



Strategic Plan Targets and KPIs: Progress Report 2012-2013

1. Summary

Key: KPI performance status

Improving	↑
Worsening	↓
Maintaining	↔

Key: Target performance status

On track	■
Further work required	■
Performance data not yet available	■

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)	2011/12 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%	Data not available
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.	■

Strategic Plan 2012-16: Targets and KPIs Progress Report

Year 1: 2012/13

Key Performance Indicator or Target	Performance
4.2b Increase number of international applications for academic posts: average no. applications per post advertised	
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.	2011/12 data
5.2 Increase student satisfaction with learning resources (library, IT resources, study space and equipment) to at least 86%	
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 terms	
6.2 Increase our ROCE	
Outstanding student experience	
7.0a Proportion of graduates in graduate-level employment or further study (undergraduates)	2011/12 data ↑
7.0b Proportion of graduates in graduate-level employment or further study (postgraduate taught graduates)	2011/12 data ↓
7.0c Proportion of graduates in graduate-level employment or further study (postgraduate research graduates)	2011/12 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	2011/12 data
8.3 Increase our number of masters students on programmes established through our Global Academies by at least 500	
Lifelong community	
9.0 Physical and virtual footfall	Virtual only ↑

Strategic Plan 2012-16: Targets and KPIs Progress Report

Year 1: 2012/13

Key Performance Indicator or Target	Performance
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	2011/12 data
12.1b Converge on our low social classes participation benchmark	2011/12 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

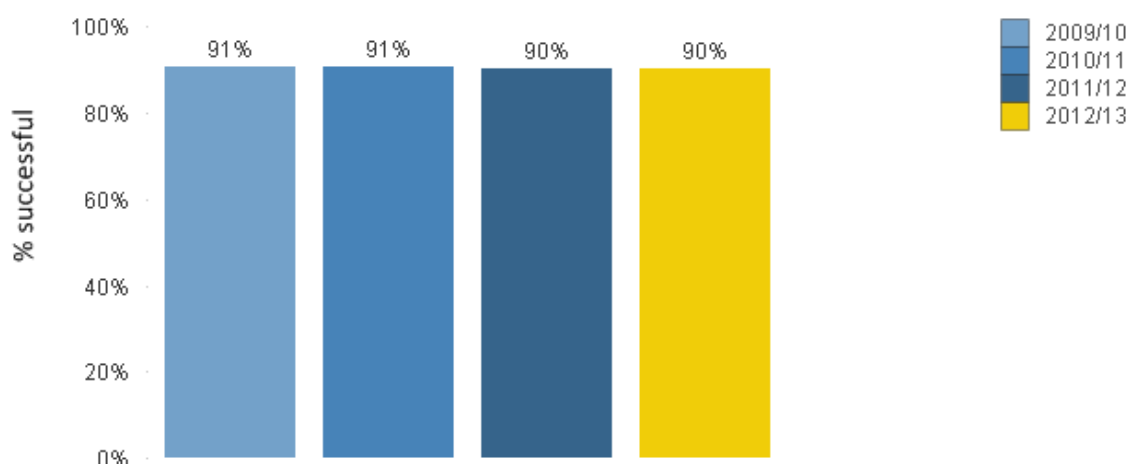
Excellence in Education	
1.0 Proportion of leavers achieving a successful outcome (degree, transfer or other award)	↔
1.1 Increase student satisfaction with academic and pastoral support	
1.2 Increase student satisfaction with opportunities and support for developing graduate attributes and employability	

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

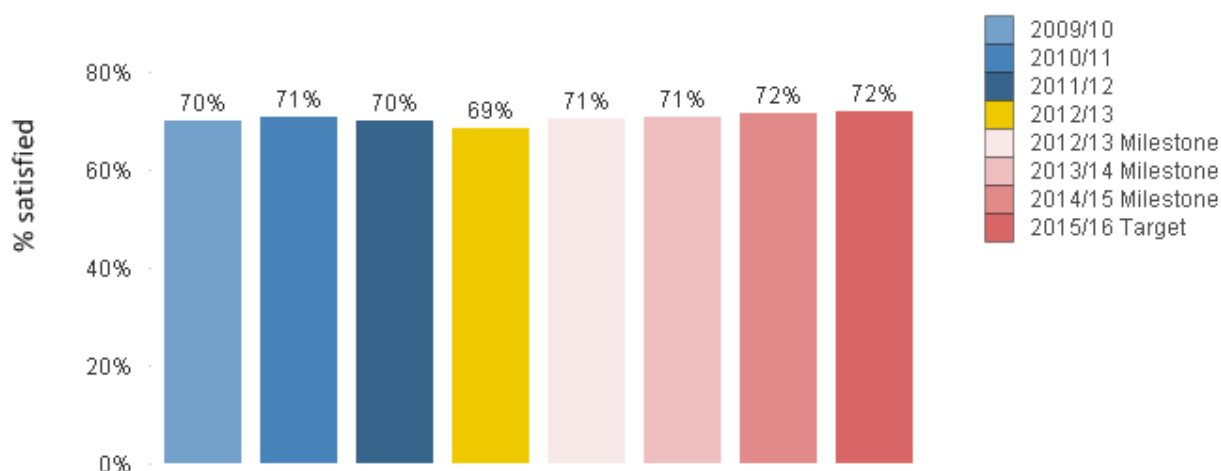
The proportion of leavers achieving a successful outcome in 2012/13 was 90.4%. This is based on the cohort of undergraduate taught entrants who started their programme of study in 2008/09. The 2012/13 performance represents a very slight increase from 2011/12, but matches the average outcome rate for the previous three years, thus performance is maintained. The College of Humanities and Social Science's outcome rate notably increased by 2.3 percentage points during 2012/13.

College	2007/08 Entry	2008/09 Entry
Humanities and Social Sciences	90.9%	92.3%
Medicine and Veterinary Medicine	97.2%	95.1%
Science and Engineering	86.8%	86.0%

Target 1.1 Increase student satisfaction with academic and pastoral support

Status: Further work required

Increase student satisfaction with academic and pastoral support



Note on performance

Student satisfaction in these areas dipped to 68.6% from the most recent student survey results. This is largely due to the inclusion for the first time, of results from the Edinburgh Student Experience Survey (ESES), which surveys undergraduate students from years 1 to 3. Without the results of the ESES

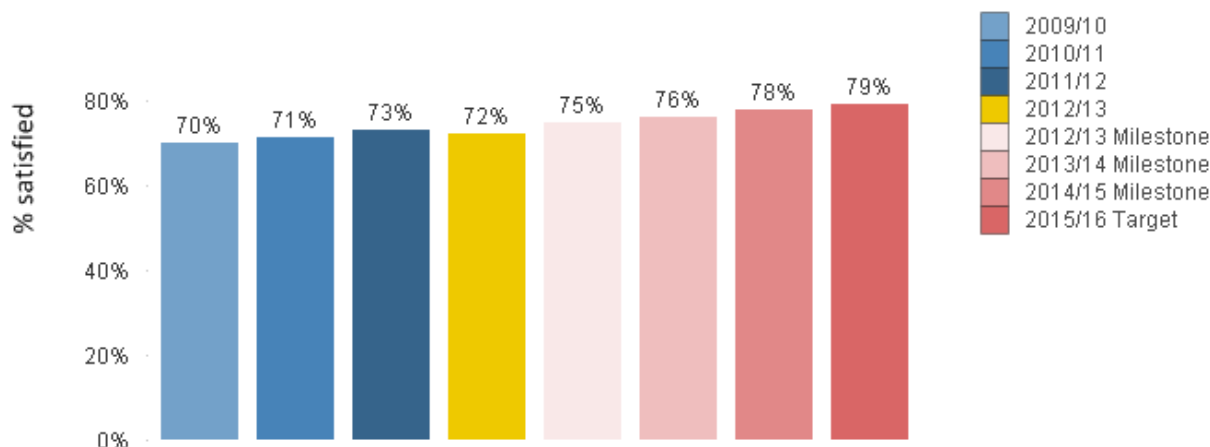
Survey	% satisfied
Edinburgh Student Experience Survey (undergraduate, years 1 to 3)	63%
National Student Survey (undergraduate final year)	72%
Postgraduate Taught Experience Survey	65%
Postgraduate Research Experience Survey	78%

survey, the 2012/13 milestone would have been reached, with a result of 71.4%. Postgraduate research students are the most satisfied with academic and pastoral support, followed by final year undergraduates. The University is investing significantly in the student experience, and we anticipate that over the medium term this will deliver improved performance.

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

Status: Further work required

Increase student satisfaction with graduate attributes and employability



Note on performance

This target shows a small decrease in performance in 2012/13 since 2011/12.

Final year undergraduates (students who would be expected to be most interested in this aspect), in the National Student Survey are most satisfied with opportunities and support for developing graduate attributes and employability, with 77% being satisfied. This target included for the first time, the new Edinburgh Student Experience Survey (ESES) and these students are the least satisfied together at 69%.

Survey	% satisfied
Edinburgh Student Experience Survey (undergraduate, years 1 to 3)	69%
National Student Survey (undergraduate final year)	76%
Postgraduate Taught Experience Survey	69%
Postgraduate Research Experience Survey	73%

College	% satisfied
Humanities and Social Sciences	69%
Medicine and Veterinary Medicine	81%
Science and Engineering	73%

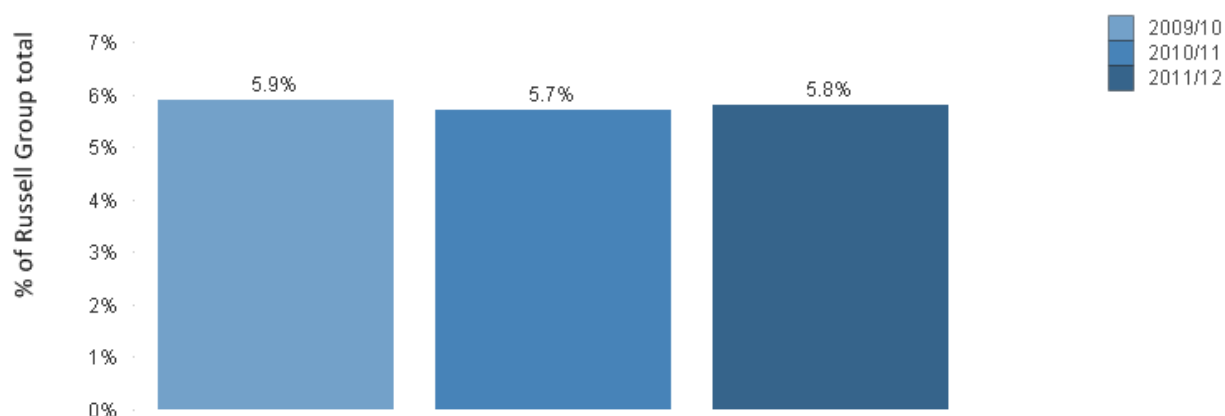
Excellence in Research	
2.0 Russell Group market share of research income (spend)	2011/12 data ↑
2.1 Increase average number of PhD students per member of academic staff to at least 2.5	
2.2 Increase score for the citations-based measure in the THE World University Rankings to at least 94/100	

2.0 Russell Group market share of research income (spend)

Status: Performance improving

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

Russell Group market share of research income (spend)



Note on performance

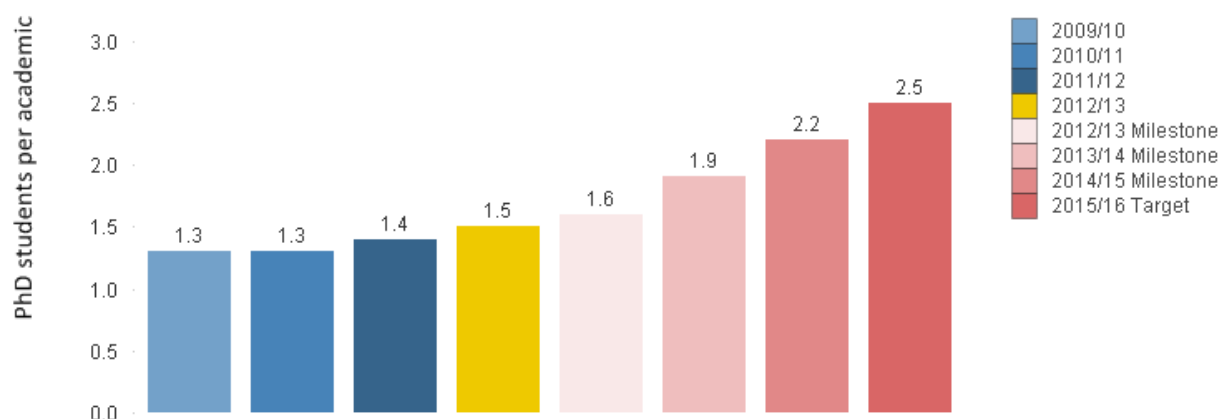
The University of Edinburgh ranks fifth in the Russell Group for research income. Research income has grown amongst Russell Group institutions slightly since 2009/10, with Edinburgh outpacing the Russell Group's rate of growth.

	2009/10	2010/11	2011/12
University of Edinburgh income (£,000s)	185,279	180,990	193,119
Russell Group research income (£,000s)	3,147,875	3,200,578	3,302,270

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

Status: further work required

Average number of PhD students per academic: 2009/10 to 2012/13 and milestones



Note on performance

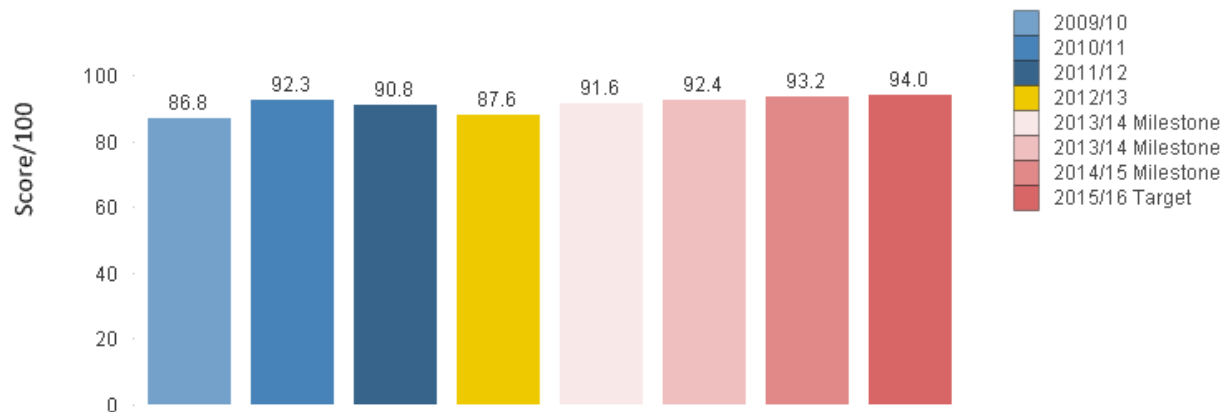
The University’s ratio of PhD students to academic staff increased in 2012/13 to 1.5 from 1.4 in 2011/12. However, this performance did not reach the milestone necessary to achieve the ambitious target. The Russell Group average number of PhD students per member of academic staff also increased in 2011/12 (from 1.5 to 1.6) and the University’s performance in 2011/12 was just under the Russell Group average.

Average number of PhD students to academics	2009/10	2010/11	2011/12
Russell Group average	1.4	1.5	1.6
University of Edinburgh	1.3	1.3	1.4

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

Status: further work required

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



Note on performance

The University of Edinburgh achieved a score of 87.6 out of 100 in 2013 compared to 91 in 2012 in the THE World University Rankings. This score is relative and normalised to the highest scoring institution. Such a level of change is typical for institutions within the top 200, however some Russell Group universities in the top quartile, have improved their performance, such as Kings and LSE. In terms of subject citation scores the largest decline appears to be in the arts & humanities, from a score of 73.4 in 2012 to 54 out of 100 in 2013, although as there are fewer publications within this area, larger changes can be expected. The THE World Ranking Citations measure refers to publication made during 2007-2011 and citations made during 2007-2012, weighted by subject from Web of Science. Governance and Strategic Planning will undertake further analysis in this area during 2013/14 and post-REF to improve understanding and explore possible options to enhance our score.

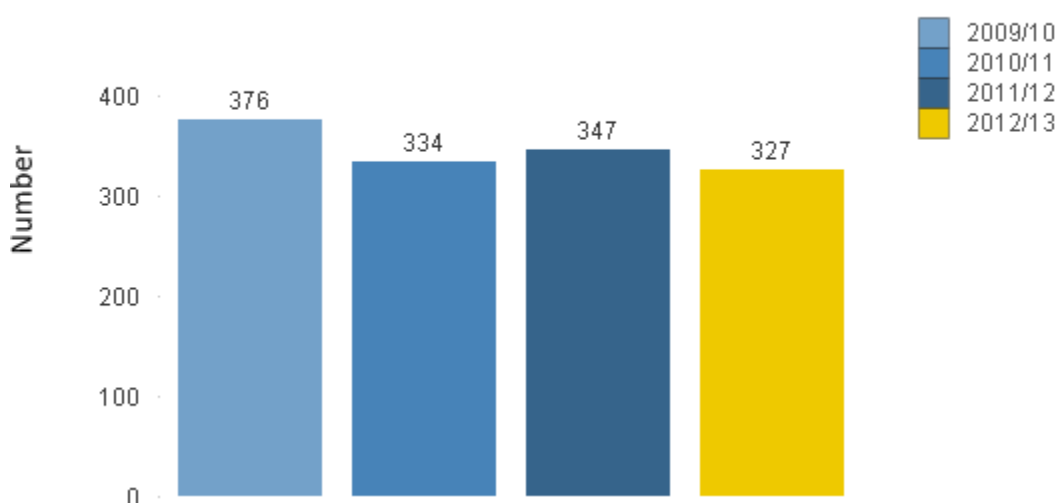
Excellence in Innovation	
3.0 Knowledge exchange metrics: number of disclosures, patents, licenses and new company formations	↓
3.1 Achieve at least 200 public policy impacts per annum	
3.2 Increase economic impact, measured by GVA, by at least 8%	Data not available

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

Performance: worsening (due to reporting changes)

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

Number of disclosures, patents, licenses and new company formations



Note on performance

The majority of our commercialisation outcomes were achieved in 2012/13 with 50 new commercial licence deals and 35 new company creations. Of the 35 companies, 5 were traditional spin-outs and 30 were student supported enterprises. Disclosures were slightly down to 175 (from 199) but this was mainly due to a re-alignment of reporting by the BioQuarter team and not a cause for concern. As ever with Disclosures, quality is more important than quantity. Licence income for the year totalled £665K against a target figure of £500K.

A pilot project has been commenced to run a dedicated new company formation support programme that is focussed on post-doctoral researchers. Early signs are very encouraging, with around 80 people attending the first introductory event on 28 August 2013.

The Converge Challenge is a pan-Scottish business plan

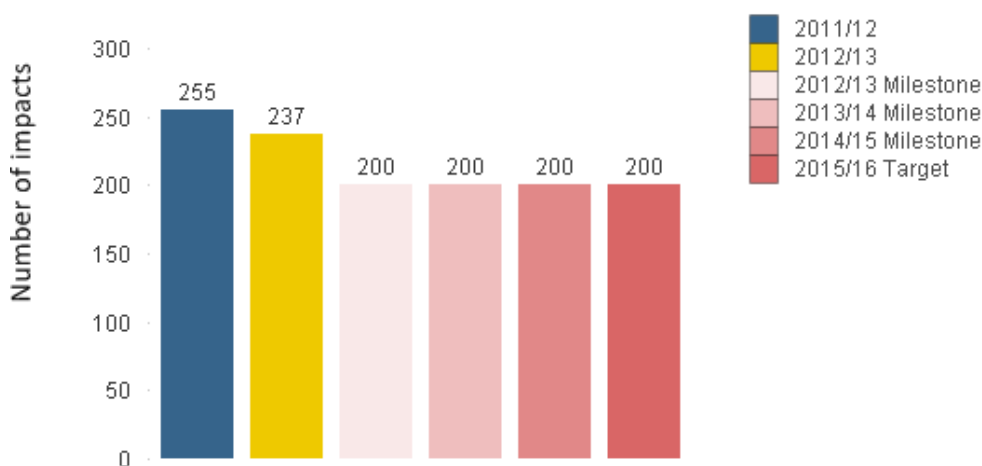
Knowledge exchange metrics	2011/12	2012/13
Disclosures	199	175
Patents	62	67
Licenses	51	50
Company formations	35	35

competition that is open to staff and students in all Scottish Universities, and offers a £60K top prize in cash and in-kind support. We are particularly pleased that this year, 3 of the 6 short-listed finalists are from the University of Edinburgh, including Kanika Bansal who is currently on an RSE Fellowship and hosted by Edinburgh Research and Innovation.

Target 3.1 Achieve at least 200 public policy objectives per annum

Status: on track

Public policy impacts: 2011/12 to 2012/13 and milestones



Note on performance

Strategic Plan Target 3.1 sets the objective that the University will achieve 200 or more Public Policy Impacts (PPIs) per academic year from 2012 to 2016. Criteria for this objective have been developed and performance towards the target measured for the academic years 2011/12 (as a backward-looking calibration exercise) and on a quarterly basis during 2012/13. Following this methodology, the total number of PPIs recorded for 2011/12 was 255 and the total number for 2012/13 was 237.

Public Policy Impact was measured on the basis of media coverage of policy-relevant research, as recorded via the PURE research information system. The criteria applied to determine whether an item recorded in PURE constitutes a PPI were twofold. In order to count as a PPI, firstly, the item must be assessed to be of public policy relevance. This may include, for example, research which, if leading to application, would have an obvious impact on public policy (such as medical research that could save a significant number of lives), or expert comment that informs debate on a public policy issue. 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. a broadcast interview with the researcher; or c) be of particular prominence, i.e. occupy a prominent broadcasting slot within the outlet.

Trends

When these criteria were applied to PURE data for 2012/13, 237 PPIs were recorded with an average monthly total of 19.75. 74% of these PPIs met criteria a) above, appearing in two or more outlets, while 22% met criteria b), constituting expert comment, and 4% met criteria c), appearing in a prominent position within the outlet. For the year 2011/12, of the 255 PPIs recorded with a monthly average of 21.25, 64% satisfied criteria a), while 27% met criteria b) and 9% criteria c). The smaller

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Year 1: 2012/13

proportion of PPIs meeting the prominence criteria in 2012/13 partly reflects a change to the way in which data was recorded in PURE in 2012/13, as the page number an item appeared on in a print media outlet was no longer inputted in this year.

April, July and August appear to be 'fallower' impact months, with the number of PPIs notably below the average monthly score (16 in April, 11 in July and 13 in August in 2011/12, and 15 in each month in 2012/13).

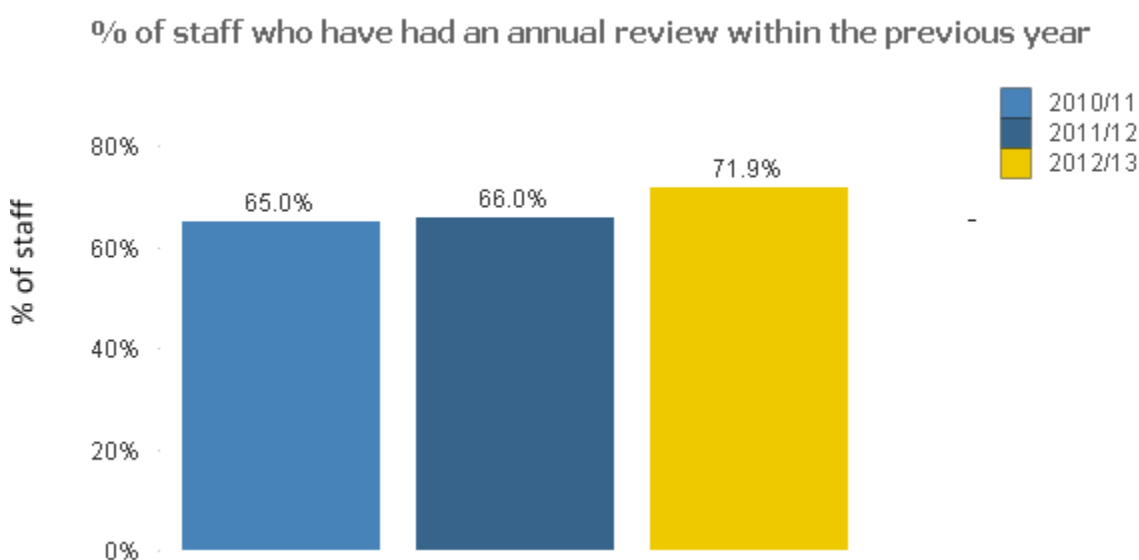
PPIs were broken down by College and School in 2012/13, revealing significant public policy impact across the university. CHSS recorded 45% of all PPIs, followed by CMVM with 34% and CSE with 20%. At School level, the School of Clinical Sciences scored highest with 40 PPIs (17%), followed by the School of Law with 28 PPIs (12%) and the School of Social and Political Science with 26 PPIs (11%). It should be noted that contemporary events and debates have an obvious impact on the PPIs recorded at a particular time. For example, both the Schools of Social and Political Science and Law registered a significant number of PPIs as a result of expert comment provided on the forthcoming 2014 referendum on Scottish independence.

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 improving

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



Note on performance

The University’s Annual Review (AR) Policy Statement (November 2011), sets out a clear University-wide policy requiring every eligible member of staff to have a annual review (recognising that other external processes operate in some areas, for example, for staff on NHS contracts)

Schools and service level areas have been doing a great deal to embed the implementation of Annual review meetings over the last few years, including communicating the importance and requirement for Annual Review, developing local guidance and providing tailored training if appropriate, backed by encouragement by all the Heads of College. University HR Services (UHRS) developed and launched an on-line ‘Understanding Annual Review’ module in October 2012, which has enabled quick and easy access to staff development/refresher training in Annual Review for all staff. The Performance Management programme available to staff also provides a range of workshops, including an Annual Review Skills workshop for Reviewers.

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Year 1: 2012/13

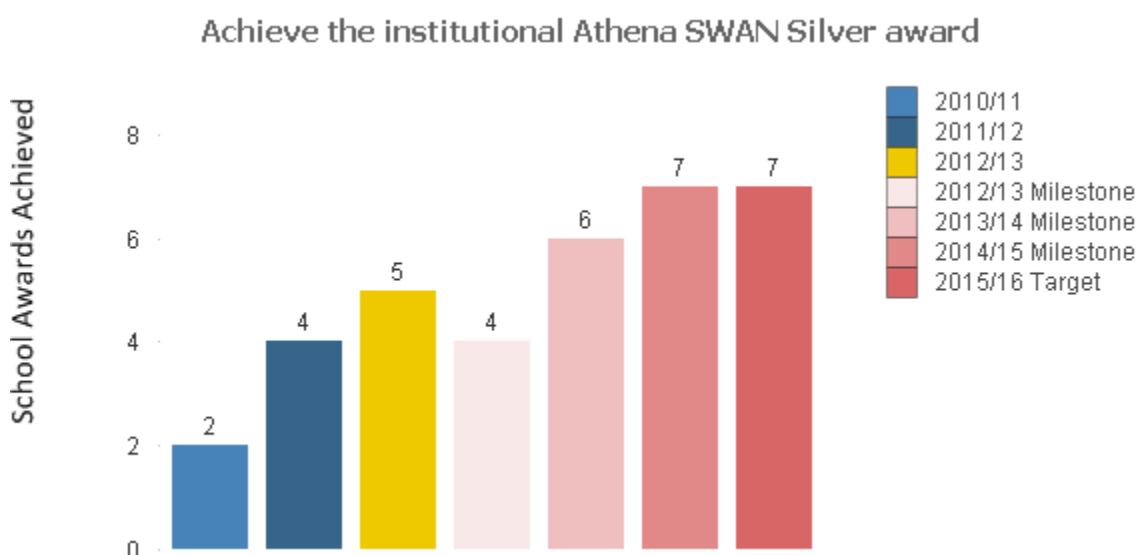
A proportion of staff completed their Annual Reviews, in the two months after 31 July 2013. These staff, together with staff who have a valid reason for not completing an annual review¹, bring the total number of staff reviewed/or who have a valid reason to 81.4% These figures show a significant improvement over 2011/12, when approximately 66% of staff had an AR. There are significant differences across Colleges/Support Groups (see below):

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

College/Support Group	AR in 2012/13	AR in Aug/Sept 2013	Valid reason for no AR	Total staff reviewed or with a valid reason
Humanities & Social Sciences	68.5%	2.5%	11.8%	82.8%
Medicine & Veterinary Medicine	77.0%	1.2%	6.5%	84.7%
Science & Engineering	43.2%	4.0%	7.7%	55.0%
Corporate Services	90.3%	3.0%	3.3%	96.7%
Information Services	91.0%	0.9%	4.2%	96.1%
Student & Academic Services	87.1%	4.3%	2.3%	93.7%
University of Edinburgh	71.9%	2.5%	6.9%	81.4%

Target 4.1: Achieve the institutional Athena SWAN Silver Award

Status: on track



¹ Valid reasons are that during 2012/13 one of the following applied: maternity or long-term sick leave, secondment, sabbatical leave, job transfer, restructuring, undergoing capability process, AR rescheduled, leaving after 31/7/13.

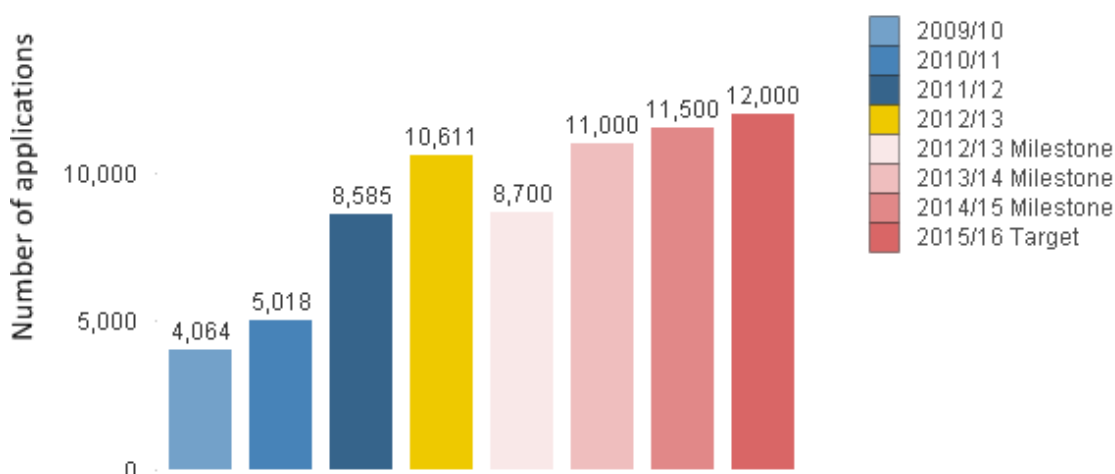
Note on performance

The University is on track to meet this target. Significant success is being achieved, and a great deal of work is underway, University-wide. During 2012/13 the following departments gained an Athena SWAN award: Royal Dick School of Veterinary Studies (the first Vet school in the UK) achieved a Bronze), School of Biological Sciences achieved a Silver Award. In the first part of 2013/14 the School of Informatics also achieved a Silver Award and the Schools of Engineering, Geosciences and Mathematics all achieved Bronze Awards following their applications in April 2013. The minimum requirement for a University to apply for a Silver Award is for half of its STEMM ‘departments’ to hold Athena SWAN awards, some of which must be at Silver level or above. As of 1 October, the University has now achieved that requirement.

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

Status: on track

Number of International applications for academic posts



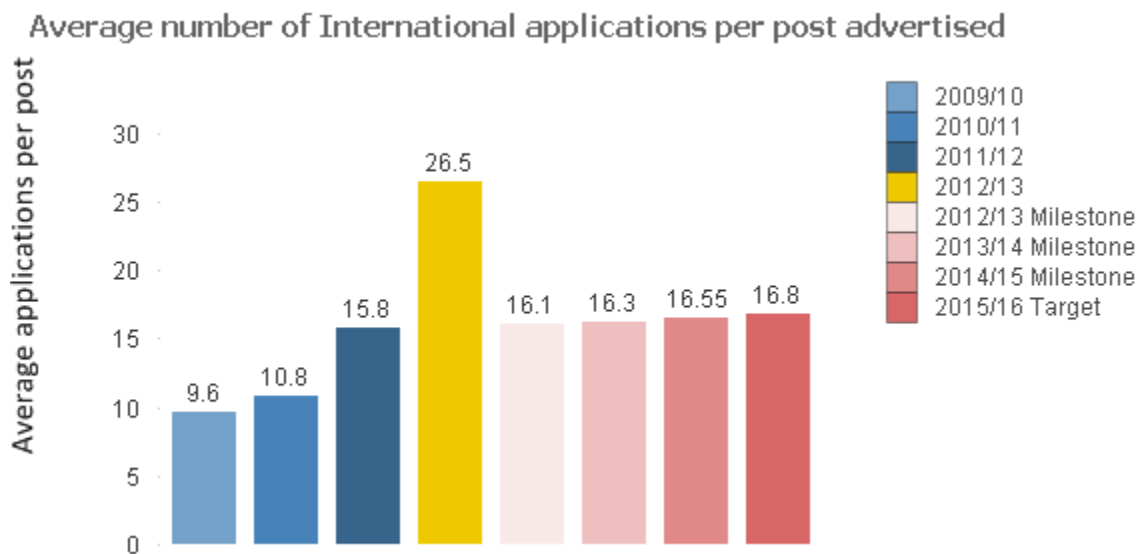
Note on performance

The new eRecruitment system which was launched in October 2013 now captures the nationality of all applicants which enables more accurate reporting of whether applicants are international² rather than address at the time of application which was used previously. As a consequence, the milestones and final targets have been revised upwards, to take into account the change in reporting. The figures show that the number of international applications has increased. The total number of academic vacancies advertised has decreased by 26%, from 544 in 2011/12 to 400 vacancies in 2012/13 whereas the number of international applicants has increased by 20% so this target is very much on track.

² Defined as having a non-UK nationality. This means that 2012/13 data is not strictly comparable with previous years data.

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

Status: on track



Note on performance

This sub measure was added into the Strategic Plan to account for fluctuations in applications as a result of the number of vacancies advertised. It is clear that International applications are increasing more generally and applications have also increased per post (exceeding the 2012/13 milestone and the 2015/16 target). Action has been taken during 2012/13 and 2013/14 to increase the average number of international applicants by reviewing the advertising media used to promote vacancies internationally. The University is undertaking a trial to advertise all vacancies on two new international jobs academic job boards: Uni Jobs and Global Academy Jobs, to raise our profile internationally. The impact of this approach will be measured in 2013/14 to determine whether these are effective tools in generating a higher average number of international applicants per post. Activities are underway to sustain and where possible, boost the numbers of applicants, through improving the advertising templates and the establishment of a Relocation Service (including a website) .

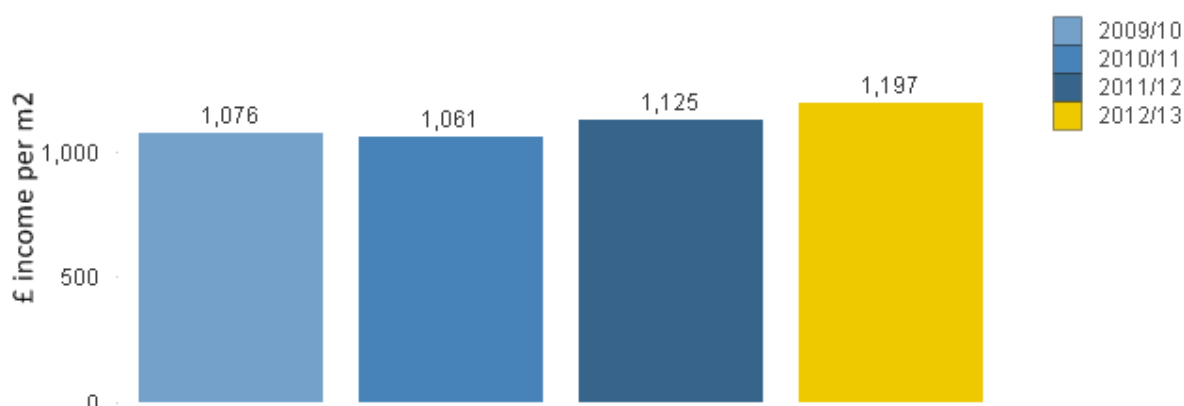
People	
5.0 Total income per square metre of GIA	(estimate) ↑
5.1 Increase the proportion of our building condition at grades A and B on a year-on-year basis, aiming for at least 90% by 2020.	2011/12 data
5.2 Increase student satisfaction with learning resources (library, IT resources, study space and equipment) to at least 86%	

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 (£)

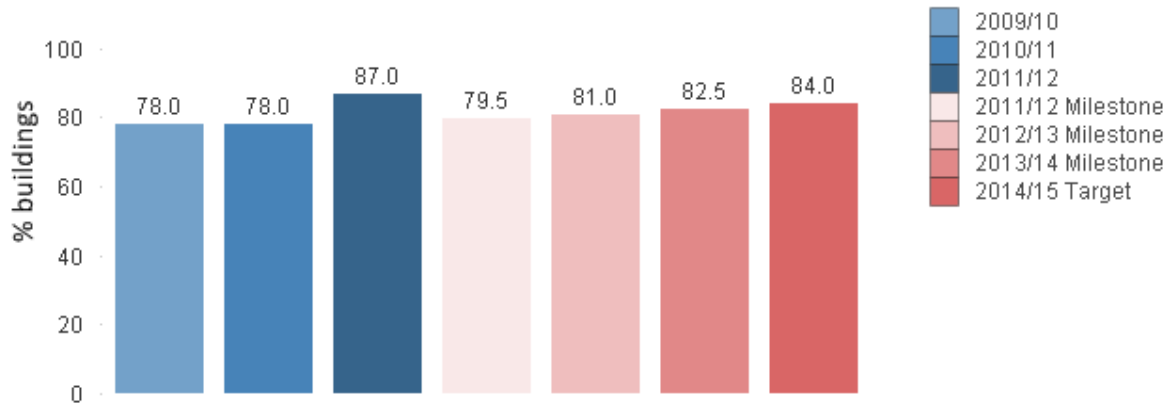


Note on performance

In 2012/13 it is estimated that the University total income per square metre grew 6.4% to £1,197, up from £1,125. Based on the gross-internal are of our non-residential estate, this indicates that the University is using its non-residential estate more efficiently, thus performance has improved. It represents a sustained year to year improvement over the past 6 years. During 2012/13 gross internal area during the period grew very slightly with an increase less than 0.5%. Going forward, this improvement will be harder to sustain on a year to year basis, given our ambitious estate development plans.

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)

Proportion of buildings at grades A and B: 2009/10 to 2011/12 and milestones



Note on performance

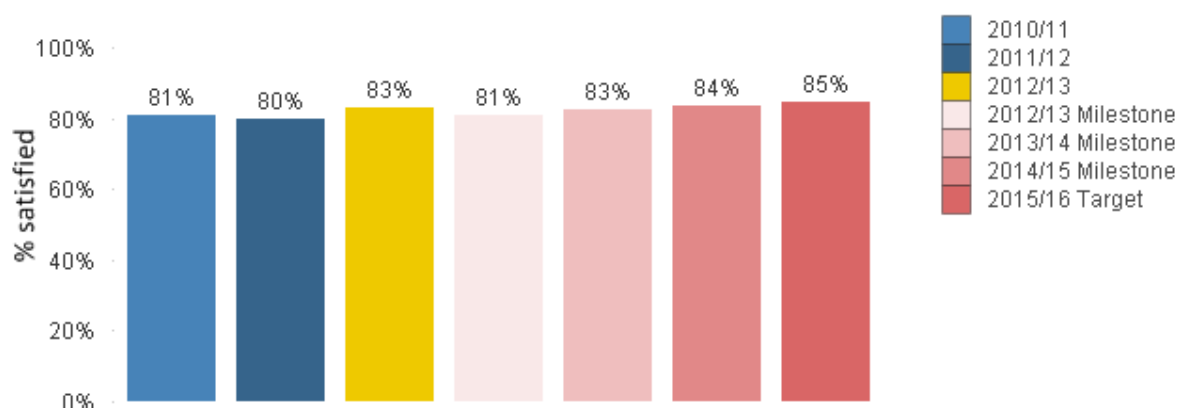
The baseline for this target is 2010/11. The University increased the proportion of buildings at grades A and B to 87% in 2011/12, up from 78% in 2010/11. The University is now in the Russell Group upper quartile (from Russell Group institutions where data is available). The University’s improvement in this area (up 9 percentage points from 2010/11), was only bettered by the University of Exeter (up 12.5 percentage points from 2010/11, and whose building condition is now 81% at grades A and B).

Russell Group – proportion of building condition at grades A and B (2011/12)	%
Upper Quartile	86%
Average	79%
University of Edinburgh	87%

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

Status: on track

Increase student satisfaction with learning resources to at least 85%



Note on performance

Student satisfaction in these areas has increased in surveys since 2011/12 to 83.0%, exceeding the 2012/13 milestone of 81.3%. Student satisfaction is highest in the IS survey at 90%, which together with the ESES survey has been added to this indicator for the first time in 2012/13.

College ³	% satisfied
Humanities and Social Sciences	82%
Medicine and Veterinary Medicine	87%
Science and Engineering	88%

Increases have been made in the National Student Survey and Postgraduate Taught Experience Surveys since 2011/12. Student satisfaction is above the target rate for both Science and Engineering and Humanities and Social Sciences.

Survey	% satisfied 2011/12	% satisfied 2012/13	Change
Edinburgh Student Experience Survey (undergraduate, years 1 to 3)	-	80%	N/A
National Student Survey (undergraduate final year)	83%	86%	2.9
Postgraduate Taught Experience Survey	75%	79%	4
Postgraduate Research Experience Survey	74%	74%	0
LibQual survey	89%	89%	2011 survey results used
IS survey	-	90%	N/A

³ All the surveys are included in the College breakdown, bar the IS survey.

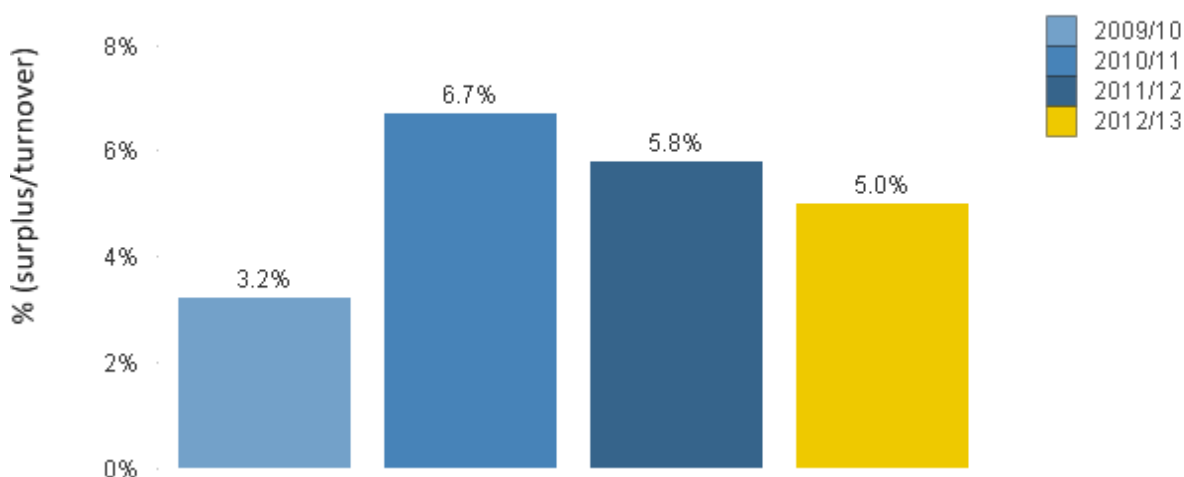
Finance	
6.0 Operating surplus as a % of turnover	↑
6.1 Increase our total income per staff FTE, aiming for an increase of at 10% in real terms	
6.2 Increase our ROCE	

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%)



Note on performance

The University Court on 18 February 2013 agreed that in the context of the Finance Strategy that the University should aim for an operating surplus of 3 to 5% of turnover. This target has been achieved and therefore the KPI is classed as improving.

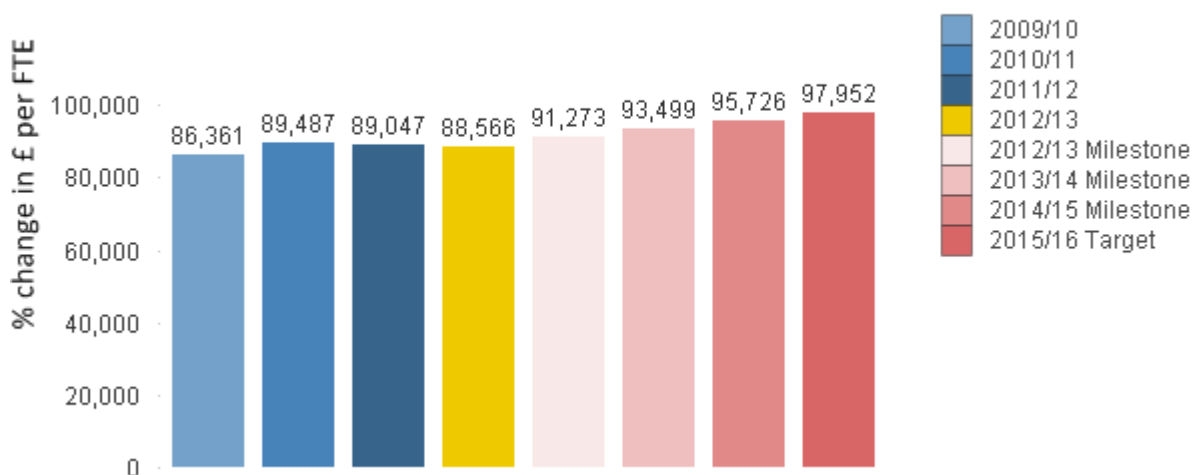
Selected Russell Group ⁴ (data not yet available for 2012/13)	2010/11	2011/12	Change
Average	5.2%	5.1%	-0.1
University of Edinburgh	6.7%	5.8%	-1.1

⁴ This includes 12 out of the 24 Russell Group institutions. These Russell Group institutions have been selected as they are the most comparable peer group to Edinburgh in terms of income and expenditure. This group includes Birmingham, Glasgow, Imperial, Kings College London, Leeds, Manchester, Nottingham, Sheffield, Southampton, UCL and Warwick.

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

Status: further work required

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



Note on performance

The total income per staff FTE has decreased very slightly by 0.5% compared to 2011/12, which means that the 2012/13 milestone 2.5% increase has not been reached. This performance is due to staff FTE growing slightly faster than income. The University has invested significantly in staff during 2012/13, such as the Chancellor Fellows scheme and consequently the benefits in income are expected to be realised over the medium-term.

University of Edinburgh	2011/12	2012/13	% change
Total income (millions)	£700.9	£738.8	5.4%
Total staff (Full Time Equivalents)	7,871	8,342	6.0%

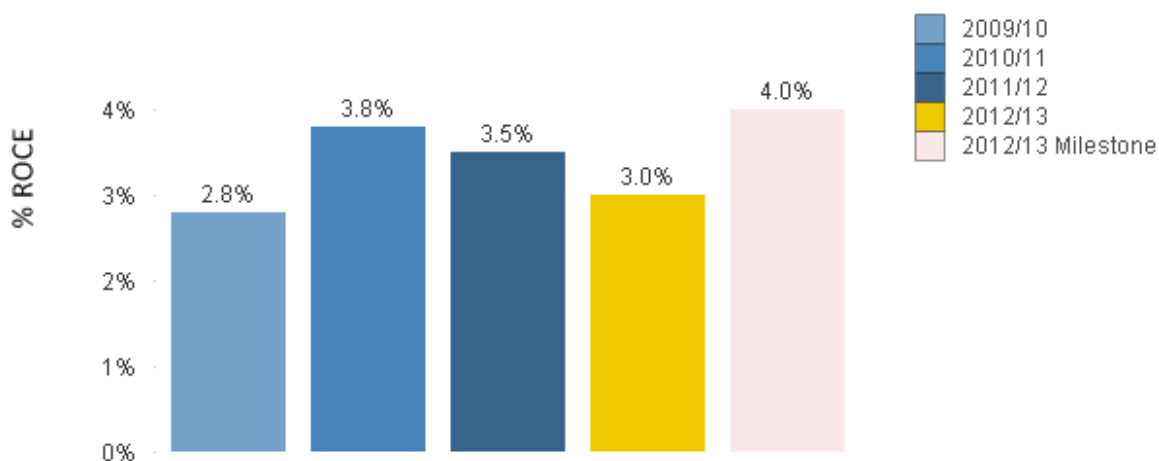
Selected Russell Group ⁵ : income per staff FTE (data not yet available for 2012/13)	2010/11	2011/12	%change
Upper Quartile	£93,956	£96,938	3.2%
Average	£89,940	£91,740	2.0%
University of Edinburgh	£89,487	£89,047	-0.5%

⁵ This includes 12 out of the 24 Russell Group institutions. These Russell Group institutions have been selected as they are the most comparable peer group to Edinburgh in terms of income and expenditure. This group includes Birmingham, Glasgow, Imperial, Kings College London, Leeds, Manchester, Nottingham, Sheffield, Southampton, UCL and Warwick.

Target 6.2 Increase our ROCE (Return on Capital Employed)

Status: further work required

Increase our Return on Capital Employed (ROCE)



Note on performance

This target measures the income generated for every £1 of assets deployed. It measures the return of capital employed and the efficiency in the deployment of the University's assets. Earnings before interest, tax, depreciation and amortisation is divided by our net assets to arrive at the ROCE. The ROCE tends to fluctuate in line with how the operating surplus fluctuates. The surplus fell this year, but Net Assets grow by a much steadier average annual increment. The operating surplus target will be key to achieve an increase in the ROCE.

University of Edinburgh	2011/12	2012/13	% change
Earnings before interest, tax, depreciation and amortisation (millions)	£59.5	£53.7	-9.8%
Net Assets	1,675.7	1,762.9	5.2%

Strategic Plan 2012-16: Targets and KPIs Progress Report

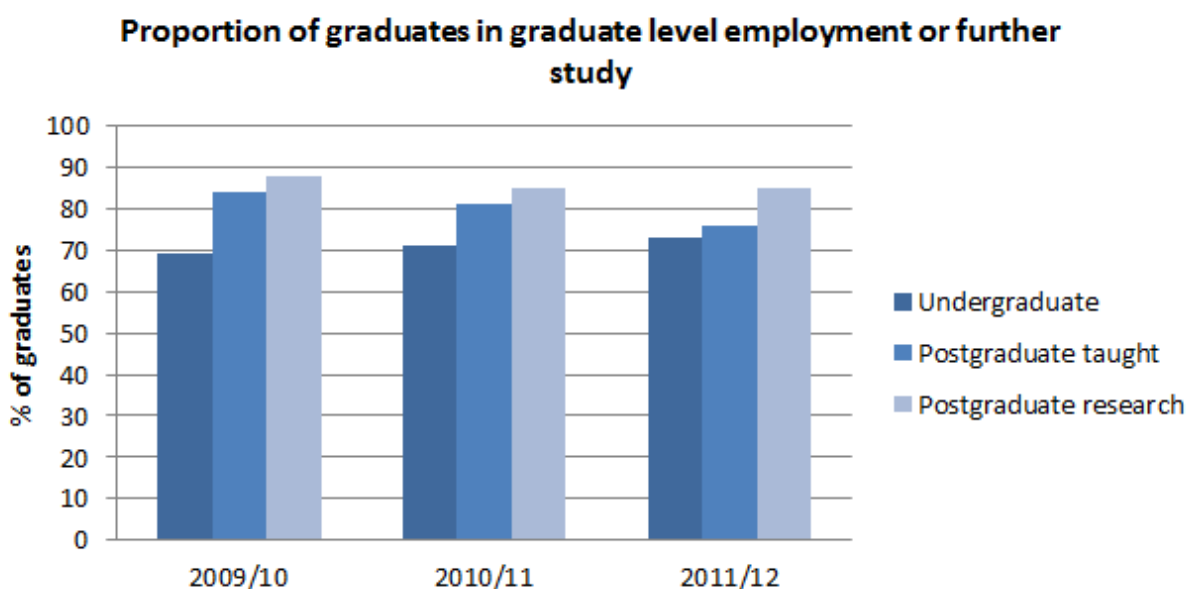
Year 1: 2012/13

Outstanding student experience	
7.0a Proportion of graduates in graduate-level employment or further study (undergraduates)	2011/12 data ↑
7.0b Proportion of graduates in graduate-level employment or further study (postgraduate taught graduates)	2011/12 data ↓
7.0c Proportion of graduates in graduate-level employment or further study (postgraduate research graduates)	2011/12 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 – improving, Postgraduate Taught graduates – worsening, Postgraduate Research graduates – maintaining

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. Over the previous 5 years the response rates averaged at: 80% for undergraduates, 68% for postgraduate taught and 69% for postgraduate research.

Strategic Plan 2012-16: Targets and KPIs Progress Report

Year 1: 2012/13

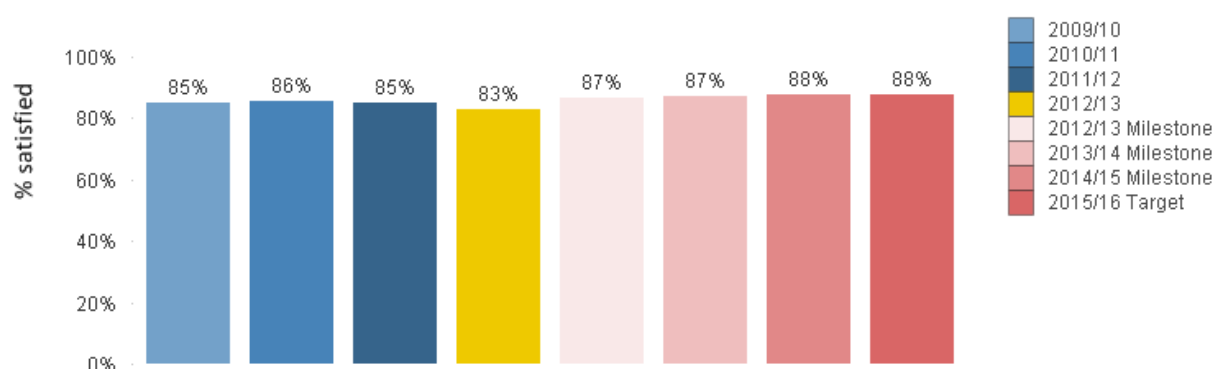
From the 2011/12 survey the classification of graduate and non-graduate employment changed slightly: prior to this the classification relied on that devised by Elias and Purcell, after this 'graduate-level' employment has been based on the simplified Standard Occupational Classification Groups 1-3, i.e. Managers and Senior Officials, Professional Occupations and Associate Professional and Technical Occupations, respectively. This mirrors changes in the wider sector and data reporting via KIS (Key Information Sets) data.

For the first time the 2011/12 survey included students from out with the EU. This is will have contributed to the marked change in the postgraduate taught student outcomes. Students from outside the EU are likely to take longer to transition into the labour market either as a result of returning to their home country or, if they remain within the UK, as a result of a challenging visa regime. The growth in postgraduate taught provision, potential for students to remain in education rather than face a challenging labour market are also likely contributing factors to postgraduate taught student outcomes.

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

Status: further work required

% overall satisfaction in student surveys: 2009/10 to 2012/13 and milestones



Note on performance

Satisfaction to these surveys decreased by 2.1 percentage points from 2011/12 to 2012/13 to 82.9%.

College	% satisfied
Humanities and Social Sciences	81%
Medicine and Veterinary Medicine	90%
Science and Engineering	83%

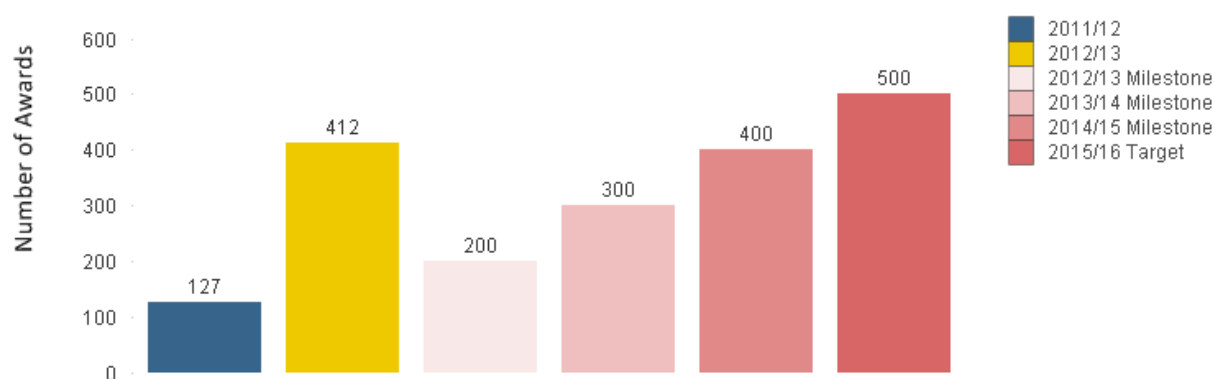
This decrease is partly due to the inclusion of the Edinburgh Student Experience Survey, for the first time in 2012/13 whose satisfaction rate is 82%, but also due to declines in satisfaction amongst postgraduate research students.

Survey	% satisfied 2012	% satisfied 2013
Edinburgh Student Experience Survey (undergraduate, years 1 to 3)	-	82%
National Student Survey (undergraduate final year)	83%	82%
Postgraduate Taught Experience Survey	87%	87%
Postgraduate Research Experience Survey	86%	81%

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

Status: on track

Number of students achieving the Edinburgh Award: 2011/12 to 2012/13 and milestones



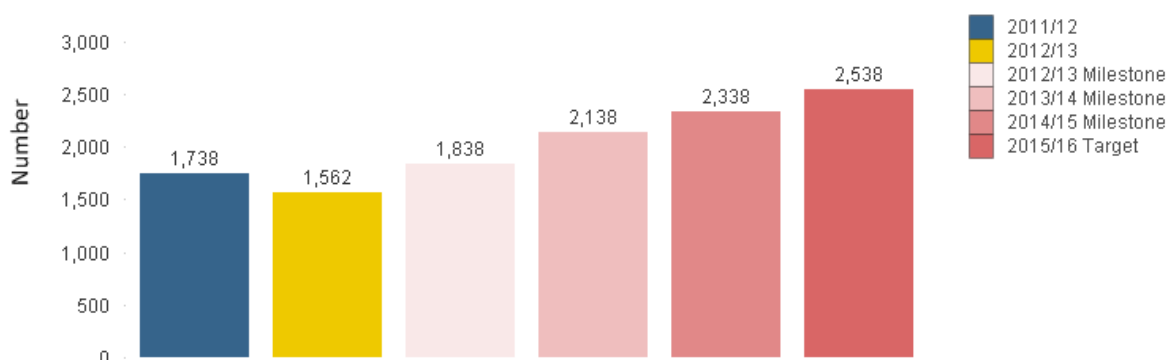
Note on performance

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 from being available through four areas to eighteen in 2012/13. Initially targeting some of the major student activities, growth will likely become shallower as further focus is given to ensuring diversity and equality of access. At the same time, effort will be given to ensuring continued quality enhancement as expansion continues. The distribution across Colleges reflects the total student population proportions for 2012/13. Top-level and more granular evaluation data remain positive with 97% of respondents feeling they were better off having taken part in the Award and 98.8% would recommend it to a friend.

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

Status: further work required

Number of international experiences: 2011/12 to 2012/13 and milestones



Note on performance

The largest proportion of international experiences are undertaken by undergraduate students. The decrease of international experiences (1,562 in 2012/13 compared to 1,738)

Level of study	Number of International experiences	%
Undergraduate	1196	77%
Postgraduate taught	138	9%
Postgraduate research	228	15%

is concentrated at this undergraduate level. The largest drop in type of International Experience is amongst Extra Mural Studies (-162), followed by Erasmus exchange (-76). This decrease must be situated against the context of the baseline year of 2011/12 where study abroad students consisted largely of 2009/10 entrants, when 2009/10 was a larger than normal intake year. Extra Mural Studies are short placements that veterinary medicine students can undertake and students can take several placements, Extra Mural Studies are therefore very liable to fluctuations in numbers, hence the decrease. The Erasmus decrease can primarily be attributed to the structure of Erasmus agreements, which are School based, and are therefore prone to fluctuations in line with cohort intake size from year to year, especially for those subject areas with a compulsory period abroad element.

Further Work

Looking forward, under the banner of the Student Experience, the University is committed to increasing the number of international experiences that students undertake. In order to combat a number of barriers to a year or semester of study abroad, a range of short-term Go Abroad international experiences will be created

Type of International Experience	Number	%
Erasmus Exchange	312	20%
Erasmus work placement	45	3%
Other study abroad	350	22%
International Exchange and Departmental exchange	228	15%
Departmental exchange (languages)	63	4%
Industrial experience	27	2%
Medical elective	235	15%
Nursing elective	26	2%
Extra Mural Studies (Vets)	266	17%
Short-term International experience	10	1%

under the banner of 'The Principal's Go Abroad Challenge'.

We are seeing growing demand for both Erasmus Exchange and International Exchange opportunities across the University. For 2013/14 we received 534 Erasmus exchange applications (up from 443 applications in the previous year), and are currently expecting to send 391 students in 2013/14. For International exchange programmes applications rose by an enormous 49%, from 300 applications in 2012/13, to 448 in 2013/14. However, demand is now far outstripping the supply of study abroad places, meaning that almost 200 eligible students were unsuccessful in securing an International Exchange place.

It is essential, that we put in place measures to ensure that we have the resources and infrastructure in place to provide a greater range of Go Abroad options, and generate more strategic and sizable partner exchange.

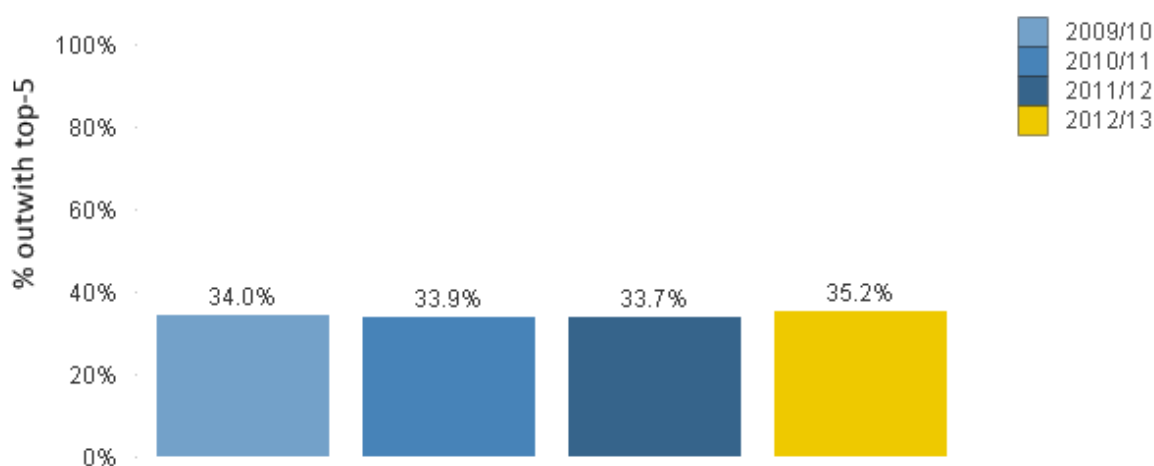
Global impact	
8.0 Proportion of international students from beyond our five most well-represented countries	↑
8.1 Increase our headcount of non-EU international students by at least 2,000	
8.2 Increase our research grant income from EU and other overseas sources so that we enter the Russell Group upper quartile	2011/12 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 beyond our five most well...



Note on performance

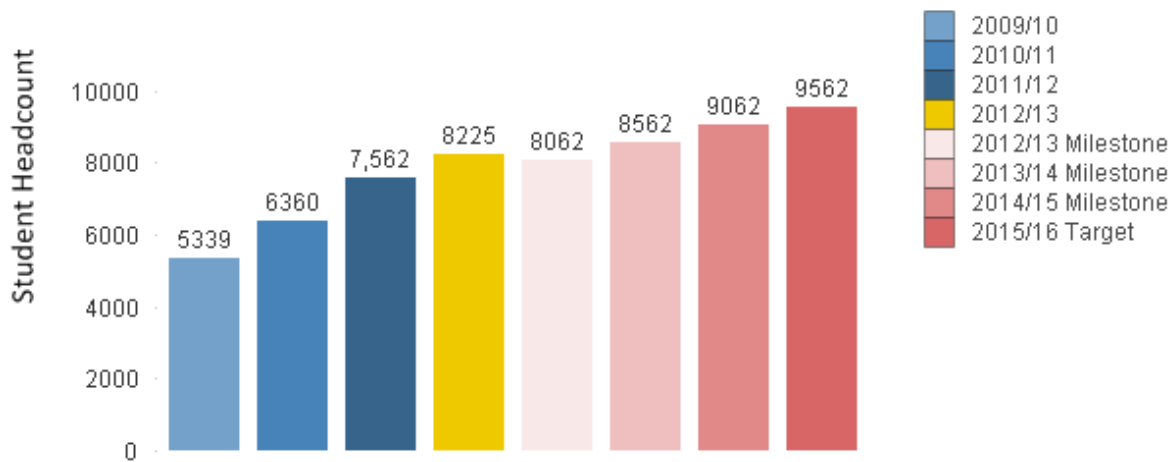
The proportion of student domiciled from non-EU countries has grown very slightly since 2011/12, from 33.7% to 35.2% of students. The top 5 overseas countries that the University attracts students from has consistently remained the same for the past five years (with some shifts in places), these countries are: China, USA, Canada, Malaysia and India (in descending order).

Top 5 Countries	Number of Students
China	2,170
USA	2,160
Canada	445
Malaysia	286
India	268
Total (all International)	8,225

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

Status: on track

Non-EU International student headcounts: 2009/10 to 2012/13 and milestones



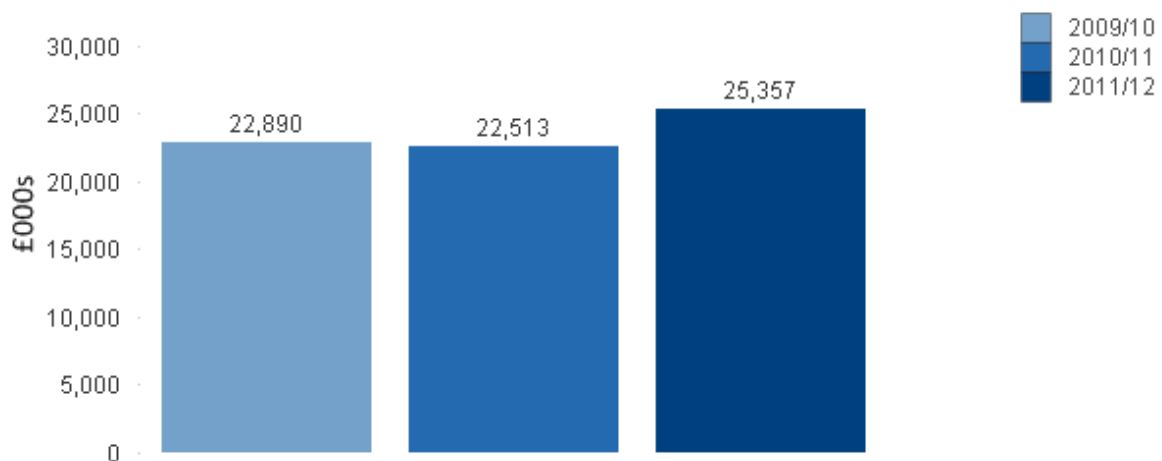
Note on performance

The headcount of International domiciled (outside of EU) students has increased by 8.8% since 2011/12 and consequently this target is on track to achieve an extra 2,000 students over the course of the Strategic Plan. The increase does not appear to be focused in any particular one country – China and US provided the largest increase of 145 and 121 students respectively, followed by Singapore (50), Australia (39) and Malaysia (33).

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

Status: further work required

Research income from EU and other overseas sources: 2009/10 to 2011/12



Note on performance

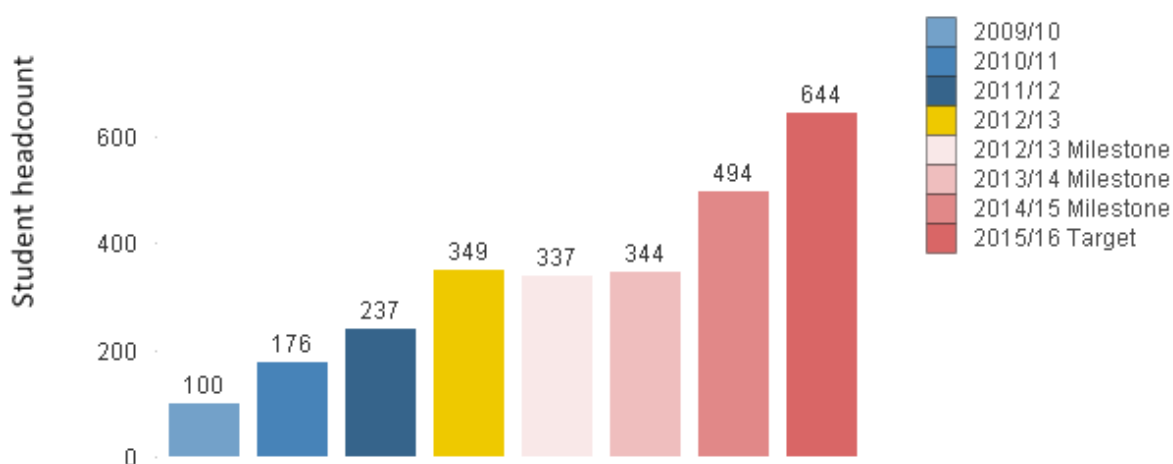
The University's research income from EU and overseas sources in 2011/12 increased by 12.6% from 2010/11. The income for the Russell Group upper quartile also increased by 13.8% over the same period. The University remains just outside the Russell Group quartile on this measure

Research income (£000s)	2009/10	2010/11	2011/12
Russell Group Upper Quartile	21,074	22,733	25,862
University of Edinburgh	22,890	22,513	25,357
<i>% from Russell Group Upper Quartile</i>	8.6%	-1.0%	-2.0%

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

Status: on track

Numbers of masters students on Global academy programmes



Note on performance

Overall, the rise in the number of masters students on Global Academies programmes has exceeded the interim milestone for 2012/13 (milestone = 337; number of students = 349). This rise has primarily been driven by the expansion of online distance learning provision across the Global Academies and increased recruitment into this modality of learning.

The Global Academies play a number of roles in the context of masters provision: assisting Schools and Colleges to form new interdisciplinary programmes; positioning and branding for student recruitment; enhancing student experience; and bringing in scholarships funding. Each of the 4 Global Academies (Justice, Health, Environment & Society and Development) is fostering the development of new MSc programmes for 2014. Looking ahead, the challenges are to scale up the number of students on each programme; to refine the portfolios of programmes in line with demand; advance Edinburgh's position as a 'destination' for online learners; and to bring in more scholarships funding.

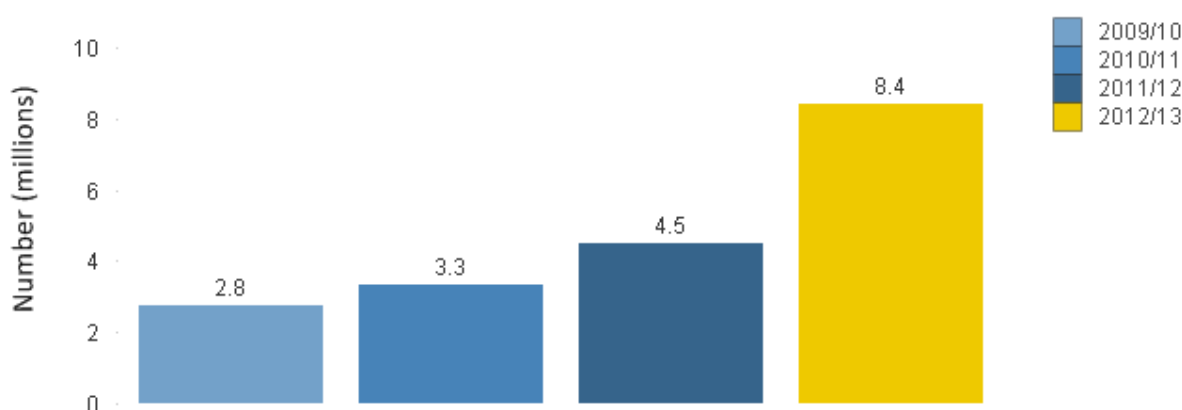
Lifelong community	
9.0 Physical and virtual footfall	Virtual only ↑
9.1 Increase the number of active alumni engagements with the University via the Alumni Services website, social media and e-newsletters.	

KPI 9.0 Physical and virtual footfall (virtual only for 2012/13)

Status: performance improving

Tolerance: 5 % (+/-) from previous year

Number of unique external visitors to the University's website (millions)



Note on performance

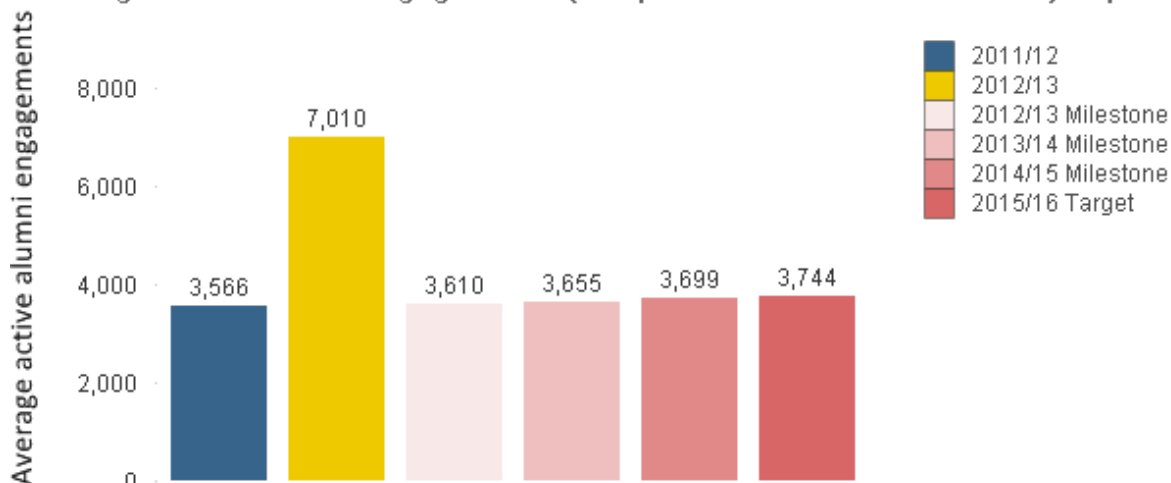
In terms of virtual footfall there has been a dramatic increase in the number of unique external visitors accessing the University website, with a 90% increase compared to 2011/12. The virtual footfall for the whole site, as measured by Google Analytics (GA), continues to rise dramatically year on year. This audience is external to the University as most internal traffic from University computer networks have been filtered out for this report.

Social media is having a clear effect on driving traffic to the University website. There is an increase of 51% of visitors coming to the University website from social media such as Facebook and Twitter. Some Schools, who were outside of the central Content Management System Polopoly, are now using the University GA code. This may account for some of the increase as their statistics will be included. However this should now detract from the fact that the increase in traffic has been very large. Physical footfall is measured, largely through the Higher Education Business and Community Interaction survey return and as such the data for 2012/13 is not yet available and will be reported on next year.

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

Status: on track

Average active alumni engagements (web, facebook and e-newsletter): top 5



Note on performance

The period covered represents a step change in resources deployed to support online alumni engagement activities, and as such reflects both an increase in total activities alongside a greater diversity in our communication and engagement messages.

Strategically, we have refocused our output, ensuring that communications identify the alumni component of each message and provide relevant touchstones for our large and diverse audience. This has meant greater prominence for the alumni website, a factor which is reflected in the website daily page view figures.

We now publish alumni interviews, club, network and reunion features and a range of interactive and user-generated content that exploits the additional reach provided by our social media platforms. As a consequence of this, the newsletter is now a means to highlight this refocused alumni centric content and our click-through figures have increased in line with the website figures.

Exceptionally performing content over this period includes features regarding Chris Hoy, Katherine Grainger and Michael Jamieson at the London Olympics - including a landmark alumni event at the V&A in London, photographs from the Alumni Weekend ceilidh, and a very traditionally styled Christmas video depicting snow falling outside Teviot Row House. All are universal concepts and experiences communicated in a way that our alumni will feel a particular affinity towards and on platforms that enable them to respond accordingly.

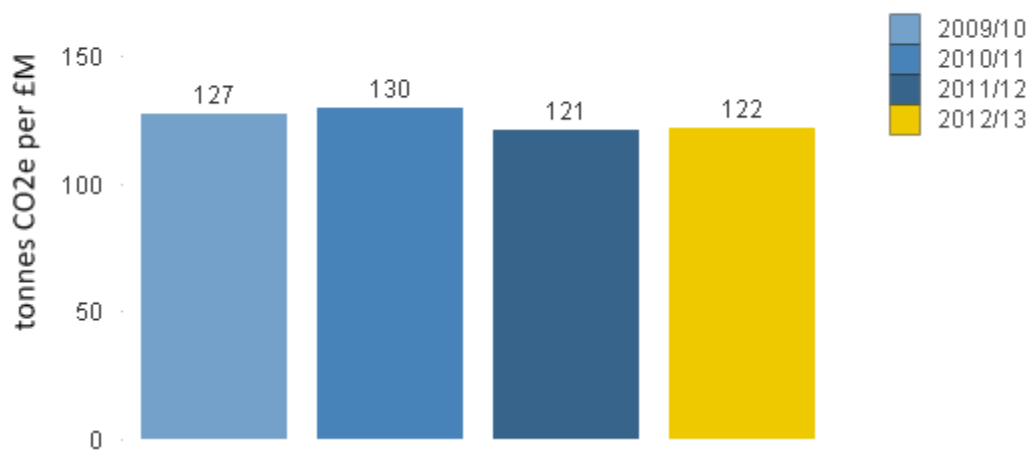
Social Responsibility	
10.0 Carbon emissions per £ million turnover	↔
10.1 Reduce absolute CO2 emissions by 29% by 2020, against a 2007 baseline (interim target of 20% savings by 2015)	

10.0 Carbon emissions per £ million turnover

Status: performance maintaining

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

Carbon emissions per £ million turnover



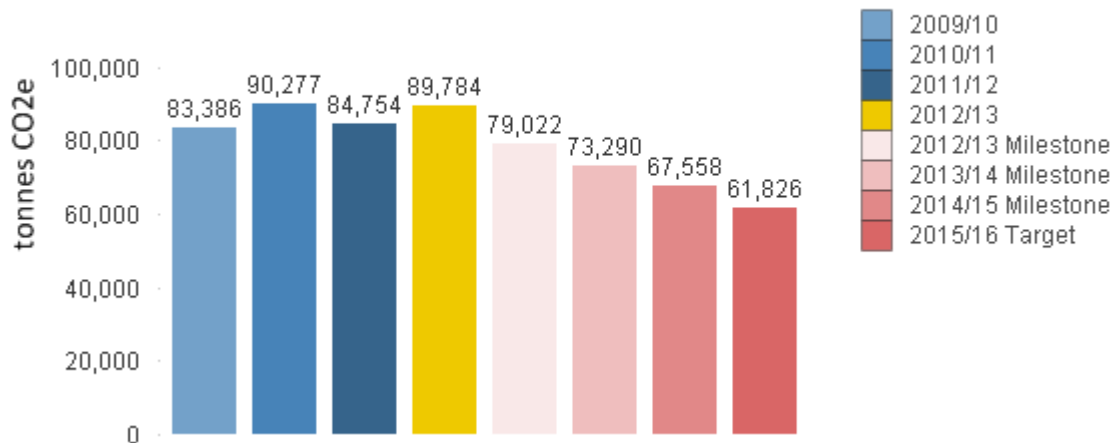
Note on performance

This measure contextualises the University’s carbon emissions relative to our financial growth. The University is maintaining its performance on this measure. Carbon emissions are increasing, but turnover has also increased; thus pointing towards a reduction in this measure in 2011/12 and which then appears to stabilise.

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

Status: further work required

Absolute CO2 emissions: 2009/10 to 2012/13 and milestones



Note on performance

The academic business related activities and estates' development has over the period between 2007/2013 continued to intensify, making this an increasingly challenging target. CO2 reduction is enshrined in the University's strategies including a Climate Action Plan (CAP). The UK Carbon Reduction Commitment (CRC) imposes a statutory charge and reporting requirement relating to carbon emissions covering the whole University estate (previous targets had applied to the academic core estate only).

In the light of this intensification, the Climate Action Plan will be reviewed, and Estates and Buildings continue to explore all opportunities to improve energy related infrastructure and efficiency. The Carbon Action Plan identifies the installation of new Combined Heat and Power (CHP) plant along with related large infrastructure works as key to the plan as well as changing each individual's behaviour in their use and conservation of energy and utilities.

The main work elements are as follows:

- Energy Infrastructure and CHP investment.
- Switch and Save and Engagement Activities.
- Energy Conservation Programme of Works.
- Sustainable Development of the Estate and in all aspects of the business.
- Off site (renewable) energy generation opportunities assessments.

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%	

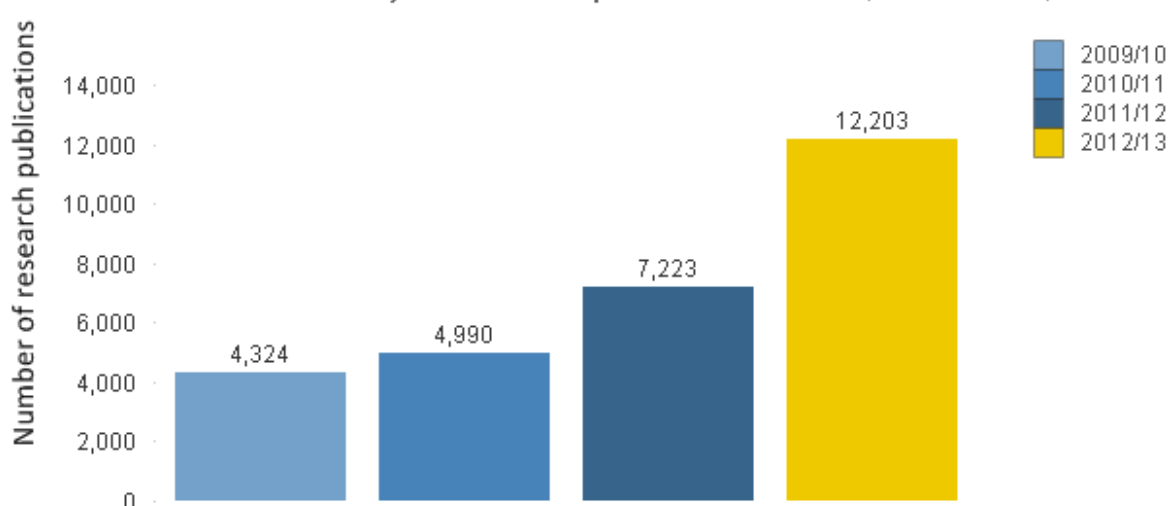
KPI 11.0a and b Number and proportion of our research publications which are internationally co-authored

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: 2009/10 to 2012/13



Note on performance

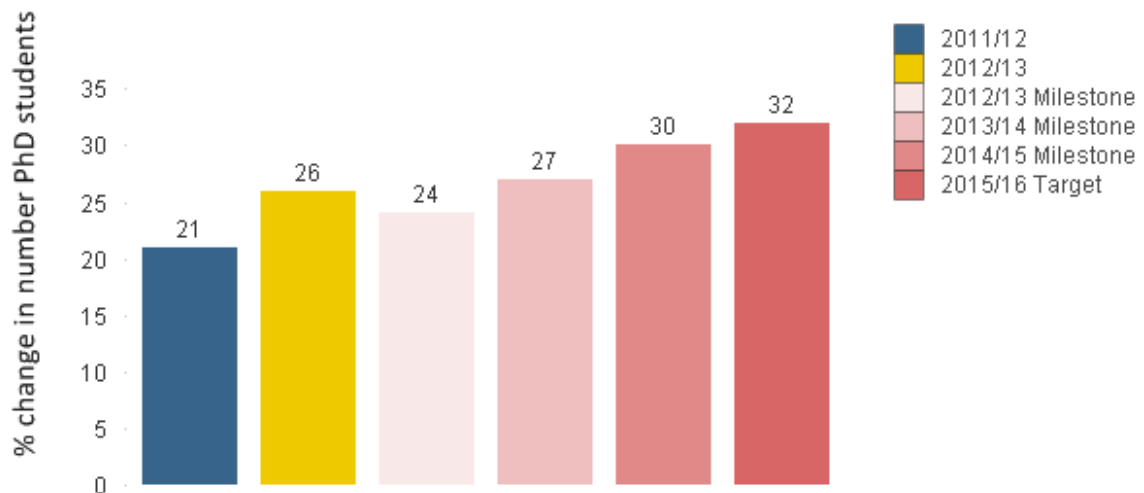
Internationally co-authored publications listed on Thomson Reuters Web of Science database have increased dramatically since 2009/10. The University’s proportion of its Internationally co-authored publications has also increased. This is at the same time as the number of the University of Edinburgh’s web of science publications have increased from 10,240 in 2009/10 to 28,691 in 2012/13.

% of Internationally co-authored publications	%
2012/13	65.3%
2011/12	54.4%
2010/11	46.1%
2009/10	42.2%

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

Status: on track

Number of students on International joint PhD programmes



Note on performance

In 2012/13, the University of Edinburgh had 20 bilateral or multilateral international jointly awarded PhD agreements in place, spanning 45 countries and 50 universities. There were 26 on programme students.

New agreements have recently been signed with Beihang, Ghent, Louvain, Siena, Macerata and Aarhus Universities, Technical University of Munich and the China Graduate School of Theology.

Agreements are currently under negotiation with McGill (U21), Padova, Caserta and Valenciennes.

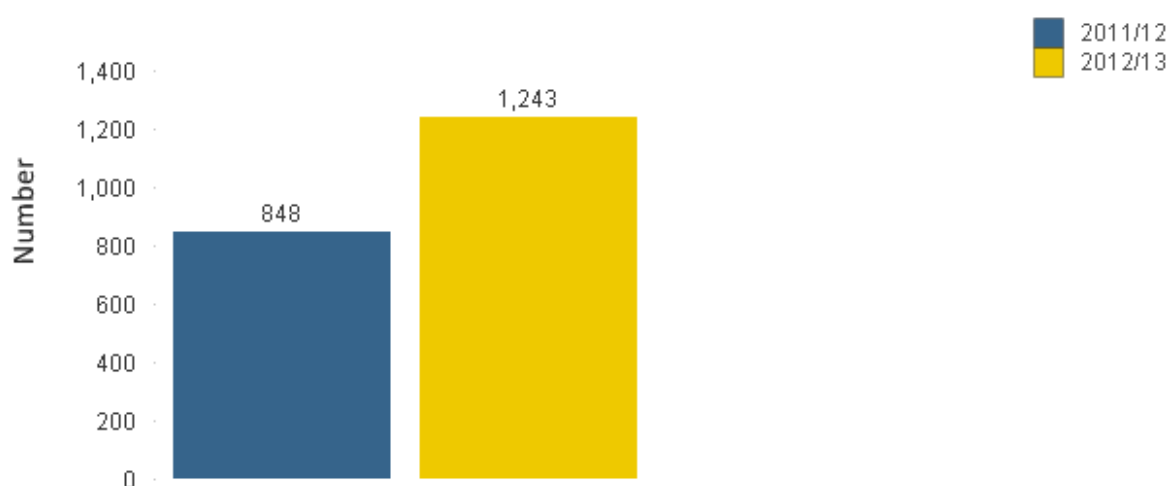
Equality and Widening Participation	
12.0a Undergraduate entrants from under-represented groups: widening participation	↑
12.0b Undergraduate entrants from under-represented groups: low income households	↑
12.0c Undergraduate entrants from under-represented groups: ethnicity	↑
12.0d Undergraduate entrants from under-represented groups: disability	↔
12.1a Converge on our state schools and colleges participation benchmark	2011/12 data
12.1b Converge on our low social classes participation benchmark	2011/12 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: Improving

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

Undergraduate entrants from underrepresented groups: widening participation



Note: relates to full-time entrants only

Note on performance

The context of the different applicant pools (Scotland/EU and RUK) with the advent of fees for the RUK market is already impacting on offer chances by school type. It may therefore be expected that the HESA state school performance indicator will show a downward trend over the next few years. The impact of RUK Bursaries and Scotland Domiciled bursaries on applications, conversions and entrants will take time to be demonstrated.

The Scottish widening participation context has changed with the Strategic Plan KPIs on widening participation being superseded to some extent with the on-going development of the widening access strand in the SFC Outcome Agreements and the extra funded places for 2013 entry onwards. Conversion activity has concentrated on Scottish Index of Multiple Deprivation 40 (SIMD 40) postcode areas and the University has exceeded this target.

The commitment of the University to widening participation is now being more fully recognised at government and sector level exemplified by the recent parliamentary debate on the University in which widening participation featured in a number of contributions and in the recent research commissioned by Universities Scotland. Recognition of SIMD as a relatively blunt measure, as well as being flagged up by the research, was demonstrated in the Post 16 Education Act (2013) which mentions low socio economic groups rather than SIMD per se.

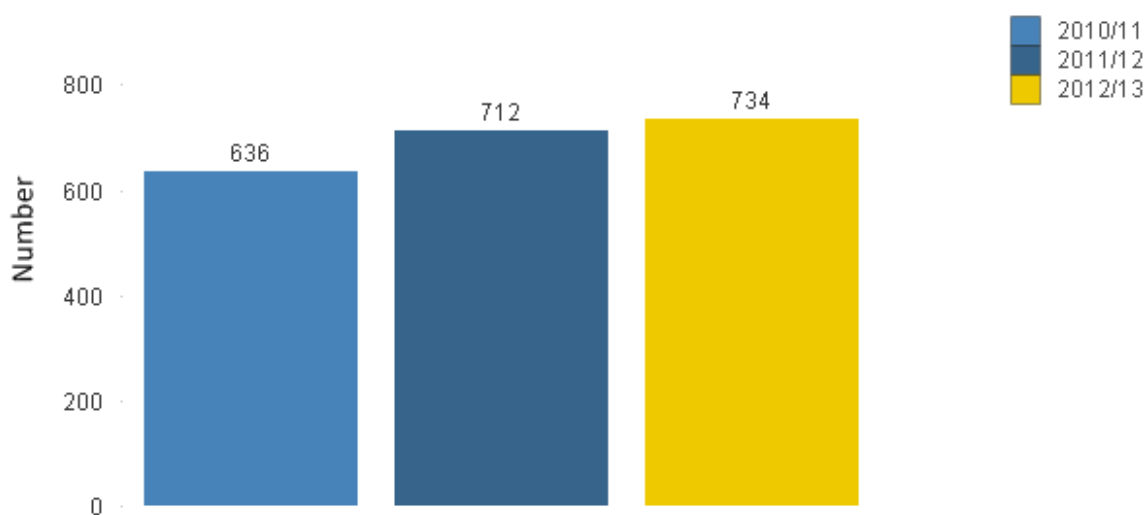
Activities have been expanded in low participation postcodes for parents and teachers. The primary school project, although still small, is also expanding with 400 P6 students coming to events on campus this year. Entrants via the LEAPS project continue to show an upward trend with the University taking the largest number of any University (361 for 2012 up from 280 in 2011).

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

Status: Improving

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

Undergraduate entrants from under-represented groups - household income



Note on performance

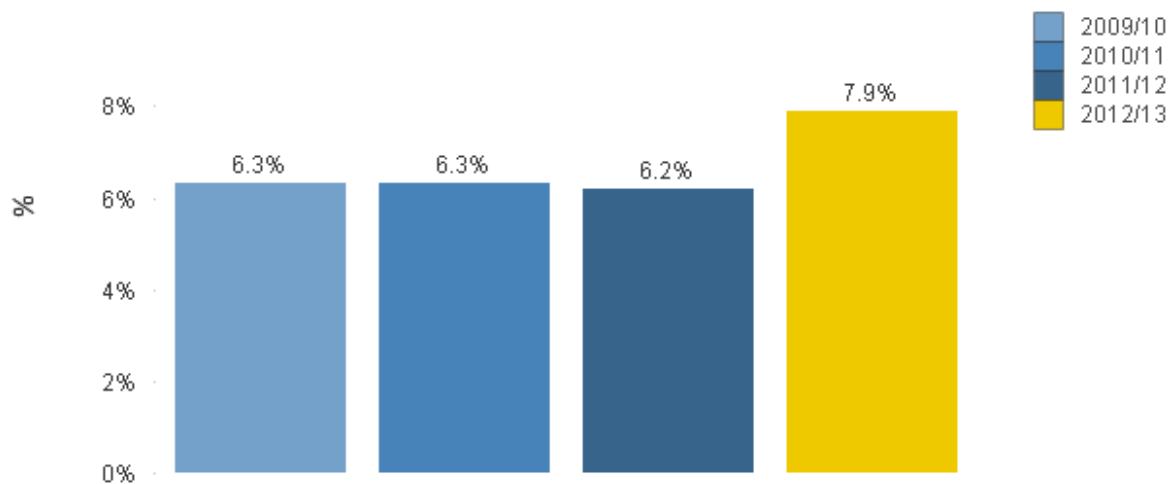
The number of Scotland domiciled entrants from households with an income of below £34,000 (including those who are exempt from parental contributions) has increased for the third year running.

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

Status: performance improving

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

Undergraduate entrants from underrepresented groups: ethnicity



Note on performance

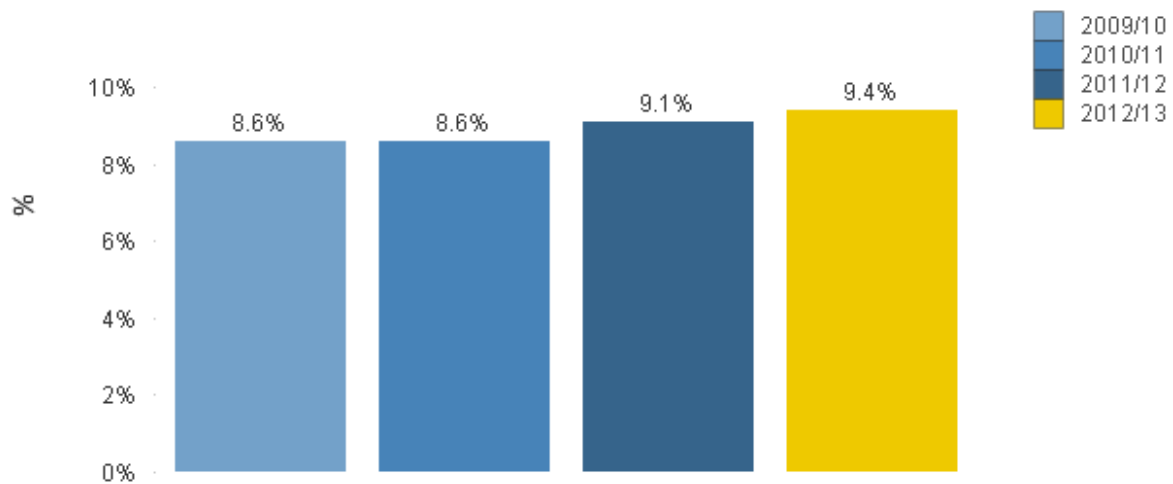
Numbers of entrants from BME backgrounds increased by 1.7 percentage points in 2012/13, after a relatively unchanged proportion in previous years.

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

Status: performance maintaining

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

Undergraduate entrants from underrepresented groups: disability



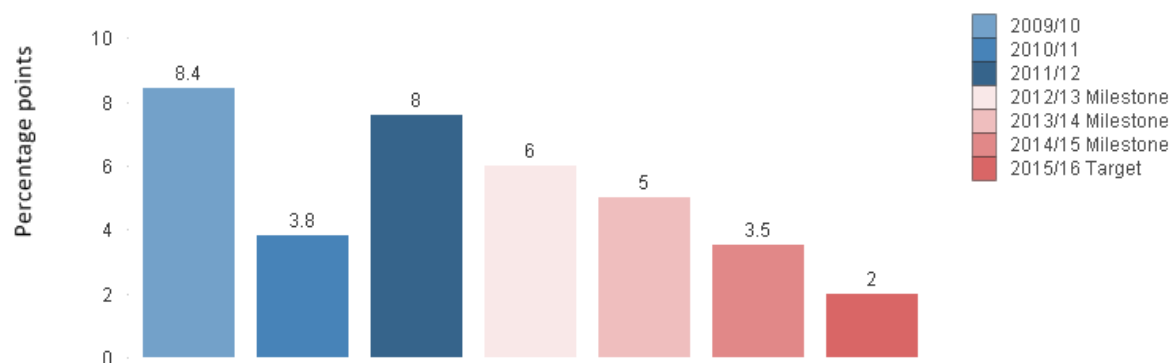
Note on performance

Number of entrants who declared a disability increased slightly in 2012/13 to 9.4%. This seems to point towards a longer-term trend where more students are reporting a disability.

Target 12.1a Converge on our state schools and colleges participation benchmark (2011/12 data)

Status: further work required

Entrants from state schools and college: difference between performance and benchmark



Note on performance

Our absolute number of entrants from state schools or colleges has not reduced in 2011/12. Our proportion has however fallen back to the

% entrants from state schools and colleges	2009/10	2010/11	2011/12
University of Edinburgh	70.4%	74.4%	70.3%
Benchmark (University of Edinburgh)	78.8%	78.2%	77.9%

level published two years ago to 70.3% from 74.4% and the Scottish average has also fallen. The difference from the University's performance and its benchmark has therefore increased to 7.6%.

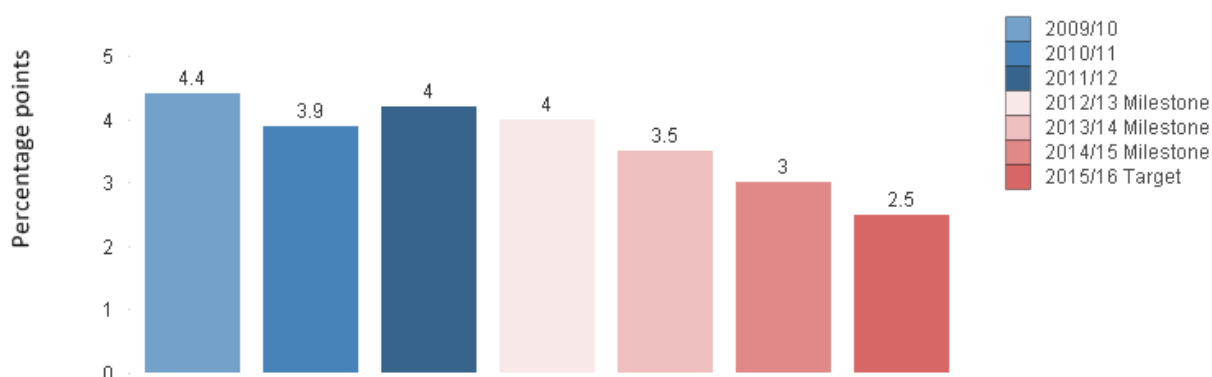
% entrants from state schools and colleges	2009/10	2010/11	2011/12
Russell Group (weighted average)*	75.2%	74.6%	74.6%
Scotland (weighted average)*	86.8%	88.3%	87.9%

*weighted by population

Target 12.1b Converge on our low social classes participation benchmark (2011/12 data)

Status: further work required

Entrants from low social classes: difference between performance and benchmark



Note on performance

The University's absolute number of entrants from low social classes has increased. However, the proportion of the entry

% entrants from low social classes	2009/10	2010/11	2011/12
University of Edinburgh	16.5%	17.1%	16.5%
Benchmark (University of Edinburgh)	20.9%	21.0%	20.7%

cohort from low social classes has fallen back to the level published two years ago from 17.1% to 16.5% and the Scottish average has also fallen. The difference between the University's performance and the benchmark has therefore increased slightly by 0.3.

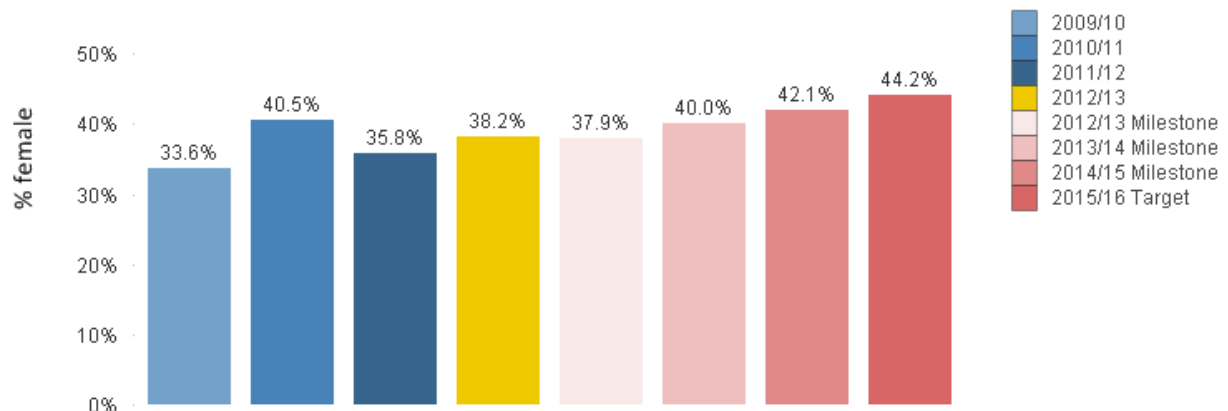
% entrants from state schools and colleges	2009/10	2010/11	2011/12
Russell Group (weighted average)*	19.3%	19.3%	18.9%
Scotland (weighted average)*	25.8%	27.2%	26.6%

*weighted by population

Target 12.2a: Increase the proportion of female academic staff appointed and promoted to lecturer, senior lecturer, reader and professor levels, and reduce the gender pay gap for University staff.

Status: on track

Increase proportion of female academic staff appointed and promoted



Note: this applies to appointments and promotions to lecturer, senior lecturer, reader and professor levels.

Note on performance

In 2012/13, the proportion of female academic staff appointed and promoted⁶ to lecturer, senior lecturer, reader and professor levels was 38.2%. This is 2.4 percentage points higher than in 2011/12 and above this year's milestone figure of 37.9%. This figure reflects an increase in the appointment/promotion rate for women at all levels in 2012/13: a modest rise at Lecturer level, and a substantial rise at senior lecturer/reader and professorial level, as a result of sustained focus and efforts to promote equality within recruitment processes.

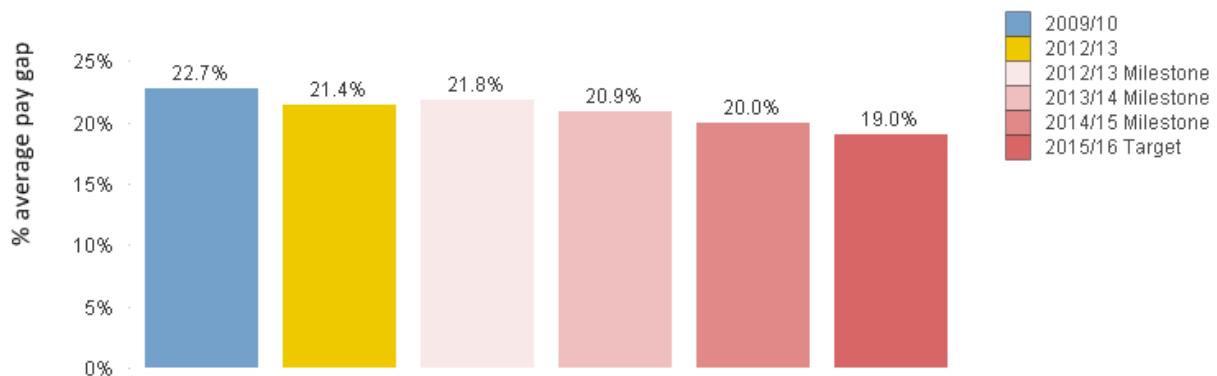
The overall proportion of total female academic staff (excludes research only) in the University has also risen in 2012/13, from 34.4% to 38.8%. This reflects an increase from 18.4% of professors being women in 2011/12 to 24.2% in 2012/13 and a modest increase to the proportion of lecturers, senior lecturers and readers.

⁶ These figures include promotion decisions taken during 2012/13, which took effect on 1 August 2013.

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

Status: on track

12.2b Reduce gender pay gap for University staff



Note on performance

The average gender pay gap is based on staff data from 31 August 2013 (to account for promotion decisions that were made during 2012/13) and has decreased since 2009/10 by 1.3 percentage points. The average gender pay gap for the University is less than the Scottish sector average for 2011/12 which is 22%. The gender pay gap has increased slightly (0.4%) from the University's published Equal Pay Audit 2013 which used 31 March 2013 data. This needs to be considered in the context of significant professorial recruitment and retention pressure in the previous 24 months in anticipation of the REF submission deadline of October 2013. That the pay gap level has improved since 2009/10 is, in part, as a result of substantial monitoring and action taken in regards to improving gender equality.

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