

Outcome Agreement between Edinburgh Napier University and Scottish Funding Council, 2022/23

1. Introduction

The Outcome Agreement presented here between Edinburgh Napier University and Scottish Funding Council (SFC) for 2022/23 has been developed to provide assurance on the use of SFC funding which captures at a high level our ambitions, impact and outcomes. These are set within the context of our University Strategy and our outcomes have a strong alignment with Scottish Government National Priorities.

This Outcome Agreement for 2022/23 has been produced in line with the guidance provided by the SFC, and following consultation with a wide range of colleagues within the University.

2. University Strategy

In March 2020 a new University Strategy, '*Shaping our Future: Driving Distinctiveness*' was agreed by our University Court. The strategy has been reviewed in the context of the impact of the pandemic and remains relevant albeit the approach we adopt to deliver our objectives will reflect new challenges and opportunities as these emerge. Our *Driving Distinctiveness* strategy is designed to be clear, purposeful and engaging. It is expressed as a set of open-ended strategic objectives, with accompanying short- and medium-term transformative actions and headline measures of successes. Its delivery is underpinned by our core Learning & Teaching, Research & Innovation, Internationalisation and Employability strategies, and further enabling plans related to our People & Services and Finance & Operations, and more recently, our Environmental Sustainability Strategy. The University strategy incorporates the following three strategic objectives, underpinned by a commitment to sustainable growth embracing the achievement of net zero carbon in our operations by 2030:

- Build Careers - Create Opportunities;
- Grow Networks - Connect Communities;
- Advance Knowledge - Deliver Impact.

It sets out the areas where we will sharpen our focus and increase our emphasis, while recognising the ongoing work to deliver the University's core activities, as well as continuing to build upon the work of our previous strategy - in terms of our academic reputation, student experience, innovation, enterprise and citizenship, and internationalisation. The Learning & Teaching Strategy was updated recently in 2022 with its pledge to embedding inclusion across the curriculum.

As part of the Universities annual planning and budgeting activities we have agreed to focus on areas of importance for the academic year 2022/23. These are summarised below:

- **Staff Experience.** We appreciate that our colleagues should feel valued, recognised and developed to ensure they continue to be engaged in our purpose. We will operationalise the Early Career Academic framework, introduce career development for professional services colleagues to ensure that colleagues feel we are invested in helping them achieve their full potential;
- **Hybrid Working Trial and implementation** Understanding future working models is a key aspect to inform our infrastructure and estates strategy. We will complete the hybrid working trial for professional services and implement recommendations;
- **Shaping our Future Infrastructure and Estates Strategy** (project VISION). The objective of VISION is to develop a programme of investment in our infrastructure and estate to underpin the delivery of our University Strategy. We will complete consultation and development of the Estates & Infrastructure strategy;
- **Create a single School of Computing, Engineering and Built Environment.** The merger of two Schools will provide opportunities to build academic community, enhance student experience and realise the vision of a strong interdisciplinary academic environment that delivers high quality education and research;
- **New innovative academic provision development.** We will review our current postgraduate taught provision and develop a new curriculum that is demand-led, aligned to the skills needs of employers and industry and that can be accessed flexibly to optimise learner attraction and engagement. Using labour market statistics to inform our future provision, we are building an academic curriculum that meets the needs of employers within Scotland. We will build on the existing academic discipline strengths we have in teaching and research to inform new developments;
- **Curriculum Management.** We will improve the management of our curriculum through implementation of a new system, supported by clear processes, roles and responsibilities;
- **Investigate feasibility of establishing a Foundation Pathway Centre.** Following strong demand in recent intakes for international taught postgraduate students, we will review options for increasing supply and access to our undergraduate portfolio for international students;
- **Student Recruitment.** Our medium-term objective is to grow Home, RUK and International student applications so that we become a selecting university for the majority of our programmes. In 2022/23 our priority is to ensure that we meet our Home student number targets for both undergraduate and postgraduate taught students. We will do this by improving

the conversion levels of undergraduate applications and increasing both the number and conversion of postgraduate taught applications;

- **Creating a world leading research and innovation university.** We will build on the excellent Research Excellence Framework results by prioritising our focus on providing a world class research environment for staff;
- **Building and maintaining strategic partnerships and external engagement.** We will develop and implement an External Stakeholder Engagement Plan for the University.

These University priorities for 2022/23 are the areas of focus for everyone within the University and also align to Scottish Government National priorities and those set out in the Scottish Funding Council Strategy released in November 2022. Specific actions and alignment are outlined in the following sections within this document.

3. Outcomes for Students

3.1 Fair access and CoWA targets

Edinburgh Napier has a strong commitment to widening the access of students progressing into and through higher education. We are committed to the principle of fairness in access to higher education and promoting the success of under-represented groups who may have experienced barriers to entering higher education for social, cultural or economic reasons. We provide a number of different pathways into the university for school and college leavers. We also provide dedicated support to under-represented groups such as those who are care-experienced and mature learners who are entering higher education for the first time.

Our approach to widening participation is a holistic one which focuses on the journey that our students take as they *move in, move through and move on* from Edinburgh Napier University. We provide a personalised approach to widening participation recognising that all students have their own identities and experiences that they bring, and which enrich our wider community. All our work in this area is supported by our associated plans for delivering high quality learning and teaching and student experience for learners as well as our Corporate Parenting Plan and community engagement.

Key priority areas for our widening participation activities include the recruitment and retention of SIMD20 students and a focus on students from schools with low progression rates (including Schools for Higher Education (SHEP) and Lothian Equal Access Programme for Schools (LEAPS) eligible pupils, those who are care-experienced, first in generation students, refugees and applicants from military or ex-military backgrounds. Our work on equality and diversity remains important, investigating the intersections with protected characteristics including students from Black and Minority Ethnic (BME) backgrounds, disabled students and programmes where there is a significant gender imbalance. Supporting student achievement requires an integrated approach internally between our academic Schools and Professional Services while also working alongside external stakeholders such as Schools, Colleges, local authorities and third sector organisations. The University continues to host and play an active role in the Hub for SUCCESS (Support for University and College for Care Experienced in South East Scotland) project which brings together a consortium of tertiary education and local authority partners with the shared interest of promoting tertiary education access and participation to care-experienced individuals of all ages (see <https://hubforsuccess.org/>).

Widening participation is an area of strategic importance as articulated through our targets. In 2020/21 we saw a dip in the proportion of entrants from MD20 students dropping to 12.2% (355 headcount) possibly due to the impact of the covid pandemic, but since then we have increased the numbers and proportions of MD20 students. In 2021/22 we had an intake of 400 MD20 students representing 13.4%

of the intake and indicative figures for 2022/23 are likely to be 360 students (c.13%). The drop in college entrants to the University recorded in 2022/23 has a direct impact on the number of those entering from deprived neighbourhoods with 19% of direct entrants typically from MD20 postcodes. We remain committed to growing the proportion of MD20 students enrolled to 16%.

The University is well established in providing articulation routes across a broad range of subject disciplines and approximately one-third of the University's annual intake of non-controlled undergraduate Home students are from colleges. Of those students who join the University with a Higher National qualification, we will aim to ensure that over 70% of our entrants with HN qualifications enter with Advanced Standing.

The University has Advanced Standing routes into the majority of its subject areas with over 200 formal articulation agreements. These formal routes are underpinned by annual college/university reviews and pre-transition support activities to ensure college students have a smooth transition and integrate well into university study and life. We are currently working with colleges to increase the recognition of prior learning that allows students to enter with advanced progression in selected subjects such as Business Studies, Computing, Engineering and Sport and Exercise Science. Edinburgh College is the largest provider of students to the University, including articulating students, and we are actively engaged in developing new and growing existing partnerships with other colleges in nearby regions, including West Lothian, Borders, Forth Valley and Fife Colleges.

We work with colleges to engage with students early in their college experience on the opportunities available and to ensure that the application and transition into university is smooth. We run UCAS application sessions with students and take part in HE fairs in colleges. Once at Edinburgh Napier, the University has successfully embedded a triage approach to supporting widening participation students. Dedicated support is available during application, induction and while at university. Our central Widening Participation Team works in partnership with academic subject areas to provide post transition support, including to MD20 students, college direct entrants, carers and veterans through a range of channels including emails, newsletters and remote 1:1 appointments.

3.2 High quality, learning and teaching

Edinburgh Napier degree programmes and short courses provide a strong academic framework together with an applied and practical approach that enables our students to develop skills and graduate attributes that serve them well for successful careers. Our Learning and Teaching Strategy 2020-2025 is focused on building an increasingly strong culture of excellence in learning and teaching

that is recognised externally and is highly relevant to contemporary issues, such as addressing the climate crisis, and to societal and economic wellbeing.

Our last visit from the Quality Assurance Agency was in December 2019 and a summary of the review can be found in this link, https://www.qaa.ac.uk/docs/qaa/reports/edinburgh-napier-university-elir-outcome-20.pdf?sfvrsn=923aca81_10. Our next review visit is due in the autumn of 2023. The outcome from the ELIR review was positive and that Edinburgh Napier University has effective arrangements for managing academic standards.

A top priority has been to apply learnings from Covid to our teaching practice, particularly from our successful Digital Support Partnership (DSP) Project that commenced at the height of the covid pandemic. We continued a programme of work focused on building capacity for blended learning, which produced a blended learning taxonomy; a set of underpinning principles for designing blended learning and teaching; and a suite of resources and development events for staff on blended learning. Learnings from this experience will inform our learning and teaching activities over the coming years and have already been embedded into the development of our Infrastructure & Estates strategy.

All Institutional Learning Reviews which have taken place since the pandemic have included a focus on the student experience of learning and teaching in the online space, and more recently on the transition back to the campus for students on programmes approved for in-person delivery. Our programme leaders incorporate practice deemed positive by students and make these changes permanent – for example the use of flipped classroom approaches, with pre-recorded lecture materials shared for asynchronous access via the Virtual Learning Environment prior to in-person classroom activities are more common within many of our programmes.

We will build on our reputation as an accessible, inclusive, student-centred, and applied university, strengthening our external networks with government, professional bodies, businesses and employers and creating opportunities for upskilling, work-based education, further study and lifelong learning that are fundamental to the skills and wellbeing agenda in Scotland. We recognise the need for growth in high quality taught provision that provides graduates and employers with the right skills for employment. We create opportunities for our students to become highly employable graduates through the acquisition of research skills that align to contemporary challenges, together with interdisciplinary and international experiences.

In 2021/22 we developed the ENhance framework which is designed to support curriculum design and enhancement through providing a shared reference point and common vocabulary, give a clear structure to curriculum design and facilitate a more systematic sharing of existing effective practice.

There are five main themes for curriculum enhancement: Employability, Global focus, Inclusion, Sustainability and Research and Practice Integration. It is the expectation that all programmes will have full engagement with at least three of the themes by 2025, and all new programmes will be assessed using this framework from 2022/23 onwards. We will embed this into the Quality Framework for the University, with annual programme monitoring and Institution-Led Review the key touch points.

We have also made significant progress this year with our Curriculum Management Project in preparation for launch in Spring 2023, which will see the introduction of a simple to use single repository and one stop platform for managing the lifecycle, quality, and governance of our provision. The new approach responds directly to feedback from the academic community about our current processes and will bring greater transparency for all stakeholders involved with managing and delivering our curriculum.

Providing an excellent student experience remains a priority for the University. We scored 80% for the key overall satisfaction question in the 2022 National Student Survey, compared with 81% in 2021, (average in Scottish sector, 79%; 75% across all UK). We continue to exceed our benchmark which was 74% this year. We retained our rank as top for student satisfaction in Edinburgh for the third year in a row and were ranked joint 7th out of the 16 HEI's in Scotland and the 7th highest ranked Modern University in the UK.

Our focus for 2022/23 for improving the student experience is centred around several key themes. - Considering the impact of the pandemic on student engagement, we aim to increase the sense of student belonging within formal learning activities and beyond. We will focus on the provision of timely and in-depth feedback to students and on supporting the organisation and management aspects of the student experience, including reviewing the management of student placements. The role of the Personal Development Tutor (PDT) is crucial to ensuring a good student experience and we want to build on the PDT toolkit that we developed and rolled out over the last two years.

Supporting our students and ensuring that there is good retention and continuation of students is a strategic priority for the University. Overall, our continuation for UK-domiciled students entering in 2020/21 and continuing in 2021/22 is 89.9% which is a slight drop from 90.9% in the previous year. We know that student retention for 2022/23 has been more severely impacted with many students not returning to their studies in September 2022. A single issue is difficult to pinpoint but contributing factors are the impact of the pandemic and social isolation, the, cost of living crisis and potentially a buoyant jobs market.

Building a sense of community is a priority for the coming year as students return to campus learning and the University experience. As part of our retention and student experience plan, we have an enhanced welcome week to engage early with staff and students. We will continue our transitions work for students entering from college and as part of our outreach activities we will support students from MD20 backgrounds with support from application, offer and throughout their studies. Those students who are struggling academically we will support through academic skills support service.

3.3 Personal Development Tutors

Personal Development Tutors (PDT) are the first point of contact for many students and have an essential role in building an effective and personalised relationship with each student. As such personal development tutoring supports the aims of the University Strategy and the implementation of the Mental Health Strategy. Edinburgh Napier has sought to build the effectiveness of the PDT role within the academic disciplines to ensure that students are effectively supported. Training and guidance is provided to PDTs via a [PDT Toolkit](#) a staff VLE site, and synchronous training delivered online in partnership with Student Wellbeing & Inclusion and with input from the University's HR Inclusion & Wellbeing Consultant.

PDTs play a key role in the successful delivery of the University's [student engagement reporting](#) initiative launched in 2021/22, by contacting any of their tutees who have been identified as not engaging with various University systems for a period of two weeks or more to see if they are in need of any support.

Planned enhancements to personal development tutoring in 2022/23 include the development of a coordinated approach to the support of 'at-risk' students supported by the Student Safeguarding Manager; upskilling staff with PDT training; and exploring the development of a case management system to provide oversight of student engagement with personal development tutoring. The University will continue to engage students in these enhancements.

3.4 Partnership, participation and student experience

The University has a student partnership agreement (SPA) with its students' association, Edinburgh Napier Students' Association (ENSA). The agreement, developed in partnership with ENSA and informed by student feedback makes a shared commitment to hearing and responding to the student voice and ensuring that student engagement is involved at all levels of decision-making. The SPA was approved in April 2021 and has a three-year horizon. It includes annual objectives which may be adapted to take account of the priorities of incoming sabbatical officers and any new areas of work identified during the three-year period.

The priorities for the year ahead will be focussed on building on the good working relationship that has been developed between ENSA and the University. The University and Student Association Forum (USAF) is the joint forum co-chaired between our Vice Principal for Learning & Teaching and ENSA and is having a positive impact on communication, organisation and partnership working in several key areas such as revising the Student Mental Health Agreement. We are continuing to work on improving the programme rep system to ensure that the student voice is heard and acted on to improve student experience.

3.5 Employability Strategy

The University Employability Strategy was approved in October 2022 and will be implemented from 2022/23 onwards. The strategy sets out our priorities for ensuring that our graduates leave Edinburgh Napier fully equipped to build their careers and create opportunities. Our embedded approach to employability, a guiding principle, ensures that the student experience is enhanced by our curriculum, underpinned by professional practice and excellent research resulting in positive outcomes for graduates who will be confident and empowered to steer their own future. There are four strands to the strategy that cover enhancing the employability culture across academic and professional service areas; embedding employability into all programmes; increasing access to work-related learning within the curriculum and ensuring a lasting framework for graduates to stay connected with the University. Metrics of success include a University Key Performance Indicator target of achieving at least 80% of undergraduates in professional or managerial professions.

We work closely to support employer and industry engagement in every programme- and both the University Strategy and Employability Strategy place a strong emphasis on 'building networks'. An example of good practice is evident in the School of Applied Sciences. The School supported by the student futures team, has appointed employability leads for each of its subject areas, has subject and thus sector specific Industry Advisory Groups and has a 'Skills Passport' that supports individual student development. Our Student Futures team is a multidisciplinary service where the combination of integrated careers and skills development activity, student placements and employer engagement for graduate recruitment effectively combines to deliver employability enhancing activity for all students – at undergraduate and postgraduate level. Our connections with business sectors in the City of Edinburgh and Lothians as well as wider Scotland are particularly strong, and the growing number of our Industry Advisory Boards help ensure employer skills needs are met through curriculum development and/or student placement or other work-related learning opportunities.

We are actively involved with external agencies such as Skills Development Scotland, the Confederation of Business and Industry and more locally the Chambers of Commerce with senior staff holding committee appointments within these organisations.

The University has successfully grown its provision of Graduate Level Apprenticeships, originally awarded by Skills Development Scotland and now integrated into the main teaching grant by Scottish Funding Council. In 2022/23 we have 143FTE new students on Graduate Level Apprenticeships currently studying with us in the subject areas of Computing, Business and Engineering. This work alongside businesses to provide work-based learning has been successful so far with very high retention of these students. We aim to increase the numbers of new Graduate Apprenticeships studying at Edinburgh Napier to c.190FTE for 2023/24.

3.6 Equalities and inclusion

Edinburgh Napier University is enriched by the diversity of perspectives, cultures and backgrounds brought by all within our global community and we are committed to a positive environment where diversity and inclusiveness are celebrated, and everyone is treated fairly. We commit ourselves to providing a learning, working and social environment that is free from discrimination, prejudice, intimidation, stigmatisation and all forms of harassment and bullying. We strive to ensure every member of our staff and student communities feel valued, supported and enabled to bring their whole selves to every endeavour without feeling a need to conceal elements of their identity to avoid unfair treatment.

Our current Equality Outcomes for 2021-25 provide the framework for the next four years, prioritising both student and staff equality and diversity issues (see <https://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information>).

The University Court has also approved both the Gender Equality Action Plan and the Race Equality Action Plan, both of which are four year strategies aimed at tackling known imbalances and challenges.

The University's Hate Crime and Sexual Violence Strategy was approved in November 2021 and is designed to prevent and tackle all forms of harassment, discrimination and violence based on gender and the characteristics set out in the Hate Crime and Public Order (Scotland) Act over the coming 3 years. The Strategy builds upon the work delivered over the period 2018 to 2021 and seeks to widen its focus to include all forms of hate incidents and to address the spectrum of Gender Based Violence as outlined by Scottish Government in the Equally Safe Strategy.

4. Outcomes for Research

4.1 Research Excellence

The University returned excellent scores from the Research Excellence Framework (REF) 2021 assessment: 68% of our research activity was assessed as “internationally excellent” and “world learning” and Edinburgh Napier was the top ranking Scottish modern institution for research power and impact. Our growth in research has been marked, we submitted 251 staff to this year’s REF, significantly up from 99 in 2014, and our Research Power increased from 250 to 718, mirroring growth in volume and quality of research undertaken. We submitted research in 13 units of assessment (UoAs) and we improved in every single one which we had submitted to previously, while we also entered four new Units of Assessment.

Our growing research profile was reflected in The Times Higher Education (THE) World University Rankings, the only global performance tables that judge universities across all their core criteria, has placed ENU in the 401-500 band which marks an improvement from 501-600 last year and 801-1000 in 2020. Aligned to our academic themes of wellbeing and sustainability, we established six new research centres: Cardiovascular Health; Mental Health Practice, Policy and Law Research; Military Research, Education & Public Engagement; Child & Family Law and Policy; Transport Research Innovation; and Tourism Research. The research centres will strengthen the university’s visibility around particular research areas, both within the UK and internationally and we are exploring opportunities for joint supervision, staff exchanges and joint research bids.

We continue to implement our Researcher Concordat Action plan, raising awareness of support for Mental Health and Wellbeing for researchers, benchmarking of current contractual situations for researchers, and increased provision of career planning support for contract researchers. We are developing our future action plan for the next three years (2023-2025) which will be submitted to Vitae in January 2023 for external review.

We have formally launched our Early Career Academic Development programme. The programme is a tailored development plan for new academic staff and consists of supportive actions and learning interventions over a two year period. All new staff in this programme will receive a reduced teaching workload to allow a focus on activities relating to research, and scholarly activities.

4.2 Summary of REG funding

As a result of our improved REF results our REG funding has increased to £2.94M in 2022/23. Funding has been ring-fenced for research competitive awards, supporting newly formed research centres,

supporting two-stage commercialisation process and various Innovation Hub Knowledge Exchange activities. A monthly Research Funding Forum has also been established to support large scale interdisciplinary research applications with a focus on larger strategic funding bids. Our REG/UIF/RPG funding is also being used to support PhD studentships, training and development opportunities for research students, and enhancements to our postgraduate research student monitoring systems.

4.3 Knowledge Exchange and innovation

Edinburgh Napier is actively growing our innovation and knowledge exchange activities. We are committed to creating an academic culture that has external engagement and knowledge exchange at its heart. Priorities for 2022/23 will be focussed on building on our work last year to launch the Innovation Hub while also building our capacity and delivery of CPD courses and other innovation support. Our strategic approach to focussing on sectors that we have strengths in is already paying off and we have a number of large-scale partnership contracts planned for 2022/23 working with public sector and key businesses, industries, sectors including: Energy, Financial Services, Manufacturing, Construction, Software / Cyber Security, Creative Industries, Textiles and Healthcare including Digital Health.

UIF Priorities for the year ahead are developing case studies showcasing 'The Napier Effect' that bring to life the eclectic range of impacts across the four University research themes and spotlighting the role of academics in delivering outputs leading to economic and social benefits. We are rolling out a joined-up approach to business engagement, building on the work of the Innovation Hub to engage with external partners in a systematic and strategic way.

In 2021/22, the number of active KTP projects at ENU increased to five live projects, the largest portfolio since 2017. We will build on this engagement in 2022/23 and aim to increase the portfolio of Knowledge Transfer Partnerships to ten, through training, awareness raising and stimulating demand both internally and externally. We will work with the East of Scotland KTP Centre partners (Edinburgh Napier, Edinburgh, HWU, QMU, St Andrews and Stirling) to deliver a KTP Roadshow in 2022/23, a series of six events bringing industry and academics together to showcase the benefits of working together and showcasing examples funded through Innovate UK / KTP funding.

We are developing and marketing a portfolio of new non-credit bearing open CPD short courses: 9 new courses created in 2021/22, to be delivered in 2022/23. A second call for proposals from academics to develop new open CPD short courses will be launched early in the academic year 2022/23. The university signed up to the Knowledge Exchange Concordat and self-assessment and gap analysis was conducted over the summer in 2022. Views from colleagues across the University were captured and

synthesised into an action plan. This work will continue in 2022/23 with five workstreams of priority actions.

4.4 Collaboration

Edinburgh Napier works collaboratively with other institutions in several academic areas supporting the growth of Research, Innovation and Enterprise. We will continue to build on the strategic collaboration between Edinburgh Napier and Queen Margaret University (QMU). In 2021/22 we jointly funded six PhD studentships in the fields of health & wellbeing and creative industries. Senior academic staff within both institutions have oversight of these students to ensure that they get the maximum benefits of a cross-institutional research environment and support. We are continuing to develop researcher development opportunities with QMU, creating new shared initiatives around career planning and research fellowships for ECRs at both organisations.

Collaborative working is a key working principal and focus of the Environmental Sustainability Strategy. In terms of collaborative working within Edinburgh, the University is an active member of the Edinburgh Climate Compact (ECC), an independent body set-up within the city to support collaborative working. Along with the compact, the University is also working with the City of Edinburgh Council and other bodies to actively work towards the commitments set within the 2030 Climate Strategy for Edinburgh. This includes operational impacts such as heat network opportunities to wider community impacts such as the day-to-day commute.

Other examples of where Edinburgh Napier is working collaboratively include:

- Articulation agreements with further education institutions: The University works closely with partner colleges on delivering clear pathways into higher education enabling articulations with advanced standing.
- Coordination of nursing placements. To minimise competition and complexity of placements, we have formed a South East Scotland Practice Learning group and have produced a strategy that fosters collaborative working for us all. The practice placements team at Edinburgh Napier University manage placements for University of Edinburgh and Queen Margaret University.
- [EdSign](#): Edinburgh Napier, University of Edinburgh, Queen Margaret University and Heriot-Watt University signed a Memorandum of Understanding to provide an opportunity for each institution to showcase its individual areas of expertise and formally recognise the future potential of collaboration in further strengthening BSL and deaf studies education and research in Edinburgh.
- Collaborative approach with other institutions on the delivery of shared programmes of activity: for example, the Housing, Construction and Infrastructure Skills Gateway and Data-

Driven Innovation programmes as part of the Edinburgh and South East Scotland City Region Deal.

- Building on existing collaborations with West Lothian college. We have a partnership on Business programmes and extending this to new areas of joint expertise around sustainable construction, clinical skills and digital health.

Collaboration in Knowledge Exchange has been successful in recent years to create synergies between our research and Knowledge exchange activities. Some examples come from:

- **UIF Challenge Fund Network:** building networks and engagement across Scottish HEIs on mission-led funding support to facilitate horizon scanning for the next big opportunities, initiate/nurture new collaborations across Scotland and engage with funders as a collective.
- **Enterprise Support Group:** comprising of staff responsible for spinout and start up support sharing best practice, delivering collaborative initiatives, and engage with the latest strategy and policy from Scottish and UK governments
- **Enhancing Researcher Skills for Industry Engagement:** encourage sharing/opening up of relevant training and a more coherent relationships with Researcher Development Training Committee, a sub-committee of Universities Scotland RKEC), and the sister group of practitioners, ScotHERD, and other sector organisations such as Converge, to help define and deliver improved KE&I training and development.

5. Responsive institutions

5.1 Upskilling

In 2022/23 we have completed ten Upskilling courses and utilised all of our funding for the year from the SFC, including the underspend that was carried forwards from 2021/22. We have delivered four credit bearing courses at Masters level and six non credit bearing. Based on sector skills demands and expertise within the university, we scheduled five Cyber Security courses (four online, one f2f) that were over-subscribed with over 300 learners in total. We have a further 17 courses running in trimester 2 (all credit-bearing, all online) and have planned a further four courses (three of which are non credit bearing) for later in the year. Two are run face-to-face. We have broadened our portfolio and our marketing campaigns extensively. We have increased partnership working, including: Cyber Academy, Equate Scotland, Edinburgh College and Women's Enterprise Scotland.

5.1 Fair Work

Edinburgh Napier has signed up to the [Scottish Business Pledge](#), which complements Fair Work First with the criteria within Fair Work First included in the Pledge. Specific elements of this are:

- **Appropriate channels for effective voice.** Staff Engagement is important to Edinburgh Napier University and we have relaunched our colleague survey this year. The results of this engagement survey will allow us to gather quantitative and qualitative data which will inform decision making to drive meaningful change.
- **Investment in workforce development.** All members of staff participate in the annual personal development planning process.
- **No inappropriate use of zero hours contracts.** The University has a small number (25) of Zero Hours Contracts. We have reduced the use of these contracts by around 80% and continue to review the remaining few in place with a target to reduce this number further ensuring that only those that are for appropriate use remain.
- **Action to tackle the gender pay gap and create a more diverse and inclusive workplace.** We are passionate about equality and are committed to the creation of an inclusive culture and as a Higher Education institution are our requirements under the Public Sector Equality Duty, we undertake annual Gender Pay Gap audits. Currently the Gender Pay Gap is 5.96%, significantly below the sector average of 18.3%. In addition to this, we also review pay gap audits for age, disability and race with no indication of any imbalance in terms of any protected characteristic.
- **Providing fair pay for workers** - We are committed to paying the Real Living Wage for all paid work across the University and are an accredited Living Wage Employer.
- **Offer flexible and family friendly working practices for all workers from day one of employment**
- **Oppose the use of Fire and Rehire practices,** Edinburgh Napier University follows the Statutory Code of Practice in relation to the above and ensure that fair, transparent and meaningful consultations on proposed changes to employment terms and conditions take place.

Edinburgh Napier University is committed to partnership working and recognises EIS and UNISON for collective bargaining purposes. We work closely with both unions to foster a partnering approach and we maintain an open and consultative dialogue with both our local committee and the full-time officials from both Trade Unions.

5.2 Climate Emergency and Net Zero

The Environmental Sustainability Strategy (ESS) was launched in December 2021. The Strategy guides action and focuses on the enabling objectives of net zero carbon; our expertise and motivation; and embedding and measuring success. The Strategy is promoted alongside an extensive array of

environmental sustainability information held within the environmental sustainability hub www.napier.ac.uk/environment developed in 2021/22. The Strategy looks towards 2030 and beyond, however, high level commitments for completion during the 2021/22, 2022/23 and 2023/24 academic years were agreed and embedded.

The Environmental Sustainability Strategy contains 38 actions for development throughout the 2021/22 to 2023/24 academic years. In terms of 2022/23 specifically, the University is working with an external organisation to audit all opportunities to remove natural gas as a source of energy on campus. The resulting information will support the development of an Energy Plan, encapsulating all immediate and long-term opportunities.

In tandem, following a recent travel survey, the University is also focusing on the development of an updated Business Travel Plan and a community wide Travel Plan supporting day-to-day commute and intercampus travel. Other 2022/23 commitments include the development of an Offset Plan using internal academic expertise as well as recently published Scottish Government guidance. Details of all commitments including purposeful action towards all commitments are publicly available at www.napier.ac.uk/environment

Operational carbon emissions (electricity, natural gas, water, business travel, f-gas and waste) have increased slightly to 3,414.4 tCO₂e in 2021/22 compared to 3,133.9 tCO₂e 2020/21 but still significantly lower than the 2018/19 baseline of 6,422.6 tCO₂e. The continued reduction is primarily due to business travel in 2021/22 being only 10% of that recorded in 2018/19, before the pandemic. In addition, electricity consumption remains 18% lower than 2018/19. It is expected that emissions will increase from 2021/22 levels during 2022/23 as more business travel is carried out and as more people work and study from campuses. In terms of impact beyond the boundary of the University, representatives from the University have actively participated through the Edinburgh Climate Compact in addition to workstreams arising through the 2020 Climate Strategy developed for the city.

Progress has also been made in relation to building the academic themes, with key academics appointed as coordinators for each sub-theme and beginning to form communities of practice. The review and approval of research centres aligned to the themes of wellbeing and sustainability has been completed, and a newly established curriculum development group will also begin to develop a list of potential interdisciplinary master's programmes aligned with the academic themes. The University was shortlisted for THE University of the Year with a submission focused on Wellbeing & Sustainability.

Green skills and the circular economy

High level achievements for Edinburgh Napier University in work around Green Skills and the Circular Economy is summarised below:

- Sustainability is a key theme of our curriculum enhancement framework, *ENhance*, and features in programmes in both STEM and non-STEM disciplines. Our MSc Advanced Materials Engineering for instance includes discussions of materials in relation to sustainability in society and their repurposing or recycling.
- We offer an interdisciplinary elective module across the University, *Achieving Sustainability*, which introduces students to the core ideas of sustainability, drawing on scientific, economic, cultural and philosophical thinking. It gives students the opportunity to consider what their home discipline can offer to achieving a sustainable world and discussing this with students from other disciplines. The module was launched in Trimester 2 of 2021/2 with 29 students enrolling
- Projects focused on rewilding the seabed using seagrass; improving car parking spaces for the environment; adopting Ecosia as the University search engine; developing an app to help people adopt environmental lifestyle changes and engaging with school children on political change towards a net zero world.
- We offer a postgraduate taught degree in *Environmental Sustainability* which features an industry-focused approach with particular application to buildings, property development, sustainable technologies, waste and water sectors.
- Our computational sustainability laboratory aims to deepen understanding of sustainability informatics and development of sustainable practices and offers student project opportunities.
- Our Lion's Gate project, an urban permaculture habitat on our Merchiston campus is used as an outdoor laboratory to explore and design solutions to environmental concerns and the impact of digital technology on the environment, including in partnership with our computational sustainability lab.

Appendix: Indicative targets for 2022/23

| Measure | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| A Number of Scottish-domiciled Undergraduate Entrants | 2,841 | 2,610 | 2,645 | 2,405 | 2,675 | 2,798 | 3,024 | 3,130 | 2,900 |
| B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes | | 834 | 878 | 807 | 743 | 781 | 878 | *850 | 814 |
| Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing | | 590 | 617 | 586 | 540 | 581 | 662 | 621 | 493 |
| Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing | | 70.7% | 70.3% | 72.6% | 72.7% | 74.4% | 75.4% | 73.1% | 61% |
| C COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes | 257 | 257 | 267 | 246 | 317 | 376 | 363 | 409 | 360 |
| COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes | 10.0% | 10.7% | 10.7% | 10.9% | 12.4% | 15.1% | 12.5% | 13.4% | 12.9% |
| D Number of Scottish-domiciled undergraduate entrants with care experience | 15 | 13 | 14 | 22 | 55 | 46 | 54 | 46 | 50 |
| Proportion of Scottish-domiciled undergraduate entrants with care experience | 0.5% | 0.5% | 0.5% | 0.9% | 2.1% | 1.6% | 1.8% | 1.5% | 1.5% |
| E Total number of full-time first year SDUE | 2,061 | 2,585 | 2,430 | 2,503 | 2,264 | 2,563 | 2,644 | 2,907 | TBC |
| Number of full-time first year SDUE retained | 1,853 | 2,299 | 2,149 | 2,261 | 1,999 | 2,273 | 2,418 | 2,614 | TBC |
| Proportion of full-time first year SDUE retained | 89.9% | 88.9% | 88.4% | 90.3% | 88.3% | 88.7% | 91.5% | 89.9% | 83% |
| 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 | -1 | 0 | -3 | -9 | -3.28 | 4.26 | 7.82 | 6.16 | 0 |
| G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey | | | | 1048 | 1110 | 1,019 | 1,017 | | |
| The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination | | | | 1012 | 1052 | 986 | 994 | | |
| The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination | | | | 96.6% | 94.8% | 96.8% | 97.7% | | |
| G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment | | | | 798 | 789 | 782 | 787 | | |
| The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above | | | | 561 | 517 | 542 | 607 | | |
| The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above | | | | 70.3% | 65.5% | 69.3% | 77.1% | | |
| H Number of Scottish-domiciled Undergraduate Qualifiers | 2313 | 2120 | 2086 | 2117 | 2225 | 2089 | 2135 | 2,547 | 2,400 |

* Estimation of Scottish domiciled HN entrants from Scottish Colleges due to differing calculation used by SFC e.g. exclusion of students who articulate after 3 years,

** 2022/23 figures are indications of expected results where data is available.

University Innovation Fund plan

Edinburgh Napier is actively growing our innovation and knowledge exchange activities and infrastructure with six new posts being created in the Research, Innovation & Enterprise office in 2022/23. We are committed to creating an academic culture that has external engagement and knowledge exchange at its heart. Priorities for 2022/23 will be focussed on building on our work last year to launch the Innovation Hub. Focusing on larger, interdisciplinary external funding and KTP funding, while also building our capacity and delivery of CPD courses and other innovation support. Our strategic approach to focussing on sectors that we have strengths in is already paying off and we have a number of large-scale partnership contracts planned for 2022/23 working with public sector and key businesses, industries, sectors including: Energy, Financial Services, Manufacturing, Construction, Software / Cyber Security, Creative Industries, Textiles and Healthcare including Digital Health. For the UIF Platform grant we receive from SFC we match this funding with internal investment in supporting our Innovation activities.

We will continue to work collaboratively across Scottish HEIs (see examples in the final section of this plan) and during 2022/23 we will deliver a focused programme to stimulate demand for university services in collaboration with the East of Scotland KTP Centre partners (Edinburgh Napier, Edinburgh, HWU, QMU, St Andrews and Stirling): together we will deliver a KTP Roadshow, a coordinated series of six showcase the benefits of University – Industry collaboration and funding available from Innovate UK including KTP. Key UIF plan actions and activities focused on the 7 UIF Outcomes are described below:

Outcome one (demand stimulation): increase the demand and quality of external engagement / demand for services

Innovation Hub and Targeted Business Engagement Activity around the Key Areas of Strength

Our mission is to contribute to Wellbeing & Sustainability is underpinned by strengths in four thematic areas: Health; Environment; Artificial Intelligence & Advanced Technologies; and Culture & Communities. We are working in a joined up way across all external facing teams across the University including Research, Innovation & Enterprise, Student Futures, Development & Alumni Relations, and the International Office to deliver a single point of entry for Businesses and External partners. The key aim is to increase external engagement and innovation to support economic growth/green recovery. Under the three main components of the Innovation Hub. Priority actions for 2022/23 are:

- A high-quality digital portal showcasing our work; linking our services; routing enquiries; driving engagement.

- In 2022/23 we will create 24 new case studies with two-minute videos demonstrating how Edinburgh Napier research is having impact and helping companies and other partner organisations to innovate, solve problems and create social and economic impacts
- Operational Plans & Activities - a steering board to evaluate opportunities, oversee the development of strategic partnerships and manage key relationships
 - Business engagement events Including a KTP roadshow series run across East of Scotland KTP Centre Partners (involving businesses and academics from all six university partner institutions) promoting KTPs to academics and external businesses)
 - Developing specific marketing materials including presentations and brochures to support business development
 - Increasing the capacity in the business development team providing one new role enabling greater focus on collaborative R&D opportunities including KTP
 - We will use SFC funding to run an internal call providing seed funding for projects which could lead to future external funding applications and awards, more interdisciplinary collaboration and more engagement/collaboration with external businesses and other organisations exploiting the research & innovation from our research and expertise.
 - We will fund travel costs to encourage academics to visit companies and participate in networking events
 - KTP- focused video case study production, marketing materials e.g. brochures
- Physical presence on campuses increasing visibility of our capabilities
 - Work within the framework of the Estates Development Plan (the Vision Projects) to develop appropriate spaces in all three campuses which provide spaces/opportunities to connect businesses with experts, investors and innovators through events, workshops and talks.

Outcome two (simplification/commercialisation): demonstrably simplified business access to the knowledge and expertise in Scottish Universities.

We continue joint promotion of IP licensing opportunities and simplify contractual arrangements by adopting the standard contracts agreed across HEI's in Scotland and templates for SFC's Innovation Vouchers Programme. The new Innovation Hub website is providing a one-stop-shop for business. In 2022/23 we will focus on developing the infrastructure, policies and processes for IP commercialisation including:

- Support inventors with IP commercialisation projects (17 live projects in the pipeline);
- Through the stage-gated process, utilise the internal ENU strategic fund ring-fenced to support and nurture commercialisation projects;
- Targeting SE High Growth Spinout scheme and Royal Society schemes to leverage external funding;
- Engage with investors and working in partnership with Schools, senior academic leadership, Finance and external partners, drive investment in our spinouts and licensing deals;
- Focused support in areas of strength at ENU including e.g. development of a cyber accelerator programme.

Outcome three (simplification/greater innovation): working partnership with the Enterprise Agencies, Innovation Centres and Interface, to promote greater innovation, economic recovery and green growth

ENU plays an active role within the innovation support ecosystem in Scotland. We will continue to engage with key partners and stakeholders such as Innovation Centres (particularly working with the Built Environment – Smarter Transformation (BE-ST), Data Lab and Industrial Biotechnology Innovation Centre) and Interface. The University will continue to host BE-ST and The East of Scotland KTP Centre. We aim to maximise all opportunities for engagement and investment in innovation and KE projects from UKRI and international funding opportunities. Working more closely with Scottish Enterprise, Chambers of Commerce and other Civic partners, Innovation Centres, KTP Centres, the Knowledge Transfer Network etc. to target more Place-based funding opportunities. Some examples of specific activities include:

Focus on Early Career Researcher

Early Career Researcher Training & Workshops – we will increase the academic capacity and simplify access to university expertise by developing cohorts of ECR, increasing their knowledge and skills around engaging with business and collaborative R&D, the funding opportunities (such as KTP) and the benefits for ECRs careers. We will use role with a track record in engaging externally

Focus on KTP: We have renewed our focus on KTP and are planning to deliver a range of capacity building activities Jan -April 2023: this programme of training, events and creating KTP focused case studies and marketing materials aims to deliver an increase in the pipeline by 50% to create a portfolio of 8-10 KTP projects by the end of 2022/23.

Focus on CPD, Upskilling and Short Courses: building on the successes of the SFC Upskilling funding, we are working to grow and enhance our portfolio of Open Short Courses. Following an internal

competition where academics bid into a fund for development new CPD provisions we will develop 9 new CPD courses in 2022/23 for delivery in 2023/24.

Focus on Mission-based Approach: A new post 'Head of Research Funding' is being recruited in 2022/23 and this will provide increased capacity to support larger, complex multidisciplinary bids. The post holder will lead the Research Funding Forum and, working with senior academics identify opportunities to target including Place based funding opportunities and business and societal challenges.

Focus on New Research and Knowledge Exchange Centres: in the past year ENU created thirteen new Research Centres which will provide a focus for showcasing ENUs expertise and providing access through the Innovation Hub, a gateway to access expertise, facilities and support in the following areas: Transport; Tourism; Military; Cardiovascular Health; and Mental Health Law.; Child and Family Law and Policy, Biomedicine and Global Health, Conservation and Restoration Science; Arts, Media and Culture; Creative Practice Research, Mind and Creativity Research; Cybersecurity, IoT and Cyberphysical Systems.

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.

Development of Start-ups, Enterprise Skills and Capacity Building for KE has been a key focus at ENU over recent decades. Bright Red Triangle (BRT) is Edinburgh Napier's hub for enterprise practice. We will continue to develop our business incubation facilities, training, mentoring and support offering to inspire entrepreneurs and increase the number of start-ups and social enterprises from ENU. Core offerings include:

- Freelance Academy and Disciplined Entrepreneurship training programmes;
- Social Shifters platform supporting mission-driven innovators to tackle social and environmental challenges;
- Masterclasses and opportunities such as the annual Bright Red Sparks competition;
- Support for Women's enterprise through the Women's Enterprise Centre and Women's Enterprise Scotland;
- Network and community building events which bringing together ENU students, staff and alumni, entrepreneurs, advisors and investors.

In addition, BRT deliver a social enterprise challenge on the Employability Skills Programme which is compulsory for undergraduates in the Business School. This programme requires students to work in

teams on challenges based around the UN's SDGs. Over 500 students participated in 21/22 on projects focused on Climate Action in line with COP26.

Outcome five (international): in partnership with Scottish Development International, Connected Scotland to promote and engage Scotland internationally (operating under Scotland's International Framework)

The university will continue to work closely with key international funders such as the British Council, UKRO and others to align University capabilities and strength and to maximise R&KE funding and inward investment to Scotland. Examples of planned activity for 2022/23 are:

- Increased focus on developing international Research & Knowledge Exchange partnerships including a focus on attracting more international postgraduate researcher students.
- Identifying opportunities and market demand for Global Online courses to be delivered as CPD courses
- Building more strategic international strategic partnerships and leverage investment in R&D projects aligned with the Scottish Governments inward investment plan, National Strategy for Economic Transformation and the Innovation Strategy, particularly in opportunity areas such as Energy transition, Decarbonisation of Transport, Software and IT, Digital Financial Services, Digital Business Services, Healthtech and Food & Drink Innovation.
- Expand work with British Council to provide training for Tourism & Hospitality sectors across various countries including India and Mexico.
- Working closely with UKRO, academic leads and external partners to target Horizon Europe funding.
- Continuing eBridge Alliance (ENU is a founder partner): collaboration between 15 international universities offering a global entrepreneurship programme sharing incubation facilities, entrepreneurship education and research and an opportunity for the global acceleration of start-ups.
- Deliver EUAcceL, an EIT funded start-up programme with 8 international consortium partners.
- Contribute to the 'Team Scotland' approach by responding to and engaging with the development of more joined up propositions relating to Scottish research capabilities e.g. COP 27.

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.

Regional and Sectoral Approach to Skills Development and Increased Job Outcomes: In support of the Scottish Funding Council's upskilling agenda the University provided a range of short courses. We will continue to deliver Housing Construction and Infrastructure (HCI) Skills Gateway (part of the Edinburgh City Region Deal) to offer clear, integrated and inclusive progression routes into construction careers providing training and support for people from disadvantaged areas to into education and employment with key skills (from school level through to advanced postgraduate training.)

A key focus in this area for 2022/23 will be targeting Placed based Impact Acceleration Funding opportunities from UKRI in collaboration with Edinburgh civic partners and partner universities, focusing on a 'Just Transition to Net Zero'.

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 UIF.

The University will commit to supporting the delivery of Outcome 7 at a sector level through the UIF collaborative activity and sharing best practice. Some specific examples of activity and actions in 2020/21 include:

We will implement an agreed set of broad principles aimed at improving transparency and equal opportunities (i.e., equality, diversity and), improving representation and participation in relation to allocations of internal R&KE funding within ENU (including REG/UIF/RPG funds). In cases where a competition-based logic is employed to allocate internal funding, an open and robust process will include: clear set of criteria on which decisions will be made; communication on how the decision-making process is organised (based on principles of equality of opportunity for applicants who do and do not share a protected characteristic (age; disability; gender reassignment, marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation)); continuing to apply best practice as informed by relevant Advance HE and sector initiatives; and improved tracking/reporting of data (personal information will not be used for any part of the assessment process but will be collected for use by the School Inclusion Lead for statistical and monitoring purposes only).

UIF Collaboration

Edinburgh Napier continues to be actively engaged in UIF collaborative activities. We work together as a collective to embed and leverage our activities in the Tech Scaler and Enterprise Campus opportunities. In addition, we are active members of the UIF Challenge Fund Network: building networks and engagement on mission-led funding to facilitate horizon scanning for the next big opportunities, engage with funders as a collective and initiate/nurture new collaborations across Scotland. We benefit from sharing best practice around creation and development of spinouts and

start up support and through the Enterprise Support Group and we are participating in dialogue around policy from Scottish and UK governments through this group. We are Enhancing Researcher Skills for Industry Engagement through sharing/opening up of relevant training and a more coherent relationships with Researcher Development Training Committee, a sub-committee of Universities Scotland RKEC). More locally in the East of Scotland , in 2022/23 Edinburgh Napier is developing a new Collaborative KTP training programme which aims to increase the pipeline of KTPs by 50%. Delivered by external consultants and expert KT Advisors, this programme will be designed for Professional Services staff who engage with academics and business and nurture the relationships and development of a successful KTP (covering how to spot KTPs, is it right for the business etc.) We will open-up this training to business development staff in our East of Scotland Partner Universities including Queen Margaret University, Heriot Watt University, University of Edinburgh, University of Stirling. St Andrews. Edinburgh Napier will also continue to build on the strategic collaboration with Queen Margaret University (QMU) to target KTPs in the fields of health & wellbeing and creative industries. With a focus on supporting ECRs to take advantage of these opportunities and increased funding for KTPs anticipates in 2022-2024.



Scottish Funding Council
Comhairle Maoineachaidh na h-Alba

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

On behalf of Edinburgh Napier University:

Signed: 

Print name: ANOREGA NOLAN

Position: Principal and Vice-Chancellor

Date: 3/5/23

Signed: 

Print name: June Boyle

Position: Chair

Date: 11th May 2023

On behalf of the Scottish Funding Council:

Signed: 

Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023

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