THE UNIVERSITY *of* EDINBURGH

Outcome Agreement 2022-23

March 2023

Contents

Annex A: Outcome Agreement Impact Framework: supporting data

Annex B: University Innovation Fund

Annex C: Self Evaluation Report 2021-22

Introduction

1. This document provides SFC with the University of Edinburgh's Outcome Agreement for 2022-23. It has been written in line with the SFC Guidance for Outcome Agreements for Colleges and Universities AY 2022-23, issued on 3 October 2022. There are four parts to this document:

   - Outcome Agreement for 2022-23
   - Annex A – Outcome Agreement Impact Framework data: supporting data
   - Annex B – University of Edinburgh's updated University Innovation Fund report
   - Annex C - Self-evaluation Report 2021-22

2. In line with the guidance, the document captures, at a high level, the University of Edinburgh's contribution, impact, outcomes and assurances of how we are using SFC's funding during AY 2022-23. It builds on the University's Interim Outcome Agreement 2021-22, and provides reflection on our current operating environment, delivery against the various strands of our strategy and the steps we are taking as a key contributor to economic recovery and social renewal. Our Outcome Agreement is aligned to the University's Strategy 2030, which outlines our guiding principles and goals and what we set out to achieve. Last year we launched our Strategic Performance Framework (SPF) which helps us to measure and demonstrate our progress against our Strategy. Our SPF includes, amongst others, performance measures which link to SFC's National Measures.

3. Our Outcome Agreement has been shaped through consultation with staff and students across the University, including our elected student representatives and our recognised trade unions. Prior to submission to SFC, our Outcome Agreement was reviewed by our Policy and Resources Committee, chaired by Senior Lay Member Janet Legrand KC (Hon). University Court endorsed the content of the Outcome Agreement at their meeting on 5 December 2022.

Outcomes for students

Fair access and transitions

4. Our commitment to fair access for students is unequivocal. During the peak of the pandemic, we recognised the challenges faced by students, and our efforts were focused on doing everything we could to support our students, ensuring continued access to high quality learning and appropriate support through their learning journeys. Our commitment to our students remains our highest priority, and this is reflected in all that we do and all that we deliver.

5. We welcomed the additional funded student places provided by SFC to mitigate the challenges faced by the increase of Scottish domiciled students in 2020-21, and the continuation of this provision for 2021-22 and beyond. This gave us the opportunity to respond to additional demand from school leavers in 2021-22 and, specifically, to be more flexible in recruitment of Scotland domiciled students with a widening access background. As a result we are delighted to have welcomed a record 246 new undergraduate entrants from MD20 postcodes in 2021 (rising to around 300 in 2022-23). We consider that increasing the absolute number of learners able to study with us is the most important measure, but are also pleased that we achieved our target of over 10% of our Scotland-domiciled undergraduate intake being from these backgrounds in 2021-22 (rising to around 13% in 2022-23). This is in the context of a record period of recruitment of Scottish school leavers overall, within a challenging recruitment cycle, and therefore high denominators. For future years, it will be of critical importance to ensure that the unequal increased disadvantage faced by students across Scotland is considered and does not undermine gains made in widening access in recent

years.

Care experienced

6. The number of students with care experience entering the University has increased significantly in recent years. In 2016 we had just eight new students; in 2022-23 we have 41 Scottish domiciled students with care experience enrolled at the University. We maintain our commitment to these students to help overcome barriers to participation by supporting each individual to develop their full potential.

7. We have a robust support system in place for those with care experience, guiding our applicants through the application process. When applicants receive an offer, a named contact is assigned to that applicant who can provide information about the support systems available. When a care experienced student joins the University, this named support continues, and amongst other support we provide financial assistance, year-round access to University accommodation, and a staff or student mentor to support students through their time at the University.

8. Care experienced students who are UK-domiciled are eligible for the Access Edinburgh Scholarship. Care experience students not domiciled in the UK are able to apply for hardship or discretionary funding from the University.

9. Our Corporate Parenting Strategy provides the framework which we work to, and we are in the process of refreshing this strategy for implementation next year. Our latest progress report can be found here.

10. We are partners in the Hub for Success, an Edinburgh partnership involving the four universities in Edinburgh, Edinburgh College, Edinburgh Council and other key which seeks to support and encourage care experienced students to move onto further and/or higher education.

Recognition of prior learning

11. We are committed to increasing the diversity of our student population by minimising barriers in our admissions selection processes to prospective students currently underrepresented in higher education.   We recognise prior learning in both our undergraduate and postgraduate admissions programmes, and we accept applicants into the selection process for a degree programme where the applicants can provide evidence that their previous learning experiences have met certain criteria.   To best ensure student success on their chosen degree programme we are careful to make sure that students are properly prepared for university-level study.

12. Our progress towards establishing articulation arrangements with partner colleges continues. Partnership working with colleges has resulted in new pathways and courses aligning to the Scottish Government and SFC's objectives around the learner journey. We accept specific HNC and HND qualifications for entry to specialised degree programmes, and entry with advanced standing to Year 2 of the degree is possible for students who have achieved high grades in their HN qualifications. We currently have an articulation agreement for year 2 entry to MA (Hons) Health, Science and Society from the HNC Social Services course at Edinburgh College, and are looking to increase the number of courses and colleges that can articulate into this programme.

13. Our other pathways include SWAP Access to Medical Studies programme at Edinburgh College, routes into Nursing and other 1+3 (HNC to year 2) articulation agreements in progress, including

programmes in Edinburgh College of Art and MA (Hons) Learning in Communities. We are actively engaged in discussions with partners in Fife to develop a Modern Apprenticeship through to PhD provision route.

14. Our Regional Skills Pilot Programme has been running since January 2021. The programme aims to ensure that, through the Edinburgh and the South East Scotland City Region Deal, we fulfil our ambition to be the Data Capital of Europe and our region's marginalised communities are not left behind. We are achieving this by creating strong partnerships with regional schools, colleges and industry, building on the relationships established as part of the City Region Deal Data-Driven Innovation (DDI) Skills Gateway programme and establishing the University of Edinburgh as an anchor institution. The project strands are designed to enable school and college students to develop the knowledge and skills necessary to access wider education or employment opportunities while supporting employer and local economic need.   One notable success from this pilot was the partnership approach to developing the Edinburgh College Digital Care Hub, launched in November 2021. (http://news.edinburghcollege.ac.uk/edinburgh-college-opens-new-digital-care-hub-for-students/ We are actively engaging with a range of school students at all levels from across the Lothians and Fife, with deeper relationships with some specific schools/colleges.

Support for transitions and pathways

15. The University's Strategy 2030 sets out our vision for widening participation:

    By 2030, our vision is to be:

    - Leading Scotland's commitment to widening participation
    - A destination of choice, based on our clear "Edinburgh Offer".
    - All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe.

16. Our sector-leading role in widening participation, and the pioneering of different types of access programmes and best practice, including the Lothian Equal Access Programme for Schools (LEAPS) and Pathways to the Professions have led to these being embedded across the sector. Our Widening Participation Strategy recognises that everyone deserves an equal opportunity to study at the University. Higher education, and a student experience at Edinburgh, has the power to transform lives; not just for those who to come to study with us, but for their families and communities. Building on our values and our commitment to having a positive impact on our local and global community, our Widening Participation Strategy aims to ensure that students from a wide range of diverse backgrounds thrive and feel a sense of belonging.

17. Early indications for our 2022-23 show that over 13% of our first year full-time Scotland-domiciled students come from Scotland's most deprived communities. This has increased significantly compared with around 6% 2016. 64.5% of our UK entrants were state school educated (around 80% of our Scotland-domiciled students are state school educated and around 50% of our RUK students are state school educated).

18. We have a proud tradition of supporting students from low-income backgrounds. Our Access Scholarships, funded by the University and the generosity of our donors, are part of a comprehensive suite of scholarship programmes designed to attract the brightest and the best, regardless of financial circumstances. The University of Edinburgh is the only university in the UK

providing this guaranteed level of scholarship support to UK students from the lowest household incomes.

19. During the pandemic months, we adapted our WP approaches to ensure that most of our projects and activities continued to be delivered. We took this is an opportunity to learn innovative and impactful ways of engaging with underrepresented groups and have embedded these lessons in our practice going forward.

20. Our Insights Programme is a partnership project between the Careers Service, Development and Alumni, Edinburgh Global and Widening Participation, with impact across all three of the University's Colleges. Insights is a key part of the University's WP strategy and a tangible demonstration of our commitment to support students who faced barriers accessing university, or those from under-represented groups. The programme offers alumni supported career exploration to widening participation students and helps build confidence, skills and connection.

21. We run an Activities and Sports Participation Grant scheme, recognising that extra-curricular activity forms a strong part of the community and learning support experience. These grants are designed and administered by our Students' Association. They cover all aspects of extra-curricular activity and may, for example, help pay for equipment, participation fees, travel or childcare to allow access. For 2022-23, students can apply for an increased grant of up to £300 (up from £200 in previous years),

Support for schools and local communities

22. We run several widening participation projects across both primary and secondary schools, and with college students and adult learners. Engagement with pupils in the early years of education is crucial to widening participation in higher education. We run projects to help normalise higher education, engaging with pupils across various primary schools in Edinburgh to undertake projects which introduce pupils to the language of higher education, its structures, academic choice and the business of everyday life as a student. Our support continues through to Secondary School where we help S2 and S3 pupils develop interests and begin to make subject choices.

High quality learning, teaching and support

23. Strategy 2030 makes it clear that we strive for our teaching and research to be relevant, and we aim to be a place of transformation and self-improvement, driven to achieve benefits for individuals, communities, societies and our world. We set ourselves high standards, follow guidance and policies and ensure relevance to all that we deliver. We have a suite of learning and assessment policies which focus on taught assessment, curriculum information and learning and teaching.

Public health context

24. Following last year's Outcome Agreement where we outlined our approach to return to campus-based teaching and learning, we are now fully campus-based for in-person programmes, whilst still taking account of good practices in teaching and student support that we developed during the pandemic. Our campuses have returned to being the lively, engaging spaces we were familiar with pre-pandemic.

Quality assurance and enhancement

25. During 2021 we had an Enhanced-Led Institutional Review (ELIR). We were pleased to have received the overall positive judgement that we have "effective arrangements for managing academic standards and the student learning experience". In the spirit of enhancement, as well as receiving commendations for our commitment in several areas of our work, we also received

recommendations for improvement. Some of these focus on strategic approaches to learning, teaching and assessment; other recommendations have wide-reaching implications for our Schools and Colleges in ensuring consistent and effective implementation of University strategies and policies, which require broad engagement, working in partnership with our students to achieve success.

26. We developed an Action Plan setting out our response to the ELIR, and submitted a report to the Quality Assurance Agency Scotland in October 2022, setting out actions taken or in progress to address the outcomes of the review one year after the publication of the ELIR report. The report provided an update against each of the ELIR themed recommendations: assessment and feedback; student support; oversight and planning for growth of student numbers; learning and teaching strategy; change management; oversight and implementation of policy and practice; training for postgraduate research (PGR) students who teach; developing and promoting teaching excellence; attainment gaps. We established an ELIR Oversight Group, which is monitoring the University's progress in responding to the ELIR. Two of the recommendations (relating to assessment and feedback and student support) were prioritised for action over the course of the academic year.

27. The ELIR recommended that the University "make demonstrable progress, within the next academic year, in prioritising the development of a holistic and strategic approach to the design and management of assessment and feedback." In response, the University established an Assessment & Feedback Task Group, and, following extensive research, external benchmarking and internal consultation, the University agreed an overall approach (effective from the start of academic year 2022/23) comprising four key aspects: Assessment and Feedback Principles (that set out baseline expectations for quality); Assessment and Feedback Priorities (that set the strategic direction for enhancement and align with the direction of travel for Curriculum Transformation); Support/guidance for staff; and Guidance for students (co-created with students).

28. Another key area highlighted by the ELIR was student support. At the time of the ELIR review, the University had planned to implement a new student support approach in academic year 2023-24. In response to the ELIR, we brought forward these plans, to include phased implementation from September 2022. More detail of this is provided below.

Monitoring engagement

29. One of our key tools for measuring student satisfaction is the National Student Survey. The 2022 NSS results showed a slight increase from 2021 in our 'overall satisfaction' score (up from 71.1% to 72.8%), although this is behind our benchmark (77.6%). We are currently 17th out of 22 Russell Group institutions.

30. We are actively pursuing an institutional prioritised approach to student experience to improve student satisfaction and lead to improved results relative to peer institutions. By 2030 we aspire to be ranked in the upper quartile for student satisfaction. We are working towards the development of a student experience charter and action plans for Schools, which will look at the current state and prospects for change. Our section on the Student Support Model sets out the changes which we are making to support our students. Our Model has baked into it dedicated support for everyone who chooses to study with us, and we have developed interdisciplinary teams working together to meet students' needs.

31. We are committed to our Strategy 2030 aspiration that "our teaching will match the excellence of our research" and in this, we state our responsibility and commitment to 'improve and sustain student satisfaction and wellbeing. Our ELIR 2021 recommendations focused on addressing variation

in students' experience, and to address this, we are working on developing a holistic and strategic approach to the design and management of assessment and feedback.

Staff have the skills and support to deliver a high quality learning, teaching and support experience for students

32. Under our 'Learning with impact' section, we provide detail of the activities our Institute for Academic Development deliver, including supporting teaching, learning and researcher development, through leadership innovation, collaboration and direct provision that benefits students, staff and the University's local and international reputation.

33. We are committed to high quality, innovative teaching to help our students reach their full potential. Our teaching is validated by the Quality Assurance Agency and we also conduct internal reviews of our teaching to ensure high standards and maintained and our programmes are up to date with the latest developments. Our reviews play an important role in improving teaching methods and enhancing the student experience.

34. In tandem and as noted elsewhere, the changes we are making to our Student Support Model will alleviate some of the challenges arising from increases in student numbers and the complexity of challenges students can face. Our academic and Professional Services staff are provided with training and development to help transition to the new model and to help build knowledge and skills.

35. The Edinburgh University Students' Association runs a teaching award scheme, the first of its kind in the UK that is run entirely by students. Acknowledging the teachers, support staff and students who have an enormous impact on students' learning experience, the scheme has evolved over time and has become a model for similar schemes across the UK.

Learning and teaching strategies are adapting to include approaches for digital and blended learning

36. We are at the forefront of developing innovative approaches to teaching in order to discover the methods that work best for students. Examples of how we innovate in this space include e-learning techniques, peer-assisted learning and 'clicker' technology that allows anonymous voting on keypads to assess understanding in lectures.

37. Our Curriculum Transformation programme has been designed to generate an outstanding educational experience for students, increase our impact in how teaching is administered and supported, and create greater alignment with institutional strategic priorities. One of CT's cross cutting themes is digital education. Our digital technologies give our educators the opportunity to design engaging learning opportunities in the courses they teach, and these can take the form of blended or fully online courses and programmes. We provide support to our teaching staff to help design new courses or programmes, including attendance at learning and teaching workshops run by our Institute for Academic Development, alongside resources which support the development of professional, high quality digital education, from project planning and learning design to media production and marketing.

38. Upskilling funding has allowed us to maintain the size of our portfolio and we have added in new courses in priority areas for the Scottish Government, employers and the University. This has allowed us to continue offering further upskilling opportunities to professionals working in health and social care (a sector disproportionately affected by the pandemic and Brexit), as well as

additional courses that support the Digital Strategy and the National Strategy for Economic Transformation's ambition for entrepreneurial people and culture in Scotland.

Student Support Model

39. In 2022-23 we moved to a new Student Support Model to deliver more consistent support for students, with enhanced teams of staff working alongside academics and other professional services staff to provide guidance and support to students. The roll out of our new model is progressing through a phased approach, starting from the beginning of academic year 2022-23, with the majority of students currently studying at the University moving to the new model of support from 2023-24.

40. The new model moves the University in a carefully phased transitional approach, from a personal tutor system to an adviser system in each School, with Student Advisers becoming the first point of contact to assist students during their time at the University. Students continue to be able to access support from academic members of staff, and Directors of Learning and Teaching and Senior Tutors continue to play critical roles within the evolved model of support.

41. The model is being implemented in a phased approach from September 2022 and delivers joined-up teams of academics, professional services staff and fellow students. As a core part of the student support offering, students will have access to wellbeing support, through Wellbeing Advisers as well as dedicated services to help with health, wellbeing, studies or personal life issues.

42. New academic cohort leads will develop a sense of belonging within programmes of study, support the orientation and induction of students into academic life at the University, create opportunities to build new relationships and support students as they transition through their studies. Alongside this, we are bolstering peer support networks by extending our Peer Assisted Learning and Support Schemes.

43. Wellbeing Advisers are available to students who may be experiencing issues impacting on their health, wellbeing, studies and personal lives. Our Wellbeing Advisers were appointed at the start of the 2022-23 academic year, as a key strand of the Student Support Model.

Mental health and wellbeing

44. The mental health and wellbeing of our staff and student community continues to be a priority for the University. We have a duty and responsibility to care for and support our community whatever their circumstances and we have a number of measures in place to do this.

45. The range of support we provide for our students is ongoing.   Our Mental Health Strategy 2021-26 focuses on four priority areas for the University: Leadership; Mental Health Promotion; Mental Health Support; and Impact.

Partnership, participation and student experience

Student voice

46. We listen to our students, and value their opinions and feedback, which we gather and use to enhance courses and the quality of our degree programmes. We have measures in place to ensure that the student voice is heard:

- We are acutely aware of the impact that the cost of living crisis is already having on our students. We are working with the Students' Association to explore how best to support students over this challenging period.

- Our Student Panel has the highest membership to-date, with over 650 students currently enrolled. Students are offered incentives to participate in providing feedback across a range of topics relating to the student experience; this ranges from gathering feedback on existing practises, or testing new ideas and approaches, and covers a range of topics including teaching and learning, health and wellbeing and equality and diversity.
- Our [Student Partnership Agreement](#) states how students and staff at the University are working in partnership to enhance the student experience. It sets out our values, our approach to partnership and the priorities we have agreed to work on together. In 2022-23, our priorities for action under the SPA are Community, Wellbeing and Supporting Transitions; Transforming Curriculum and Engagement with Learning and Teaching; and Equality, Diversity and Inclusion.
- We are embedding student voice within the implementation of strategic change programmes e.g. our new Student Support Model. Feedback is gathered using a range of mechanisms such as Pulse Surveys and focus groups, allowing us to critically evaluate and monitor the student experience from pre-arrival and induction, through creating a sense of community and belonging, to transitions beyond arrival. Outcomes from the quantitative and qualitative data collected through these processes are used to identify areas of good practice along with areas for continuous service improvement.

47. We have an ongoing dialogue and a productive relationship with both our [Edinburgh University Students' Association](#) and our [Edinburgh University Sports Union](#), with elected representatives from EUSA sitting on our University committees. Our Sabbatical Officer team work full-time and have regular meetings with senior University staff to help us to provide the best student experience possible. Our part-time volunteer student representatives give a voice to student communities – from academic cohorts to marginalised and underrepresented groups.

48. As well as full-time sabbatical officers, we have a system of student programme representatives across Schools and Colleges. Working with our Students' Association we elect and provide training and support to over 1,200 student representatives who primarily contribute to Staff Student Liaison Committees (SSLCs) that consider student feedback on both course content, delivery and facilities. Student representatives are also included in key project committees and groups such as the Estates Development Capital Project Board.

49. Our Students' Association has a number of elected section representatives and liberation officers covering, amongst other areas, mature students, international students, as well as LGBTQ, black and minority ethnic and disabled students. These student representatives feed into University policy indirectly through Sabbatical Officer committee membership, but many are also involved in various sub-groups and working committees seeking improvements in the University provision and development of services. Our student representatives have been directly involved in the design of our Student Support Model, and the design of our Curriculum Transformation Programme. These representatives are support in these roles by the Students' Association to maximise their engagement and to have appropriate impact.

Learning with impact

50. We have a number of resources and services available to students, including online and practical tools to help students settle into student life. Our [EdHelp](#) portal has a wealth of information which helps with common questions and support topics, and how and where to access help.

51. The new Student Support Model referenced above will deliver more consistent support for students, with enhanced teams of staff working alongside academics and other professional services staff to provide guidance and support.

52. Our Careers Service offer our students careers information, education, advice and guidance through a range of online provision, group activities and one-to-one support. They work in collaboration with academic colleagues to support delivery within the curriculum and through innovations inco-curricular activities such as Students as Change Agents. Our support is available to all matriculated students of the University and for graduates of the University for around two years after graduation, and so we continue to support our students who graduated during the pandemic, and are the lead partners and host for the SFC-funded Graduate Career Advantage Scotland initiative.

53. Our Careers Service provides an array of information to help support job hunting and future career planning, assistance in getting a job or an internship whilst studying, feedback on CVs and advice on interview preparation. Careers Service Plus allows students to explore in more depth interview techniques, examples of selection tests, self-awareness assessments and careers advice. This is available to all students and staff with a University of Edinburgh login.

54. We recognise that learners need to continually acquire new skills and new ways in which to stay competitive, relevant and desirable in a job market that is constantly evolving and adapting. This is reflected through the activities of the Future Skills work stream. In 2019-20 our Careers Service reviewed research and thinking on the future of work and how it might affect our students and graduates, and the way the University helps them prepare for the future. This informed the creation of a curriculum toolkit on student development, employability, and careers, and to equip students for the future of work, supplying examples of how this can be developed and surfaced in the curriculum. Further work has involved looking at the key developments that will shape the future of work and the consequent impact on the skills and abilities required of graduates. Included in this is higher-order transferable skills, approaches and mindsets, for example creative problem solving, team and collaborative working, data and digital capabilities and the ability for our graduates to continue to learn.

55. We aim to inspire and empower every University of Edinburgh student to be the best they can be, to fully develop their potential and to achieve satisfying and rewarding futures. Our Careers Service has a dedicated team who help connect students with external organisations who reflect the diversity of our student body. As part of our employer engagement strategy, we prioritise engagement with sectors, organisations and individuals that have strong alignment with:

- Areas of student interest
- Academic and thematic priorities for the Institution
- labour market areas of particular strength and growth; and
- labour market areas where entry routes may be difficult to access.

We target our proactive outreach towards certain sectors and occupational areas, and also provide additional support for Small and Medium Sized Enterprises. This is reflected in the themes for our key campaigns and flagship events, which showcase and provide advice and insights into sectors, including Sustainability, Tech & Data, Creative and Cultural.

56. Developing our staff is an investment for the future and so we are focused on upskilling our current workforce. Expert departments across the university deliver training programmes to help University staff maximise their potential. In particular, our Institute for Academic Development (IAD) provides University level support for teaching, learning and researcher development, through leadership, innovation, collaboration and direct provision that benefits students, staff and the University's international reputation. Our IAD provides direct support for students and staff (e.g. workshops, online resources, networks and advice), much of which is delivered in partnership with our academic schools and other services, alongside support for curriculum innovation and enhancement.

57. The Times Higher Education, Global Employability University Rankings 2022 rank us in the top 10 in the UK for the employability of our graduates. Aligned to this is our need to understand the needs of business and industry, and Scotland's economic needs, as well as having a pipeline of appropriately skilled graduates for the labour market. The section below on Industry specific needs provides detail of engagement with employers on the needs of the labour market.

Curriculum Transformation Programme

58. Curriculum Transformation is a major and long term initiative for the University, closely aligned with the University Strategy 2030 and scheduled to run for at least the next 4 to 5 years. Its aim is to review the shape, design and delivery of our curriculum to ensure it develops with the needs of our future students in mind.

59. The programme launched in April 2021 and an initial scoping phase ran until the end of 2022. This involved collaboration and dialogue with staff, students and other stakeholders internally and externally. Work to date has included the development of the Edinburgh Student Vision that aims to define the distinctive qualities and impact of the curriculum for our applicants, students and graduates. This is informing the construction of an institutional curriculum framework based on a set of curriculum design principles and programme archetypes. These have been shaped by insights from a series of thematic workstreams and groups involving staff and students from across the University along with commissioned briefing papers and analysis of a wide range of other resources and insights. Further information on the programme (including a selection of briefing papers and other resources) is available from the programme website: https://edin.ac/curriculum-transformation

60. Through our Curriculum Transformation Programme we have set out a vision of an outstanding educational experience, with our degrees being a foundation for future learning, ethical global citizenship and enhanced employability. The new curriculum will be co-created with staff and students, with foundational work already well under way. With implementation phased across a number of years, the benefits of the Curriculum Transformation Programme will be significant and lasting.

61. Curriculum Transformation will be built around a number of cross-cutting, underpinning themes: the student experience; widening participation; sustainability; equality, diversity and inclusion; and digital education. Following the initial scoping phase we will progress into multi-year design, development and implementation phases. We will report on developments in future Outcome Agreements.

Equalities and inclusion

62. The University of Edinburgh is committed to equality of opportunity for all its staff and students by embedding this in all areas of our work, and we promote a culture of inclusivity. We have a single equality strategy to ensure that equality and diversity are guiding principles in our pursuit of academic excellence.

63. The University's Equality Outcomes 2021-25 set out our plans and ambitions for the period 30 April 2021 to 29 April 2025. These Outcomes align with the University's Strategy 2030 and reflect our priorities with regard to equality, diversity and inclusion.

64. Under the Equality Act 2020, the University is bound by the Public Sector Equality Duty (PSED) and must in all of its activities have due regard to the need to:

   - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
   - Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
   - Foster good relations between people who share a protected characteristic

65. The University has a zero tolerance stance towards any form of bullying and harassment. The Respect at Edinburgh web hub has been created to bring together information and guidance on the Dignity and Respect policy, the processes for raising and addressing concerns, and the support and training available. We have training modules on consent and tackling harassment to promote positive behaviours around sexual consent and all forms of harassment. Our Report + Support pages provide advice and guidance on a number of different forms of gender based violence and provides a platform to share information with a specialist team within the University.

Chancellor's Fellows

66. In 2022 we announced another recruitment round of our Chancellor's Fellows to support our outstanding early career researchers. This year we will be recruiting 60 new Chancellor's Fellows: a prestigious 5-year tenure track fellowship aimed at fostering cutting-edge interdisciplinary research and innovation in a supportive environment. As with our previous rounds of Chancellor's Fellow appointments, our aim is that ~50% of these appointments will be women and ~20% will be from black and minority ethnic groups. As women and people of black and minority ethnicities are underrepresented in senior academic grades, we particularly encourage applications from these groups.

Outcomes for research

Research excellence

67. The results of Research Excellence Framework 2021 were published in May 2022. Not only was the University ranked 4th in UK by research power (Times Higher Education), the University increased the size of its submission by 46% compared with REF2014, having submitted 100% of its eligible staff. Over 89% percent of the University's research was assessed as world leading or of international excellence.

68. We are committed to carrying out research that makes a real difference to people's lives as well as helping to shape future societies and protect the earth's ecosystems. Our researchers work across disciplines and in collaboration with industry, policy makers, charities, as well as other Universities in

Scotland, UK and the rest of world. Our [research pages](#) illustrate the breadth of our research and its impact.

69. The increase in our Research Excellence Grant from 2022-23 is enabling us to support new initiatives in five areas aligned to delivery of Strategy 2030. These are: attracting top early/mid-career talent; enhancing our research culture; making strategic interdisciplinary investment in our major themes; having more agile professional support for major interdisciplinary funding bids; and enhancing our support for innovation and impact generation across the University.

70. The following case studies have been selected to showcase our REG impact across the University. Further case studies will follow in March 2023 to help demonstrate the wider impact of our REG allocation.

Case study 1

The SFC REG is a critical part of our plans to deliver against our Strategy 2030 'Research' focus area ambition to "deliver a step change in innovation and research". One of our main drivers is attracting and retaining talent. A major investment will be made in 60 new Chancellor's Fellows (CF). The scheme will aim to appoint at least 50% female and 20% black and minority ethnic candidates across the cohort, aligned to our commitment to diversify our research community. The call will be open to both internal and external applicants, and encourage candidates with non-traditional career paths, including with a track record in industry and other relevant sectors. The call will welcome candidates conducting interdisciplinary work on the major University themes: Data, Digital & AI; Future Health & Care; and Climate & Sustainability. This will allow us to bolster research and innovation capacity in our strategic priorities, enabling new cross-School and cross-College collaboration, including through supporting thematic cohorts of new CF appointees. Costs have been built in for a significant advertising push. Continuing the successful investment in CFs ensures we can continue to support early career researchers and emerging new talent, as well as signal our ambition to the HEI sector and international research community, through announcing an impressive volume of new appointments.

Additionally, to complement the CF appointments, we will invest in critical 2-year fellowships for those immediately post-PhD to help address a significant gap in research career support: the transition from PhD to externally funded post-doctoral fellowship, as well as promotion of interdisciplinary research. In particular, we are keen to target under-represented groups within their disciplines, including women, ethnic minority researchers, and those from socio-economically disadvantaged backgrounds, who face particular challenges in building research careers. Through this strand of investment in talent we would support researchers to publish their PhD research, exploit impact and commercialisation from their research, further build their research and KEI skills, and prepare strong applications for prestigious external fellowships.

Case study 2

Tidal blade facility at leading edge of green energy testing

The University of Edinburgh has taken a lead on the world's first rapid testing facility for tidal turbine blades, which researchers say can speed up development of marine energy technologies while helping to reduce costs. Based in Rosyth, Fife, the £4.6 million facility – which was officially opened by UK Government Minister for Scotland Malcolm Offord – aims to maintain Scotland's position at the forefront of tidal energy development.

FastBlade's pioneering technology will stress test blades made from composite materials – which must withstand harsh ocean conditions for 20 years – more quickly, and using significantly less energy than any other facility of its kind, the team says.

By providing developers with better data on how tidal turbine blades deteriorate over time, the research team hopes to help optimise the design of more durable, efficient structures. FastBlade will also offer client businesses and engineering students and apprentices the chance to develop their digital and data skills in its state-of-the-art research centre.

It is the first facility to open in a recently launched multi-partner innovation centre at Babcock's Rosyth site. The Arrol Gibb Innovation Campus (AGIC) will work with companies in the marine, nuclear power and energy-transition sectors to transform large-scale manufacturing through innovation and skills development.

Research sustainability

71. Our reputation as a research-led institution is built on the high quality of research conducted by our staff and students. To maintain this reputation and trust in the research we produce, we expect all staff, students and researchers to uphold the highest standards of scholarly scientific research integrity.

72. The University was one of the first UK universities to adopt the UK Research Integrity Office's Code of Practice for Research which underpins the Universities UK Research Integrity Concordat. We have processes to ensure data is managed safely and effectively, and takes into consideration specific ethics issues for research that directly involves work with people and animals, such as medicine, social sciences research and veterinary studies; but also to ensure that ethical considerations are acknowledged in every discipline, recognising that research outcomes have consequences for groups and individuals in every field. Precise processes are specific to their disciplines, and include close links with the NHS in relevant disciplines. We are rolling out software to support ethical review across the institution in the next year.

73. We are signatories to the Concordat to Support Early Career Researchers and by signing this the University is demonstrating its continued commitment and ongoing support of research staff careers, but also to working with other institutions and funders to explore more systematic changes.

74. The University has undertaken a lengthy consultation process and gap analysis to compare policies and practice against the Concordat principles, raise the visibility of the Concordat at the University and identify several cross-theme activities which enable us to meet our signatory responsibilities. Our two year [action plan](#) sets out how we will embed our Concordat actions in core practices and consider them alongside other University activities. Our Concordat Implementation Group tracks progress and the Group's broad representation ensures that we are continuing to support researchers at all stages of their careers.

Research Cultures Working Group

75. The University is committed to promoting and developing a vibrant research culture. A research culture which nurtures and recognises community, openness, good research practice and fair recognition is one that best supports our capacity to deliver world-leading research. Our Research Cultures Working Group (RCWG) works closely with the University's Research Ethics and Integrity Review Group (REIRG), and the Institute of Academic Development to bring together work on Research Cultures.

76. The Research Cultures Working Group was established in 2020-21 and the University is developing its first Research Cultures Action Plan. The action plan quotes the Royal Society's definition of research culture. The University is committed to fostering an environment in which research, researchers and those that support them can thrive. The choice of the word 'cultures' is deliberate to reflect the diversity of disciplines and needs of all staff involved in research, be they established researchers, postdocs, or technicians and research support staff. This plan is borne out of activities to implement the University's commitment to a number of UK and international initiatives such as the Technician Commitment (signed in 2017), the Researcher Development Concordat (signed 2020) and the San Francisco Declaration on research assessment (signed 2019).

Outcomes for economic recovery and social renewal

Responsive institutions

77. We welcome the funding received from SFC for Upskilling, and we are actively engaged in offering a range of courses and programmes which meet both industry and learner needs. Through the [Data Skills Workforce Development](#) portfolio we are utilising SFC Upskilling to deliver short, standalone courses from across the University (both credit-bearing and non-credit-bearing).   The courses focus on areas to drive economic growth and regeneration as well as the University and city-wide ambitions to build data awareness and skills within the region. Courses are available at a variety of levels to ensure options are accessible to the widest audience and additional opportunities are flagged where relevant. Most of our courses are credit-bearing and we have sought industry input into their development. Courses can range from a few days to 10 weeks, are taught by subject-matter experts. Our latest data indicates that for 2022-23, we have 415 enrolments.

78. This portfolio of short courses are aimed at enabling working professionals to upskill or reskill through online or blended learning in the area of digital data. Our programmes are also aimed at those seeking to return to work and those interested in new career options. Courses are currently offered online through the hybrid learning platforms provided by the University with additional

support being offered to students through course leads and collaborative working platforms. The aim is to make learning as accessible as possible to the broadest range of students, including to those who are distanced from learning and/or the labour market. Our first course began in January 2021, and new courses are continually under development.

79. The Bayes Centre is committed to supporting the development and delivery of data-related training to a wide range of learners as part of the Data-Driven Innovation (DDI) Programme within the Edinburgh and South East Scotland City Region Deal. Working with other DDI Hubs and other partners such as Heriot-Watt we offer a variety of personal and professional development and upskilling opportunities, with a key focus being on data.

80. Our ongoing engagement with industry partners across our Data Driven Innovation Hubs has led to expanded working relationships and links within the area of workforce development, working alongside partners such as The Data Lab and Skills Development Scotland, to increase our reach, our effectiveness, increase coherence for learnings, and offer synergy across organisations.

Industry specific needs

81. Within our Upskilling short courses portfolio, we review how we are meeting industry and skills needs as outlined in Skills Development Scotland's Regional Skills Assessment for the South of Scotland, by requesting supporting statements from learners who are asked to explain how a funded place would enable them to upskill or reskill as part of the application process.

82. The Edinburgh South East Scotland City Region Deal includes an innovative skills programme aimed at addressing regional skills challenges and opportunities. Included in this programme are two skills gateways which bring together a range of education and skills providers to address skills shortages in two key areas – Housing, Construction and Infrastructure and Data-driven technologies. This model provides pathways for learners across a range of skills levels and aptitudes, with a focus on equality and inclusion.

83. Education offerings though the Data Driven Innovation (DDI) programme as part of the city region deal (Bayes Centre, Edinburgh Futures Institute, Usher Institute, AgriTech programme and Robotarium) all contribute to skills training with strong connections to demands from industry to upskill the region and nation.

Skills and attributes to succeed

84. As noted above, our Curriculum Transformation Programme is looking at how curriculum development should focus on transferable skills and attributes. Within CT we are looking at how we can emphasise experiential learning across all of our programmes, how key future skills can be developed, and how our students use the basic softer skills (for example, good written communications for different settings, fundamental numeracy and data skills, attention to detail, honesty, self-awareness, integrity and resilience) and technical knowledge Strategy 2030 articulates "*Our graduates, and the knowledge we discover with our partners, make the world a better place*", and it is our duty to ensure that our graduates have the necessary skills and attribute to succeed.

Fair work

85. We are signatories to Fair Work and the University is committed to promoting Fair Work Practices (FWP) in all its activity and expects its suppliers to pay fair and reasonable remuneration, including

the Living Wage for UK-based workers, for all those involved in the delivery of our contracts. We are a real Living Wage accredited institution and working with suppliers, the Scottish Government and other public authority partners, we will continuously improve our approach to promoting fair work.

86. To ensure fair work practices for our staff, we continue to review, enhance and implement practices according to the Good Work Plan (GWP). The University has implemented a range of recommendations arising from the Taylor review of Modern Working practices. Further improvements are anticipated.

87. We engage proactively with our workforce and trades union representatives, and we have no staff on Hours To Be Notified (zero hours) contracts.

88. Staff development is a high priority for the University, for example we run management development courses, support our Early Career Researchers, and we are signatories to the Concordat to Support the Career Development of Researchers.

89. We support the Edinburgh Guarantee Scheme and we were the first Scottish university to sign up the Scottish Government's Business Pledge. We support Apprenticeship programmes at various levels, employ our students where possible and we pay the Living Wage to all employees over the age of 18 years of age, as well as offering terms and conditions which are above basic T&Cs.

90. We improve sustainability in our supply chains through fair and sustainable procurement, championing fair trade, and initiatives to combat modern slavery, conflict minerals and issues around palm oil.

91. Our procurement vision is to become world-class in everything we do, recognised as a trusted strategic enabler of the successful delivery of our Strategy 2030. Our Procurement Strategy 2021-26 can be found here.

Confident and highly capable work-ready graduates

92. Through our curriculum, wider student experience and Professional Services we are providing students with diverse opportunities to explore what they want to do after graduation, through helping them research the labour market, explore the opportunities available, and build a successful approach to the recruitment and selection process. Overall, this assists our graduates in making the transition from student to employee and navigating workplace culture. Specific support for those who may face additional barriers is available, e.g. our Insights Programme.

93. We are ranked 8th in the Russell Group for graduate outcomes, with 86% of our 2019-20 graduate cohort being in highly skilled employment or further study at the point of being surveyed. The QS Graduate Employability Rankings 2022 ranked us 49th in the world, using five key indicators (partnerships with employers, graduate employment rate, employer reputation, employer-student connections, alumni outcomes, and employer reputation).

Work based or work informed learning

94. As noted elsewhere, we encourage integrating work experience into the curriculum as it allows students to understand how to apply their academic work to real work problems and learn about career paths. Experiential learning is one of our core principles in our Curriculum Transformation

programme, with the expectations that this will be embedded in all of our programmes. Through this learning, students will be able to work well with others, understand and use different perspectives, and develop strong communication and collaboration skills.

95. We encourage departments within the University to develop internship or work experience programmes. Our Careers Services runs the Employ.ed on Campus and Employ.ed for Phds internship programmes. By offering internships or a work experience programme to students, this helps foster the valued embodies in our Strategy 2030.

96.

Work ready

97. We welcome the funding from SFC as the lead partner for the Young Person's Guarantee (YPG) Universities Graduate Internship Programme for AY 2021-22. The University is committed to looking at new ways to drive innovation and improve employee experience for all staff, including young people as part of the Young Person's Guarantee. This includes investing more resource into supporting managers to identify potential roles for Modern Apprentices and training to develop talented young staff.

98. Over the next year, we are aiming to create more foundation and modern apprenticeship pathways and forge new partnerships with industry employers. Examples of this include school pupils gaining experience at the University's new tidal blade testing facility in Rosyth – FastBlade. We also have plans to accelerate STEM careers for young people through the Sciences Insight programme – an annual work experience initiative for S5 pupils.

99. We work with our Students' Association to provide extensive training for the student leaders of our student societies and groups. This is professional level training and in 2020-21 over 2,700 students achieved Higher Education Achievement Report recognition through this route and 490 achieved through the Edinburgh Award.

Knowledge exchange and innovation

100. The University remains fully committed to deliver the University Innovation Fund's Priority Outcomes and the need for collaboration and sharing of best practice across Scottish Universities. Our updated UIF plan for 2022-23 is appended at Annex B.

101. Through our commercialisation service Edinburgh Innovations (EI), the University develops new approaches to industry and public sector engagement, recognising that strategic partnering and collaboration are the means to ensure sustainable impact and innovation through long-term business engagement. We will build upon historical, current and new client relationships across Scotland and the UK, improving the external client experience of working with academia.

102. The University is fully committed to achieving societal and economic impact through innovation and effecting the transition from transactional to long term sustainable relationships with regional, national and global industry and public sector partners.

103. Maintaining our strong links with Interface (hosted at Edinburgh Innovations, as is FinTech Scotland) will continue to allow us to engage with Scotland's SME Community; in the last year we have grown the number of projects brokered through FinTech Scotland and Interface, increasing the use of SFC Innovation Vouchers to be the leading University by volume. We will continue to host and engage strongly with the Data Lab Innovation Centre, which has been successful in renewing its

funding from SFC for a further five years, enabling it to accelerate its programme of data driven innovation across Scotland.

104. Through EI's focused KE and engagement programs, such as "Fast Forward", "AIMdays" (Academic Industry Meeting days) and "Spotlight on Industry", the volume and value of business engagement will continue to grow (annual rates of growth at >20% for past three years).

105. These initiatives optimise the alignment of external near to long term demand for skills through to the commercialisation of research outputs via new enterprise creation and licensing to existing business and organisations.

106. In the coming year we will continue to provide a dedicated resource to enable greater access and uptake of industry-led innovation funds such as the Industrial Strategy Challenge Fund (ISCF) and Innovate UK funding streams. The ISCF-dedicated team within our newly established Major Projects Group is able to promote the various calls and advise industry partners and academics on how to access these funds, providing support for building consortia and developing successful bids. Linked to this our pilot "Communities of Interest" approach - which uses the "Triple Helix" innovation model to link the academic community with industry and public sector partners – will continue. The formation of innovation-focused communities reduces barriers to engagement and places the University in a strong position to take advantage of e.g. ISCF and Strength in Places opportunities.

107. We continue to meet with other Universities to share and develop best practice. For example, the Scottish based Impact Acceleration Group (Glasgow, St Andrews, Heriot Watt, Strathclyde and Edinburgh Universities), meets on a monthly basis. The Group will continue to host the yearly Impact Festival which showcases the economic impact from research across the respective partners.

108. We also continue to host Scotland's EIT Digital satellite hub, which will encourage wider collaboration between Universities and also industry through for example local DTC programmes, such as the current Fintech and Cyber Security programs.

109. The University also hosts existing businesses in incubation facilities across the University Estate, facilitating tenant access to specialist expertise.

110. We have invested in our ongoing support for enterprise, focusing on spinout and startup activity. Of particular note are the significant new company formations and the completion of venture capital investments.

111. EI's expanding opportunities in entrepreneurship and enterprise via the provision of specialist support across the academic community - for staff and students - now includes a focus on PhD commercialisation. This includes accelerator and incubation support tailored to meet the specific needs of distinct academic disciplines and market sectors.

112. To enable the tracking of our innovation activities with our clients, we have introduced a new Industry Relationship Management System (IRM). The platform is improving productivity and communications across the University and with external clients, enabling information-based relationship management and improving the client experience of working with the University. The IRM is now a centrally supported system with an expanded list of new users within the University. This enables a pan-University perspective of external engagement resulting in improved

opportunities for cohesive, managed access to University capability.

113. The University continues its leading role in the Edinburgh and South-East Scotland City Region Deal. Working with our Regional partners, we are focused on: enabling the development of new skills for industry; delivering impact and innovation from our research and intellectual property; supporting entrepreneurship and new company creation; and delivering economic growth.

114. Through our City Region Deal activity, we are consolidating the University's global reputation in data science to enable the City of Edinburgh and the region to become the "data capital of Europe". The University's five data innovation hubs - Bayes Centre, Edinburgh Futures Institute, Usher Institute, Easter Bush, and the National Robotarium (with Heriot-Watt University) - are using high-speed data analytics to solve industry and societal challenges.

115. Of particular note is the establishment of the Advanced Care Research Centre (ACRC), supported by Legal and General; and the Global Open Finance Centre of Excellence (GOFCoE), supported through Strength in Places funding. These align University capabilities and world-class data scientists and supercomputing facilities with special needs of national priority areas in healthcare and open finance. Each will revolutionise economic and societal impact by the fusion of different disciplines to common purpose.

116. As part of the University's award winning 'whole institution approach' to social responsibility and sustainability, we are accelerating the transition to a more resilient, restorative, net zero carbon economy in Scotland and beyond across all our commercialisation activities. For example, last year we delivered a highly successful 'People Places Planet' campaign, in parallel with COP26, which drove strong engagement and supported expansion of an already well-established pipeline of climate and sustainability related industry collaborations and partnerships.

117. As we re-launched the campaign around COP27, we continue to leverage our expertise and infrastructure across a wide range of thematic areas – from data science, to biotechnology, energy, and sustainable business & finance – to drive net zero, and circular innovation across key industry sectors. Meanwhile, we provide professional learning and skills development opportunities for industry to support the green skills agenda and we are working with a fast-growing number of start-ups and spinouts that are delivering positive social, environmental, and economic outcomes across our various enterprise creation and growth programmes. Moving forward, we will continue to pursue opportunities to expand the positive impact we have on climate change and related sustainability challenges, locally and globally, through our industry engagement and commercialisation activity and to champion the role of academia in the net zero transition.

Collaboration

118. We are committed to working in collaboration with other institutions and organisations to tackle the world's most pressing issues. Partnerships with international and domestic industry partners is critical to advancing the University's contributions to research, teaching, and our vision and values. We are improving how we grow and maintain our partnership relationships, and we are enhancing our approach to ensure that our partnerships are ethical, sustainable and secure through improved internal policies and processes, and closer cooperation with Government. Colleagues in Strategic Partnerships, Edinburgh Innovations, Edinburgh Research Office, the Data-Driven Innovation team and the Corporate Development Team work together to manage and grow such opportunities.

119.   We have ongoing collaborations with the University of Glasgow to support research careers, including joint PhD studentship programmes in the areas of Future Cities, One Health, and Criminology.

120.   Strengthening and enhancing our partnerships and outreach with our European neighbours is central to our international activity. The University of Edinburgh is proud to be the only UK member of UNA Europa, an alliance of eleven leading research universities with global reputation and reach. The alliance brings together a community of 500,000 students and 100,000 staff, with a mission to create a truly European inter-university environment, where outstanding research is continuously linked to transnational learning and innovative critical thinking. UNA Europa seeks to create a University of the Future, make a European university ecosystem and lead and innovate in collaborative approaches to delivering education. The 1Europe project is working towards the alliance's aim via a range of projects and themes, and especially the Future UniLab, which will be a living laboratory to develop and test the new methodologies necessary to operate future universities.

121.   Our DDI Programme is designed around five challenge areas that will deliver benefits for citizens, services and businesses. We're aiming to deliver benefits across the five areas of talent, research, adoption, data and entrepreneurship. We're support our DDI Hubs to deliver activities, which include improving digital skills in the workforce and heling organisations across the private, public, and third sectors innovate using data. Our Research target is for the University of Edinburgh and Heriot-Watt University to make a combined contribution of £700m to economic growth over 15 years. To get there, we're providing more support for applied research with private, public and third sector partners. We're building relationships with more and more organisations across ten sectors to understand the challenges they face and link our data science research to their needs.

122.   We are also aiming to help 1000 public, private and third sector organisations adopt data-driven innovation to improve products and services. We're supporting more commercial research and academic-industry partnerships, from individual organisations to large-scale, cross-sector collaborations. Our DDI hubs can help create multi-disciplinary research teams for bespoke industry challenges, combining this with data science expertise and facilities.

123.   Our Community Plan 2020-25 sets out that the University of Edinburgh has always been closely intertwined with the City of Edinburgh and its local communities. In 2016, the University became the first university in Scotland to have a formal community engagement strategy. Strategy 2030 reinforces the significance of our relationship with our communities even more, by placing social and civic responsibility at the forefront of our ambitions. Our Community Plan was developed in consultation with a range of communities external to the University, as well as with our own staff and student partners.   The University therefore has a critical role to play in supporting the city and region's post pandemic recovery and regeneration in positive, measurable and sustainable ways. The commitments outlined in our Community plan will help to embed our desire to partner with all local communities to help deliver positive change.

Climate emergency

124.   We were delighted to be ranked first in the UK for sustainability by the QS World University Rankings which offers new insights about the carrying degrees of institutional engagement with the environmental and social agenda, which reflect the efforts of our staff and students in making the University more environmentally and socially responsible. We are aligned with the United Nations

Sustainable Development Goals, and we continue to deliver positive change locally and globally through our academic research, education, operations and partnerships.

125.   The overall ranking of universities in QS' Sustainability Ranking was determined by the sum of scores on a range of environmental and social impact factors. Edinburgh scored 98.3 out of 100 for social impact and was the only UK-based institution to be ranked among the world's top 10 for environmental impact with a score of 81.5 out of 100.

126.   Our Social and Civic Responsibility Delivery Plan (2020 to 2030) sets out how we will deliver positive change locally, regionally and globally. It focuses on three objectives:
- Becoming a zero carbon and zero waste University
- Widening participation in higher education and supporting inclusion
- Working together with local communities.

Our Plan also explains how we will contribute to the United Nations Sustainable Development Goals.

127.   We run a number of initiatives to address our target to become zero carbon by 2040, including the use of low carbon and renewable technology on campus, carbon sequestration and the development of the Sustainable Campus Fund. Alongside our Social and Civic Responsibility Delivery Plan, our Community Plan 2020-25 sets out 32 practical commitments we are making to our local communities to deliver positive change locally.

128.   Our Sustainability Champions network for all staff and students interested in learning how to live and work in a more sustainable way continues to be a success. This network is open to the whole of the University community to enable all to engage to make the University more sustainable. The network helps colleagues and students develop the skills needed to lead positive change in their own areas of study, residence or work.

129.   Addressing climate change and its impacts is embedded in Strategy 2030 and is part of our vision to make the world a better place. At the time of writing this Outcome Agreement, the 27th United Nations Climate Change Conference of the Parties (COP27) had just concluded, with the University having sent a delegation of 10 staff and students, led by our University Lead on Climate Responsibility and Sustainability. Our delegation represented University research, partnerships and impact, and reported on proceedings during the conference. The summit provided an important opportunity for the University to feed into the wider goals and commitment to climate action and help influence policy change through research.

130.   We have created a list of 75 alumni who are making an impact to address climate change. The inspirational role of former students includes scientists, journalists, researchers, artists, educators and entrepreneurs, some of whom are well-known for pushing the boundaries of technology and influencing change, while others are making breakthroughs with communities most impacted by climate change,

131.   We encouraged our staff and student community to attend COP27 virtually with an online course running parallel to the conference. 'Learning for a Sustainable Future: Live at COP27' gave participants the opportunity to explore the broader context of the climate summit and share insights into the topics being discussed.

132.   The University developed the course in collaboration with Learning for Sustainability Scotland and the British Council.   Over 5,000 people enrolled in the free course which allowed people to engage with COP no matter where they are in the world.

133.   The University has set itself targets to address climate change, including a commitment to becoming a net zero carbon institution by 2040. Other commitments include the institution's complete divestment from fossil fuels and plans to capture and store more than one million tonnes of unavoidable carbon dioxide emissions.

134.   The University's Edinburgh Earth Initiative further builds on our commitment to do more to address climate, environmental and sustainability challenges. The initiative – launched on the eve of COP26, acts as a focal point for the University's world-leading teaching and research on climate, drawing on the University's expertise across numerous disciplines.

135.   The EEI is driving key strategic partnerships for the University with organisations such as the UN Refugee Agency and other academic institutes, while also building a pipeline of research applications and propositions to a number of funding bodies. Since its launch, the Initiative has collaborated on several climate-related start-ups and scale-ups and has introduced the Earth Fellow programme which provides opportunities for students across all disciplines to work on climate projects of strategic importance. 25 students are now fellows through the programme, engaged on work for climate related projects on energy, global health and sustainable land and seas.

136.   Other positive climate actions the University has already taken in order to progress our strategic ambition to become carbon neutral by 2040 have included:

   a. Committing to sequester over one million tonnes of our unavoidable CO2 emissions, through restoring peatlands and expanding forests in Scotland;
   b. Fully divesting from fossil fuels, and greatly reducing the carbon footprint of our investments;
   c. Investing in our own solar farm; and
   d. Approving a new Sustainable Travel Policy, including a presumption against flights in mainland Britain.

University of Edinburgh Outcome Agreement Impact Framework: supporting data

<mark>All data in black are as per SFC/HESA data, all data in blue are provisional.</mark>

	Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Provisional data 2022-23
A	Number of Scottish-domiciled Undergraduate Entrants	2,068	2,197	2,026	2,034	1,815	1,813	2,117	2,484	2,303
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		84	89	103	81	81	149	136	109
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		11	19	18	12	12	13	17	15
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		13.1%	21.3%	17.5%	14.8%	14.8%	8.7%	12.5%	13.8%
C	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	121	119	127	160	189	190	187	246	300
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	6.0%	5.6%	6.4%	8.1%	10.8%	10.8%	9.1%	10.2%	13.4%
D	Number of Scottish-domiciled undergraduate entrants with care experience	38	8	4	8	6	12	14	29	41
	Proportion of Scottish-domiciled undergraduate entrants with care experience	1.8%	0.4%	0.2%	0.4%	0.3%	0.7%	0.0%	1.2%	1.8%
E	Total number of full-time first year SDUE	2,202	1,978	2,094	1,958	1,976	1,738	1,758	2,047	2,233
	Number of full-time first year SDUE retained	2,063	1,854	1,975	1,879	1,885	1,641	1,698	1,984	tbc
	Proportion of full-time first year SDUE retained	93.7%	93.7%	94.3%	96.0%	95.4%	94.4%	96.6%	96.9%	tbc
F	The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	-3	-7	-3	-8	-6.87	-6.66	-5.8	-4.81	tbc
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				868	894	901	tbc	tbc	tbc
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				837	843	854	tbc	tbc	tbc
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				96.4%	94.3%	94.8%	tbc	tbc	tbc
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				679	649	651	tbc	tbc	tbc
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				532	491	516	tbc	tbc	tbc
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				78.4%	75.7%	79.3%	tbc	tbc	tbc
H	Number of Scottish-domiciled Undergraduate Qualifiers	1949	1902	2076	1908	1846	1858	1810	1,754	tbc

Please note that 2018-19 and 2019-20 figures for measures G1 and G2, 2019-20 figures for measures F and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years.

Figures for 2021-22 and 2022-23 are derived from internal data and are therefore subject to change when published data made available.

University Innovation Fund

Effective knowledge exchange and innovation

1. Our three pillars of activity which frame our industry engagement are:

I. Talent, Skills and Employability

Through this pillar, we constantly ensure that our degree programmes remain current and support student employability, and in order to achieve this we seek employers' input to course content and degree programme and delivery. We also aim to provide meaningful work-related learning for students, including placements with companies, industry co- sponsorship of doctoral degrees, and paid internships. We aim to ensure that our graduates are equipped with the abilities and commercial skills that employers need, through digital and data-related learning opportunities. We also offer the opportunity for our staff to move between the University and companies also encouraging innovative partnerships.

II. Research and Development

Through our Research and Development pillar, our aim is to ensure that our research can reach a broad range of beneficiaries, including industry, which will allow a better mutual understanding of the practical applications of our research, make our academic expertise more available to industry through better online information about our research specialties and the service model. We also employ entrepreneurs-in-residence with expertise in specialist areas. "Ambassadors" able to represent the University in priority international sectors have also been retained.

III. Innovation and Entrepreneurship

The University of Edinburgh continues to establish strong and effective relations with external companies and public sector organisations. We aim to facilitate bi-directional exchange of intelligence on skills and innovation to ensure the currency of our education and that there are efficient pathways to impact in the economy from University academic research and scholarship.

Enterprise has seen strong growth over several years with start-ups and spinouts increasing from 48 in 2018/19 to 116 in 2021/22, and increased investment in those companies from £11m in 2018/19 to £107m in 2021-22.

We provide extensive support for academic staff to engage with innovation partners in and outside the university, providing legal and contractual support, funding development support, network development and intellectual property services.

Enterprise activity continues to grow across the university, with interest and activity levels increasing despite the COVID lockdowns of the last years. Student engagement has reached new heights with over 3,000 attendees at our entrepreneurship events in 2021/22 and a record £30m attracted in investment into student business in the same period.

The University's commitment to enterprise growth is demonstrated by the substantial investment into Old College Capital, the university's venture fund, which enables increased support to early stage start-ups and spinouts and the development of new Innovation Engines which will develop IP strategically.

Innovation has also been strengthened by a restructuring of our technology transfer team to increase capacity and support to inventors across the University.

University Innovation Fund

2. University Innovation Funding (UIF) leverages in substantial *additional* University investment as part of a University-wide commitment to the translation of scholarship and research into demonstrable economic impact locally in the region, in the national economy and internationally. The University will continue to invest UIF - alongside its own resources - in a broad suite of pan-University commercialisation, knowledge exchange, public engagement and other activities. The University is part of regular RCDG and UIF group meetings (Enterprise Support group), contributing to Scotland-wide university activity in areas such as spinout development, investment and student enterprise.

3. The UIF Platform Grant provides a key underpinning source of funding for a wide range of activities. We leverage this both through our ongoing investment in commercialisation and enterprise through Edinburgh Innovations and Data Driven Innovation, as well as increasingly attracting a wide range of investors and partners to support our innovation impact work.   We confirm our ability to match fund the UIF Platform Grant.

4. The University also considers the wider economic landscape and is committed to the development of a healthy nationwide ecosystem for innovation and enterprise.

5. A key component of our commitment to broader economic development is our work as part of the [Edinburgh and South East Scotland City Region Deal](#).

6. The City Region Deal's Data Driven innovation (DDI) programme continues apace with the development of 5 innovation centres which will target outputs across Talent, Research, Adoption, Datasets and Enterprise (TRADE).

7. The Bayes Centre is now firmly established, hosting a wide range of innovative companies and spearheading entrepreneurial activity in areas such as AI and Blockchain. The Bayes Centre hosts key accelerator and venture building activity, tapping into academic and PhD knowledge, working with cutting edge new companies from across the UK and beyond.

8. The Robotarium, a joint programme run by Heriot-Watt and University of Edinburgh has now opened, providing a world leading centre for development and testing of robotics and AI solutions across three distinct areas: Robotics and Autonomous Systems (RAS), Human and Robot Interaction (HRI) and High-Precision Manufacturing.

9. The Usher Institute at Bioquarter Edinburgh is catalysing the transformation of health in society by working with people, populations and their data. The Institute is making excellent progress against plan and its new building is on course to open in the next year.

10. The Edinburgh Futures Institute is also nearing completion and will be opening its doors in 2023 to facilitate multidisciplinary collaboration and innovation. Its mission is to work on global challenges, engaging communities, business, citizens and governments.

11. These milestones mark a step change in the facilities and activities of the university in the innovation and enterprise space. They are underpinned by excellent cross university collaboration between academic and professional services staff.

12. Sustained UIF and University investment in new resource is enabling the transition from transactional to sustainable long-term relationships with key accounts and strategic partners. This includes improving the client experience by affording streamlined, managed and single point access to the full spectrum of University intellectual capital and facilities focused on client needs.

13. Development of new strategic relationships with global companies of scale in priority sectors such as health, green energy, finance, and quantum technologies in space and satellites is a new focus attracting additional resource and establishment of a dedicated team supported by UIF. Edinburgh Innovations has developed a new strategic partnerships capacity, which will deliver long collaborations at scale in our areas of strength. Progress has already been made in establishing international linkages, and this will continue to be a priority area of development.

Outcome one (demand stimulation and PA5): working with Scotland's enterprise agencies, Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for University services. And Outcome three (simplification/greater innovation and PA3, PA4 and PA7): in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).

14. Edinburgh Innovations (EI) has responsibility for the University's engagement with industry and external partners, providing pan-University services in support of academic engagement. EI will continue to invest UIF, proceeds of its activities and leveraged University investment as well as deployment of dedicated teams to market and engage directly with both public sector and industry partners and to undertake new campaigns to expand the University's outreach.

15. We continue to see year on year growth in collaboration and industry engagement with respect to research and development. 2021/22 saw record levels of collaborative income. This is due to a combination of research excellence and scale, combined with substantial business development support.

16. This growth also includes the number of new companies being created and new channels for student engagement in enterprise. Student participation has been growing year on year with over 3000 attendees at events and advisory session in 2021/22 and a record numbers of student businesses created (105). Additional, investment in student business rose to £30m in the year, which further stimulates demand and activity.

17. We continue to invest in underpinning of the wider entrepreneurial ecosystem. This includes working closely with Scottish Enterprise, Converge, HEIs and other business support networks to create a healthy environment for new business starts. This includes providing support for our client businesses to engage with government funding and competitions, as well as developing wide raging relationships with investors and entrepreneurs in Scotland to promote innovation and entrepreneurship.

18. Building on our strong REF2021 results, the University of Edinburgh is supporting a major new investment in outstanding early career researchers. We are recruiting 60 new Chancellor's Fellows which are prestigious 5-year tenure track fellowships aimed at fostering cutting-edge interdisciplinary research and innovation, in a supportive environment. Fellows will foster innovation within the University's three broad research themes of Data, Digital and Artificial Intelligence, 2) Future Health and Care and 3) Sustainability and Climate Change.

19. Additionally, we continue to invest in the development and training of skilled professional staff to support academic colleagues. We also benchmark against peer groups nationally and internationally to ensure we maintain high levels of service and effectiveness.

Outcome two (simplification/commercialization PA6, PA7 and PA8): in partnership with the Enterprise Agencies (EAs) and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish Universities
and
Outcome three (simplification / greater innovation): in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).

20. Edinburgh Innovations will continue to engage fully with the Enterprise Agencies and other Scottish HEIs and, through the City Region Deal with national, regional and local government managed through City and Region Deal Project Board.

21. University has completed the implementation of an account managed approach to business engagement. Business development teams work across our Colleges and Schools to ensure alignment with college strategies, and ensure coordinated engagement with academic colleagues across the university.

22. This approach has already improved the client experience by providing consistent, improved access to services, along with the ability to deploy specialist enterprise, technology transfer and investment expertise as required. This provides an integrated approach which significantly enhances business access to knowledge and expertise.

23. This approach is supported by the use of a customer relationship management platform to track and coordinate enquiries and collaborative relationships, enabling the University to adopt an increasingly "one University" approach to external engagement with maximum impact, opportunity and improved client experience.

24. We have also implemented a new intellectual property system that support academic engagement and disclosure of inventions. This will be supplemented with a new discovery platform which is being

developed to provide easier access to innovative technologies and spinout companies emerging from the university.

25. We have invested substantially in developing our communications capability over past 2 years. This has enabled us to externally raise the profile of innovation agenda, thereby encouraging employers and individuals to connect with the University's innovation programmes and entrepreneurial support. We also continue to run internal engagement campaigns, highlighting innovative practice and inspirational colleagues, to encourage wider participation.

26. The University's reach across a broad range of disciplines is exemplified by the collaborative Creative Informatics initiative previously mentioned as well as significant capital investment into the Edinburgh Futures Institute (EFI). EFI is by definition multidisciplinary and will fuse presently disparate disciplines in new ways to ensure economic and societal benefits. Benefits are arising from the alignment of the need in justice, data science, environmental sustainability, mental health and wellbeing, ageing and dementia, human rights, and global governance, driven by new collaborative research and innovation communities. Additionally, complementary contributions to STEM commercialisation in healthcare, renewable energy, financial services, manufacturing and other sectors are being made through design informatics, data ethics and other disciplines.

27. "Impact Accelerator" – type awards from the Research Councils as well as funding from the Wellcome Trust continue to be matched with University funding alongside UIF. These joint investments encourage growth of academic engagement in priority sectors. This is enabled by Academic Industry Meeting (AIM) Days which enable constructive and effect dialogue between industry and academia resulting in new opportunities.

Outcome four (entrepreneurialism and PA1 and PA2): Scottish HEIs as a sector will have made a significant and positive change in the way entrepreneurial opportunities are promoted and delivered to students, HEI staff, and businesses.

28. Support for entrepreneurship continues to grow strongly across the university. The Core Edinburgh Innovations enterprise support programme is further enhanced by key initiatives such as the Data Driven Entrepreneurship programme which operates across the Data Driven Innovation programme hubs. With a strong data focussed cross cutting theme, the programme has delivered a wide range of provision including accelerators, skills development, venture creation and innovate collaborations.

29. The delivery of pan-University entrepreneurship support is supported by the use of student enterprise hubs in all campuses which enable easier access to the support by interested undergraduate and postgraduate students. These hubs are supported by our network of student ambassadors, who are a key part of engagement with the student base. With our 5 new innovation hubs coming online, we will be expanding the amount of enterprise space available for students, staff and external organisations to collaborate.

30. Edinburgh Innovations has dedicated staff and student enterprise support teams, which continue to be a focal point for professional support. Despite challenges during COVID, the teams have supported record numbers of businesses in the previous 2 years (over 230 start-ups and spinouts 2020-2022). Demand remains strong for these services.

31. Our Enterprise Foundation Programme continues to grow talent and entrepreneurial skills and resultant new company creation opportunities, each enhancing the student experience, has been established.

32. The University has embarked on a curriculum transformation programme (CTP) which is looking at the attributes of Edinburgh Graduates. Future skills including Digital and Enterprise / entrepreneurial skills are key components of this, with the intention that we will create opportunities and engagement across the whole student base.

33. We continue to work with other HEIs via LCDG, LERU, 6U, 10U etc. to benchmark and take on board best practice. We are striving to facilitate more commercial deals by simplifying processes and deal terms where possible. We foster good relations with investors and funders and actively seek feedback on areas for improvement.

34. We have continued to develop our technology transfer capacity, which underpins a great deal of our innovation and entrepreneurial activity. Our ability to develop value in IP and effectively licence continues to be an area of focus, building upon the excellent research base of the university.

35. Old College Capital (OCC), the university's investment fund, co-invests with investment partners. We are part way through a transformative development of the team which will see enhanced support for seed funding, growth funding and strategic innovation funding. Our approach to co-investing provides incentivisation and confidence for other investors to invest in our projects. We secured a record £107m of investment into our portfolio companies in 2021/22.

36. In summary, we are continuing to strengthen our entrepreneurial ecosystem, from early stage ideas through to company growth support. We combine enterprise support, technology transfer and investment, along with enterprise programmes at scale to provide accessible and inclusive support. We continue to foster relationships with government agencies, HEIs and business support partners to ensure the health of the wider ecosystem.

Outcome five (international and PA11): in partnership with Scottish Development International, Connected Scotland and others, Scottish HEIs will have pooled their knowledge and networks, and shared good practice to promote and engage Scotland internationally (operating under Scotland's International Framework).

37. The University continues to value its relationship with SDI and trusts that the University's own global ambitions will evolve positively alongside the new "Scotland's Inward Investment Plan: Shaping Scotland's Economy". The University is active in many countries with EI championing a new internationalisation approach as part of University strategic relationship management. Again building upon the extensive alumni networks, SDI in-region staff and Global Scots, this will seek to enhance our collective international reputation and brand, presenting the University - and the wider Scottish University sector - as a lure for growth in inward investment. The University's targeting of strategic relationships with global partners gels with the new thrust of the "Inward Investment Plan" and common interests could produce mutual benefits to the University and SDI.

38. The University and SDI are working closely and productively in the North American Region. Exploration of potential for new relationships with companies of scale investing in research across sectors of national – hence mutual – interest are ongoing.

39. An example of this global ambition is the International Campus in Haining China. This is a strategic relationship with China's elite Zhejiang University which is establishing a productive mutually beneficial teaching and research partnership with embedded enterprise and entrepreneur support. This is coupled with the intention to establish a new translation centre to accelerate the conversion of new ideas into commercial opportunities with resultant significant inward investment. In addition, through relationships with other Scottish institutions, this will expand opportunity to other participants further.

Outcome six (inclusive growth and social impact and PA11): Building on current and good practice Scottish HEIs will have scaled up their support of the Scottish Government's ambitions for inclusive growth.
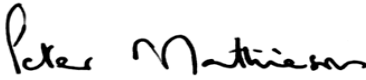
40. Strategy 2030 commits the University to focus on a step change in innovation and research by operating without boundaries, contributing to "making the world a better place" delivering positive change, locally, regionally and globally.

41. All of these key features have been reflected in earlier Outcomes: building and strengthening relationships and information exchange between the University, the city and our communities. Strategy 2030 commits the University to Social and Civic Responsibility and to work with partners, attracting investment, fuelling entrepreneurship and delivering inclusive growth which are the City Region Deal aims. We identify three key areas in which the University will make a positive contribution to the city:
    - Developing, harnessing and strengthening relationships
    - Working with communities through research, learning and teaching
    - Raising awareness and understanding between the University and the community

42. The University's significant investment in the City and Regional Deal alongside the DDI Hubs is enabling growing engagement with the public in research, as well as working with civic and community partners to enhance health and well-being, education, culture and quality of life. The University's Community Engagement Strategy will support the inclusive growth element of the Deal. Indeed, the Strategy is being updated to take into account the City Deal context recently approved.

43. The University is using the UIF to strengthen its commitment to supporting collaboration with the other Edinburgh HEIs in Public Engagement with Research. This includes the Whole Region approach to new company creation, working without boundaries with other academic and economic develop stakeholders, to accelerate new company creation and extend opportunity across the region including dormant innovation in the workplace. Through the Edinburgh and South East Scotland City Region Deal Innovation Strands, the Beltane partnership will help support innovation through public engagement with University research. The University approved its first Strategy to Support Public Engagement with Research in March 2018, and resourced a central team to coordinate its implementation.
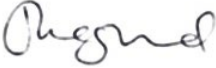
Outcome seven (equality and diversity PA10): Building on current and good practice HEIs will have ensured positive promotion of equality and diversity in staff and all who are affected by the use of the UIF.

44. The University's approach and commitments to equality and diversity and related initiatives set out our commitment to embedding equality and diversity across all of our work. This reflects our contribution to our place as a world-leading centre of academic excellence.

45. The University of Edinburgh continues its commitment to engage fully with Scottish business and public sectors, to ensure that the full breadth and depth of the institutional academic capital makes a leading contribution to economic development and public service provision. This commitment spans major investment in the University estate and new resource with objectives of externally informed education alongside industry and societally led research and, aligned with national and international employer needs, improving student experience and employability.

46. The University is also innovating internally in promoting streamlined business access to the University by the adoption of common contracts, investment in new systems and the use of refined internal processes to accelerate and improve the business and academic client experience.

47. This approach is accompanied by internal investment to stimulate participation in innovation led activities via professional support, incentivisation to grow impact and to continue the year on year growth in each category evidenced in returns to SFC. This includes an institution-wide aspiration to support growth in entrepreneurship and new company creation with opportunities available across the University community. This is complemented by revised policies incentivising academic participation through more flexible finance policies that allow the accumulation and reinvestment of surpluses back into growth and innovation areas.

48. The University is committed to making the promotion of the University internationally in sectors aligned with Scotland's economic priorities, leading to inward investment and export growth. To this end the University is working closer with SDI targeting companies and prospective partnerships in priority sectors of mutual interest. This includes activities in for example in creative, aerospace to agriculture, health, environment, justice and security and others. Of critical importance is the ubiquity of data driven innovation in all sectors; especially creative, green energy, finance, manufacturing, agriculture and healthcare with special emphasis on new models of care delivery to an ageing population.

Outcome Agreement between The University of Edinburgh and the Scottish Funding Council for AY 2022-23

On behalf of The University of Edinburgh:

Signed:

Print name: Professor Sir Peter Mathieson

Position: Principal and Vice-Chancellor

Date: 5 May 2023

Signed:

Print name: Janet Legrand KC (Hon)

Position: Senior Lay Member

Date: 5 May 2023

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023