



THE UNIVERSITY *of* EDINBURGH

Outcome Agreement 2023-24

October 2023

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Introduction

Our Outcome Agreement 2023-24 was endorsed by our University Court at its meeting in October 2023. Prior to this, our Outcome Agreement was reviewed by our Policy and Resources Committee, chaired by Senior Lay Member Janet Legrand KC (Hon). In this Outcome Agreement we set out our ambitions for the next academic year as well as reflecting on some of our successes. We remain committed to delivering against the priorities of the Scottish Government and the Scottish Funding Council.

Our 2023-24 Outcome Agreement is structured around the seven priorities as set out in SFC's guidance and builds on [previous Outcome Agreements](#). All of our activities are framed by [Strategy 2030](#) which affirms our plans for the future, and our vision to continue to deliver excellence to 2030 and beyond is rooted in all that we do.

We have a dedicated and committed University community to drive forward innovation, ambition and resilience in the pursuit of making the world a better place. We remain a world-leading institution, committed to making the greatest impact across our four Strategy 2030 [strategic focus areas](#) of people, research, teaching and learning and social and civic responsibility.

In developing our Outcome Agreement, we are cognisant of the changeable external political and economic environment, but we are also aware that opportunities will arise as well as challenges, and we will seek to maximise these opportunities.

The Times Higher Education REF research power rankings place the University fourth in the UK based on the quality and breadth of our research, and top in Scotland. Nearly 90% of our research activity is classed as 'world leading' and 'internationally excellent' and we have seen the financial benefit of our excellence reflected in our Research Excellence Grant from SFC. Our Outcome Agreement and associated impact case studies illustrate how we use our public funding responsibly and the impact which this funding brings.

The Impact Framework supporting table appended to this document provides, where possible, data against each of the measures set by SFC. Some of the data presented is provisional; at the point of signing the Outcome Agreement the final position on data is not available to us.

We look forward to continuing to work with Scottish Funding Council officials over the next year, and to help shape future plans for education, research, inclusivity and economic prosperity.

Financial sustainability

The University of Edinburgh continues to meet the challenges of the post-pandemic era in an economic environment with more uncertainty than we have seen in many years. Nevertheless we continue to deliver our objectives in a financially sustainable way that gives us confidence going forward. The last few years have shown us that we can rapidly adapt to a changing environment and that we can grasp opportunities that change presents. Our Annual Report and Accounts for 2021-22 reflect another positive financial position for the University, achieved through robust financial management and commitment to the long-term stewardship of the resources of our institution. Our continued financial stability and sustainability ensure that we can confidently choose to invest in our people, our students and our research with a clear vision for the future despite the many challenges and uncertainties we face.

Priority area 1: Fair access and transitions

Widening Participation commitments

1. At the University of Edinburgh we are passionate about social justice and mobility, and believe that students from underrepresented or disadvantaged backgrounds deserve equitable access to the University, as well as equity of opportunity and experience for those engaged in study and research while at the University. These values frame our actions.
2. We're proud of being known as a global leader and highly selective research-driven institution, but we're even more proud of becoming known as an institution which welcomes students from all backgrounds, providing an exciting, inclusive and supportive environment in which all students can feel they belong and grow, thrive and succeed through their studies here.
3. Our commitment to Commission on Widening Access (CoWA) and fair access for students remains as strong as it has ever been. We recognise that not everyone has the same start in life nor the same opportunities to flourish and succeed educationally. We are in the process of updating our [existing Widening Participation Strategy](#), which will be published during 2023-24 and will set out how we aim to address educational inequalities and patterns of under-representation in Higher Education. We know how transformative a university degree can be for an individual, and more widely the impact on social mobility within our society.
4. Our Self-evaluation for 2022-23 provides details of our peer mentoring programme, and the feedback we have received from students highlights the impact of our involvement. We will continue to run our peer mentoring programme in 2023-24.
5. Our new Widening Participation Strategy 2030 will be driven by the following principles:
 - Striving for excellence and demonstrating leadership in our commitment to widening participation.
 - Widening participation and student success across the whole student lifecycle.
 - Enhancing our evidence-based approach.
 - Setting clear goals, valuing transparency and accountability for what we set out to achieve.
 - Putting students with lived experience at the heart of our strategy.
6. We are committed to fair, transparent and consistent admissions processes, and our [contextual admissions process](#) is one of the key ways the University realises its commitment to widening access for UK students. We prioritise offer making to UK applicants who come from backgrounds where they are underrepresented in HE or where evidence demonstrates they face additional barriers in accessing HE.

Commission on Widening Access commitments

7. We're proud of our successes in widening access; in particular in meeting the CoWA target of 10% of our intake to come from 20% most deprived areas in Scotland ahead of schedule. In 2022 we had nearly 300 SIMD20 students. At the point of writing, our SIMD20 data is still being finalised, although indications are that for 2023-24 our new SIMD20 entrants will be below the record level we saw in 2022-23. In 2023-24 we are expanding our outreach programmes into other SIMD20 areas in the central belt in order to work towards stretching targets and to maintain progress. We are also reviewing our current provision in schools and colleges to ensure we are working with the groups of students most at need.

Care experienced students

8. Our widening access efforts drive applications, offers and entrant levels for SIMD20 students and care experienced students. Due to enhanced support at an early stage, including at application stage, the number of new care experienced students at the University have increased significantly over the past few years. We are pleased to note that the proportion of our Care Experienced students is in line with the sector average, as noted in SFC's [Report on Widening Access 2021-22](#). We have positive indications that our intake of care experienced students for 2023-24 is broadly in line with last year's figure, with an increase in care experienced entrants from Scotland.
9. [Edinburgh Cares](#) offers a range of specific support to applicants and students with care experience, estranged students, and student carers. Students who are care leavers or have a background in care, receive advice and guidance throughout the application process. We support students throughout the duration of their studies by providing [financial assistance](#), year-round access to University accommodation and support to take part in activities outside of the learning environment. In 2023-24 we have published a new [Corporate Parenting Plan](#) which lays out our commitments for the next five years and this work is overseen by a University-wide committee, the Edinburgh Cares Committee.
10. We have detailed processes in place to help our new care-experienced students to become established within the University. When we make an offer to a care-experienced new student we provide students with a named contact within the Widening Participation team who will support student during their studies. We also provide a staff or a student mentor to support students throughout their time at the University.

Articulation

11. In our 2022-23 Outcome Agreement we reported on activities relating to establishing articulation arrangements with partner colleges, and work will continue in 2023-24.

Engagement with the National Schools Programme

12. We pioneer many different types of access programmes and best practice, including the National Schools Programme (NSP), the [Lothian Equal Access Programme for Schools \(LEAPS\)](#) and Pathways to the Professions in the 1990s. These are both now embedded across the sector. We work closely with the SFC on the latest approach to reporting on the progress of the NSP and in Autumn 2023 we will be producing our first joint report with LEAPS for the South East NSP region. To ensure the [Accessing High Demand Professions \(AHDP\)](#) programmes we coordinate are reaching the students most in need, we have made some changes to our criteria this academic cycle and plan to implement some innovations to the programmes. These include on campus shadowing/lectures as well as enhanced transition support for new undergraduate students at the University.
13. Our commitment to widening access includes making offers based on minimum entry requirements to eligible applicants where possible. Over the past few years we have seen an increase in demand from widening access applicants, and whilst we can't always guarantee widening access offers to all eligible applicants for high-demand degrees, we do take into account personal and education circumstances when making offers. Details of how we approached the 2023 undergraduate entry cycle can be found [here](#). We are currently reviewing contextual admissions ahead of the 2025 admissions cycle to ensure it is fair and robust and delivering on our widening access commitments.

Priority area 2: Quality learning and teaching

14. Quality assurance and enhancement is a top priority for the University. We carry out regular reviews of our subject areas and Schools to assure ourselves of the quality of our academic provision and the student experience. The reviews are carried out on a six-yearly cycle and take the form of [internal periodic reviews](#) (IPRs). The [Students' Association](#) and University work in partnership to ensure that students are central to academic governance, decision-making and quality assurance and enhancement. IPR and thematic reviews include student members on review teams and the student is a full and equal member of a review team and, as with other members, will typically convene one or more meetings during the review. Student engagement on review teams as part of IPRs is regarded as essential.

Student experience

15. To help meet our Strategy 2030 responsibility and commitment to “improve and sustain student satisfaction and wellbeing”, we use key performance indicator data on student satisfaction as reported in national student surveys.
16. The 2023 NSS results were released in August 2023, and whilst the survey has changed a lot from previous years and direct comparability over time is not meaningful, we are able to review and reflect how we do relative to the sector. We can't compare to our Russell Group peers for 2023 because of the changes made to the survey, but our overall satisfaction score is around 71% which is broadly in line with previous years.
17. We continue to see a strong set of results in teaching, where we exceed averages for the sector, as well as strong feedback from our students around areas of academic support and learning resources. We will work with colleagues to address Assessment and Feedback as priority, and some aspects of Student Voice and Organisation and Management.
18. We use the NSS for a wide range of purposes, including in our suite of top priority Key Performance Indicators for Strategy 2030. We would have liked to see more positive results, as the NSS is an important measure for us and the sector, but our commitment to improving student experience remains and we will continue the work we have already started to drive forward student experience initiatives.
19. As noted elsewhere in this OA, our new sector-leading [Student Support Model](#) is a major step forward in providing the support that students need and expect. To ensure that we get this right, we have taken a phased approach to the roll out of our new model. Our new Student Support Advisors are in place for our new students commencing their studies in September 2023. From 2023-24, students' wellbeing, mental health and study and professional skills development will be supported by teams working within the new student support model and the role of the Personal Tutor has been phased out. We are aware that new initiatives can take some time to embed, and we acknowledge the hard work and commitment of our colleagues who are driving this forward.
20. [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 and enhance the student experience. We have a [suite of learning and assessment policies](#) which focus on taught assessment, curriculum information and learning and teaching.

21. We value and welcome engagement from our students about how we deliver against our priorities. We are aware that the current cost of living crisis continues to have a significant impact on our students; on their studies, their mental health and their general wellbeing. We are working closely with our EUSA representatives about the challenges which our students face, recognising the need for increased pastoral support. Details of the enhanced support we provide to our students can be found [here](#).
22. We run the University of Edinburgh [Pulse Survey](#) to give students the chance to provide feedback on their experiences over the course of the year. We survey around December and March each year, giving students the opportunity to provide feedback on their experiences in both semesters. The pulse surveys will ask the same core questions, allowing us to track how students are feeling and how that changes over the course of the year. All responses, including open comments, are analysed and the data used to make recommendations for improvements at the University. In addition, we use tools such as [Course Enhancement Questionnaires](#) and [mid-course](#) feedback. The objective of these tools is to assure teaching quality, and each of these feedback methods fulfil different purposes.
23. Later in 2023 we begin work on a [significant update to Teviot Row House](#), the world's oldest purpose-built Students' Union. This exciting work will enhance and modernise facilities throughout the building, as well as repurposing spaces to create a new community lounge, student group workspaces, a wellbeing studio and a gallery, whilst preserving the historic character. The works will provide our students with a more environmentally efficient and sustainable space, whilst improving accessibility and toilet provision. We have made alternative social, study and event spaces available to students whilst the work is being done.

High quality safe and supporting learning experiences

24. Ensuring that we offer a high quality safe and supportive learning environment is a top priority for the University. Our aim is to ensure that teaching practices are of a high standard and are continually improving. Our approach to improving learning, teaching and the student experience is carefully planned, and the pace and scale of activity is balanced according to our 2021 Enhancement-led Institutional Review (ELIR) recommendations and priorities. We have in place:
 - an **ELIR Action Plan** which takes a themed approach to the implementation of the ELIR recommendations in order to ensure alignment with existing learning and teaching priorities and senior leadership responsibility;
 - **Assessment and Feedback Task Group** was established to take forward the ELIR panel recommendation that the University “make demonstrable progress, within the next academic year, in priorities the development of a holistic and strategic approach to the design and management of assessment and feedback.” We provide details of actions taken in our Annual Report on our ELIR activity in 2022-23.
 - we accelerated the implementation timeline for our new **model of student support**. This was in place for September 2022, one year earlier than anticipated.
25. Our [2022-23 Outcome Agreement](#) set out our approach 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 to provide guidance and support to students. Details of what we will have in place for the start of academic year 2023-24 are outlined above.

- **Strategic projects**, including:

- **[Curriculum Transformation Programme](#)**: This is a long-term initiative for the University to review the shape, design and delivery of our current curriculum to ensure it develops with the needs of our future students in mind. We are now in our testing and refining a proposed Curriculum Framework (UG and PGT), which includes a set of programme archetypes and curriculum design principles, together with consideration of the regulatory, system and process changes that will be needed to support its successful adoption over the next 4-5years.
- **[Student Voice](#)**: We implemented a new approach to [course level feedback](#) in 2021-22, giving ownership of course level feedback to Schools, allowing local areas to gather feedback to their own (and students') requirements and allow for closer staff-student interaction.

Priority area 3: Coherent learning provision

26. SFC's [Review of Coherent Provision](#) recommended a revised approach to strategic provision planning and skills alignment, placing emphasis on institutional ownership for the delivery of coherent learning provision and the imperative of effective partnership and planning at local, regional and national levels to ensure the responsiveness and alignment of provision offered by individual institutions. When developing new courses and programmes, employers, alumni, business and professional contacts are our external reference points as part of the business case for evidence of the provision.

Partnerships and planning

27. The University maintains strong ties with industry partners, including companies, start-ups and organisations. These partnerships facilitate technology transfer, industry-driven research, internships, placements for students, and the development of industry-relevant academic programmes. We engage with a range of industry and other bodies, examples of which include the [Met Office](#), [Ecometrica](#), [Lloyds Register](#), [the Forestry Commission](#), [Hylmpulse](#) and [FinTech Scotland](#).

Data and intelligence

28. The University has close connections and partnerships with industry and this has been extended within our [Data Driven Innovation \(DDI\)](#) initiative as part of the City Region Deal. Our [Hubs](#) play a crucial role in delivering to deliver against our City Deal objectives and meeting national skills priorities.
29. The [Bayes Centre](#) which leads on the [Data Upskilling Short Courses](#) portfolio with courses contributed from across the University has 33 industry Members and Partners working in collaboration with academics and students co-located within the purpose-built building to leverage data science and artificial intelligence activities. We have actively discussed skills needs with these companies and work with them to upskill their own employees, to include real-world case studies within our courses, and review where courses within the portfolio can drive economic prosperity. We also work with industry connections beyond this where data skills can make an impact to job prospects and drive societal impact.
30. We are working closely with the [National Manufacturing Institute Scotland](#) on identifying data skills gaps within the engineering and large-scale manufacturing sector within Scotland to produce courses and provide opportunities for the sector to learn more about the benefits of data when driving decision making as well as implementing improvements across the manufacturing sector. We are in discussion about focus groups running over the summer period in addition to questionnaires to ensure we can build a demand-led programme of courses for the sector. We have ambitions to extend this into other important sectors in areas such as sustainability and the green economy and space and satellites.
31. The NatWest Group and the University of Edinburgh recently announced a new partnership based on challenge-led research and innovation that will improve how data is used to benefit bank customers, students, researchers and policy makers. The [Centre for Purpose-Driven Innovation in Banking](#) will bring the latest academic developments and thinking in data science and AI, climate change, business and the social sciences to tackling issues in the banking sector.

Adaptation and development of provision

32. Across all of our programmes and as noted in section 4 below, we work closely with industry, the business community and government partners to transfer our cutting-edge research to the Scottish and global economy. We want employers and alumni to inform our curriculum to provide insights into what knowledge and skills students may be expected to display when they move into work. Employer and alumni engagement can provide valuable insights into career options and can enhance students' professional networks.
33. As we are now approaching the end of the fourth academic year of SFC Upskilling funding which has contributed to the development of the [Data Upskilling Short Courses](#) portfolio (DUSC), we have been actively reviewing data of students and learners who have moved through the programme to assess career ambitions and progression, the impact of courses, identifying the sectors where learners have taken courses to date and identifying any gaps we wish to address.
34. The review of this student data, including feedback following course completion, has assisted us in updating course material and creating pathways and pipeline opportunities towards further study for incoming and current learners within the short courses portfolio as well as our flexible online learning postgraduate programmes aimed at working professionals.
35. As noted in Section 2 and below, [our Curriculum Transformation Programme](#) has our students' futures and our stakeholders at the forefront of activities. Key to this is ensuring that students have enhanced employability opportunities through offering challenge courses and experiential learning in our programmes.
36. We are mapping and understanding current University of Edinburgh approaches (both curricular and co-curricular), expertise, capacity and impact, reviewing best practice elsewhere (nationally and internationally), and consulting and taking into account the view of a range of stakeholders, including external partners, and the wider community. University of Edinburgh students and staff (professional services and academic) views are also being taken into consideration to look at the options for the future, including requisite investment and support structures. The CTP is developing new archetypes for degree programmes and experiential learning will be a core component of this. An external Engagement Task Group is ensuring that the voice of industry, alumni and other stakeholders inform these developments.
37. Examples of how we're involving [industry](#) and introducing [entrepreneurial skills](#) into our curriculum and activities are detailed here.

Priority area 4: Work-based learning and skills

38. As part of the quality framework, the University has a policy on [Work-based and Placement learning](#), designed and developed in partnership with employers, students and other stakeholders which include learning outcomes that are relevant to work objectives.
39. We aim to equip our students for diverse personal and professional futures, and work-related learning is a key component of this; engaging employers in the curriculum and of experiential learning.
40. We recognise that learners need to continually learn 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 in the Curriculum Transformation Programme through the activities of the [Future Skills work stream](#).
41. Across the University, we encourage the development of [Modern Apprenticeships](#), recognising that young people bring a wealth of talent, creativity and enthusiasm, critical now and for the future success of the University. We have made an ongoing commitment to youth employment, acknowledging the critical impact it has on meeting the University's strategic aims and objectives, including [Strategy 2030](#) and our [People Strategy](#).
42. The University is a [Young Person's Guarantee](#) (YPG) employer and offers its Modern Apprentices an award-winning development and coaching programme.
43. Our [Careers Service](#) offers 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 in co-curricular activities such as [Students as Change Agents \(SACHA\)](#). Support is available to all matriculated students of the University and for graduates of the University for around two years after graduation.
44. Through our curricular, wider student experience and professional services we provide students with diverse opportunities to explore what they want to do after graduation, through helping them research the labour market, explore the opportunities available, develop their skills 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](#).

Skills provision

45. Supporting our students to develop skills can take number of forms. We want to support our students to make sure that they have the right skills to make the most of their time at university. Alongside qualifications, during 2023-24 we are running [skills for life and learning sessions](#) which focus on some of the softer skills which our students might not gain in the classroom. For example we run presentations and workshops covering a range of topics, including managing stress, study skills, exam success and recognising personal struggles. Our [Institute for Academic Development](#) also offers a range of workshops and events aimed at undergraduate and postgraduates, researchers and teachers to support our staff and students.
46. Our work in data skills training for the [Data Upskilling Short Courses](#) (DUSC) Portfolio which utilises SFC Upskilling funding, aligns with data skills training developments across the tertiary

sector. For example, we work closely with colleagues who have been involved in developing the National Progression Award and Professional Development Award to ensure we align courses as follow on opportunities for a pipeline of training available at University level. We have developed short courses aimed at working professionals including teachers, College lecturers, and for the workforce at junior, senior and executive level throughout our portfolio. The Bayes Centre which leads on the DUSC portfolio has recently partnered with the Innovation Hub [The Data Lab](#), member company [Effini](#) and the [Data Education in Schools](#)) and [Data Education in Colleges](#) programme to encourage the closing of the data skills gap through accessible short courses. This has combined knowledge of identified skills gaps in industry through all partners involved while encouraging additional provision for teachers, colleges and universities. Lessons have been made available to teachers and full courses will be available to the workforce in the next academic year.

Addressing employer needs

47. Meeting the needs of employers includes activities such as:

- Industry advisory boards which are active in a range of Schools to provide employer and industry voices in programme development, e.g. engineering and informatics
- Examples of work-based and work-related learning in programmes across the institution, include:
 - Company-sponsored dissertations in the School of Economics
 - Entrepreneurship in Mathematical Sciences is a new course dedicated to enterprise education and will allow students to see how applications of mathematics and statistics have made significant contributions in business, as well as developing students' skills required to transform ideas into a successful business
 - GeoSciences and Psychology: students can take a co-delivered outreach and community engagement course working with external organisations on real-world challenges in their fields
 - Informatics 'Professional Issues' course: students create a wiki relating to a real-world professional issue. Students are asked to reflect on what they would do as professionals in particular challenging situations. This course is contextual-based and engages students with law, ethics and other elements of professional practice and through this students gain insights into careers and navigating professional settings
 - Placements in vocational programmes, e.g. Engineering, Edinburgh College of Art, Nursing, Medicine and Vet Medicine

48. Through the Careers Service, Edinburgh Innovations and academic-industry collaborations, staff across the University are in regular contact with businesses ranging from SMEs to multinational corporations, and use the knowledge acquired to inform and shape delivery within the University.

Priority area 5: net zero and environmental sustainability response

Whole institution climate emergency response

49. Our commitment to social and civic responsibility within Strategy 2030 responds to the climate, biodiversity and emerging pollution and resources crises, setting out our collective vision to make the world a better place. In Strategy 2030, we restate our commitment to be a Carbon-Zero University by 2040 and by mid-2024 we will publish our new Climate and Sustainability Strategy which will outline our vision, ambitions and actions we will take to support the University in its commitment to social responsibility, sustainability and action on the climate crisis.
50. Carbon emission monitoring is one of the key performance indicators of our Strategic Performance Framework for Strategy 2030 and we report annually to our governing body on progress against our targets. The University provides a detailed update on progressing our commitments to climate and sustainability impacts through the annual Public Bodies Climate Change Duties Reporting.
51. We remain committed to reducing our carbon emissions per £ million turnover by 50% from a 2007-08 baseline by 2025. To meet our Net Zero obligations, our new strategy will set out how we will achieve this. Our strategy will focus on action on climate change and wider sustainability, and alongside this, we will develop KPIs to measure our success and outcomes. In our strategy we will:
 - Rebalance our focus to reflect the potential for impact i.e., increasing focus on research, partnerships, and learning and teaching, while continuing to deliver on operational carbon reduction.
 - Widen the focus, strengthening efforts on biodiversity and resources, bringing ambitions in line with our approach on climate change, sufficient to address the magnitude of these interrelated crises.
 - Set science-based interim targets, thus ensuring our net zero carbon target takes a science-based carbon budget approach, in support of our existing 2040 goal.
52. [The Edinburgh Earth Initiative](#) was established to accelerate the University's response to the climate crisis. Working with our academics, students, staff and partners, we are at the leading edge of climate research, teaching, innovation and action. By 2030 the Edinburgh Earth Initiative will work to ensure that our research and teaching has the greatest possible impact on the climate and the environment.

Compliance with Scottish Government public sector reporting

53. The University of Edinburgh has invested heavily in the development of on-site centralised heat, power and cooling generation, university owned energy centres, and heat, power and cooling networks. These investments have provided energy efficiency savings and operational carbon emissions savings over their lifetime. However, as the national electricity grid decarbonises the carbon benefit of on-site power generation is diminishing.
54. The Energy and Utilities Masterplan provides a long-term framework for maintaining affordable, sustainable and resilient utilities infrastructure across the estate. It is aligned to Strategic Plan objectives, Climate Strategy targets, and evolving policy and regulation. The Energy Masterplan is structured around a hierarchy of interventions aimed at maximising long term value and financial benefit where possible. The investment hierarchy priorities (a) the elimination of energy waste, (b) minimization of energy demand, (c) optimizing energy

efficiency, and d) transitioning to low carbon energy sources.

55. The Energy and Utilities Masterplan includes £200M+ of potential energy efficiency improvement projects across the estate, of which £80M are recommended for early action. Priority investments include: control system optimization; lighting system upgrades; laboratory ventilation optimisation; data centre cooling optimisation; heating distribution control optimisation and mechanical services insulation upgrades.
56. Our energy efficiency investment programmes to date have been highly successful. Since 2016 we have delivered 140 projects valued at £9M achieving operating cost savings of £1.4M and GHG emissions reductions of 3,400 tCO₂e p.a. Collectively these projects have a simple payback of under 7 years. Looking forward £30M in pipeline energy efficiency projects are prioritised to 2025 awaiting funding allocation, delivery resource, and/or site access and coordination. The savings opportunities associated with these projects is £5.6 M and 7,200 tCO₂e p.a.
57. In 2021/22 £2.6M of new projects have been approved for funding with associated savings of £350k and 315 tCO₂e p.a. There are currently £1.7M in energy efficiency projects in progress in 2022/23 with estimated savings of £150k p.a. and 260 tCO₂e p.a. In the short-term, our emissions are likely to increase associated with heating and procurement.
58. The University launched a new [Sustainable Business Travel policy](#) in January 2022, with a [further update](#) in early 2023. In relation to addressing business travel emissions, the policy focuses on reducing overall travel, and promoting travel hierarchy where travel is essential. A new Travel Management Supplier contract was in place for February 2022, which supports improved business travel reporting.

Summary of emissions

59. The following table provides summary emissions:

Academic year	2021-22
Absolute emissions (by source)	tCO₂e
Electricity	22,759
Gas	41,765
Travel	4,540
Fuels	780
University vehicles	267
Waste	137
Water	116
Total (rounded)	70,363
Absolute emissions (by scope)	tCO₂e
Scope 1	42,763
Scope 2	20,851
Scope 3	6,749
Total (rounded)	70,363

60. Our 2016 climate strategy included Scope 1 & 2 emissions and elements of Scope 3 emissions. Given the urgency of the climate crisis, our new strategy we will include wider Scope 3 emissions, which include student travel out with term time. Reporting against all Scope 3 emissions is expected as part of the Scottish Government's statutory public bodies

climate change duty on reporting under section 44 of the Climate Change (Scotland) Act 2009.

61. Our Public Bodies Climate Change Duties Reports can be found [here](#). Our Greenhouse Gas Protocol Assessment Reports can be found [here](#).
62. As well as reporting against all Scope 3 emissions as part of the Scottish Government's statutory public bodies climate change duty on reporting under section 44 of the Climate Change (Scotland) Act 2009, we also publish our own data (2021-22 data is the latest set of data available which is also restated in our 2022-23 Self-evaluation report):
 - [Absolute carbon emissions](#)
 - [Relative carbon emissions](#)
 - [Commuting](#)
 - [Business travel](#)
 - [Academic estate waste](#)
 - [Pollock Halls accommodation waste](#)
 - [Pollock Halls catering waste](#)
63. Our new strategy will set out a whole institution approach to climate change mitigation and adaptation to achieve our ambition targets. Whilst this is being developed, we are on track to reduce our emissions of carbon per £ million turnover by 50% from a baseline of 2007-08 by 2025, and we are also on track to return our carbon emissions to 2007-08 baseline year levels by 2025. The targets are part of the University's Zero by 2040 Climate Change Strategy 2016-26, which was launched by the University in November 2016.
www.ed.ac.uk/sustainability/topics/climate-action

Net zero by 2040

64. The University is tackling climate change across all its activities as part of its plan to be net zero carbon by 2040. This includes [initiatives like improving the way we power and heat our buildings; electrifying our vehicle fleet](#) and replacing non-essential travel with alternatives where available. We will sequester remaining carbon from unavoidable emissions, such as essential flights.
65. We aim to deliver over one million tonnes of CO₂ offsetting over the next 50 years over multiple sites across Scotland. In addition to sequestering carbon, this programme is designed to maximise the co-benefits for biodiversity and local communities whilst generating research, teaching and learning opportunities.
66. As part of this work, the University has recently purchased its first site. [Drumbrae](#) is a 431 hectare site in the Ochil Hill. As well as sequestering carbon by creating woodland, we aim to improve the variety of habitats on site to increase biodiversity, and encourage our students and researchers to visit it.
67. Other activities:
 - Learning and teaching and skills: through our Curriculum Transformation Programme we will ensure that all students learn about the climate, biodiversity and wider sustainability through their degree programmes
 - Research, innovation and entrepreneurship: to maximise the impact of, and opportunity from the University's research and partnerships on the climate, biodiversity and wider sustainability, we will identify research on climate change, biodiversity and wider sustainability as one of our core research missions.

- Estates and supply chains: we understand the challenges and opportunities which our estate brings, and we are currently considering the potential for mitigation in supply chain alternatives
- Institutional governance and leadership: if we are not ambitious in our targets, this poses a reputational risk.
- Staff and student engagement and participation: in developing our new strategy and our response to the climate emergency, we have received positive and supportive engagement from our staff and student communities. Staff have shown an appetite to embed sustainability in the curriculum. We will consult our staff and student communities about our new strategy in the Autumn 2023.

68. Our data for our baseline greenhouse gas emissions based on our Climate Strategy can be found [here](#).

Linking with SDGs

69. Our climate strategy will have a significant impact across a number of key SDGs:

- [SDG3: Good health and well-being](#)
- [SDG5: Gender equality](#)
- [SDG10: Reduced inequalities](#)
- [SDG12: Responsible consumption and production](#)
- [SDG13: Climate action](#)
- SDG [14](#) & [15](#): Life below water and life on land.

Priority area 6: High-quality research and innovation

Effective use of SFC core research grants

70. The SFC core funding for research is crucial for contributing to the infrastructure that creates the environment and culture that enables the University of Edinburgh to win further competitive funding to sustain the world leading research we conduct with our partners. About 95% of our Research Excellence Grant (REG) is distributed as part of the annual budgeting across the University, with the bulk directly devolved to Colleges and Schools to fund academic and professional services staff, facilities and activities such as seminar series and small but important seed and conference funding. In addition, the uplift in REG following our excellent results in REF 2021 is allowing us to invest £27.2M over 2022/23 – 2026/27 to support new strategic cross-University initiatives in the following five areas aligned to the University of Edinburgh Strategy 2030:
71. **Attracting Talent:** In total 34 appointments for “tenure track” Chancellors Fellows were made with anticipated start dates between March and December 2023. A new call is underway to recruit a further 30 Fellows in 2023/24. To complement the Chancellor’s Fellows appointments, the University is also investing £6 million in a new Edinburgh Career Development Scheme. The scheme will provide critical 2-3 year fellowships for those immediately post-PhD to help address a significant gap in research career support; the transition from PhD to an externally funded post-doctoral fellowship or equivalent, as well as promotion of interdisciplinary research. The fellowships are targeting under-represented groups, including women, ethnic minority researchers, and those from socio-economically disadvantaged backgrounds who face challenges in building research careers.
72. **Enhancing Research Culture:** We are recruiting a New Head of Research Cultures post who will assume responsibility for overseeing our Research Cultures Action Plan. We have also commissioned a new Edinburgh Climate Research Leaders Programme, a collaborative leadership programme for women in climate change research. We will also be running the Elevate Programme for a second time, a programme designed with and for women of colour in academia.
73. **Interdisciplinary Collaboration:** We have committed £300k for a new University internal seed-funding scheme to support radically interdisciplinary ideas and collaborations that span Colleges. The new Big Ideas Accelerator Scheme is aimed at stimulating and nurturing innovative and disruptive ideas that require further proof of concept or development, and which would not normally be covered by external funding or existing internal schemes. We will also be investing in three new posts to coordinate and support major strategic interdisciplinary initiatives, with a strong focus on supporting cross-college missions and challenge areas.
74. **Supporting major bids:** We have committed £300k for a new University Major Initiatives fund designed to support early-stage ideas, with high potential to become part of the pipeline of strategically significant major bids and key partnerships. We are also investing in a new Research Bid Development Team, who will support identification, planning and preparation of major and complex bids.
75. **Innovation and Impact:** we have committed £100k for a new university Strategic Impact Fund. We are also investing in new Research Impact and Research Engagement positions to provide University-wide support for impact.

Research Postgraduate allocations

76. University support for our Research postgraduate students takes several forms. The Research Postgraduate Grant (RPG) is largely devolved to Graduate Schools (or equivalent) via Colleges to support postgraduate research in terms of administration, training and scholarships. In addition, the University offers comprehensive central level support for postgraduate researchers via a range of different professional services. One of these is the [Institute for Academic Development](#) which provides a range of training and support for researchers completing a PhD or doctorate. Such support includes skills training courses and events for doctoral researchers, advice and training aimed at different stages of a PhD, and information and advice on how to plan careers and develop skills needed now and in the future.
77. The University regularly updates its advice and guidance for students worried about matters such as the cost of living crisis, which includes a dedicated hardship fund for PGRs. In addition, the University-wide [Doctoral College](#), set up just before the start of the pandemic, coordinates support across the institution and complements the discipline-specific support.

Supporting sustainability and future research excellence

78. Our forthcoming Research and Innovation Strategy 2030 which we expect to publish during 2023-24 drives forward our strong legacy as a world-leading university producing cutting-edge research and addressing societal challenges both locally and internationally. The strategy sets out commitments and actions that will directly support sustainability and future research excellence, across three main areas: Research, Engagement and Environment.
79. Our discovery research is the bedrock of our excellence and reputation as a world-leading centre of insight, invention and learning. A particular focus of our discovery research is fostering collaborations that produce pioneering new approaches, and our new Big Ideas Acceleration enabled by the REG uplift will strengthen this. Building on our strong research foundations, we will also strengthen capacity in challenge-oriented research, with a particular focus on three core missions: Shaping the Future of Health and Care, Tackling the Climate and Environmental Crisis, and Harnessing Data, Digital & AI for Public Good. A Major Initiatives fund will seed interdisciplinary collaborations contributing to the missions.
80. Across the institution, academic colleagues are supported to grow their ideas and projects through mentoring and peer support, annual review conversations, and a comprehensive professional research support infrastructure from local first line support to specialist teams. The Institute of Academic Development, Edinburgh Research Office and Edinburgh Innovations work together to develop the knowledge and skills required for our early and mid-career colleagues to become leaders in their fields, responding to an increasingly challenge led funding landscape. For example, the Chancellors Fellow's cohorts will have a dedicated programme of career development support from the Institute of Academic Environment; and drawing on our successful Strategic Leadership in Research Programme, we will build cohorts of research leaders through dedicated programmes for our strategic missions starting with Climate Change; and women of colour to promote diversity and inclusion.
81. We are committed to enhancing our already strong application and success in competitive research funding, having applied for £1.4 billion and secured £460M worth of awards in 2022-23. However, it is well known that the current public funding model does not cover the full cost of research, and this is made even more challenging for areas relying on charity funding which only fund direct costs. We seek to ensure that where possible every eligible cost is included in proposals for charitable and public funding; for industry funding we ensure

proposals are prized at market value at the minimum covering the full economic cost.

82. Our researchers are at the forefront of their respective fields; collaborating with peers across the world, and contributing to their disciplines through leading positions in learning societies, as journal editors and industry and government committees. Working in partnership across professional services and academic leadership we maintain excellent relationships with funders and partners in industry in order to understand needs and develop opportunities where our research strength can contribute to addressing challenges of the future.

Enabling an excellent research environment and positive cultures

83. Our [Research Cultures Action Plan](#) published in February 2023, reflects the University's commitment to foster an environment in which research, researchers, and those that support them, can thrive. A key aspect of our approach is the recognition that advancing knowledge is a team effort, and that the team is made up of a range of contributors beyond the Principal Investigator (PI): from postgraduate researchers, postdoctoral fellows and early and mid-career researchers, through to technicians, archivists, professional support staff and collaborators from across sectors and institutions. In line with this approach, the research community addressed in this Action Plan encompasses all those involved in research, from undergraduates gaining their first experience of research, to established academics leading their field, and includes those providing the services and support that help maintain a flourishing research environment.
84. The actions are centred around five drivers of change: Career pathways and progression; Targeted training and support, Responsible Research including commitment to reproducibility, Communication and engagement celebrating positive behaviour, and Governance and Data committing to conducting 2-yearly research culture surveys to monitor progress. A new team starting in autumn 2023 enabled by the REG strategic investment, will take forward the actions through 2023-24.
85. We benefit from cutting-edge support for open research, including through a number of 'early adopter' initiatives in Open Access, and our outstanding infrastructure for data processing, storage and sharing. We are also leading the way in the agenda on reproducibility, including through the Edinburgh [ReproducibiliTea Network and the Edinburgh Open Research Initiative Network](#). The University recently developed a new [Ethics Policy](#), which systematises our processes and scales up our ambition in this area. A further area of responsible research is the growing concern with security risks around research collaborations and data-sharing, captured in the 'trusted research' agenda.
86. New investments to support research impact, policy engagement and citizen science all confirm our commitments to ensuring our research and innovation fully engages with and improves the lives of individuals and communities – whether in Edinburgh and our region, across Scotland the UK, or through our many international projects and partnerships. In the coming year we will encourage and support all researchers involved in research that affects communities to deploy appropriate **methods for public and community engagement**. This will be supported by developing a repository of trusted tools and practices of citizen and community engagement that promote inclusivity and community benefit.
87. We will enhance recognition and career pathways for our **technicians and professional service staff**. For technicians, this will be achieved through implementation of our Technician Commitment and the creation of a new Technician Lead role. For research service staff, we

are reviewing and enhancing processes, roles and responsibility across the University to create clearer routes to progression.

Concordats

88. The [University of Edinburgh's annual statement on research integrity](#) confirms our commitment to ensuring that all of our research is conducted in accordance with the five commitments of the Universities UK Concordat to Support Research Integrity. In the coming year we will roll out a University-wide online **research ethics system**, and will continue to ensure comprehensive training and to update our research ethics to respond to new risks and challenges, for example in digital and data-driven research.

89. We are a signatory to the Concordat to Support the Career Development of Researchers. We provide a copy of our annual report at Annex B.

Priority area 7: University Innovation Fund

90. This plan details the University of Edinburgh's approach to UIF activity for the year 2023-24, based on the previously used outcome categories, but with consideration of the key documents such as the Scottish Government's [Innovation Strategy](#) and [The Entrepreneurial Campus: Higher Education As A Driving Force For The Entrepreneurial Ecosystem report](#).
91. The following paragraphs demonstrate our commitment to supporting the further development and implementation of SFC's plans in relation to the University KEIF and becoming strategically close to SFC infrastructure investments.
92. 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 utilise and match fund the UIF Platform Grant.
93. UIF activity levels have reached record levels in the year 2022-23, and the University is committed to building on this growth during the coming year. This will be enabled by our forthcoming University of Edinburgh Research and Innovation Strategy, renewed investment in innovation and new business creation and a significant increase in collaborative activity in year as key innovation centres such as [Edinburgh Futures Institute](#) and [Usher Institute](#) open their doors.
94. As noted in Section 5, the University has developed and launched the Edinburgh Earth Initiative (EEI), which is accelerating the University of Edinburgh's response to the climate crisis. Working with our academics, students, staff, and partners, we help ensure the University of Edinburgh is at the leading edge of climate research, teaching, innovation and action. EEI coordinates activity across the University related to philanthropy, global partnerships, student experience, and enterprise and innovation. The innovation activity includes sponsoring an Enterprise Officer based in the Edinburgh Innovations to develop start-ups in the area of climate change and sustainability. Our student summer accelerator this year featured companies almost exclusively addressing SDGs.
95. Our UIF plans align with the wider University of Edinburgh plans to be a [Net Zero University](#) by 2040. Details of our actions towards this are included in Section 5 of our Outcome Agreement, and our alignment to the Sustainable Development Goals are detailed below.

Outcome one (demand stimulation): working with Scotland's Enterprise Agencies (EAs), 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.

96. UoE has a range of activities of activities already aligned to Outcome One, including engagement of research and a wide range of student programmes. Particular initiatives for this year include a focus upon Women's Entrepreneurship and unlocking participation from underrepresented groups. Another key initiative is the Data Driven Innovation Entrepreneurship programme that will include a series of initiatives around entrepreneurial mind-set development, leading to a more innovative culture in key academic areas.

97. The University continues to support the development of innovation and entrepreneurial networks across and Scotland. We will continue to host the Interface team, which works for the benefit of all Scottish Universities.
98. We will continue to develop our already strong relations with Scottish enterprise and SG more generally, in order to ensure alignment of effort and relation of significant benefits not only for Edinburgh but Scotland more generally.
99. We are committed to continuing to work with other Scottish HEI's on key collaboration relating to innovation, clustering, business support and investment.

Outcome two (simplification/commercialisation): in partnership with the EAs and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish universities.

100. The University continues to both host and interact with Interface for collaboration and access to knowledge. We will continue to provide a full range of engage with industry, public and third sector, supported by Edinburgh Innovations. Collaborative research, translation research and consultancy activity to take research to applied use topped over £100m in 2022/23 and we anticipate a similar figure will be achieved in 2023/24.
101. The opening of key innovation centres in 2023/24 as part of the Data Driven Innovation programme (part of Edinburgh and Region City Deal) will create more collaborative space and more collaborative activity between the University and external partners, both across Scotland and internationally.
102. Excellent progress has been made in recent years in communicating the University's innovation offering more concisely, through websites, social and media and key events. This activity will continue to grow, with an increased emphasis on accessibility and clear signposting of opportunities.

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 STEM).

103. The University will continue an extensive programme of engagement with key sectors across Scotland and beyond. A recently commissioned [economic impact study](#) showed that University of Edinburgh activity amounts to around £350m of impact related to knowledge exchange work. The activity builds on our very large research base (4th for research power in UK) and the translation of that research into innovation and also new business creation.
104. Engagement with EAs, Scottish Enterprise in particular, will be a key component of our work. We work closely with Scottish Enterprise on company creation, investment and cluster creation. Working closely with SE and other partners, we anticipate the appointment of a development partner to take forward ambitious plans at the Edinburgh Bioquarter.

Outcome four (entrepreneurialism): 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.

105. The University continues to grow entrepreneurial activity across the institution and beyond. A record 115 student business were started in 2022-23 and we continue to work with other institutions, both in UK and internationally to share and develop best practice. In 2023-24 we will continue our curriculum development work to enhance the opportunities for students to engage with entrepreneurship during their studies and afterwards.

106. We will continue to develop our academic engagement programmes across all areas of the university, with Edinburgh Innovations offering a fully integrated support service which encompasses translation and collaborative research support, IP and licensing support and company creation support at all stages.

107. Additionally in 2023-24 we are launching a new Innovation Fellows programmes with an anticipated 10 appointments across the University, creating specific opportunities for researchers to develop commercial propositions from their research.

Outcome five (international): 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).

108. The University will continue to engage with SDI and other international facing bodies, supporting inbound visits and other opportunity development activity.

109. The University is a member of a number of national and international university groups including 10U and LERU, representing Scottish excellence at these groups.

110. The University will continue to develop major international opportunities, through its recently formed major partnerships team which is international in focus and which should make significant progress in 2023-24. The University is also reviewing overseas territory presence plans.

111. In 2023-24 the University is intending to run a revised [Engage, Invest, Exploit](#) conference, which will be a major investor event drawing attention to Scotland as well as Edinburgh.

Outcome six (inclusive growth and social impact): building on current and good practice, Scottish HEIs will have scaled up their support of the Scottish Government's ambitions for inclusive growth.

112. In 2023-24 we will continue at scale to deliver inclusive growth. This will be done by focussing on key sectors and offering a holistic approach of knowledge creations, knowledge adoption programmes, skills programmes and support to individuals, organisations and entrepreneurs.

113. Examples of key activities in 2023-24 include the opening of the Edinburgh Futures institute which will address major societal challenges, both nationally and globally. The Usher institute, also opening its building this year addresses the use of health data.

114. More widely, the University will continue to embrace the use of UN Sustainability Goals (SDGs) in all major activity to consider the impact of activity, promoting better societal and environmental outcomes across Scotland and the wider world.

Outcome seven (equality and diversity): 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.

115. The University will continue to proactively promote equality of staff, students and other clients/service users. This is done through well-established policy frameworks and monitoring of outcomes.

116. Of particular note for 2023-24, we are currently reviewing the finding of the [Stewart report on Women's Entrepreneurship](#), and will implement a range of measures to address the issues found in the report, which are likely to include improving accessibility, signposting and identifying the causes of differences in invention rates and investment in women founded businesses.

Alignment with Scottish National Innovation Strategy

117. The University will make a significant contribution in 2023-24 to the achievement of the National Innovation Strategy Goals. The University is focussed on building capacity to both cement its position as a leading global centre for research and build on this to create global impact and be recognised for translation and entrepreneurship. The UIF uplift has created a welcome opportunity for the University to make strategic investments in line with our own innovation priorities and the Entrepreneurial Campus priorities. The uplift will allow us to deliver on a range of additional activity aligned with the EC objectives as well as allowing us to accelerate our plans through higher levels of activity and engagement across key university innovation areas. At the point of writing the details of these are being finalised.
118. From our engagement with the Entrepreneurial Campus programme and August workshop, we see close alignment of the EC approach with our planned activity for this year, we will for example be running programmes to:
- Inspire more students to engage with and develop an entrepreneurial mind-set
 - Entrepreneurial mind-set development/skills training for Early Career Researchers (ECRs) and PhDs
 - Continue to develop networks of Founders, Investors, Entrepreneurs in Residence /mentors/Commercial co-founders etc.
 - Develop funding options with other university partners (currently working with Glasgow and Strathclyde)

Building successful Innovation Clusters (as listed in the strategy)

Energy Transition: Edinburgh will continue in the research and translation of research, both into existing businesses and into new company creation.

Health & Life Sciences: Edinburgh continues to develop leading health and life sciences provision across Human and Animal health. 2023-24 will see significant progress in the development of the Edinburgh BioQuarter site to create a significant life sciences cluster, with integration in the University's innovation system.

Data & Digital Technologies: the University will continue to deliver the DDI programme which has impact across education, research, technology adoption, data use and entrepreneurship, supporting sectors such as AI, Fintech and health data usage.

Advanced Manufacturing: the University will continue to work with partners across a wide range of engineering applications, including space and satellite and robotics (via the [National Robotarium](#)).

Innovation Investment and Commercialisation Programmes

119. The University has already made a start in expanding collaboration, taking part in cross university staff mentoring, working with Heriot-Watt on the DDI programme, and developing a universities venture fund with Glasgow and Strathclyde universities.
120. The University is very keen to support the wider development of the Scottish Ecosystem, and therefore will continue to engage with RCDG and UIF groups. UoE is willing to share best practice and work with the wider Scottish Universities community to develop the wider innovation and entrepreneurship ecosystem. The University can also bring wider perspectives to initiatives through its members of Russell Group, 6U, TenU, LERU etc.
121. The University is actively working with other Scottish Universities to identify and establish funds to support innovative new companies. There are likely to be a number of funding solutions to be created to cater for particular sector needs. The University has already

committed significant resources to its in-house fund, Old College Capital, which will have an extended programme of activities in 2023-24, plus the development of international investor networks.

National Productivity Programme

122. The University will continue to develop new and innovative ways around skills, education and adoption to ensure the take up of innovative technology and practice. Much of this will be through the DDI programme activity across the 5 innovations hubs, but is also enabled by Edinburgh Innovation activity across the university related to industrial engagement.

Alignment with Entrepreneurial Campus Report

123. The University of Edinburgh broadly endorses the aims of the Entrepreneurial Campus report and has made substantial progress in most elements of it. We provide a brief summary of activity in key themes as follows:

Theme 1: Align and interact with your regional ecosystem and external partners to accelerate: the University will continue to develop working relationships across Scotland to share best practice and opportunities, and look for opportunities to run joint programmes (a recent example was DDI Venture Builder with Heriot Watt cohort included), to include facilities and programmes, Extra-curricular activities, Learning and teaching/curriculum.

Theme 2: Inspire young people to engage in entrepreneurial thinking through social and impact-led activities: the University will continue to promote student entrepreneurship. Following a record year in 2022-23 with 115 start-ups, we anticipate demand will be sustained. We offer support across all types of enterprise including social enterprises with many businesses driven by UN SDGs.

Theme 3: Establish institutional policies that support the development of an entrepreneurial mind-set in students and staff: In 2023-24 the University will launch a new institution wide strategy that will set out the leadership of innovation, and engagement of staff and students innovation.

Theme 4: All students undertake credit bearing courses in support of entrepreneurial development as well as set and optional cross-faculty, practical entrepreneurial learning opportunities during their student journey: Entrepreneurship in the curriculum is a component of our ongoing Curriculum transformation programme, and 2023-24 should see the emergence of plans as to how we will offer a wider set of opportunities and support to all students. The use of experiential learning, challenge courses and student led courses are all being considered piloted.

Theme 5 – Extra-curricular support: The University provides extensive extra-curricular support to students through its Edinburgh Innovations Student Enterprise Teams as well as in-faculty initiatives. Running over 60 events a year, including competitions, accelerators, investment events, combined with an advisory services and online resources, the university has created over 300 new student businesses in the last three years. We will continue to work with other Scottish, UK and international support teams to continuously improve our offering, both in quality and scale.

Theme 6: Develop (and engage with) an active alumni network and your local entrepreneurial community: The University will continue to develop relations with potential commercial champions, market experts and investors, who are critical to the development of new companies.

Theme 7: Develop support for academic/staff spin-outs: the University will continue its extensive support for staff founded enterprises, which combines funding support, IP

support, team building support, co-investment from our in-house VC fund, Old College Capital, and support in identifying facilities and accommodation. The University is adopting the University Spinout Investment Terms guide recommendations on deal terms for Spinouts, developed with leading universities and investors.

UIF supplementary information

As detailed in the main text of the 2023-24 Outcome Agreement, existing work at the University of Edinburgh delivers significant outputs in terms of IP development, licencing, company creation, student enterprise and investment activity. The University Innovation Fund uplift gives the University of Edinburgh an opportunity to make significant in-year progress in a number of key areas that align with the Innovation Strategy and Entrepreneurial Campus initiatives.

We have identified a number of opportunity areas across the University that can be developed to enhance both the University's innovation activities in general and contribution to the wider ecosystem.

One example is **innovation and enterprise space**, and the need to develop a coherent strategy for signposting, utilisation and coordination across the University of Edinburgh estate and beyond to wider providers of space.

Another key area is **how we work jointly with other institutions** to both share best practice and to address Scotland-wide challenges in terms of talent and funding to support new business creation.

Many of these broader opportunities and challenges cannot be solved or completed in-year, but the additional UIF funding offers an opportunity to make significant progress and accelerate activity that otherwise would be difficult to address with current resources.

With these points in mind, we intend to carry out the following additional activity in-year:

Action Theme 1: Innovation and enterprise space

Develop a comprehensive entrepreneurial and innovation space plan for the University of Edinburgh, with clear linkages to 3rd party space and programmes, aimed at growing and retaining start-up and spinout companies in Scotland. This initiative will bring together Innovation and Estates professionals from across the University to identify and develop ways to better utilise and manage existing space, in terms of capacity, utilisation, services and access, while also identifying other strategic requirements in order to engage with government, funders, investors and other potential development partners in strengthening Edinburgh and the region to retain our spinout businesses, startups and inbound businesses.

Action Theme 2: Contributing to building Entrepreneurial Campus capability

Collaborate with Scottish HEIs nationally to share programmes and initiatives, using technology where possible to improve accessibility for participants across Scotland. In-year we will scope programmes suitable for wider participation, engage with other institutions to identify common areas of interest with the aim of an in-year pilot, with the ambition to roll out wider in the following years.

Action Theme 3: Building ecosystem coherence and accessibility

Mapping and aligning the activities of Scotland's national Techscaler network and other national providers with Edinburgh and regional activity. This will move us towards a more coherent innovation system at Edinburgh, with clear pathways and linkages for innovators and entrepreneurs. This specifically addresses key issues in the Pathways Report around accessibility and equality of opportunity.

Action Theme 4: Addressing key talent and expertise issues

Address critical shortages of expertise, for example sector-specific advice through the development of an enhanced advisory network, and establish events to promote recycling of talented entrepreneurs and founder mentoring. As this is a national issue, we will not only review and revise

the University's approach to this, but will actively engage with other institutions to identify opportunities for collaboration and development of a joint initiative. Additionally, we will create a new approach and programme to an entrepreneurial alumni network, to make the most of talent and expertise already in our wider network.

Action Theme 5: Showcasing Scottish HEIs innovation and entrepreneurship

Work with other Scottish HEIs to establish a collaborative entrepreneurial event/showcase to boost the profile of the Entrepreneurial Campus. During 2023-24, this will be piloted to allow us to develop a universities narrative related to the Entrepreneurial Campus, an opportunity to identify an engage with key stake holder groups, and an opportunity to showcase the university sector in Scotland in relation to innovation and entrepreneurship.

Action Theme 6: Addressing deal making and investment issues to enhance the wider system

Implement and monitor the use of University Spin-out Investment Terms guide with respect to spinouts commercialisation terms, to include dialogue and sharing with other Scottish HEIs. This action looks to build on extensive work carried out by Edinburgh and 10U group to simplify deal making in relation to spinouts. We anticipate benefits to the University of Edinburgh, but propose to also engage with the rest of the sector to enhance Scotland's reputation as a great place for investment and business creation.