



Strategic Plan Targets and KPIs: Progress Report 2015-16

1. Summary

Key: KPI performance status

Improving	↑
Maintaining	↔
Worsening	↓

Key: Target performance status

Target achieved	
Significant progress made towards achieving target	
Target missed	

Key Performance Indicator or Target	Performance
Excellence in Education	
1.0 Proportion of leavers achieving a successful outcome (degree, transfer or other award)	↔
1.1 Increase student satisfaction with academic and pastoral support	
1.2 Increase student satisfaction with opportunities and support for developing graduate attributes and employability	
Excellence in Research	
2.0 Russell Group market share of research income (spend)	2014-15 data ↓
2.1 Increase average number of PhD students per member of academic staff to at least 2.5	
2.2 Increase score for the citations-based measure in the THE World University Rankings to at least 94-100	
Excellence in Innovation	
3.0 Knowledge exchange metrics: number of disclosures, patents, licenses and new company formations	↓
3.1 Achieve at least 200 public policy impacts per annum	
3.2 Increase economic impact, measured by GVA, by at least 8%	
People	
4.0 Proportion of staff who have had an annual review within the previous year	↔
4.1 Achieve the institutional Athena SWAN Silver award	
4.2a Increase number of international applications for academic posts: number of applications.	
4.2b Increase number of international applications for academic posts: average no. applications per post advertised	

Strategic Plan 2012-16: Targets and KPIs Progress Report

Year 4: 2015-16

Key Performance Indicator or Target	Performance
Infrastructure	
5.0 Total income per square metre of GIA	↑
5.1 Increase the proportion of our building condition at grades A and B on a year-on-year basis, aiming for at least 90% by 2020.	
5.2 Increase student satisfaction with learning resources (library, IT resources, study space and equipment) to at least 85%	
Finance	
6.0 Operating surplus as a % of turnover	↑
6.1 Increase our total income per staff FTE, aiming for an increase of at least 10% in real terms	
6.2 Increase our ROCE	
Outstanding student experience	
7.0a Proportion of graduates in graduate-level employment or further study (undergraduates)	2014-15 data ↓
7.0b Proportion of graduates in graduate-level employment or further study (postgraduate taught graduates)	2014-15 data ↓
7.0c Proportion of graduates in graduate-level employment or further study (postgraduate research graduates)	2014-15 data ↓
7.1 Increase the level of overall satisfaction expressed in responses to the NSS, PTES and PRES student surveys to at least 88%	
7.2 Increase the number of our students who have achieved the Edinburgh Award to at least 500	
7.3 Create at least 800 new opportunities for our students to gain an International experience as part of their Edinburgh degree.	
Global impact	
8.0 Proportion of international students from beyond our five most well-represented countries	↑
8.1 Increase our headcount of non-EU international students by at least 2,000	
8.2 Increase our research grant income from EU and other overseas sources so that we enter the Russell Group upper quartile	2014-15 data
8.3 Increase our number of masters students on programmes established through our Global Academies by at least 500	

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Year 4: 2015-16

Key Performance Indicator or Target	Performance
Lifelong community	
9.0a Physical footfall	↑
9.0b Virtual footfall	Break in data series
9.1 Increase the number of active alumni engagements with the University via the Alumni Services website, social media and e-newsletters.	
Social Responsibility	
10.0 Carbon emissions per £ million turnover	↑
10.1 Reduce absolute CO2 emissions by 29% by 2020, against a 2007 baseline (interim target of 20% savings by 2015)	
Partnerships	
11.0 a Number of our research publications which are internationally co-authored	↑
11.0 b Proportion of our research publications which are internationally co-authored	↑
11.1 Increase our number of PhD students on programmes jointly awarded with International partners by at least 50%	
Equality and Widening Participation	
12.0a Undergraduate entrants from under-represented groups: widening participation	↑
12.0b Undergraduate entrants from under-represented groups: low income households	↓
12.0c Undergraduate entrants from under-represented groups: ethnicity	↑
12.0d Undergraduate entrants from under-represented groups: disability	↑
12.1a Converge on our state schools and colleges participation benchmark	2014-15 data
12.1b Converge on our low social classes participation benchmark	2014-15 data
12.2a Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels	
12.2b Reduce the gender pay gap for University staff	

2. Detail of performance

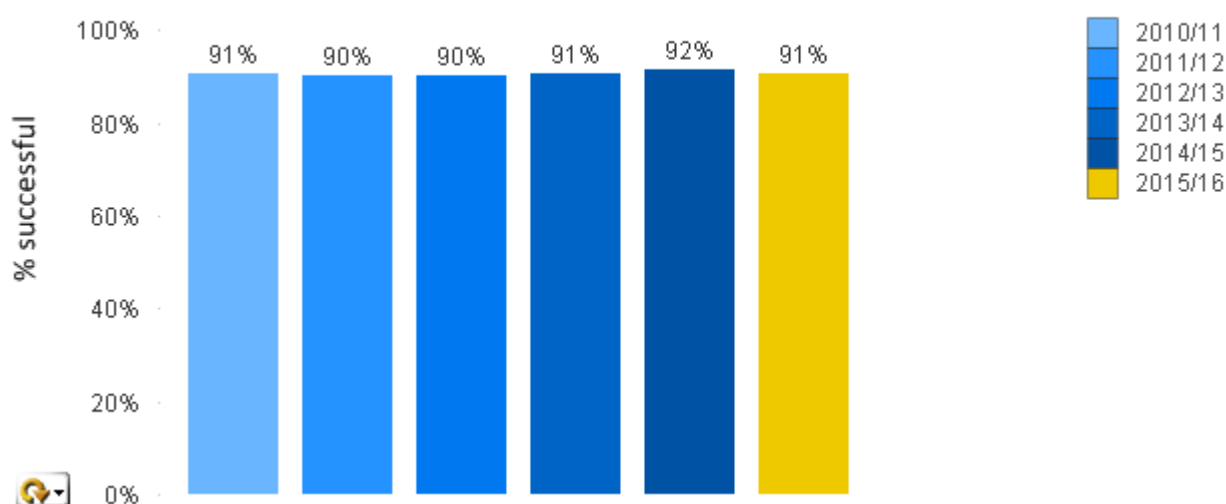
Excellence in Education	
1.0 Proportion of leavers achieving a successful outcome (degree, transfer or other award)	↔
1.1 Increase student satisfaction with academic and pastoral support	
1.2 Increase student satisfaction with opportunities and support for developing graduate attributes and employability	

KPI 1.0 Proportion of leavers achieving a successful outcome (degree, transfer or other award)

Status: Performance maintaining

Tolerance: 1 percentage point (+/-) previous 3 year average

% of leavers achieving a successful outcome (degree, transfer or other award)



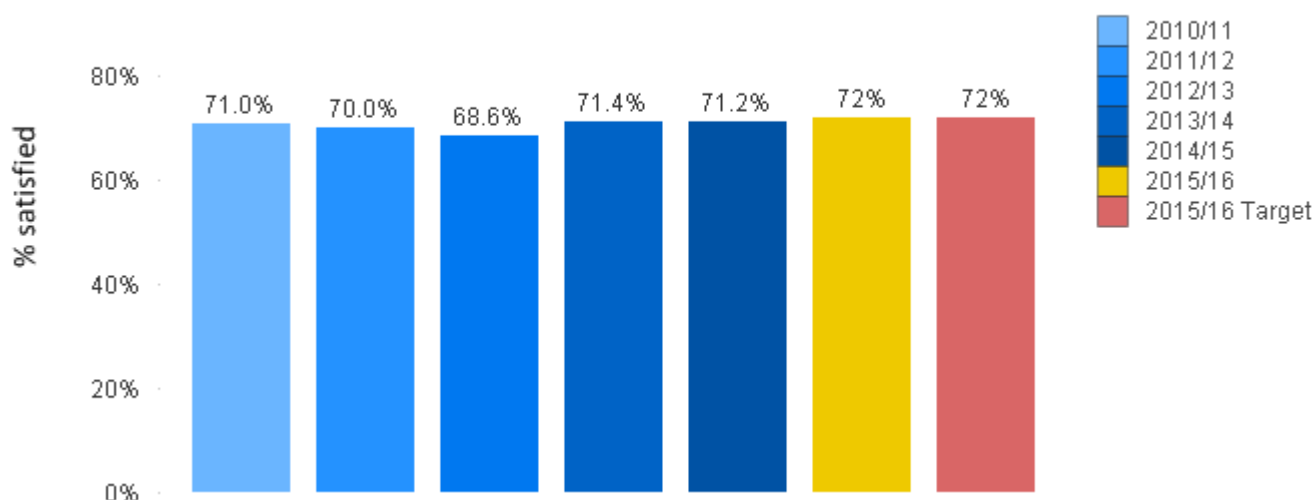
Note on performance

The proportion of leavers achieving a successful outcome in 2015-16 was 90.9%. This is based on the cohort of undergraduate entrants who started their programme of study in 2011-12. The 2015-16 performance represents a slight decrease from 2014-15, but is in broadly in line with the outcome rate for the previous three years and therefore performance is maintained.

Target 1.1 Increase student satisfaction with academic and pastoral support

Status: target achieved

Increase student satisfaction with academic and pastoral support



Note on performance

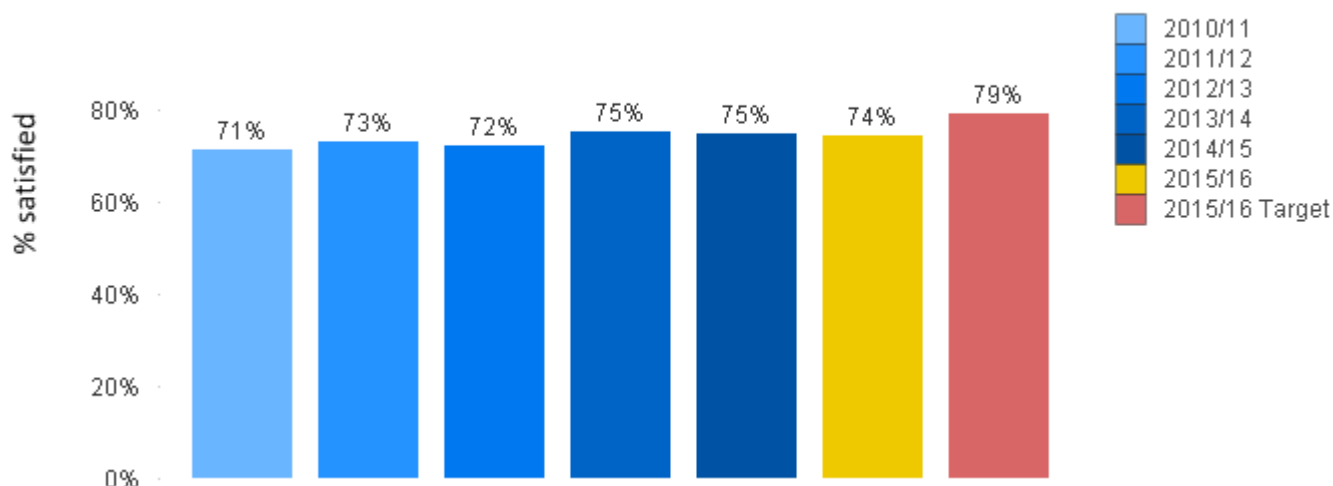
Metrics related to Academic support in the NSS have returned to levels equal to 2012 (73%). This represents a 4% decline in comparison to 2015 and remains below the Russell Group and UUK upper quartile. A metric with strong correlation with Overall Satisfaction, this area will continue to receive particular attention and focus under the leadership of the Assistant Principal, Academic Support.

Survey	% satisfied 2015-16	% satisfied 2014-15
Edinburgh Student Experience Survey (undergraduate, years 1 to 3)	67%	66%
National Student Survey (undergraduate final year)	73%	77%
Postgraduate Taught Experience Survey	75%	74%
Postgraduate Research Experience Survey (biennial)	78%	78%

Target 1.2: Increase student satisfaction with opportunities and support for developing graduate attributes and employability

Status: target missed

Increase student satisfaction with graduate attributes and employability



Survey	% satisfied 2015-16	% satisfied 2014-15
Edinburgh Student Experience Survey (undergraduate, years 1 to 3)	71%	71%
National Student Survey (undergraduate final year)	76%	78%
Postgraduate Taught Experience Survey	76%	75%
Postgraduate Research Experience Survey (biennial)	78%	78%

Note on performance

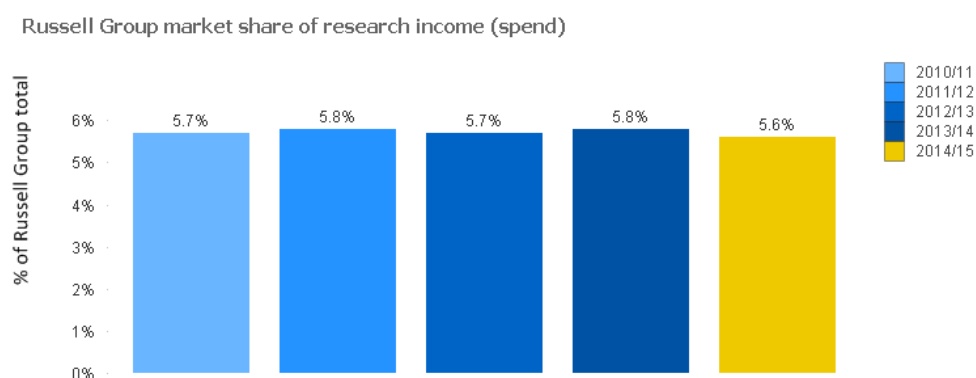
This represents a decline compared to the equivalent 2014-15 performance, and leaves us 5% below the 79% benchmark

Excellence in Research	
2.0 Russell Group market share of research income (spend)	2014-15 data ↓
2.1 Increase average number of PhD students per member of academic staff to at least 2.5	
2.2 Increase score for the citations-based measure in the THE World University Rankings to at least 94-100	

2.0 Russell Group market share of research income (spend)

Status: Performance worsening

Tolerance: 0.1 percentage point (+/-) from previous year



Note on performance

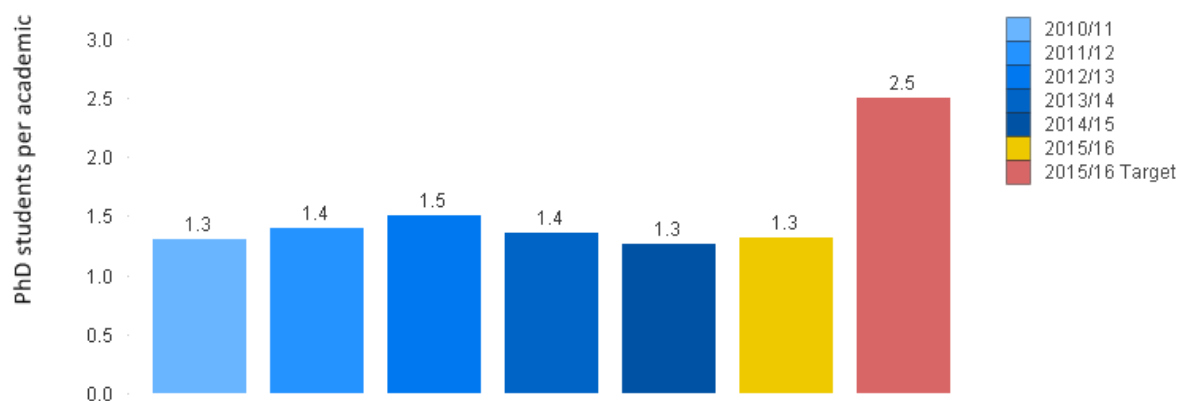
The University of Edinburgh ranks sixth in the Russell Group for research income. Our Russell group market share has declined slightly from 5.8% in 2013-14 to 5.6% in 2014-15 despite our growth of almost 15% in this income. The Russell Group as a whole saw almost 19% growth in this period driven by substantial increases in income to Cambridge, Oxford, Manchester and Imperial.

	2011-12	2012-13	2013-14	2014-15
University of Edinburgh (£000s)	£193,119	£200,1263	£215,934	£247,391
Russell Group (£000s)	£3,302,270	£3,517,373	£3,749,989	£4,455,286

Target 2.1 Increase average number of PhD students per member of academic staff to at least 2.5

Status: target missed

Increase our average number of PhD students per academic to at least 2.5



Note on performance

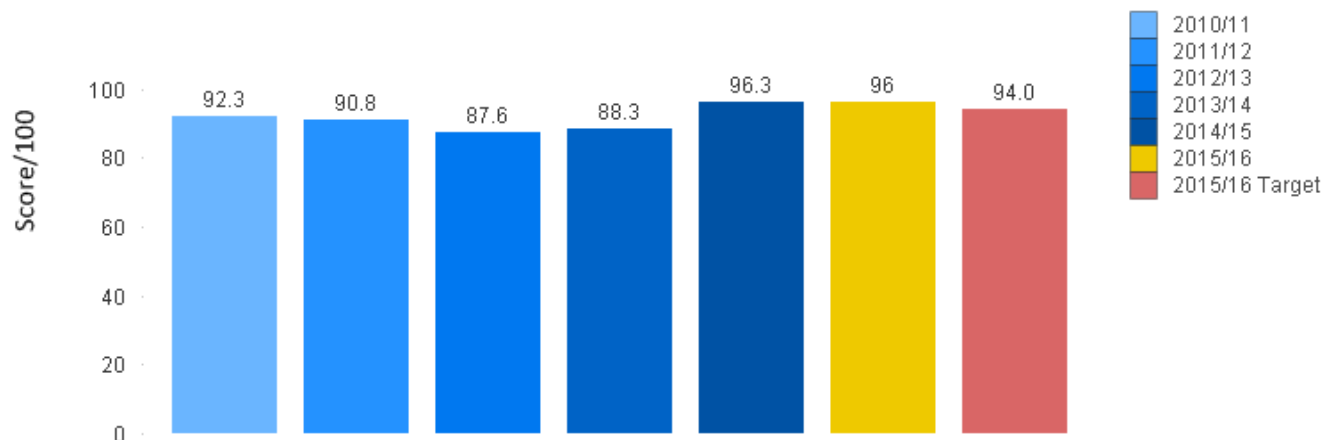
For 2015-16 our performance has slightly improved from our 2014-15 position. Our total FTEs on which this is calculated dropped in 2014-15 compared to previous years, partly because of a change in the way in which we return students on collaborations with other institutions. Simultaneously, the total FTE of academic staff in a position to supervise PhD students has risen in recent years, attributed mainly to the recruitment of Chancellor’s Fellows. There is significant variation in the average number of PhD students per academic across the Schools with the highest levels in Divinity (2.67) and Chemistry (3.55) and the lowest levels in Economics (0.7), Education (0.73), Law (0.8) and Maths (0.82).

Average number of PhD students to academics	2011-12	2012-13	2013-14	2014-15	2015-16
Russell Group average	1.55	1.56	1.56	1.49	-
University of Edinburgh	1.60	1.46	1.28	1.26	1.31

Target 2.2 Increase score for the citations-based measure in the THE World University Rankings to at least 94/100

Status: target achieved

Increase our score for the citations-based measure in the THE World Ranking to at least 94/100



Note on performance

In line with last year, the Times Higher Education ranking has been compiled in-house using a different bibliographic source; SCOPUS by Elsevier. The compilers say the database gives a better coverage of subjects and regions than before, and have decided to reduce the impact of a long standing adjustment for the dominance of English as the *lingua franca* of research. These methodological alterations, and the inclusion of more institutions than before, have changed the distribution of scores but has resulted in the University achieving a better score than in previous years.

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Year 4: 2015-16

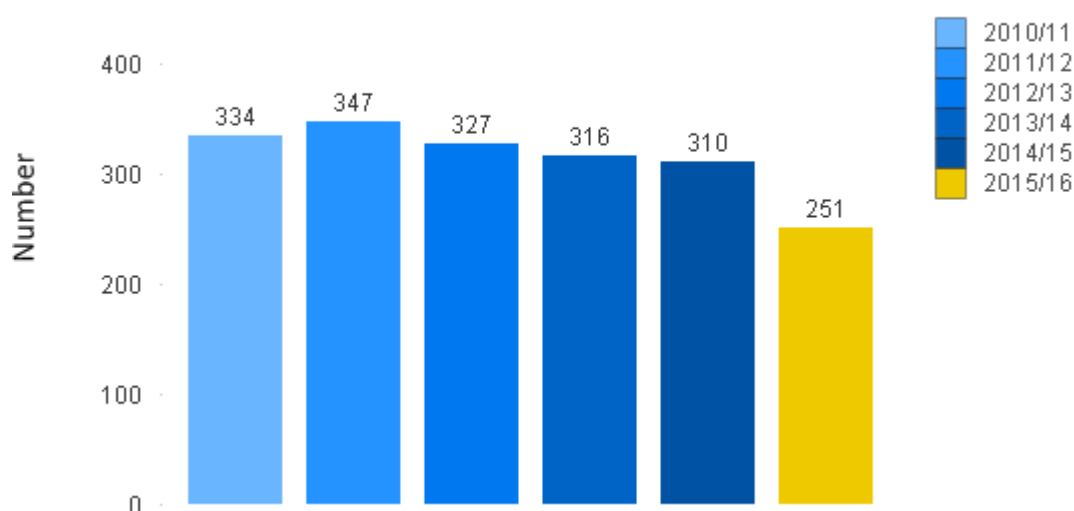
Excellence in Innovation	
3.0 Knowledge exchange metrics: number of disclosures, patents, licenses and new company formations	↓
3.1 Achieve at least 200 public policy impacts per annum	↑
3.2 Increase economic impact, measured by GVA, by at least 8%	↑

KPI 3.0 Knowledge exchange metrics: number of disclosures, patents, licenses and new company formations

Performance: performance worsening

Tolerance: 1 % (+/-) from previous year

KE metrics: number of disclosures, patents, licenses and new company formations



Note on performance

For disclosure, patents and licenses, the statistics have decreased on last year, mainly due to reorganisation within ERI, with resources having been reallocated and currently being built back up again. A marketing campaign has just been launched to academics to make them more aware of the core ERI service offering in relation to IP services.

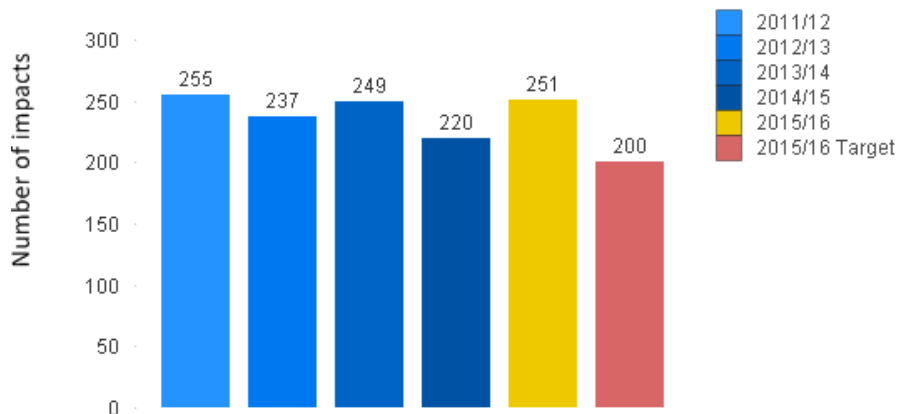
We had no spin out companies during 2015-16 but had 39 start-ups following a record year of 44 start ups in 2014-15. Consultancy invoice income is up 12% on last year, with a notable increase in international commercial work.

Knowledge exchange metrics	2013-14	2014-15	2015-16
Disclosures	170	131	97
Patents	63	86	72
Licenses	48	49	43
Company formations	35	44	39

Target 3.1 Achieve at least 200 public policy objectives per annum

Status: target achieved

Achieve at least 200 public policy impacts per annum



Note on performance

Public Policy Impact is measured on the basis of media coverage of policy-relevant research, as recorded via the PURE information system. The criteria applied to determine whether an item recorded in PURE constitutes a PPI are twofold: firstly, the item must be assessed to be on public policy relevance; and secondly the item must meet one of three further conditions:

- a) Appear in two or more media outlets
- b) Constitute invited expert comment, i.e. an op-ed or broadcast interview with the researcher, or
- c) Be of particular prominence, i.e. occupy a prominent broadcasting slot within the outlet.

The average number of PPIs per month for 2015/16 is 20.8. Not surprisingly, the months of May and June 2016 showed larger than average number of PPIs recorded, largely due to the Scottish election and EU Referendum.

Target 3.2 Increase economic impact, measured by GVA, by at least 8%

Status: target achieved

In Spring 2015 we commissioned BIGGAR Economics to undertake an economic impact study of the University of Edinburgh in 2013-14. The key quantitative findings of the report are:

In academic year 2013-14 the University of Edinburgh generated:

- £3.3 billion Gross Value Added (GVA) for the UK economy; and
- Supported 36,960 jobs.

This impact included:

- £2.0 billion GVA and 31,170 jobs in Scotland;
- £61.6 million GVA and 1,025 jobs in Midlothian; and
- £1.2 billion GVA and 22,767 jobs in the City of Edinburgh.

Based on these impacts it can be shown that in Scotland in 2013-14 the University of Edinburgh:

- Generated a total impact of £4.09 for every £1 of direct impact
- Supported 2.51 jobs in Scotland for every person directly employed; and
- Generated £9.53 GVA for the Scottish economy for every £1 income received from the Scottish Funding Council.

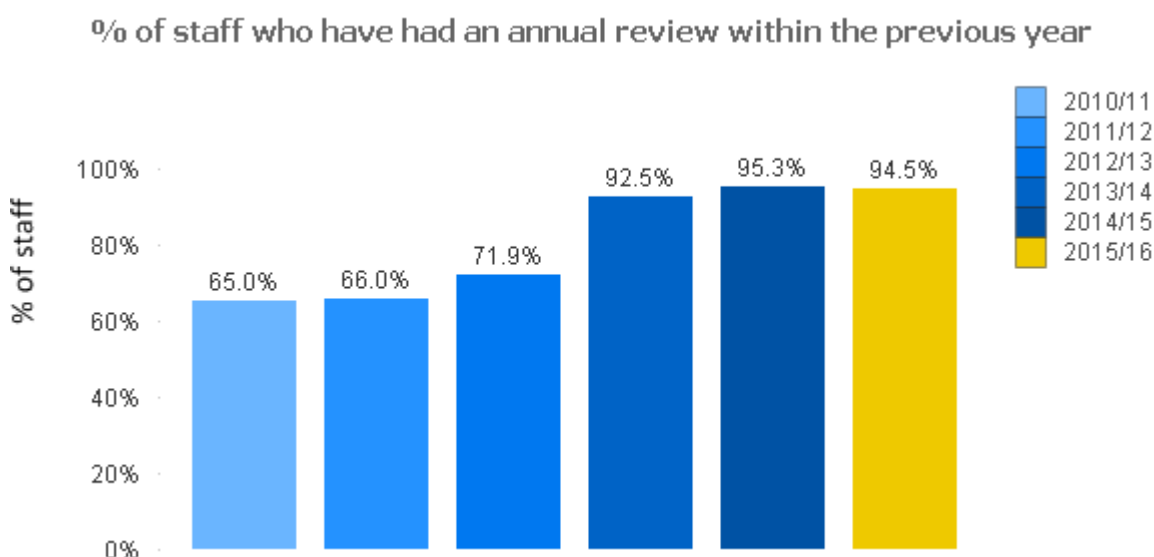
Our baseline for calculating GVA takes into account annual impacts on Scotland only, which was £1,178.9M in 2011-12. The comparable figure for 2013-14 has risen to £1,464.8M in 2013-14 resulting in an increase of 24.3% which exceeded our target of 8%.

People	
4.0 Proportion of staff who have had an annual review within the previous year	↔
4.1 Achieve the institutional Athena SWAN Silver award	
4.2a Increase number of international applications for academic posts: number of applications.	
4.2b Increase number of international applications for academic posts: average no. applications per post advertised	

KPI 4.0: Proportion of staff who have had an annual review within the previous year, incorporating the identification of objectives and development needs

Status: performance maintained

Tolerance: 1 percentage point (+/-) from previous year



Note on performance to be updated

The University of Edinburgh’s Strategic Plan 2012-2016 sets out our commitment to aligning the “University’s world-changing aspirations to individuals’ objectives” through the Annual Review process. Progress on this objective is measured each year with a specific KPI of 100% completion for eligible employees.

We are very pleased to note that whilst there has been a marginal dip in the percentage of staff who have had an annual review within the previous year, overall performance has broadly been maintained for this KPI.

Relevant actions undertaken during 2015-16 in support of achieving the KPI

Under the leadership of Professor Jane Norman, Vice-Principal People and Culture, University HR Services, Learning and Development team have undertaken projects aimed at improving the Annual Review help and guidance that is available, to support the achievement of the University KPI.

Enhancing Learning and Teaching through Annual Review has delivered:

- Guidance on the difference between Annual Review and capability and how the two are connected
- Enhancements to the web guidance, highlighting the importance of learning and teaching as a core part of the Annual Review conversation for academic staff and including examples of evidence that can be presented
- 3 scenario based videos, which demonstrate evidence based conversations around Learning and Teaching as part of the Annual Review conversation

The rates for each College-Support Group were as follows:

College-Support Group	Eligible employees	Completed	Incomplete	2015-16 % Completed	2014-15 % Completed
Humanities and Social Science	1,771	1,707	64	96.4%	95.7%
Medicine and Veterinary Medicine	2,112	1,902	210	90.1%	93.1%
Science and Engineering	1,732	1,669	63	96.4%	91.6%
Corporate Services	1,574	1,533	41	97.4%	98.7%
Information Services	590	518	72	87.8%	99.7%
University Secretary's Group	422	417	5	98.8%	100%
Total	8,201	7,746	455	94.5%	95.3%

Target 4.1: Achieve the institutional Athena SWAN Silver Award

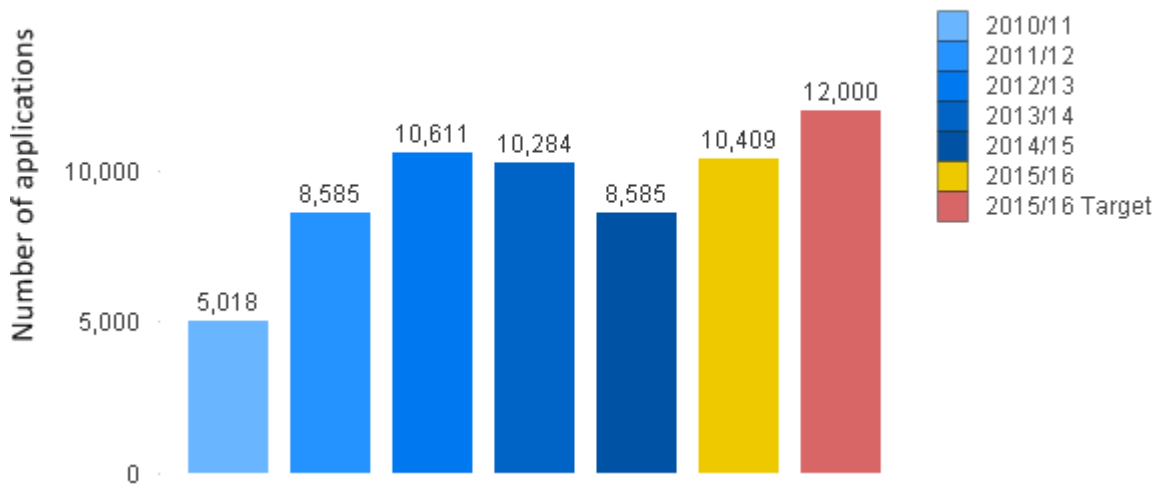
Status: achieved

The University successfully achieved an Institutional Athena SWAN Silver award in September 2015 and is one of only seven Institutions in the UK and the only institution in Scotland to hold this level of award. Eighteen Departmental Athena SWAN awards are held across the University: 9 at Bronze level, 8 at Silver and 1 at Gold level. The University is one of only 6 Russell Group institutions in which all STEMM (Science, Technology, Engineering, Mathematics and Medicine) Schools/Departments hold Athena SWAN awards.

4.2a Increase number of international applications for academic posts: number of applications

Status: significant progress made towards achieving target

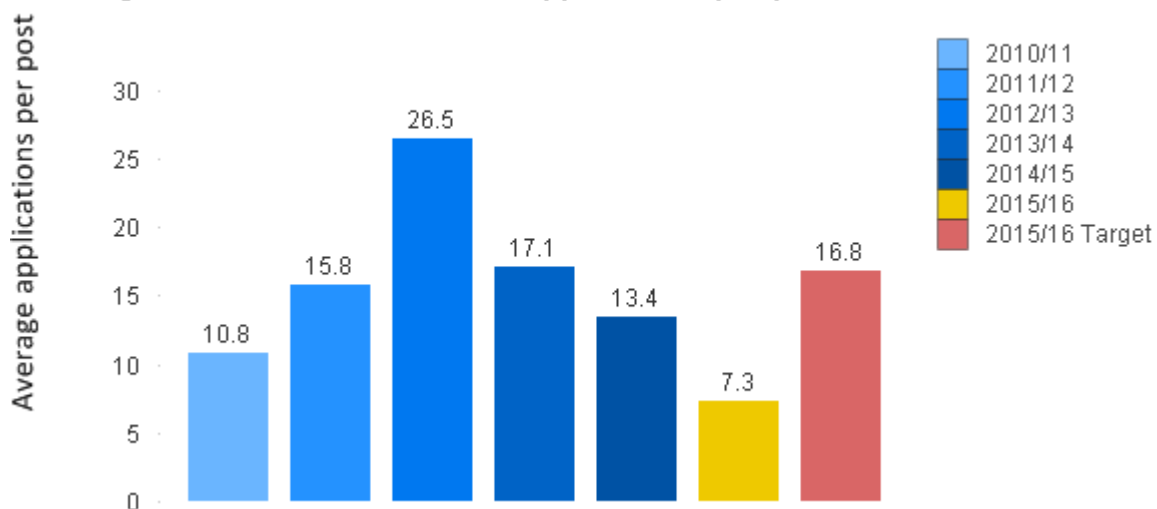
Number of International applications for academic posts



Target 4.2b Increase number of international applications for academic posts: average number of applications per post advertised

Status: target missed

Average number of International applications per post advertised



Note on performance

The total number of international applications for academic roles has more than doubled since 2010-11 though we have not, quite, achieved the original target. However, average applications per post have fallen and this is likely to reflect variation in the profile and experience required for the posts advertised as well as the volume of posts. The peak recruitment years for Chancellors Fellows were 2012-13 and 2013-14.

Like last year, we expect that the changes introduced in the recent immigration bill, which includes the introduction of an NHS surcharge and the tightening of the rules on certificates of sponsorship, may have an impact on our performance here. We have taken steps to mitigate the impact of the NHS surcharge on successful applicants however this will not necessarily address the wider impact of international staff no longer considering the UK as a positive destination.

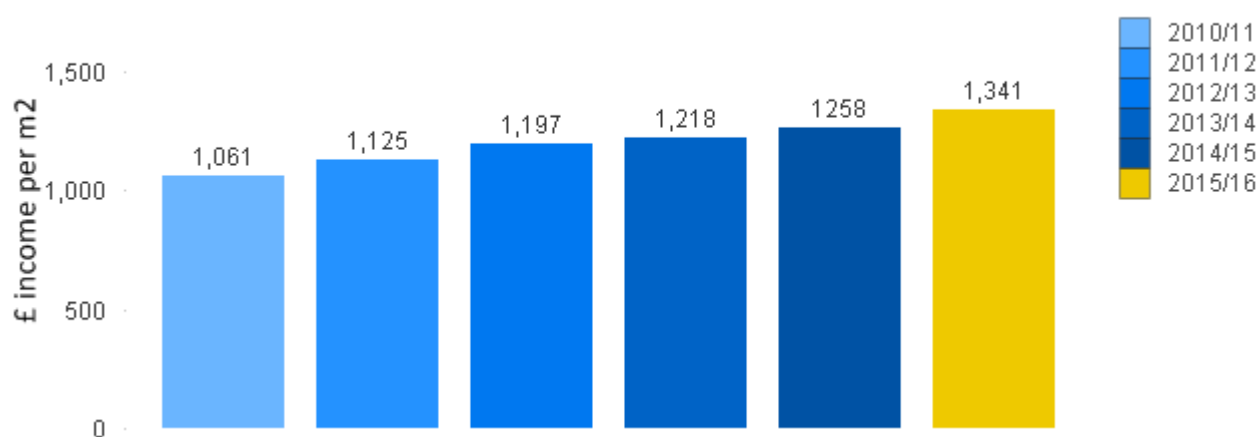
People	
5.0 Total income per square metre of GIA	↑
5.1 Increase the proportion of our building condition at grades A and B on a year-on-year basis, aiming for at least 90% by 2020.	
5.2 Increase student satisfaction with learning resources (library, IT resources, study space and equipment) to at least 85%	

KPI 5.0 Total income per square metre of GIA

Status: performance improving

Tolerance: 1 % (+/-) from previous year

Total income per square metre of gross internal area (£)



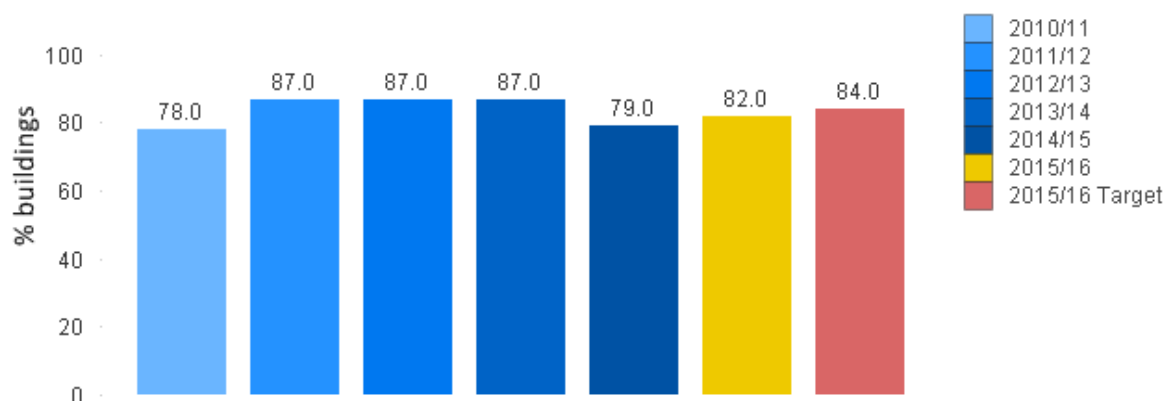
Note on performance

In 15-16 it is estimated that the University total income per square metre grew 5.59% to £1,341 up from £1,270. Based on the gross internal area of our non-residential estate, this indicates that the University is using its non-residential estate more efficiently, which demonstrates improved performance. This exceeds the +/-1% target set in the Strategic Plan.

Target 5.1 Increase the proportion of our building condition at grades A and B on a year-on-year basis, aiming for at least 90% by 2020 (2011-12 data, baseline 2010-11)

Status: target missed

Proportion of buildings at condition grades A and B



The Estates Department has undertaken a refreshed estate condition survey. However, the detailed data is currently undergoing validation and we are only able to report building condition at University level.

The agreed development programme and the proposed major replacements programme over the next five years will see further investment across all areas of the estate aiming to meet our target of 90% of building in condition A and B by 2020.

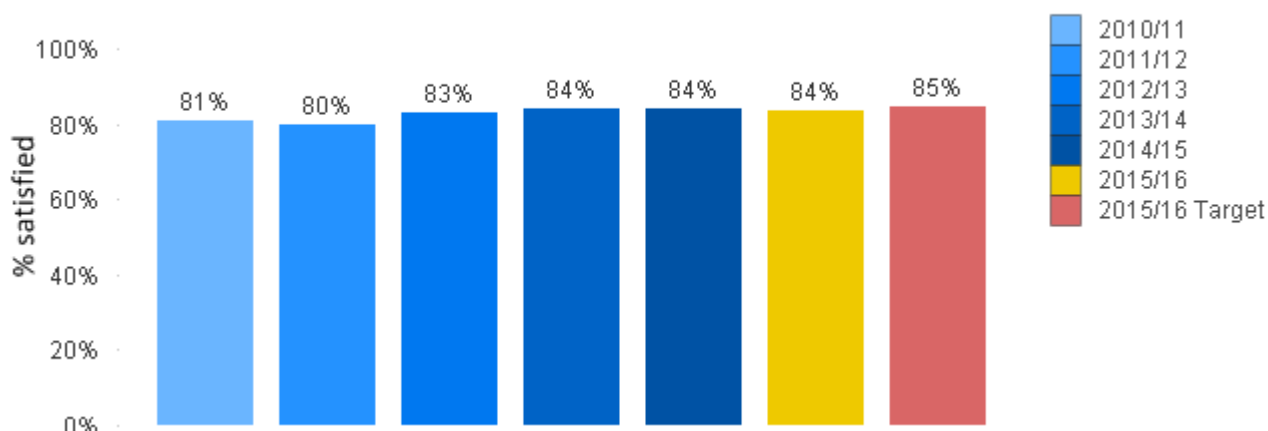
Building condition % of GIA at A and B (non-residential estate)

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
78%	87%	87%	87%	79%	82%

Target 5.2 Increase student satisfaction with learning resources (library, IT resources, study space and equipment to at least 85%)

Status: significant progress made towards achieving target

Increase student satisfaction with learning resources to at least 85%



Note on performance to be updated

Overall student satisfaction in these areas has just fallen short of the 85% target. In 2014-15 student satisfaction was 84.3% and this has dropped slightly to 83.5%. The NSS has decreased from 89% to 87%, with the ESES showing a drop of 2% from 2014-15 to 2015-16.

Data is not available for the IS and LibQual surveys for 2015-16.

Survey	% satisfied 2014-15	% satisfied 2015-16	% Change
Edinburgh Student Experience Survey (undergraduate, years 1 to 3)	80%	78%	-2%
National Student Survey (undergraduate final year)	89%	87%	-2%
Postgraduate Taught Experience Survey	83%	85%	+2%
Postgraduate Research Experience Survey	80%	80% (biennial)	0%
LibQual	89%	-	N/A
IS Survey	92%	-	N/A

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Year 4: 2015-16

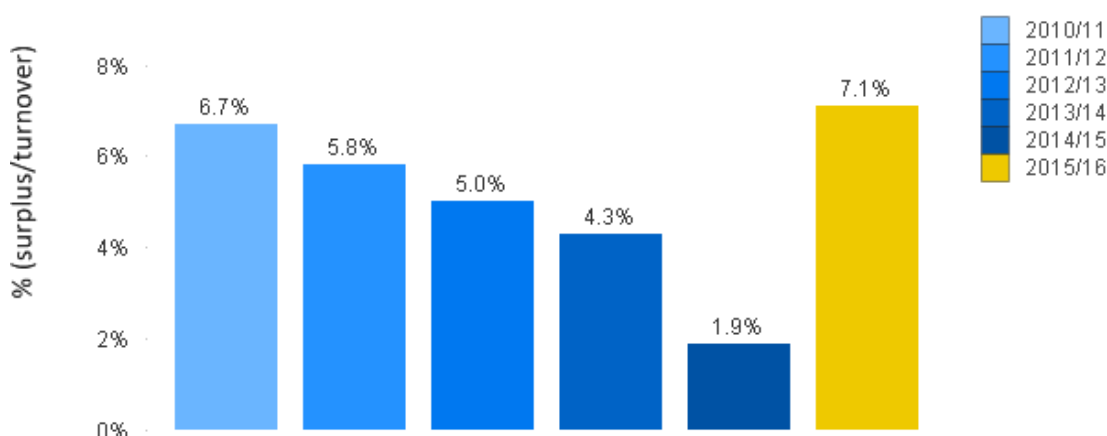
Finance	
6.0 Operating surplus as a % of turnover	↑
6.1 Increase our total income per staff FTE, aiming for an increase of at 10% in real terms	↓
6.2 Increase our ROCE	↑

KPI 6.0 Operating surplus as a % of turnover

Status: Performance improving

Aiming for 3 to 5%

Operating surplus as % of turnover (aim for 3%)



In February 2013, the University Court agreed that in the context of the Finance Strategy that the University should aim for an operating surplus of 3 to 5% turnover. Performance is now in this range and therefore the KPI is classed as improving.

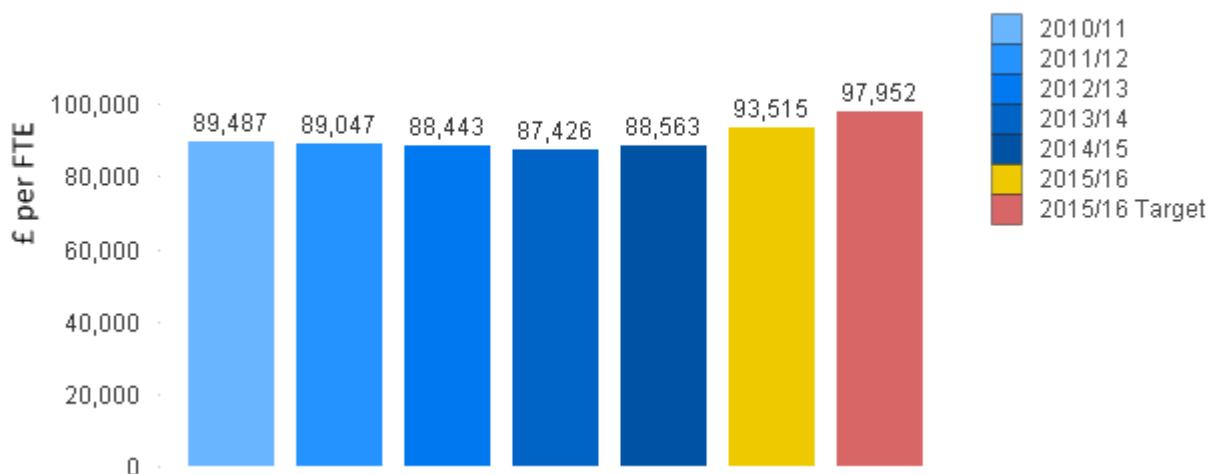
Total surpluses of £591 million (7.1%) were retained in the Peer Group in 2014/15. If RDEC income (net of taxation) is excluded, the total Peer Group surpluses reduce by £231 million to £360 million (4.5%). In the Peer Group, surpluses ranged from UCL, £12 million (1.0%), Imperial, £83 million (9.0%), and Oxford, £120 million (8.9%). Excluding RDEC, the UoE retained surplus in 2014/15 was 2.9%. In 2014/15 the Peer Group retained surpluses of 4.5%. There is a discernible downward trend in surplus generation.

Selected Russell Group Operating Surplus excluding RDEC as percentage of turnover[1] (data not yet available for 2015/16)	2012/13	2013/14	2014/15	% Change
Average	3.50%	4.10%	4.50%	0.40%
University of Edinburgh	5.10%	4.30%	2.90%	-1.40%

Target 6.1 Increase our total income per staff FTE, aiming for an increase of at least 10% in real terms

Status: Significant progress made towards achieving target

Increase our total income per staff FTE year-on-year



Notes on performance

The UOE income per FTE measure is not increasing by the target of 10%. Most of the other institutions in the Peer Group are achieving 10% growth in income per staff FTE in the past five years. The recruitment drive pre-REF2014 should now begin to pay dividends through higher income and the Service Excellence Review will begin to investigate and re-shape the services’ cost base.

University of Edinburgh	2012/13	2013/14	2014/15	2015/16	% change from 2014/15
Total income (£millions)	£737.8	£780.6	£846.4	£908.5	7.3%
Total staff (FTE)	8342	8929	9557	9715	1.7%

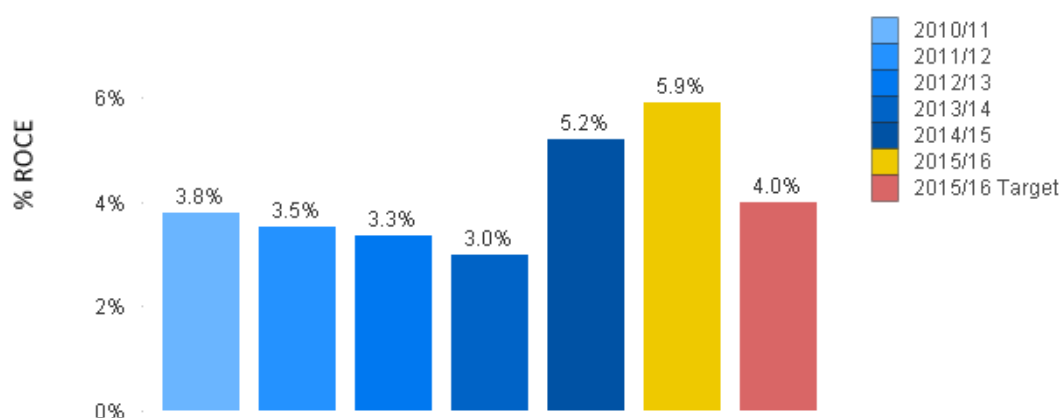
Selected Russell Group ^[2] : income per staff FTE				
(data not yet available for 2015/16)				
	2012/13	2013/14	2014/15	% change
Upper Quartile	£97,434	£95,488	£117,707	23.3%
Average	£93,267	£94,285	£110,322	17.0%
University of Edinburgh	£88,443	£87,426	£88,563	1.3%

^[2] This includes 12 out of the 24 Russell Group institutions, selected as they are the most comparable peer group to Edinburgh in terms of income and expenditure. This group comprises Birmingham, Glasgow, Imperial, Kings College London, Leeds, Manchester, Nottingham, Sheffield, Southampton, UCL and Warwick, as well as Edinburgh.

Target 6.2 Increase our ROCE (Return on Capital Employed)

Status: target achieved

Increase our Return on Capital Employed (ROCE)



Note on performance

This target measures the income generated for every £1 of assets employed ; return of capital employed is used in commercial world to gauge efficient use of assets. ROCE = earnings before interest, tax, depreciation and amortisation, as percentage over net assets. UoE compares poorly within Russell Group but misleadingly, as most do not revalue assets in line with best practice, whereas UoE revalues every five years.

University of Edinburgh	2012/13	2013/14	2014/15	2015/16	% change from 2014/15
Earnings before interest, tax, depreciation and amortisation (millions)	£58.9	£54.8	£90.0	£127.0	41.1%
Net Assets	£1764.0	£1830.0	£2063.0	£2157.0	4.6%

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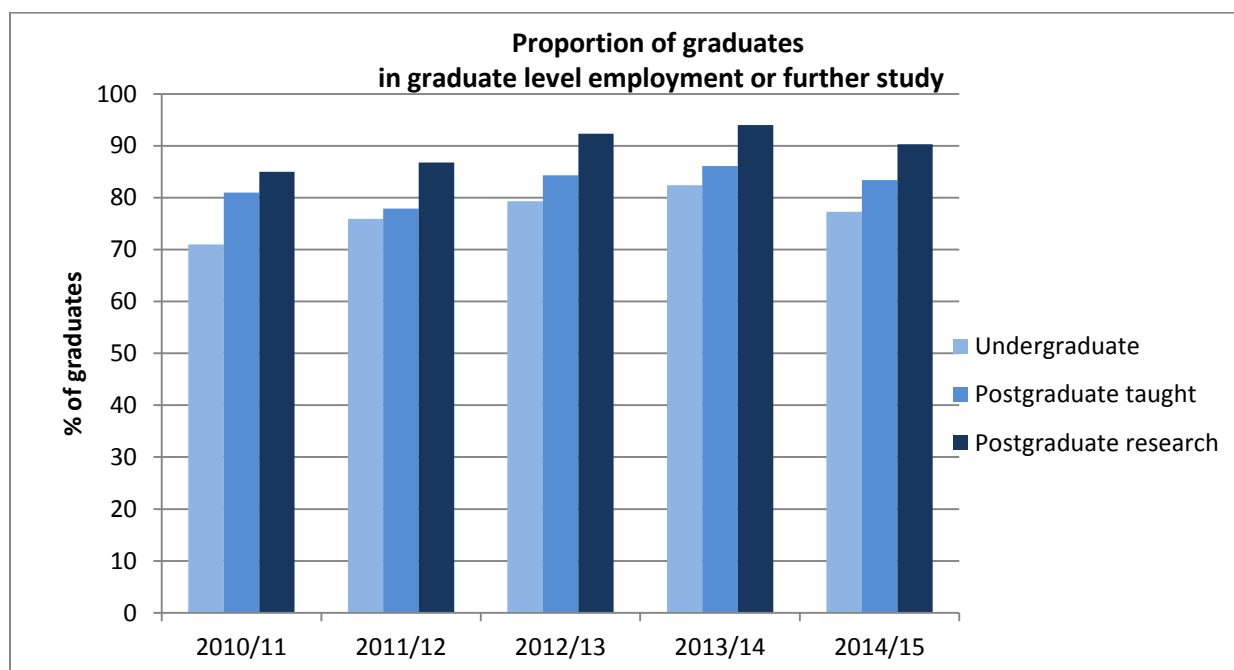
Year 4: 2015-16

Outstanding student experience	
7.0a Proportion of graduates in graduate-level employment or further study (undergraduates)	2014-15 data ↓
7.0b Proportion of graduates in graduate-level employment or further study (postgraduate taught graduates)	2014-15 data ↓
7.0c Proportion of graduates in graduate-level employment or further study (postgraduate research graduates)	2014-15 data ↓
7.1 Increase the level of overall satisfaction expressed in responses to the NSS, PTES and PRES student surveys to at least 88%	
7.2 Increase the number of our students who have achieved the Edinburgh Award to at least 500	
7.3 Create at least 800 new opportunities for our students to gain an International experience as part of their Edinburgh degree.	

KPI: 7.0 Proportion of graduates in graduate level employment or further study

Status: Undergraduates – worsening, Postgraduate Taught – worsening, Postgraduate Research graduates – worsening

Tolerance: 2 percentage points (+/-) from previous year



Note on performance

This data is based on the Higher Education Statistics Agency (HESA) Destination of Leavers of Higher Education (DLHE) Survey. This self-report survey takes a snapshot of student destinations approximately 6 months after graduation. The year indicates the academic year in which the

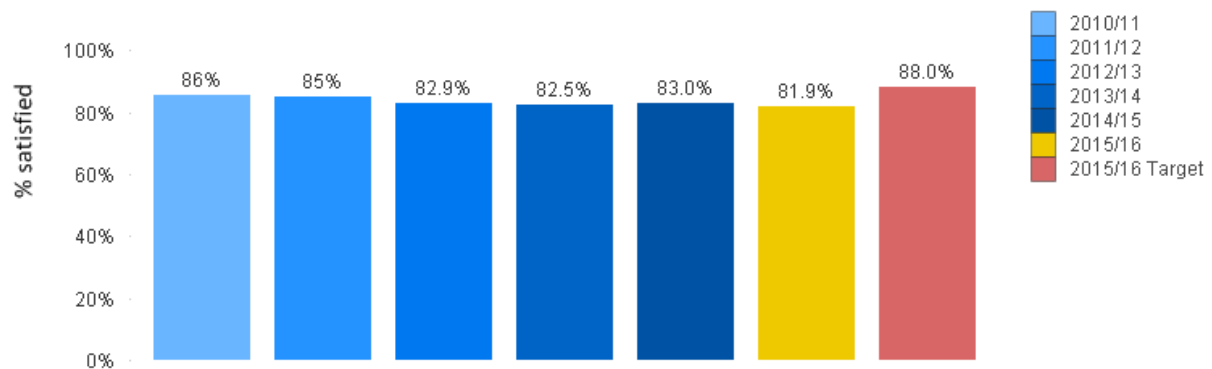
students graduated. The response rate for the survey varies between cohorts and slightly across years. In 2014-15 the response rates were 78.2% for UG, 62.2% for PGT and 76.3% for PGR.

The indicator for undergraduate students dropped in 2014-15, returning to similar levels to the previous two years and reflecting a highly competitive labour market. A less marked drop was also experienced in the PGT and PGR markets.

KPI 7.1 Increase the level of overall satisfaction expressed in responses to the NSS, PTES and PRES student surveys to at least 88%

Status: performance worsened

Increase overall satisfaction in student surveys to at least 88%



Note on performance

Text to be confirmed

The 2016 institutional NSS results were deeply disappointing and the University is treating student satisfaction as its biggest internal risk.

Work had already started last session to raise the priority and esteem of teaching in standard university processes including annual review, professional development, workload modelling, recognition and reward, and capability. This work is continuing this year. For example revised promotion criteria to Readerships mean that Readers can now be appointed on the basis of excellence in education; revised guidelines for recruitment panels set out the expectation that candidates for positions that involve teaching will be required to demonstrate aptitude for teaching e.g. through a demonstration lecture or seminar.

The University has embarked on an urgent, university-wide drive to improve student engagement and communication, led by the Principal, but taken forward at School level by Heads of Schools and Subject in conversation with their students; and underpinned by the introduction of mid-course feedback opportunities for all students at honours level.

Recognising the impact of the estate on the student experience, the University has created a Space Strategy Group, chaired by the Assistant Principal for Research-led Learning, which will create and agree resourcing for a University vision, 5 year strategy and 10 year capital plan for teaching spaces.

The University's multi-year Service Excellence initiative will simplify and enhance the processes and systems that underpin student administration and support, to the benefit of both students and staff.

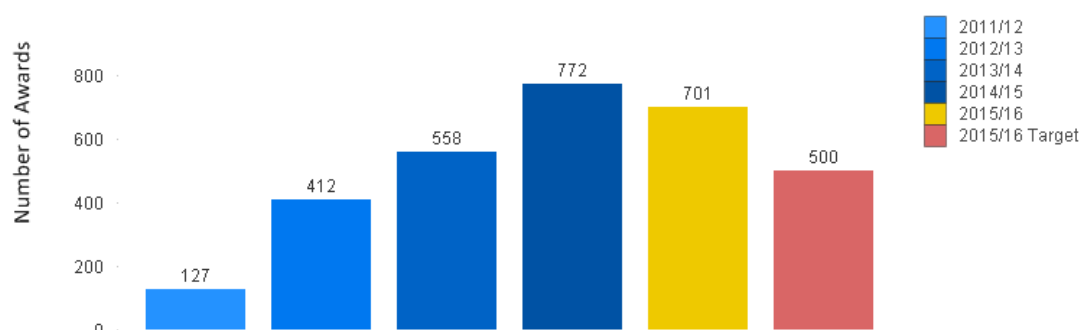
The University is also deepening its dialogue with all staff about unambiguous priority of teaching, and about the nature of the academic role, with Assistant Principals meeting with academic colleagues in each School to understand the challenges and barriers to delivering against this unambiguous priority

Survey	% satisfied 2014	% satisfied 2015	% satisfied 2016
Edinburgh Student Experience Survey (undergraduate, years 1 to 3)	82%	82%	81%
National Student Survey (undergraduate final year)	82%	84%	80%
Postgraduate Taught Experience Survey	83%	83%	84%
Postgraduate Research Experience Survey	81%	84%	84% (biennial)

Target 7.2 Increase the number of our students who have achieved the Edinburgh Award to at least 500

Status: target achieved

Increase the number of our students who have achieved the Edinburgh Award to at least 500



Note on performance

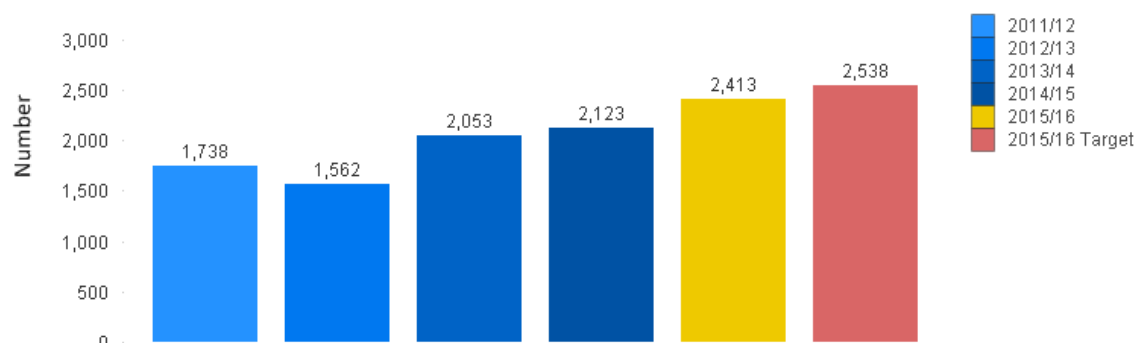
The Edinburgh Award wraps around co- and extra-curricular experiences, supporting our students to strive towards excellence wherever they find themselves, now and in the future. Since piloting in 2011-12, the Award has grown substantially from recognising and supporting four types of student activity to 51 in 2015-16. Initially targeting some of the major student activities, the year-on-year growth in student numbers has reduced over time as focus is given to ensuring the diversity of experiences recognised, the equality of access and the continued enhancement of the quality of the Award. 2015-16 saw the first decline in numbers; this was due to temporary factors affecting some versions of the Edinburgh Award and is not expected to continue into 2016-17.

The distribution across colleges broadly reflects the proportions within the total student population for 2015-16 (69% CAHSS, 8% CMVM, 23% CSCE); CAHSS over-represented and CMVM slightly under-represented by approximately eight percentage points. Top-level and more granular evaluation data remain positive with 95.7% of respondents feeling they were better off having taken part in the Award and 97.1% saying they would recommend it to a friend. Even non-completers reported positively: 60% still feeling they gained from their short experience on the Award and 82% saying they would recommend it to a friend.

With Target 7.2 exceeded in 2013-14, attention is being given to future plans for the scale of the Award, how this is supported without additional resource and interaction with other learning and teaching developments, particularly SLICCs (Student-Led, Individually-Created Courses).

Target 7.3 Create at least 800 new opportunities for our students to gain an International experience as part of their Edinburgh degree

Number of international experiences: 2011/12 to 2014/15 and milestones



The overall number of international experiences has risen by 13.7% from a total of 2,123 in 2014/15 to 2,413 in 2015/16, falling short of the target of 2,538 international experiences.

The largest proportion of international experiences is undertaken by undergraduate students, with the proportion of UG students undertaking an international experience saying broadly in line with 2014/15 information.

Extra Mural Studies have continued to see a drop from 2014/15 to 2015/16. Extra Mural Studies are short placements that veterinary medicine students can undertake. Students can undertake several placements and are therefore liable to fluctuations in numbers, hence the decrease in 2015/16.

It is disappointing that the 2015/16 milestone was not met, however a number of projects rolled out during 2015/16 by the Go Abroad and Summer School Office helped contribute to the increase in international experiences in 2015/16.

- An expanded Erasmus+ traineeship scheme which provided up to 200 additional work placement opportunities to Edinburgh students by September 2016.
- A successful Erasmus+ International Credit Mobility bid which has generated an additional €607,000 to support exchange activity outside of Europe.
- The largest ever year for the Principal's Go Abroad Fund which, in conjunction with Santander, provides scholarships for 250 students in summer 2016 to participate in an International Experience.
- The launch of a new programme: Pathways to China and India, which provide new funded opportunities for Scottish domiciled students from Widening Participation backgrounds.
- The creation of new initiatives at School level, such as Go Abroad Economics, sent a further two groups of students overseas in 2016.

Strategic Plan 2012-16: Targets and KPIs Progress Report

Year 4: 2015-16

Type of International Experience	Number of experiences	% of total	Change from 2014/15
Departmental/International exchange	483	20.0%	38.0%
Edinburgh award	34	1.4%	30.8%
Erasmus Exchange	353	14.6%	-5.7%
Erasmus Work Placement	176	7.3%	89.2%
Extra Mural Studies (Vets)	129	5.4%	-51.1%
Industrial experience	27	1.1%	-6.9%
Medical elective	254	10.5%	-1.9%
Nursing elective	18	0.8%	12.5%
Other study abroad	548	22.7%	18.9%
Short term international experience	390	16.2%	35.4%

Level of study	Number of experiences	% of total
PGR	291	12.1%
PGT	240	9.9%
UG	1,882	78.0%

College	Number of experiences	% of total
CAHSS	1591	65.9%
CMVM	494	20.5%
CSE	328	13.6%

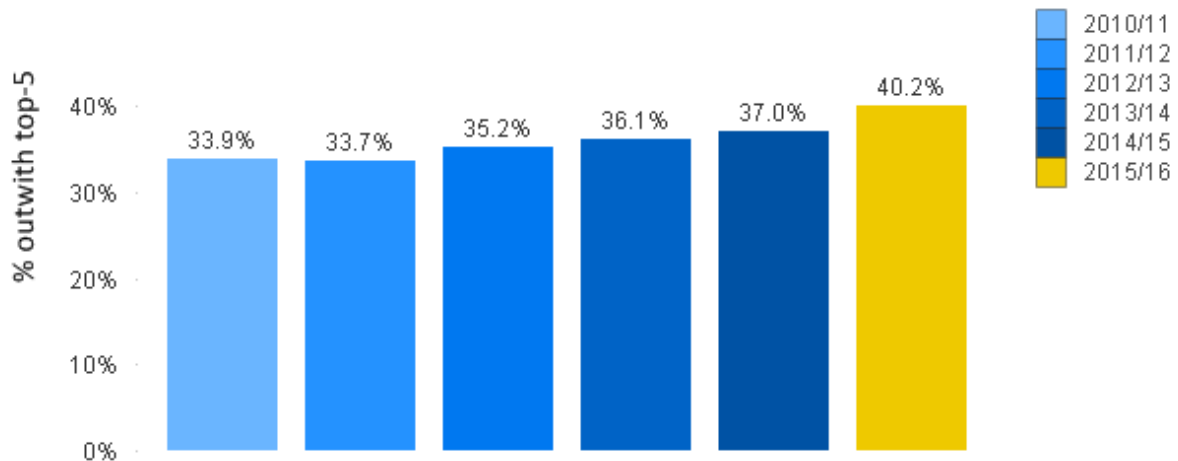
Global Impact	
8.0 Proportion of international students from beyond our five most well-represented countries	2014-15 data ↑
8.1 Increase our headcount of non-EU international students by at least 2,000	
8.2 Increase our research grant income from EU and other overseas sources so that we enter the Russell Group upper quartile	2014-15 data
8.3 Increase our number of masters students on programmes established through our Global Academies by at least 500	

KPI 8.0 Proportion of international students from beyond our five most well-represented countries

Status: performance improving

Tolerance: 1 percentage point (+/-) from previous year

Proportion of international students from nations other than 5 most popular



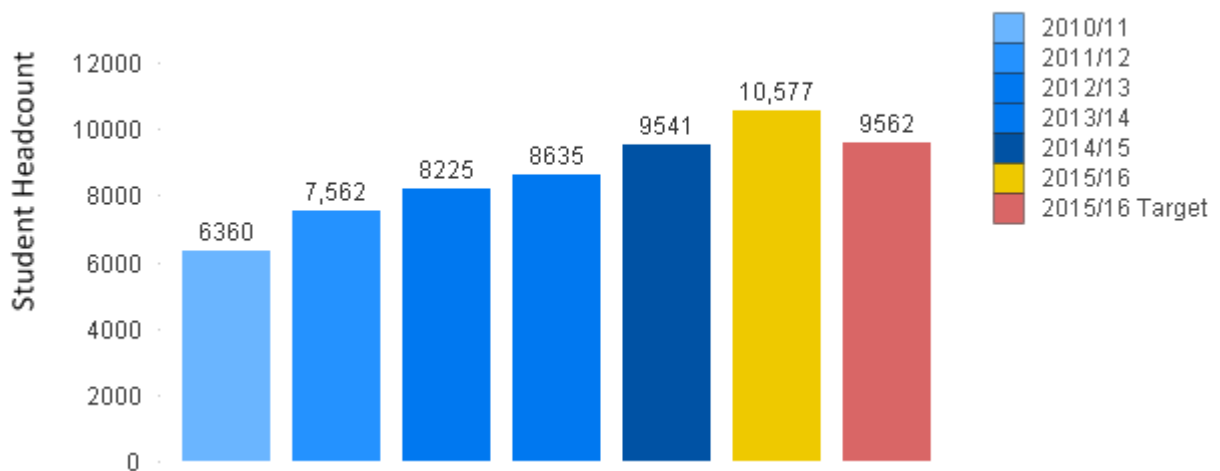
Note on performance

We have seen an increase in the proportion of international students overall and from our five most popular countries. The proportion of students domiciled from non-EU countries has grown from just over 37% in 2014-15 to over 40% in 2015-16. The top 5 overseas countries that the University attracts students from has remained consistently the same for the past five years (China, USA, Canada, Malaysia and India).

Target 8.1 Increase our headcount of non-EU international students by at least 2,000

Status: target achieved

Increase our headcount of non-EU international students by at least 2,000



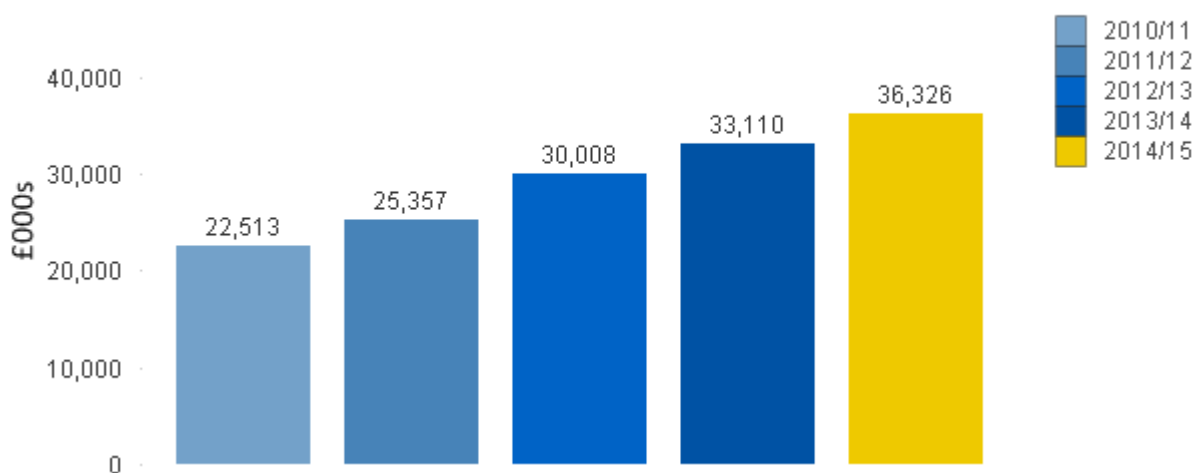
Note on performance

The headcount of International students domiciled outside the EU has increased by over 22% since 2013-14 and consequently we have exceeded our target of 9,562 in 2015-16.

Target 8.2 Increase our research grant income from EU and other overseas sources so that we enter the Russell Group upper quartile

Status: on track

Research income from EU and other overseas sources: 2010/11 to 2014/15



Note on performance

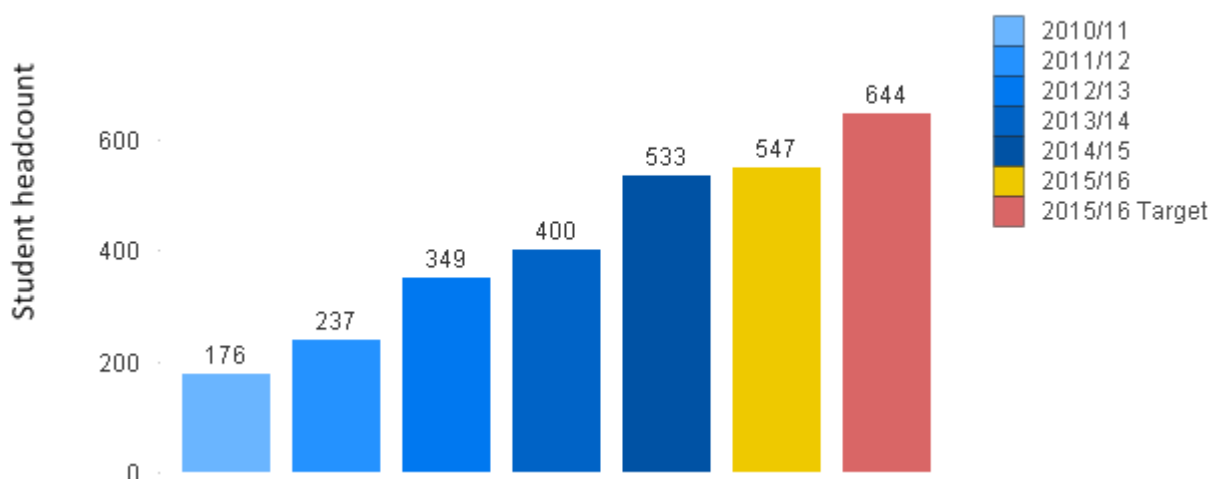
The University’s research income from EU and overseas sources has increased by 9.7% since 2012-13. The average income for the Russell Group upper quartile increased by 8.1% over the same period. The University has maintained its 6th place in the Russell Group upper quartile just ahead of the University of Manchester. Continued work in this area will be needed to ensure we maintain this position.

Research Income	2011-12	2012-13	2013-14	2014-15
Russell Group Upper Quartile average (£000s)	£25,862	£30,381	£32,325	£34,942
University of Edinburgh (£000s)	£25,357	£30,008	£33,110	£36,326
% difference from Russell Group Upper Quartile	-2.0%	-1.2%	2.5%	3.9%

Target 8.3 Increase our number of masters students on programmes established through our Global Academies by at least 500

Status: significant progress made towards achieving target

Increase no. of masters students on progs established through Global academies by at least 500



Note on performance

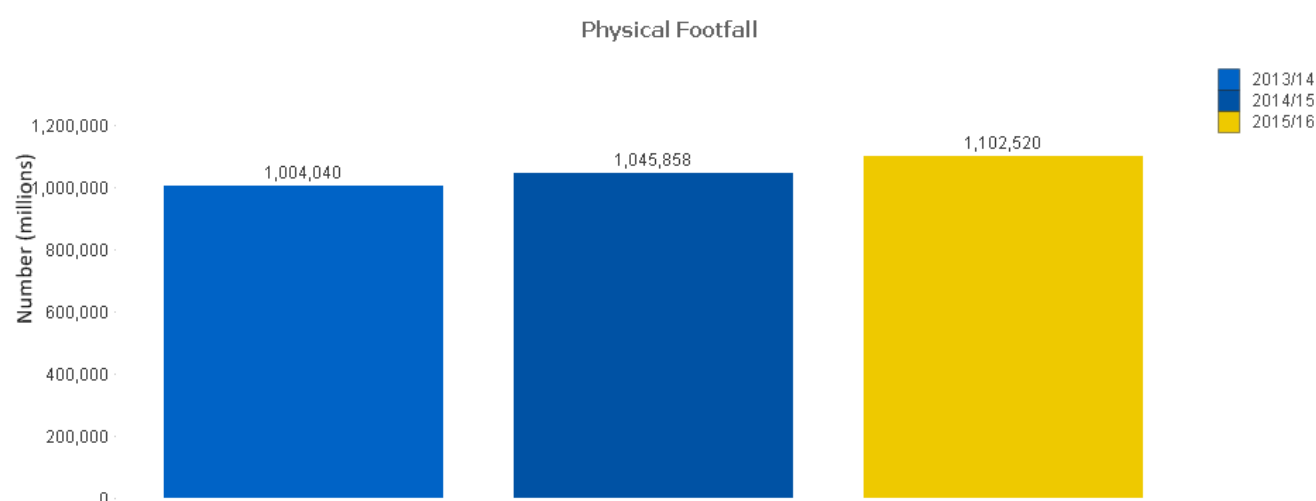
In the context of growing masters provision, the Global Academies assist Schools and Colleges to form new interdisciplinary programmes; and position a wide range of masters programmes for student recruitment. Whilst we have consistently increased our number of masters student on programme established through our Global Academies, we have fallen short of the target of 644.

Lifelong community	
9.0a Physical footfall	↑
9.0b Virtual footfall	Break in data series
9.1 Increase the number of active alumni engagements with the University via the Alumni Services website, social media and e-newsletters.	

KPI 9.0 Physical and virtual footfall

9.0a Physical footfall

Status: performance improving



Physical footfall	2013-14	2014-15	2015-16
Attendees to public lectures	84,823	95,767	92,330
Performance arts	29,381	19,334	12,096
Exhibitions	100,833	72,364	48,391
Museum events	11,446	1,823	7,056
Numbers of lifelong learning students	5,165	4,850	5,147
Attendees to open doors days	8,500	7,427	6,046
CSE Pleasance users (swipe entries)	46,796	50,586	54,019
CSE Pleasance and St Leonards Users	566,509	640,670	733,830
CSE Peffermill users	144,000	145,281	136,229
CSE Firbush bednights	6,587	7,756	7,376
Total	1,004,040	1,045,858	1,102,520

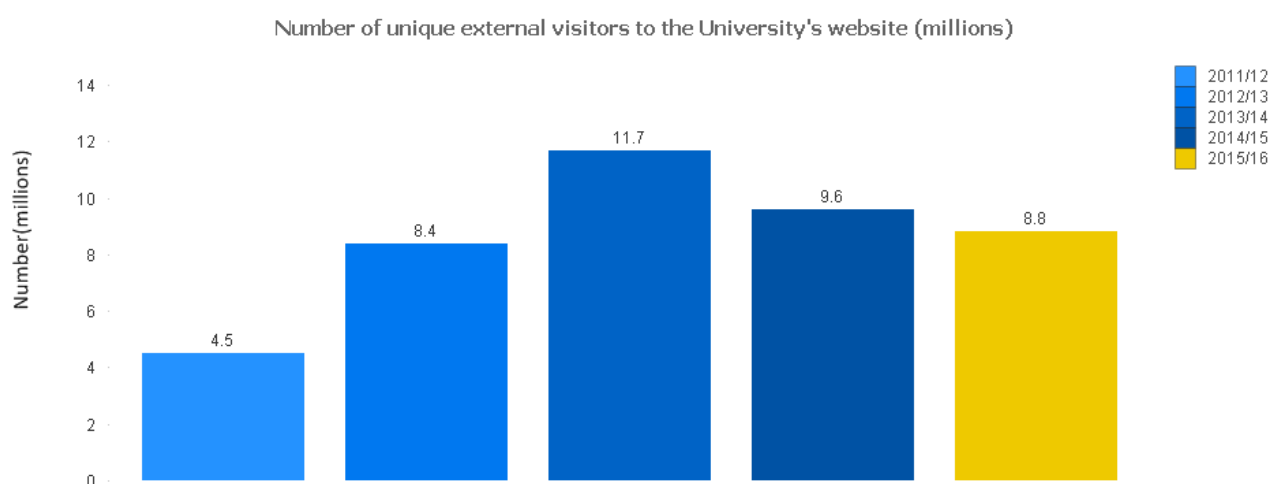
Note on performance

Performance in 2015-16 has shown an improvement on 2014-15 data, and much of this accredited to a further improvement in figures relating to sport and exercise. In particular an increase in gym membership coupled with extended opening hours at the Pleasance Sport Complex has resulted in a 14.5% increase in physical footfall. Footfall at St Leonards Land (indoor sport and swimming) has increased by 6.8% as result of improved scheduling and demand resulting in increased Edinburgh University Club usage as well as growth in recreational swimming.

It is not possible to compare like with like for attendance at open doors day due to the different mix of buildings which participate in the event each year.

9.0b Virtual footfall

Status: break in data series



Note on performance

From 2014-15 we moved to a new analytics code from Google Analytics and this means that the measure we now use for the virtual footfall KPI is not comparable to previous years. The move to Google Universal Analytics particularly affects the unique external visitor figure as it tracks people in a more sophisticated way. This means that the way in which we report the number of individual accessing the site has changed. Whilst on the face of it it may look like the number of users accessing the site has gone down, this is down to the fact that a user logged into a google account remains one person across multiple devices. Previously these would have counted as multiple people and therefore it looks like our performance is worsening on this KPI.

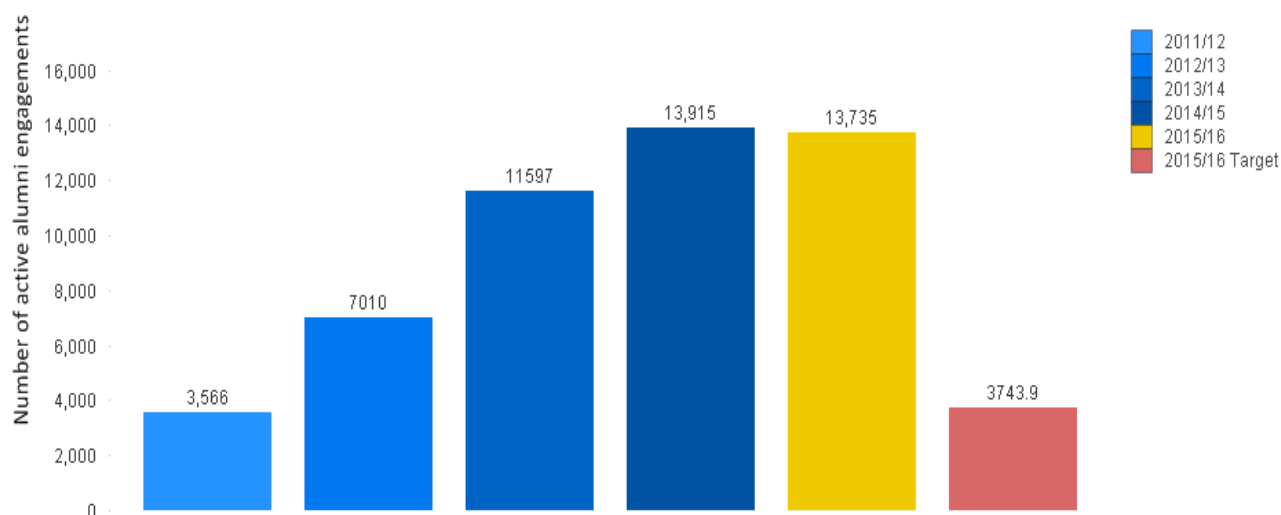
A large scale migration took place between previous Content Management System (CMS) Polopoly into EdWeb in 2015-16 – meaning that it's problematic to compare 2014-15 to 2015-16. The total number of pages have decreased significantly as website owners tidied ites prior to migration.

Social media continues to grow as a referral source, and particularly the professional media, LinkedIn. Mobile users continue to rise – the new website design is responsive, meaning it resizes to screen, which will improve the experience for these visitors. We know that our key target audiences (students and applicants in particular) use their smartphones as their key method of accessing the internet.

Target 9.1 Increase the number of active alumni engagements with the University via the Alumni Services website, social media and e-newsletters

Status: target achieved

Number of active alumni engagements via the Alumni website, social media and e-newsletter



Note on performance

By measuring virtual footfall we are focusing on the first stage of a process whereby we transform passive graduates into active alumni. Our aim over the past five years has been to establish and grow our digital community so we have a solid base of engaged and informed former students who feel connected to the University.

This year the greatest change can be seen in the performance of the e-newsletter which has seen a step change in the average number of clicks for feature content. We have continued with a content strategy that focuses on regular features to build expectation and anticipation and have launched a significant new product in Edit digital supplements. These standalone features are branded as part of the alumni magazine and have allowed us to develop close partnerships with individual schools as we develop innovative online content that highlights excellence in teaching, research and student experience.

2015-16 also experienced the single most successful day in terms of website pageviews (12,666 on 24/02/2016) due to the exceptional performance of the February edition of the e-newsletter which focused on the McEwan Hall redevelopment project.

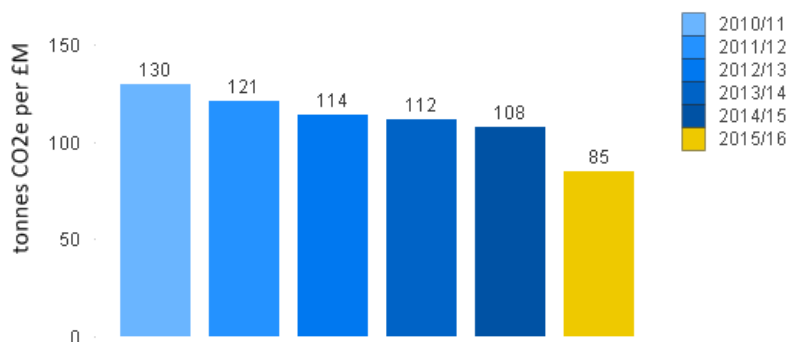
Social Responsibility	
10.0 Carbon emissions per £ million turnover	↑
10.1 Reduce absolute CO2 emissions by 29% by 2020, against a 2007 baseline (interim target of 20% savings by 2015)	↓

10.0 Carbon emissions per £ million turnover

Status: Performance improving

Tolerance: 3% (-/+) from previous year

Carbon emissions per £ million turnover

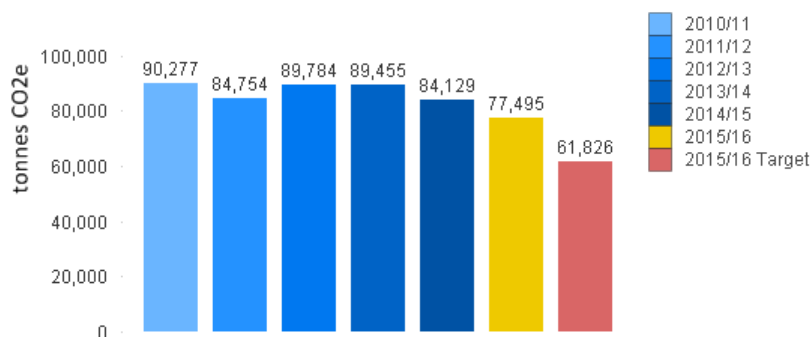


Note on performance

Target 10.1 Reduce absolute CO2 emissions by 29% by 2020, against a 2007 baseline (interim target of 20% savings by 2015)

Status: target missed

Absolute CO2 emissions: 2010/11 to 2015/16 and milestones



In the 2015/16 academic year, gas consumption was impacted by the milder winter and some downtime for the University's Combined Heat and Power (CHP) Energy Centres. More electricity was used in the academic estate due to the CHP units producing less.

The University Court endorsed a new Climate Strategy In September 2016 which sets out the following targets for the University:

1. We will reduce our emissions of carbon per £ million turnover by 50% from a 2007/08 baseline year by 2025.
2. We will return our carbon emissions to 2007/08 baseline year levels by 2025.
3. We will become a net zero carbon university by 2040.

Over the next year the University will undertake work to establish a detailed implementation plan which will highlight specific activities that will contribute towards carbon reductions. This will build on current work to deliver carbon reductions through the Sustainable Campus Fund, which allows staff and students apply to £2.75 million over the next three years to gain support for energy efficiency, renewable energy, and other sustainability projects that generate cost savings and environmental benefits.

A further £11 million has been committed to develop a new combined heat and power energy centre and network at the University's Easter Bush campus. The scheme will provide low carbon electricity and heat, and will reduce annual carbon emission by over 2,000 tonnes when it opens in 2017. This commitment builds on the £20 million already invested in low carbon energy on campus since 2002.

The Climate Strategy has updated and formalised the University's boundary and scope for carbon reporting and targets. This will be reflected in future annual reports, including annual reporting against the new strategic plan.

Partnerships	
11.0 a Number of our research publications which are internationally co-authored	↑
11.0 b Proportion of our research publications which are internationally co-authored	↑
11.1 Increase our number of PhD students on programmes jointly awarded with International partners by at least 50%	

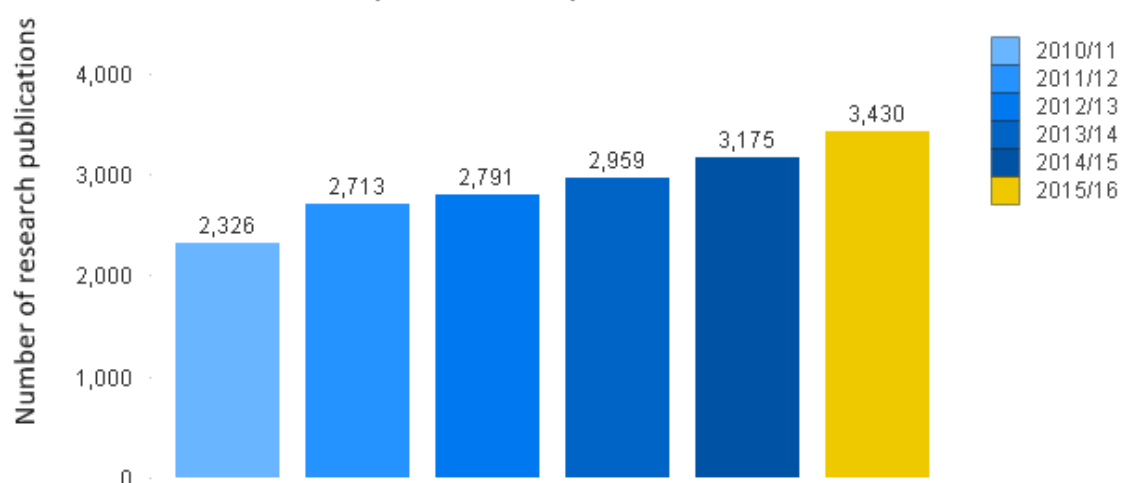
KPI 11.0a and b Number and proportion of our research publications which are internationally co-authored

Status: performance improving

Tolerance 11.0a: 1% (+/-) from previous year

Tolerance 11.0b: 1 percentage point (+/-) from previous year

Number of internationally co-authored publications: 2010/11 to 2015/16



Publication year	Internationally co-authored papers	Total papers	%
2010-11	2326	5570	41.8%
2011-12	2713	5931	45.7%
2012-13	2791	6193	45.1%
2013-14	2959	6113	48.4%
2014-15	3175	6343	50.1%
2015-16	3430	6664	51.5%

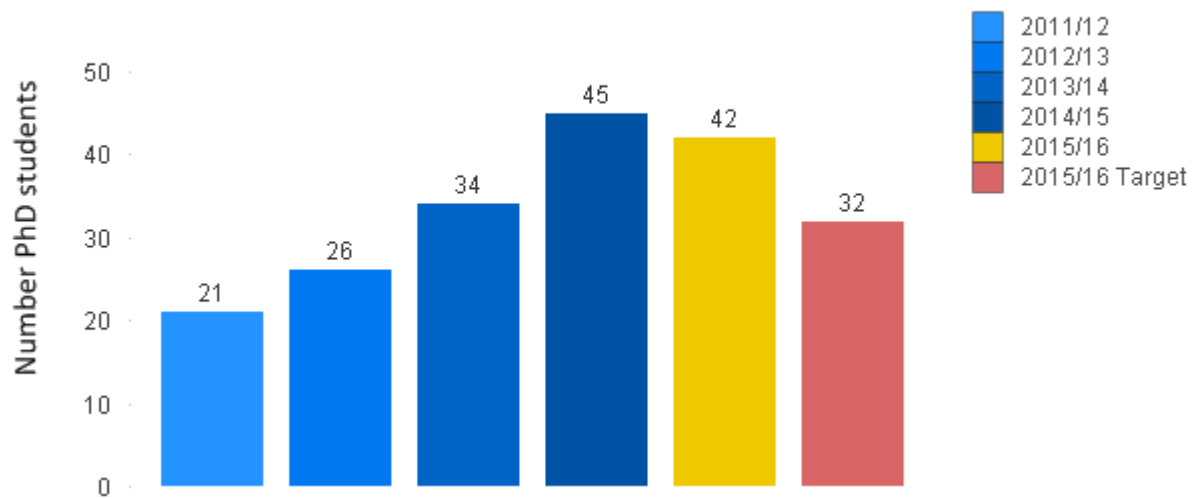
Note on performance

The number and percentage of internationally co-authored papers has continued to show an increase year-on-year.

11.1 Increase our number of PhD students on programmes jointly awarded with International partners by at least 50%

Status: target achieved

Number of students on International joint PhD programmes



Note on performance

In AY 2015-16, the University of Edinburgh had 25 bilateral or multilateral international jointly awarded PhD agreements in place, spanning 20 countries and 50 universities. There were 42 on programme students.

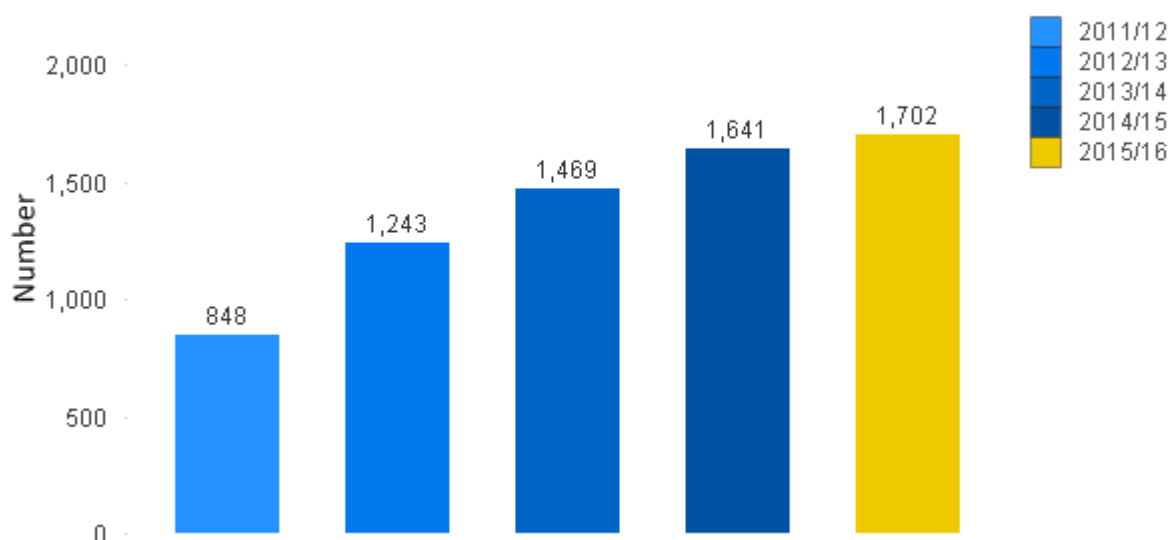
Equality and Widening Participation	
12.0a Undergraduate entrants from under-represented groups: widening participation	↑
12.0b Undergraduate entrants from under-represented groups: low income households	↓
12.0c Undergraduate entrants from under-represented groups: ethnicity	↑
12.0d Undergraduate entrants from under-represented groups: disability	↑
12.1a Converge on our state schools and colleges participation benchmark	2014-15 data
12.1b Converge on our low social classes participation benchmark	2014-15 data
12.2a Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels	
12.2b Reduce the gender pay gap for University staff	

KPI 12.0a Undergraduate entrants from under-represented groups: widening participation

Status: performance improving

Tolerance: 1% (+/-) from previous year

Undergraduate entrants from under-represented groups - widening participation



Note on performance

We have seen a slow but sustained increase in entrants from SIMD 20-40 since 2013-14, with the University of Edinburgh 2015-16 cohort of SIMD20-40 students representing 16.9% of our entrants

(in comparison to 16.5% in 2013-14). We have also seen an increase since 2013-14 in the percentage of Scottish domiciled students with one marker of disadvantage (out of a number of markers including those from low income households, care leavers, on a WP programme such as LEAPS, from a SHEP school or from a low performing school). In 2015-16 there were 55.4% of students with a marker out of our Scottish domiciled entrants compared to 45.1% in 2013-14. While this sustained increase is pleasing the increase in entrants from SIMD 20 (the most deprived communities in Scotland) and from care leaver students has been slow and minimal. As such in 2016-17 we will be exploring strategies for increasing applications and entrants from these target groups. We will also be considering students from protected characteristics within these strategies.

We have reviewed the impact of our bursary provision and have been pleased to see that since introducing the bursaries there has been an increase in the number of students from widening participation backgrounds. Between 2011-13 and 2014-15 we saw a marked increase in the number of undergraduate entrants with a contextual flag – in 2011-12 we had 759 Scottish students with a marker, and we now have 1128. A high percentage of the students receiving the bursaries were also shown to be from the lowest income households with 53% of all students receiving the Scottish bursary receiving the highest allocation. In 2015-16 21% of our Scottish domiciled undergraduate students benefited from the Scottish Accommodation Bursary. Data analysis has also show that Scottish students in receipt of a bursary in 2013-14 and 2014-15 had better than average retention for Scottish students.

We have continued to explore opportunities to extend access commitments across our Global activities. The Widening Horizons programme has continued to grow and increased funding for 2015-16 has meant a total of 30 WP students took part in Widening Horizons and a total of 10 students each went to China, India & Tanzania. The programme was open to LEAPS & SWAP students, bursary holders and students from low HE progression/attainment secondary schools.

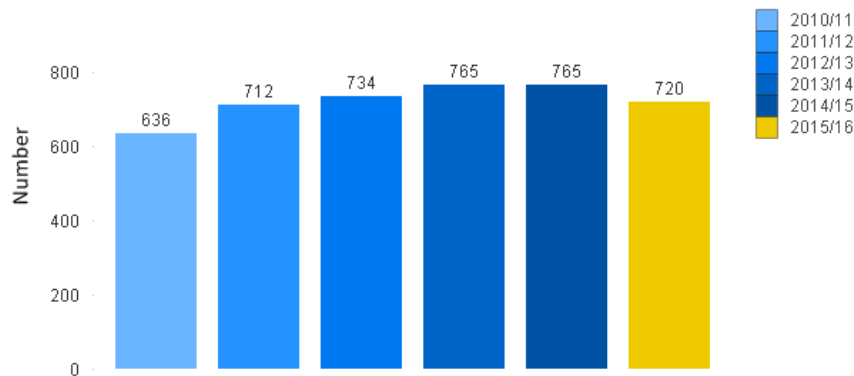
To ensure that the student experience for students from disadvantaged backgrounds is equitable we have worked closely with EUSA to raise institutional funds for a pilot year to provide grants for low income students accessing sports and societies. This involved EUSA carrying out analysis of the participants with GASP and then also using data from the new student's survey to demonstrate the lack of participation for some WP groups of students. We are now working closely with EUSA and EUSU on a wider scale review of inclusion within their sports and societies.

KPI 12.0b Undergraduate entrants from under-represented groups: low income households

Status: Performance worsening

Tolerance: 1% (+/-) from previous year

Undergraduate entrants from under-represented groups - household income



Note on performance

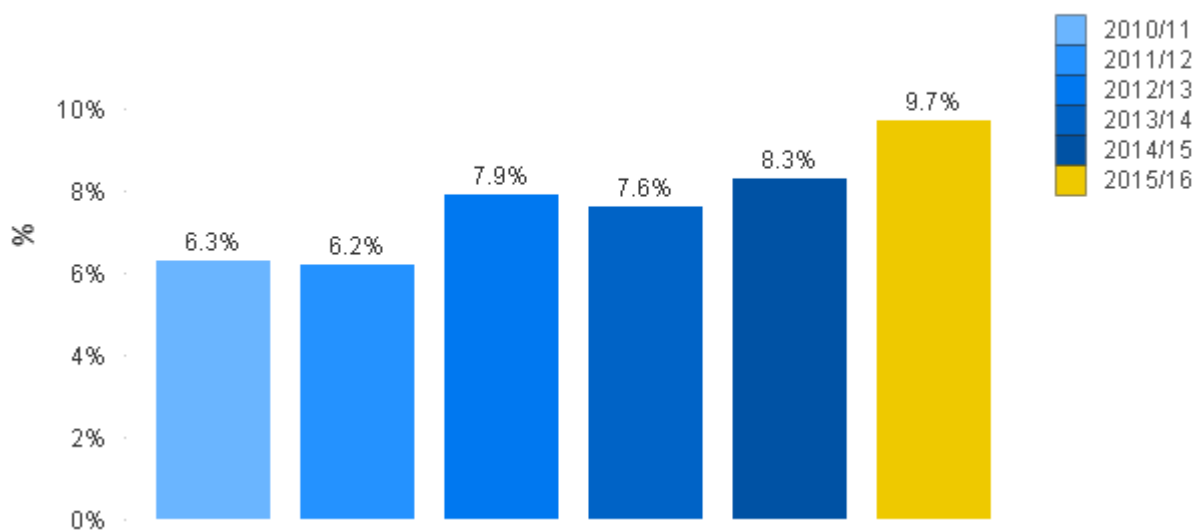
Data for this KPI is gathered by SAAS. In 2014/15, SAAS developed an alternative measure of income which looks at students who did not declare any income (because they were only seeking non-income assessed support), and those who did not or could not declare any income (typically ‘independent’ students who would have no other form of income to support them). This measure looks at these students and identifies whether they were in receipt of bursary support, and if so, they could be considered as from low income groups.

KPI 12.0c Undergraduate entrants from under-represented groups: ethnicity

Status: performance improving

Tolerance: 0.5 (+/-) percentage points from previous year

Undergraduate entrants from under-represented groups - ethnicity



Note on performance

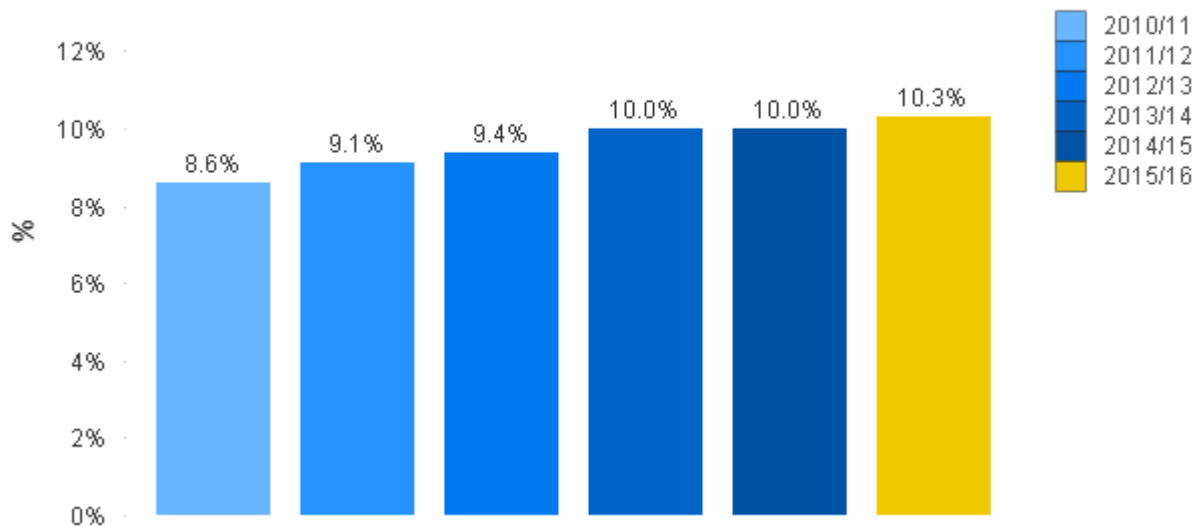
Number of entrants from BME backgrounds has exceeded our previous high of 7.9% and well exceeded our 2014-15 position of 8.3%.

KPI 12.0d Undergraduate entrants from under-represented groups: disability

Status: performance improving

Tolerance: 0.5 (+/-) percentage points from previous year

Undergraduate entrants from under-represented groups - disability



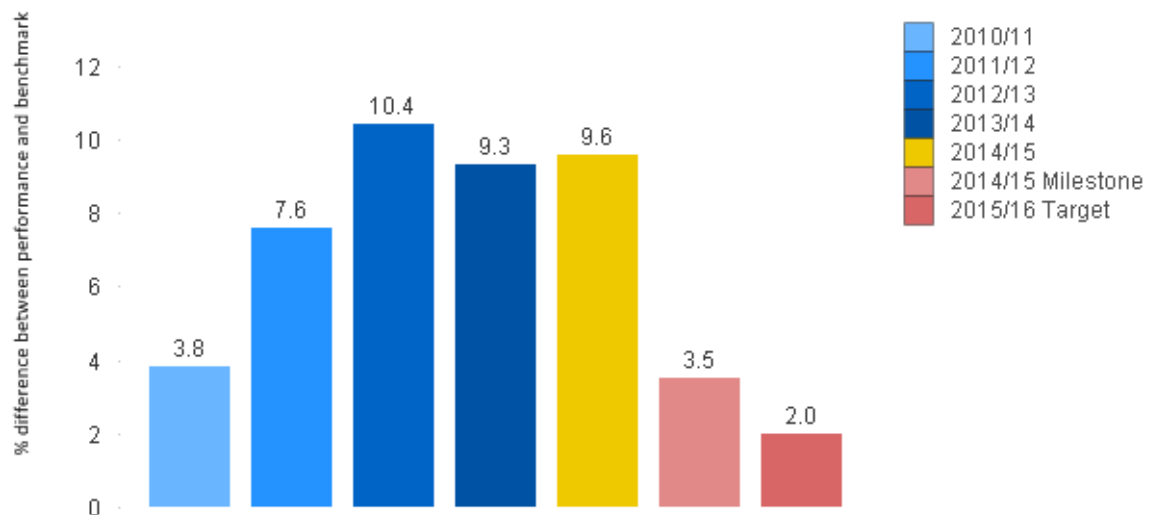
Note on performance

Our data shows a slight increase in the number of entrants who have declared a disability compared with 2014-15.

Target 12.1a Converge on our state schools and colleges participation benchmark

Status: target missed

State schools and colleges: converge on participation benchmark



Strategic Plan 2012-16: Targets and KPIs Progress Report

Year 4: 2015-16

Note on performance

In 2014-15, the latest year for which data is available, we remain some distance from our milestone of 3.5%.

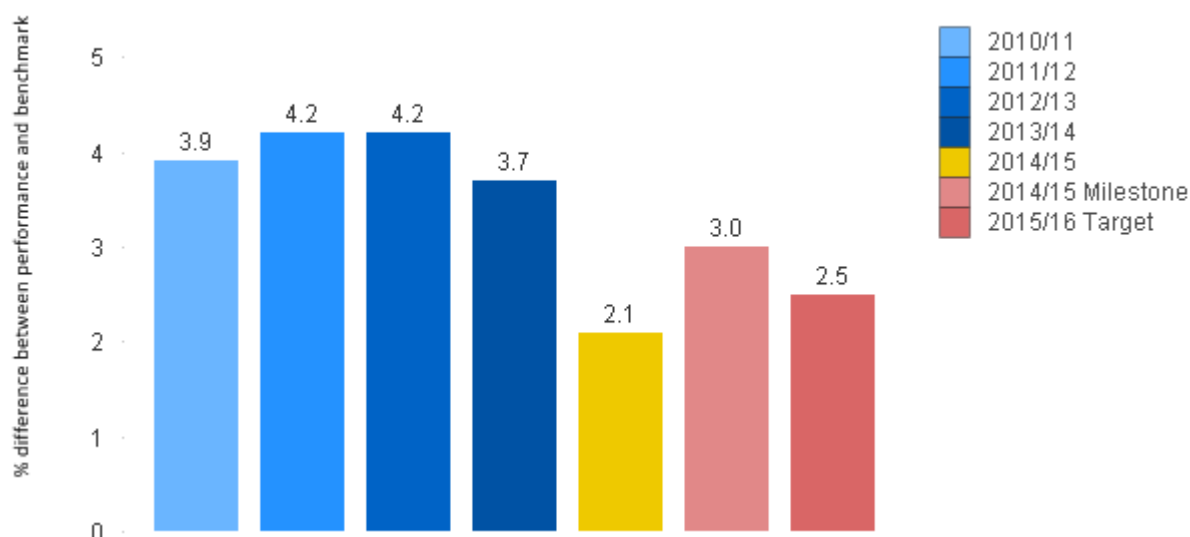
% entrants from state schools and colleges	2010-11	2011-12	2012-13	2013-14	2014-15
University of Edinburgh	74.4%	70.3%	67.3%	69.6%	68.5%
Benchmark	78.2%	77.9%	77.7%	78.9%	78.1%
Russell Group*	74.6%	74.6%	75.4%	77.2%	77.2%
Scotland*	88.3%	87.9%	86.9%	87.4%	86.6%

*average weighted by population

Target 12.1b Converge on our low social classes participation benchmark

Status: target achieved

Low social classes: converge on participation benchmark



Note on performance

The University's percentage of entrants from low social classes has risen as the Russell Group percentage has fallen, and therefore we are getting closer to converging on our participation benchmark. We have achieved our 2015-16 convergence target of 3%.

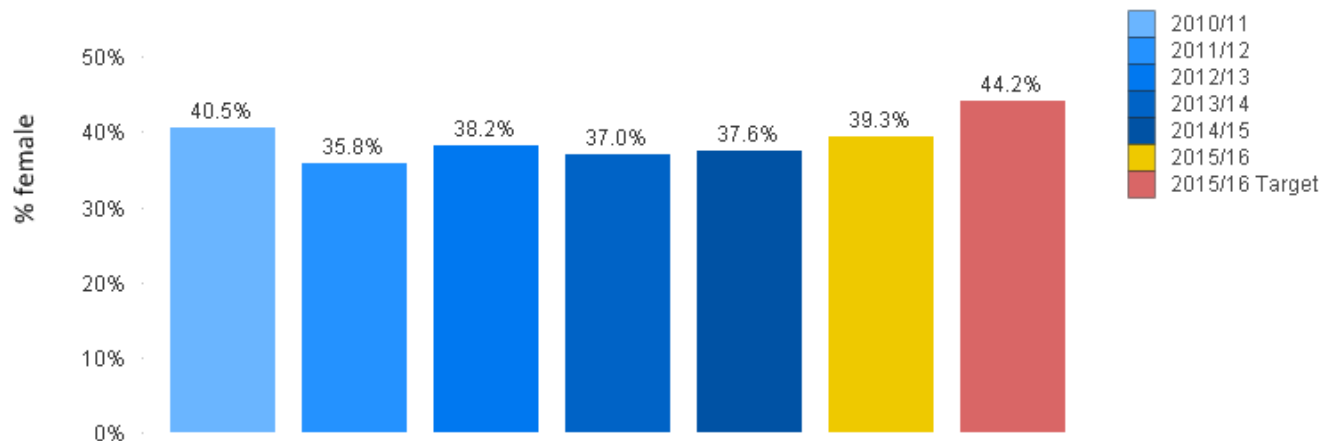
% entrants from low social classes	2010-11	2011-12	2012-13	2013-14	2014-15
University of Edinburgh	17.1%	16.5%	16.6%	17.5%	18.7%
Benchmark	21.0%	20.7%	20.8%	21.2%	20.8%
Russell Group*	19.3%	18.9%	20.2%	20.6%	20.8%
Scotland*	27.2%	26.6%	26.2%	26.8%	27.2%

*average weighted by population

Target 12.2a: Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels

Status: target missed

Increase proportion of female academic staff appointed and promoted



Note on performance

The proportion of female academic staff has increased from 37.6% in 2013-14 to 39.3% in 2015-16.

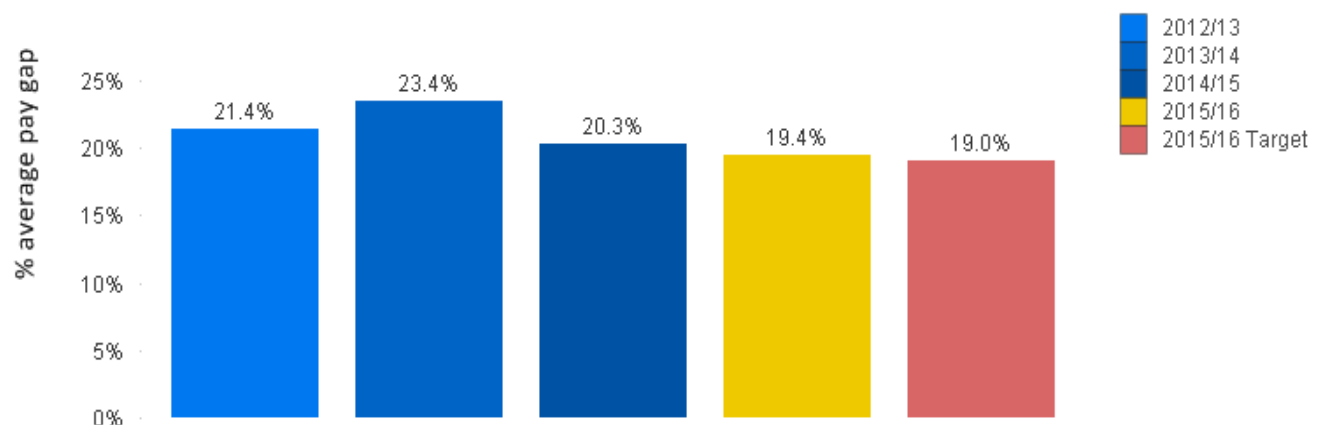
The University is committed to the fairness and equity of its recruitment and promotions processes and continues to develop policy, practice and training to ensure that the best staff are appointed and promoted regardless of their gender.

There is no Russell Group benchmark but the overall proportions for academics in grades equivalent to UE08, UE09 and UE10 is 40% Female, 60% Male.

Target 12.2b: Reduce the gender pay gap for University staff

Status: significant progress made towards achieving target

12.2b Reduce gender pay gap for University staff



Note on performance

The mean gender pay gap for non- guaranteed hours staff is 19.4%, an improvement on the 2013-14 and 2012-13 position, and significantly closer to our target of 19%. This measure has been reported to ensure consistency with previous reports but is no longer one of the principal measures of equal pay the University uses. The mean gender pay gap for all staff in the University (including guaranteed hours staff) is 16.7% and the median gender pay gap for the same population is 13.7%.

The University 2015 Equal Pay Audit is available [here](#).

The Equality Challenge Unit highlights that the mean gender pay gap is 19.4 % and the median gender pay gap in the UK is 16.2%

The University is committed to delivering equal treatment of its employees regardless of their gender or other protected characteristics and work on developing strategies to reduce the gender pay gap continues.