Edinburgh Napier
UNIVERSITY

OUTCOME AGREEMENT WITH THE SCOTTISH FUNDING COUNCIL AND EDINBURGH NAPIER UNIVERSITY, 2019/20 TO 2021/22

Strategic Context

Professional, inclusive, innovative and ambitious. Our values underpin everything we do, from delivering the highest possible quality learning and research enabling Scotland's economic, social, entrepreneurial and cultural wealth to thrive, even in uncertain times.

We aim to be: '*an enterprising and innovative community, renowned internationally, with an unrivalled student learning experience'*.

Our University strategy to 2020 *Strategy2020: Building Success*[1] set out our strategic objectives and the areas in which we will make an impact. We have achieved, or are on track to achieve the majority of aspirations set out in our previous Outcome Agreement for the period that includes 2018/19. In this Outcome Agreement for 2019-20, we have set out ambitious aspirations in line with Strategy 2020 to help us achieve this vision, in partnership with the SFC.

We want to:

- Deliver an outstanding and personalised student learner journey, through innovative and responsive teaching and integration with research, with the right support in place, at the right time;
- Ensure our graduates leave with all the skills they need to make a lifelong and excellent contribution to society;
- Drive social mobility through widening participation and nurturing a culture of inclusiveness throughout the University;
- Be global in our outlook, developing students as international citizens through exchange and language opportunities, and enabling our international research networks, collaborations and reputation to flourish;
- Deliver an excellent service to business partners, supporting innovation, entrepreneurship and economic growth;
- Engage in and deliver internationally excellent research in areas of academic strength

Since the University's Strategy to 2020 was agreed, a number of supporting strategies have also been developed. These strategies are necessary to support the ambitions set out in the strategic plan and include the Academic Strategy, International and Home/EU Recruitment Strategies,

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[1] http://staff.napier.ac.uk/services/principal/strategy2020/Pages/Strategy-2020.aspx

Internationalisation Strategy, Student Experience Strategy and Estates Strategy, and most recently the Innovation and Enterprise (Students) Strategy and Widening Participation Strategy. The University is currently developing its refreshed Strategy from 2020 onwards.

The Outcome Agreement with the Scottish Funding Council has been approved by University Court. Students have been involved through consultation with sabbatical officers from Edinburgh Napier Students Association.

Aspirations are set out for 2019/20 and beyond, alongside our broader ambition working towards 2020 reflecting the current funding allocation approach by the Scottish Government. The aspirations set out in table 1 are consistent with those in previous Outcome Agreements with the Scottish Funding Council. Future year aspirations will be set in line with funding from the Scottish Funding Council.

Summary of 2019/20 key Outcome Agreement targets for Edinburgh Napier University

National Measure	Measure	Actuals			2018/19 Indicative	2019/20 target	2020/21 target	2021/22 target
		2015/16	2016/17	2017/18				
1	Number of entrants articulating with Advanced Standing	698	719	663	656 (indicative)	680	690	700
2	Proportion full-time first degree Scottish-domiciled MD20 entrants	11.3%	11.6%	10.9%	12.6% (indicative)	13%	14%	15%
5	Retention rate of undergraduate full-time students returning to study in year 2	89.2%*	88.6%*	91.1%*	91% (target)	91%	91%	91%
6	Retention of MD20 full-time first year Scottish-domiciled students returning in year 2	84.9%*	85.5%*	88.2%*	91% (target)	91%	91%	91%
7	Overall Satisfaction score in National Student Survey	84%	80%	74%	85% (target)	90%	90%	90%
9	Proportion of graduates entering positive destinations	95%	95%	95%	95% (target)	96%	96%	96%
* excludes associate students in college								

The full set of targets for all National Measures are shown in Appendix A. Edinburgh Napier is committed to the aspirations set out in these targets and these are consistent with previous Outcome Agreements and dependent on appropriate funding from Scottish Funding Council. Where National Measures use an intake population, it is assumed that the Scottish student intake population will remain consistent in the following years.

Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender balance

Widening Participation Strategy

The University's Widening Participation strategy reflects our commitment to ensuring all those with the potential and wish to succeed at Edinburgh Napier are given the opportunity and the support to do so. The strategy is our supporting strategy to deliver the ambitions set out in Strategy 2020. Through the Widening Participation Strategy we aim to:

1) Raise aspirations and drive increased attainment in our communities
2) Provide tailored transitions: moving in, moving through and moving on.
3) Embed reporting and evaluative practices to ensure an evidence-based approach.

The strategy is aligned to the aspirations and priorities set out in the report by the Commission for Widening Access, *'A Blueprint for Fairness'.* We are committed to the actions proposed in Universities Scotland report *'Working to Widen Access'* and have been actively engaged in shaping delivery plans. We are committed to helping every student who has the potential to benefit from studying with us to move in, move through and move on successfully from Edinburgh Napier following the most efficient path that is best for them.

Our progress on Widening Access at Edinburgh Napier

The University currently has the highest intake proportion of MD20 and MD40 students of Universities located in the South East of Scotland, and is working towards having an intake of entrants that is comparable to the sector average for MD20 and MD40 students. In 2017/18 the University had an intake of 241 full-time first degree students from MD20 postcodes equating to 10.6% of the intake population. In 2018/19 this increased to 316 which equates to 12.8% of the population.

The increase in students entering into Edinburgh Napier from MD20 postcodes is reflective of the focused work of the institution. Student applications to Edinburgh Napier from MD20 students increased from 1,786 in 2013/14 to 2,331 in 2018/19. The proportion of Scottish applications from MD20 students has increased from 11.8% in 2013/14 to 15% in 2018/19. The introduction of our contextual admissions process has increased the number of offers made to widening access students and this has increased offers to MD20 students from 10% in 2013/14 to 13.5% in 2018/19. Of those

students possessing one or more widening participation flags (MD20, Care leaver, LEAPS/SWAP, SHEP) 28% of offers made contained at least one criteria.

Table 1: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes, 2013/14 to 2018/19

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
MD20 entrants	236	263	266	287	241	316
Intake population	2,087	2,536	2,361	2,482	2,212	2,472
Proportion MD20	11.3%	10.4%	11.3%	11.6%	10.9%	12.8%

*2013/14 to 2017/18 figures are based on HESA student return and 2018/19 data is based on indicative enrolments

Internal analysis of students in Scotland shows that students from MD20 postcodes are less likely to travel far from home, with approximately 65% attending a University in their home region. In the context of the majority of MD20 populations are located in the west of Scotland, the challenge for Edinburgh Napier to recruit MD20 students remains high and it is this context that the figures for Edinburgh Napier should be viewed.

Implementing the recommendations from Commission for Widening Access

We are committed to delivering the targets set out by the Commission for Widening Access and from the recommendations in the report through actions that will intensify our focus and approach to widening access. The alignment to our current and planned areas in support of this are summarised below.

Contextual Admissions

The University's Contextual Admissions policy is already aligned with the recommendations from the Commission for Widening Access. Contextual admissions was implemented from the start of the cycle for 2016/17 admission cycle. After receipt of examination results, applicants who meet one of the key contextual factors (SIMD20, attendance at low progression school, identification through LEAPS or SWAP route, Government recognised refugee or asylum seeker and care experienced students) are accepted for study where otherwise they may have been unsuccessful. Adjusted offers will be made to applicants with any of the above characteristics and this will typically be two grades below the minimum entry requirements. Students meeting the criteria are prioritised and made an offer within 48 hours where admissions are centralised. The University has a guaranteed offer for applicants who are care experienced who meet the minimum contextual offer.

The impact of contextual admissions at the University has increased the applications, offers and acceptances to students from widening access backgrounds. The number of offers made to full-time first degree students with at least one Widening Access flag have increased from 2,094 in 2014/15 to 2,411 in 2018/19, an increase of 15%. Acceptances over the same period have increased from 507 in 2014/15 to 681 in 2018/19, an increase of 34%. For 2018/19 entry, 27% of Scottish domiciled full-time first degree entrants were made a contextual offer. Table 2 shows the proportion of applications, offers acceptances and enrolments for students between 2014/15 and 2018/19.

Table 2: Proportion of applications, offers, acceptances and enrolments for full-time first degree students with at least one contextual flag, 2014/15 and 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Applications	22.8%	22.2%	23.3%	25.3%	24.9%
Offers	23.7%	23.7%	25.1%	27.2%	27.2%
Acceptances	19.3%	19.9%	21.2%	19.9%	25.1%
Enrolments	19.5%	20.3%	19.9%	19.7%	23.4%

The contextual admissions policy for 2019/20 entry will be enhanced further to include a fair access policy detailing the minimum entry requirements for widening access students. For applicants who meet one of the key contextual factors an offer will be made at least two grades below our minimum entry requirements. We will monitor the impact of this approach and amend as appropriate.

We will also seek to make improvements to the coverage of contextual admissions, specifically for college articulating students and also in the creative subjects where a portfolio of work is used in the admissions process. We will engage with innovative pathways for creative arts students, working with colleges and schools.

Care experienced students

Edinburgh Napier University is actively involved in working with regional partners to increase the participation of students who are care experienced. We have been the lead partner in developing Support for University and College for Care Experienced in South East Scotland (SUCCESS) a regional hub for care experienced students. We are working alongside other further and higher education institutions, Edinburgh City Council and third sector organisations to develop this resource. The HUB

for SUCCESS has resources in place and has started engaging with stakeholders, with a focus on both supporting care experienced students and supporting foster carers.

Edinburgh Napier currently has 23 self-declared care experienced entrants in 2018/19 which has increased from 11 in 2016/17. The University has a guaranteed offer of year-round accommodation for care experienced applicants, access to a range of bursaries in support of living costs and individualised support from a student advisor.

The University's Corporate Parenting Plan can be found at the following weblink, https://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information.

Estranged students

Edinburgh Napier University has support in place for estranged students who study without the support of parents of family and have signed the Stand Alone Pledge. To support estranged students, we pledge to provide:

- Access to all year round student accommodation and providing a guarantor to secure University accommodation;
- Guidance on bursaries and financial support and where requested liaising with external student funding bodies;
- An opportunity for students to declare their estrangement confidentially at enrolment or at any point during their studies

Recruitment and conversion of widening access students

As part of the University's ambition to become the sector leader for widening participation that focusses on access for all students, we have implemented a number of initiatives to improve the recruitment, conversion and retention of students. We have improved the recruitment of widening participation students through increased engagement with students at all points in the recruitment cycle. We have engaged with widening participation applicants by running a "what's on offer?" event for those students who have one or more contextual flags and increased conversion through continued engagement through the offer-making process. The University has implemented a triage approach to supporting widening participation students, including dedicated support for contextual students during application, induction and support while at University. Other engagements which include using social media and students to connect and engage with widening participation students, has also improved the conversion of widening participation students to study at Edinburgh Napier.

We have taken a cohort based approach to working with a selection of schools in the local region which have low progression into higher education. In addition we are working with two local councils, East Lothian and Fife to ensure a joined up approach to engagement with secondary school pupils from disadvantaged backgrounds and raising aspirations. We continue to work on projects such as BroughtonUP and also continue to work with local councils to identify new opportunities for pathways using Foundation Apprenticeships and other routes that widen access to higher education.

The University continues to work with the Lothian Equal Access Programme for Schools (LEAPS) and is committed to making offers of admission to all LEAPS eligible students. Following positive evaluation of the first three years of Broughton UP (Universities Partnership), jointly delivered with Heriot Watt and Queen Margaret Universities to pupils from S4 to S6, we are rolling out this programme at Broughton High School to include pupils with widening participations characteristics from S1 through to S6. The existing partnership is currently working with the University of Edinburgh and LEAPS to consider ways we can collaborate to further develop the project and deliver to more schools within the region.

Articulation

Edinburgh Napier is the largest recruiter of articulating students (either from FE/HE with a HND or HNC articulating into years 2 or 3 of a degree course) in the East of Scotland, and the second largest recruiter in Scotland overall. In 2017/18 articulating students from both colleges and HEIs (including additional funded places) comprised 28% of our Scottish domiciled undergraduate intake overall.

The University currently has increased its number of formal articulation agreements from 132 in 2013/14 to 170 in 2017/18. Underpinning these formal routes are annual college/university reviews and direct input from university staff in the form of workshops and university visits to ensure smooth transitions and good integration into university study and life.

The University is actively working with colleges to increase the number of formal articulation agreements that are in place, focusing on subject areas of Creative Arts, Business and the Biological Sciences. These subjects were highlighted nationally as those with below average representation of students entering with advanced standing. We are working with colleges to increase the recognition of prior learning that then allows students to enter with advanced progression in selected subjects such as Business Studies and Sport and Exercise Science.

Increasing the number of entrants who articulate into the University with Advanced Standing has been challenging due to a decline in students in HND/C programmes in some subject areas (e.g. Engineering) the primary feeder college, Edinburgh College. Qualifications of college students are also not always a sufficient standard for advanced standing entry and are in these cases students are therefore made an offer for advanced progression instead. We are working closely with colleges and reviewing our contextual admissions policy for HN offer holders that we believe will increase the number of students entering with Advanced Standing.

Our target for 2017/18 was to have 702 Scottish domiciled students articulating with advanced standing from Scottish colleges (including the additional funded places), and we admitted 663. The indicative number for 2018/19 is 656 Table 3 shows the breakdown of articulating undergraduate entrants to Edinburgh Napier with the proportion of those articulating with Advanced Standing.

Table 3: Number and proportion of Scottish-domiciled articulating students with Advanced Standing into Edinburgh Napier University, 2013/14 to 2018/19

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19*
No. of students articulating with Advanced Standing	577	645	697	719	663	656
Number of HN entrants	779	881	979	997	902	927
Proportion	*74%*	*73%*	*71%*	*72%*	*74%*	*69%*
* Indicative figures for 2018/19						

We are committed to ensuring clear progression routes into the most appropriate level of study for the learner. Our proportion of HN qualified Scottish-domiciled students articulating with advanced standing has increased from 64% in 2011/12 to 74% in 2017/18, well above the sector average of 47%. The proportion of entrants with Advanced Standing is already high and we will ensure a range of entry points to undergraduate study while also ensuring that courses remain financially sustainable. The University has an aspiration to increase its number of articulating students with advanced standing in line with current intake proportions. Intake targets will be flexed appropriately based on the retention of existing student cohorts in the University and balanced with ensuring the University remains within the tolerances for funded student places from SFC.

Since 2013/14 Edinburgh Napier has received additional funded places for articulation. The University received annual cohorts of 107 Additional Student Numbers for articulation and these students continue to be successful in the subject areas of computing and engineering. Performance outcomes of these students is excellent with 44% receiving a first or upper class second degree.

Analysis of student data from those entering through articulation routes shows that these students are more likely to come from MD20 and MD40 postcodes. Transitional support for such students is vital in their successful entry to University and we work with students to ensure that transitions are smooth and supported.

Regional Learner Passport

Edinburgh Napier University is leading work to create flexible institutional pathways for learners in the local region. The University has taken the lead by bringing together higher education and further education institutions in the South East of Scotland with the aim of creating a Regional Learner Passport that allows students to be signposted and directed to the most appropriate learner journey. Two strands will be progressed over the next year that include improving Curriculum Planning and Admissions and Referrals between institutions in the region. Each strand will be jointly led by a University and College partner to ensure mutually relevant outcomes for each sector.

Support for Articulation Students

The University has well established links with colleges in the region to promote articulation between further and higher education. We work in partnership with colleges to ensure that curriculum areas are aligned and also to provide an excellent student experience for articulating students. 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 accepted onto an Edinburgh Napier course, we run and engage students with a series of targeted and tailored transition events including events for articulating students.

Curriculum clusters

The University is working in partnership with local colleges to develop curriculum clusters. This already builds on strong partnerships with the further education sector to develop articulation pathways and develop joint curriculum development and teaching opportunities across the University and College. The majority of work in this area to date has been working with Edinburgh College and we will seek to expand the number of colleges to work alongside. Recently, we have initiated work with Ayrshire college to develop links with Civil Engineering and ensure visits of students between the two institutions. We will focus developing links in the subject areas of Creative Industries and Applied Sciences.

Recognition of Prior Learning

Edinburgh Napier has an embedded approach to Recognised Prior Learning (RPL) as an established route into higher education and consideration of credit-based (rather than qualification based)

recognition. We will review our current approach to Recognition of Prior Learning to ensure uniformity of approach across the University and implement procedures that are learner-centred and take into account both full and partial academic credit as well recognition of prior unaccredited experience. We will explore different options for how we engage with students at SCQF level 7 and this may include skills development, focus on employability and learning and teaching support alongside a flexible curriculum offer.

Commitment to students who are veterans

Edinburgh Napier has been a leading institution in providing support to the Armed Forces Community since signing the Armed Forces Corporate Covenant in 2016 and gained the Defence Employer Recognition Silver Award in 2017. We are committed to fulfilling our Covenant pledges in four main areas: education, employment, community engagement and research. We are committed to offer existing or former forces personnel a range of flexible entry pathways on to degree courses which acknowledges prior qualifications and relevant experience through our internal Veterans Champion Network. We are currently engaged in sector work lead by SCQF to map military qualifications with SCQF levels. As a forces-friendly employer, the university is also committed to supporting new or existing staff from armed forces backgrounds and investing in their future career development.

Use of Widening Access and Retention Funding

Edinburgh Napier's Widening Participation Strategy focusses on *'moving in, moving through and moving on'* and we will utilise the Widening Access and Retention Funding (WARF) to enhance our work across these areas. The funding will be used in support of the following widening access priorities:

- Recruitment of MD20 students;
- Retention of priority groups, including MD20 students and gender imbalances;
- Recruitment and retention of care experienced students, aligning with the Hub for SUCCESS;
- Retention of students with disabilities

Gender Action Plan (GAP)

Table 3 shows the gender split of subjects in 2018/19 that do not meet the 75:25 threshold. The subject areas of focus are Nursing, Computing and Engineering. Law, Social Studies and Building which are below the threshold for 2018/19 but this is the first time that they have been at this level and we believe these are due to small fluctuations in recruitment activity.

Table 3: Gender split of Scottish-domiciled undergraduate entrants, by subject, 2016/17 to 2018/19

Subject Area	2016/7		2017/8		2018/9	
	Female	Male	Female	Male	Female	Male
Subjects allied to medicine	92%	8%	90%	10%	92%	8%
Computer science	16%	84%	20%	80%	14%	86%
Engineering & technology	7%	93%	11%	89%	8%	92%
Architecture, building & planning	28%	72%	23%	77%	20%	80%
Social studies	71%	29%	70%	30%	77%	23%
Law	67%	33%	62%	38%	77%	23%

The focus since developing the current Gender Action Plan has been on strengthening the infrastructure to support the actions that take place across the institution. We have created a Gender Equality Steering Group that reports to the Inclusion Committee for staff and students. Our approach to Athena Swan has been strengthened, including increased support for academic subject areas. We are embedding gender in our preparations for REF2021.

Specific actions currently in place to address gender imbalances will continue during the year, including events targeted towards converting more female applicants into STEM (e.g. Ada Lovelace Technology events), Men into Nursing and Connect Forum that aims to support female STEM students. One of the future focuses will be the intersectionality of gender and other under-represented characteristics such as widening access markers.

Our GAP was published in July 2017 and was designed to run for three years (2017-2020) to align with our Widening Participation Strategy. In reviewing for 2018/19, we have decided to revise and update our GAP to ensure closer alignment with recently published Outcome Agreement guidance, closer alignment with Athena SWAN, and also to explicitly incorporate intersectionality focusing on gender and widening participation. We will be working with EQUATE Scotland to review and refresh the GAP and this revised version will be considered by Academic Board in June 2019. The updated Gender Action Plan will be made available through the following weblink, https://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information.

Gender based violence

The University launched its strategy designed to direct our work to tackle and prevent sexual misconduct and violence in September 2018. It has been produced through a participative process drawing on the skills and experience of staff and students from across the University and the Students Association. It will be delivered by an implementation group convened by a member of the Senior Leadership team, and will report regularly on progress to the Senior Leadership team and to Court on an annual basis over this period.

The strategic outcomes of the approach taken by the University are:

1. Our culture will reflect our zero tolerance approach to gender based violence, assault or harassment, and instances of such conduct will be reduced;

2. Our staff and students are clear about their options and receive appropriate support if they are a victim-survivor of sexual violence or misconduct;

3. University staff and Students' Association officers and staff are confident and knowledgeable in responding to and supporting students or colleagues if they are affected by sexual violence or misconduct;

4. Our knowledge and understanding about the prevalence of – and impact of our work to prevent and tackle - sexual violence and misconduct in our community will have significantly increased.

There will be a focus of work that requires an increased awareness and understanding of sexual misconduct, how to report incidents and how to access support. This will require a programme of work that supports this to ensure that the outcomes are embedded in the culture of the University. This work has begun and as a partner in the work led by Universities Scotland, every member of staff has been issued with a gender based violence leaflet that includes a six step guide to help your conversation if you do receive a disclosure.   Also included in the leaflet is a card that can be torn out, folded over and kept at the back of a staff card lanyard. We have adopted all of the recommendations with Equally Safe and will be working with the organisation on their research themes.

British Sign Language

Edinburgh Napier University has developed its plan for British Sign Language in line with the actions identified in the Scottish National Plan 2017-2023. The plan was launched in October 2018 and will form the basis of our work in this area until September 2024. The plan is available by accessing the following weblink, https://www.napier.ac.uk/about-us/british-sign-language.

Services in support of mental health and wellbeing of students and staff

Services for student support for mental health and wellbeing have seen large increases over the last five years at Edinburgh Napier University. Over 400 students accessed the counselling services in 2017/18, an increase of 50% compared with five years ago. Student mental health advisors have seen a similar increase in demand with over 300 registered users in 2017/18. The complexity and severity of presentations to the student support team have increased and it is estimated that in 2018/19 demand will increase by a further 10%.

Student services use a 'stepped care' model which has improved the service given to students. This approach will produce an emphasis on evidence-based practice and improved case load management while also improving clinical outcome data. Implementation of a triage approach in support of students has improved the service given to students. Increased investment has been made in digital resources including external web-based services to enable 24 hour/365 day access to services. Innovations such as the promotion of the biblio-therapy project 'Shelf-Help' (https://my.napier.ac.uk/Library/getting-started/Pages/shelf-help.aspx) and development of psycho-education and mindfulness group work and collaborations with other relevant University teams and where possible external agencies and the NHS are also used. A formalised mental health strategy will be developed in 2019.

Staff wellbeing and mental health

Activities in support of staff wellbeing and mental health are overseen by a mental health, physical health and environment group with representation from academic and professional support staff. Activities to support mental health and wellbeing recently have included:

•	Delivery of a programme of mental health awareness and resilience sessions for both managers and staff;

•	Delivery of Mental Health Awareness Sessions for Academics on how to recognise and support mental health issues in students will be delivered from January 2019;

•	The University now has over 60 trained Mental Health First Aiders across the University;

•	Ongoing tailored communications promoting Workplace Options and the range of benefits available including Career Counselling Sessions; first line legal advice and support for a wide range of work/life issues;

•	Launch of Big White Wall for students and staff;

•	Drop in Mindfulness sessions are available to staff

High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy

Identify and address barriers to retention

The most recent figures for retention show that 91.1% of students progress from year one into year two and is above the Scottish sector average. This figure strips out the associate students who progress within the college. While the overall retention of full-time first degree students has improved, the retention of MD20 students still remains a challenge with 88.2% of students progressing from first year. The gap between the retention rates of MD20 students that of all students is closing, from a difference of 4.2% in 2015/16 to 2.8% in 2017/18 as shown in table 4.

Table 4: Retention rates for Scottish students, 2014/15 to 2017/18

	2014/15	2015/16	2016/17	2017/18
Scottish students (excl. associate students)	90.0%	89.2%	88.6%	91.1%
MD20 (excl. associate students)	88.9%	84.9%	85.5%	88.2%
Difference	1.1%	4.2%	3.2%	2.8%

The University has a Student Retention and Outcomes group that has an overview of the retention and student support activities that are in place in each of the University Schools. There is an institutional focus on the successful engagement and achievement of all students, including a focus on inclusion in mobility and extra-curricular activities. The institutional weighted efforts are focused on the following:

- Pre-arrival;
- Induction and the first Trimester;
- Transition from college;
- Transition between years;
- Pastoral and Academic skills support;
- Engagement and retention of priority groups;
- Engagement and mentoring for WP students for curricular and extra-curricular opportunities

The University is improving its support and engagement with students to ensure that retention rates improve. The key areas of focus are:
- Enhancing support provided to students through their Personal Development Tutor along with academic skills support available to students;

- *'Thinking of Leaving'* campaign to ensure that early guidance and support is available to students. A new post of Retention Support Officer role to act as the single point of contact for students, linking in with other support services and PDTs;
- Increased focus on transitions for college articulating students, including student-led extended induction;
- Care experienced students will receive one-to-one support both before they enter University and during their time at Edinburgh Napier;
- Learner Analytics pilot to provide academic staff with a greater level of information on students' engagement, including information on engagement with Virtual Learning Environment and library;
- Work on ensuring that the curriculum is inclusive for all students

Development of STEM

Edinburgh Napier University has a commitment to developing STEM provision that is applied in nature and will provide graduates with skills that equip them for work after graduation and successful careers. Three of our six Schools are focused on delivering STEM subjects, Computing, Engineering and Applied Sciences. Of SFC-funded students, 33% of our provision at undergraduate level is STEM while at postgraduate taught level, this has increased from 25% in 2014/15 to 31% in 2018/19.

The University is aligned with the Scottish Government's STEM Strategy for Education and Training aim to increase representation of women in STEM. At undergraduate level, the proportion of women in STEM has increased overall from 34% in 2016/17 to 36% in 2018/19. At postgraduate masters level, the proportion of women has increased to 40% in 2018/19.

Providing a high quality provision of STEM curriculum remains a high priority at Edinburgh Napier. To achieve this we will work in collaboration to expand the reach of students studying STEM subjects. We will enhance and align our curriculum provision with further education colleges and we are working collaboratively with Edinburgh College to develop curriculum that is aligned for Biological Sciences. The outputs of this work will improve articulation links between Edinburgh College and the University and a streamlined approach to the learner journey for STEM students. We will also launch our teacher education programme in 2019/20 and these will be focussed in the areas of Biology, Chemistry, Physics and Maths.

Alignment of curriculum to meeting the needs of employers

We currently offer programmes in nine of the eleven key Scottish sectors as covered by the Skills Investment Plans (SIPs). The University is committed to providing a curriculum that upskills the workforce, particularly in the areas of ICT and digital skills. Alongside traditional degree programmes, we will continue to work with employers to provide training to meet developing skills gaps in anticipation of the need to harness new technology.

The University has engaged with new alternative routes of higher education, including expanding its provision of Graduate Level Apprenticeships (GLA) awarded by Skills Development Scotland. We have been successful at securing a total of 120 students in a range of subject areas and levels. The first cohort of 30 GLA students across two programmes entered the University in 2017/18 in Computing. For the second tranche of GLA students to begin studying in 2018/19, the University was successful in securing six new programmes with a total of 90 students in the subject areas of Civil Engineering, Business and Cyber Security, and demand for places has exceeded supply. . The University is actively engaged with Skills Development Scotland to grow is student numbers in GLAs, with a specific focus on expanding provision into Applied Sciences and Business.

Edinburgh Napier continues to produce graduates who enter work or further study. For UK-domiciled students who graduated in 2016/17, the proportion who entered work or further study was 95% against a benchmark of 94.7%. Overall the percentage of Edinburgh Napier graduates in full time roles which are professional / managerial has increased from 77% in 2015/16 to 84% in 2016/17. Figures from 2016/17 show a marked increase in undergraduate students entering professional / managerial roles increasing from 69% in 2015/16 to 81% in 2016/17. At subject level, the University has very good graduate-level employment in areas such as Computing, Engineering and Nursing all above 90%.

The University continues to provide an academic portfolio that is focused on producing graduates in courses that are aligned with professional and managerial employment occupations and 87% of undergraduate programmes have a work-based learning experience embedded into the curriculum. 210 of our undergraduate courses are professionally accredited.

Student mobility

We want our students to be global citizens, with an international outlook. Our Internationalisation Strategy aims to embed internationalisation throughout the University, and sets out the central objective that every student studying at Edinburgh Napier can access mobility, language study and intercultural learning opportunities. In 2017/18, the number of students who were involved in an

outward mobility activity for one week or more was 448. The strategic ambition for this measure is 800 students engaged in outward mobility activities.

Health Outcomes

Edinburgh Napier University is the largest provider of nurse education in Scotland with a focus on delivering a skilled nursing workforce for the future. We are the only provider of all four nursing fields: Adult Health, Child Health, Mental Health and Learning Disability and midwifery at pre-registration level. We work alongside the Council of Deans and the NHS to ensure that outcomes are aligned to Scottish Government priorities. Edinburgh Napier co-ordinates all pre-registration nursing placements in the East of Scotland.

The University has a diverse intake population of nursing students with 16% of Scottish domiciled entrants from MD20 postcodes. Approximately 40 entrants per year are admitted with Advanced Standing to Pre-registration Nursing courses. We are committed to positive outcomes for all students and this is mirrored in the pastoral care available to students and reflected in the high continuation rates for pre-registration Nursing students which are currently at 90%. As part of the University's Gender Action Plan we are committed to improving the representation of men in Nursing and continue to run admissions events specifically aimed at the recruitment of men. The School of Health and Social Care has a diverse workforce with 20% of academic male staff.

Table 5 summaries the health outcomes for Edinburgh Napier.

Table 5: Health outcomes for Edinburgh Napier with 3-year targets

SFC Objective	Actions
Increase the retention and completion rates in nursing and Midwifery *Metric: Retention rates for full-time Undergraduate students on Nursing programmes, year one to year two (HESA PI)*	• Interview day developed into an applicant day and candidates are provided with information, get tour of facilities and opportunity to speak to current students to ensure have clear understanding of course requirements and support available; • All pre-registration students have access to Pastoral support through a named Personal Development Tutor; • All student have access to pastoral care adviser;

2017/18 Baseline	19/20 Target	20/21 Target	21/22 Target
91.4%	92%	sector average (currently 92.6%)	sector average (currently 92.6%)

<table>
<tr><td></td><td>• Reflection sessions allows students the support required to reflect in practice learning and application of their skills and knowledge;

• Enhancement to the simulation and clinical skills centre to ensure students are exposed to the most up-to-date equipment used in practice;

• Flexible approach to supporting students throughout their programme of study, allowing for breaks in training and signposting of access to hardship funds through Scottish Government</td></tr>
<tr><td>To improve the gender balance across all fields of nursing

Metric: Proportion of female entrants to Nursing programmes</td><td>• Men into Nursing event to promote Nursing to male applicants;

• Marketing materials include male and female nurses. Men into nursing event run annually;

• Main school recruitment events will have male staff and student nurses represented to promote nursing as a career to men;

• Promotional materials developed and male student testimonials developed</td></tr>
</table>

Nursing Field	18/19 Baseline	19/20 Target	20/21 Target	21/22 Target
Adult	8%	We will aim to increase the overall proportion of men into Nursing by one percentage point per year, with focussed activities around the Adult stream		
Child	3%			
Mental Health	25%			
Learning Disabilities	15%			
Midwifery	0%			
Overall	**9%**			

To increase the regional collaboration across all fields of nursing	• Continue to build and enhance partnership with NHS Lothian/Borders to offer students the best link to practice area and expertise
To increase collaboration with Scotland's Colleges to strengthen articulation into pre-registration programmes *Metric: Number of articulating students with Advanced Standing*	• Articulation agreements -HNC CAP courses into 2nd year with Edinburgh College and NHS Lothian and NHS Borders for all fields of nursing; • Articulation agreements- HNC CAP to 2nd year LD nursing with FE colleges in east Scotland and Borders; • New articulation agreements developed with West Lothian College for LD and adult nursing; • Continued structured support for students accessing 1st and 2nd year from college; • Regular drop-in sessions to provide information to potential students on routes to nursing; • Partnership agreements with local FE colleges to gain access to nursing programmes. Structured information and support including: ○ Visits to college by adviser of studies and current student in Nov ○ Students invited to pre-interview preparation sessions at university ○ Students joining 2nd year attend day at University in May

Table within the left cell:

2018/19 Baseline	19/20 Target	20/21 Target	21/22 Target
5% (30 entrants)	6% (c.40 entrants)	7% (c.46 entrants)	8% (c.53 entrants)

These targets are based on colleges developing the curriculum that include sufficient practice placement hours to allow for Advanced Standing progression into Year 2.

	o Contact with current students using social media prior to starting programme

Teacher education

Edinburgh Napier will welcome its first intake of secondary teacher education students in 2019/20. The postgraduate certificate for secondary teacher education will be focussed on STEM (Biology, Chemistry, Physics and Maths) subjects on providing a distinctive approach to teacher education that builds on the University's applied approach to learning and teaching. Students will benefit from our subject specialist expertise and be fully prepared to join the teaching workforce. The University will target recruitment from a wide pool of applicants including recent graduates and mature students who may be seeking a career change. Future plans for teacher education will seek to grow student numbers for these routes, in addition to new subject areas and innovative teaching delivery models.

Internationally competitive and impactful research

Context

In the Research Excellence Framework (REF), the University was rated as having world- leading research in all nine Units of Assessment where submissions were made with 53% of activity rated at three-star or four-star. The overall Grade Point Average (GPA) for the University increased from 1.8 in the 2008 Research Assessment Exercise to 2.5 in the REF. Investment has been made in areas of research strength and in the supporting environment and infrastructure.

Edinburgh Napier is committed to developing staff in their research activities through cross-University researcher development programmes. The University currently holds the HR Excellence in Research award and is committed to creating a supportive environment for research staff at all stages of their career. The University currently holds a Bronze Athena Swan institutional award and will be re-submitting for renewal in 2018/19.

Our research is broadly applied in nature and we are committed to making our research available to everyone. The University has an active public engagement forum that focusses on promoting an approach to public engagement across all academic areas.

Plans to enhance performance in REF2021

We plan to build on our performance in the previous REF. In preparation for the REF2021, the university undertook a mini-REF in September 2018 to inform us of our REF readiness for 2021, where the staff, outputs, impact case studies and environment statements were scrutinised by panels including external domain experts with REF experience. The mini-REF was also used to validate our draft Code of Practice for the REF, to determine staff significantly responsible for research and the selection of outputs.

Results of the mini-REF exercise have still to be finalised but the results are encouraging and in line with our strategy to increase the number of REF-active staff (2.5-star and above) from 107 in 2013/14 to 182 (3-star and above) by 2020.

Following the panel meetings, reports were generated for each Unit of Assessment including action plans regarding work required to improve the performance of the Unit of Assessment in time for the submission.

Action plans include:

- Ensuring staff with significant responsibility have clear allocation of research time and objectives in the run up to REF and mentoring provided where appropriate;

- Ensuring outputs are appropriately scored in terms of quality and there is a ranking of quality, by author and consistency in scoring outputs across a UoA;

- Providing training and support on impact case study writing along with support for collecting corroborating evidence for the case studies and an ongoing review cycle;

- Reviewing university environment statement to determine ways in which the environment can be improved across the university and locally and Providing support for writing environment statements;

- Ensuring the university research management system provides accurate information and support for managing the REF submission;

- Ensuring resource is in place to administer the REF submission effectively.

The REF Code of Practice will be finalised and submitted in early 2019.

Use of the SFC Research Excellence Grant (REG) to deliver the institution's strategy for world-class research

A proportion of the Edinburgh Napier 2018-19 REG funding is being used to fund Research & Innovation support for our academics including supporting academics with writing research proposals through for example application peer reviews, grant factory writing workshops, engaging with key funders and internal funding events. We are seeking to foster a culture of collaborative cross disciplinary research proposals in key funding areas identified by Research Councils and the Industrial Strategy Challenge Fund. Another element of the funding is used to fund academic strategic initiatives (to facilitate and support researcher-led competitions which support emergent potential), and to fund essential University subscriptions, memberships, external research-support associations, institutions and organisations.

Case Study of REG-funded project

A recent example of a REG funded pump priming project was awarded to Dr Katherine Staines in our School of Applied Sciences. The project looked at the effect of inflammatory bowel disease (IBD) drugs on bone metabolism. Part of the data from this initial pump priming project was used in a successful Medical Research Council Application entitled: Osteoarthritis: Going back to basics, which is a 3-year project that started on September 2018. Osteoarthritis (OA) is the most important ageing-related

musculoskeletal disease, affecting almost 9 million people in the UK. The World Health Organisation estimates that 9.6% of men and 18% of women aged over 60 already have symptomatic OA.

The research is contributing to the understanding of the pathogenesis of ageing-related conditions that will provide critical insights into the maintenance of healthy ageing and ultimately enable strategies for improving life-long health and wellbeing. Musculoskeletal conditions are at the forefront of ageing-related conditions and the World Health Organisation has described them as "leading causes of morbidity and disability, giving rise to enormous healthcare expenditures and loss of work".

Some other examples of recent REG funded researcher-led initiatives include:

•   An academic in the School of Computing was awarded REG funding to carry out a pilot project to trial a different method of eye-tracking functionality. This project has provided data and a refined methodology which are now being used to support the development of a European Research Council (ERC) Starting grant which is being developed for submission to the 17 October 2018 deadline. In addition an EPSRC standard grant application is being developed for submission late 2018.

•   REG funding for a project investigation Human-Robot Collaboration (HRC). The aim of the project was to develop a novel framework for HRC in physical environments showcased through a human robot collaborative cooking scenario. This pilot project will support the academics New Investigator EPSRC grant application which she aims to submit by December 2018.

•   An academic in our School of Engineering and The Built Environment, was awarded REG funding to carry out a pilot project into a parametric modelling tool for design optimisation of steel frame structures. The outcomes from this project allowed the academic to develop and submit an EPSRC New Investigator grant application which is currently being considered by the funder.

•   An academic in our School of Applied Sciences, was awarded REG funding to undertake a pilot project investigating zoonotic infections in pregnant women in Ghana. This work has led on to an application to the Wellcome Trust (awaiting outcome) as well as other applications under development to both GCRF and Newton funds.

Some examples of how REG funding is being utilised to support and deliver Edinburgh Napier University strategy for world-class research includes:

- Supporting new and ongoing PhD studentships;
- Enhancing research capacity through the employment of trained research support staff who provide technical and academic research support in different disciplines in the Schools;

- Funding MSc by Research Studentships to support pump-priming projects, specifically targeted towards the generation of preliminary laboratory data for securing external grant awards;

- To support staff conference travel and academic collaborative partnership requests i.e. staff who wish to undertake collaborative travel or develop novel academic partnerships, aligned to REF2020;

- Funding to strategically support pump-priming laboratory projects and projects that were specifically targeted towards publication of a manuscript eligible for submission to REF2020;

- Funds used for small items required for School research laboratories;

- Incoming academic visits / visiting speakers;

- Authorship of journal papers / research grant preparation;

- Outreach and public participation, e.g. public awareness videos.

Researcher development

We continue to enhance our research environment through a range of activities designed to support our researchers with their career and skills development. Our work in this area is underpinned by our HR Excellence in Research Award which we have held since 2010. In December 2018 we will submit our plans for 2018-2020 as part of our 8-year external review of the award. The review includes a reflection on progress over the last two years to implement the principles of the Concordat to support the career development of researchers, as well as a new two year plan. The 2018-2020 plan includes the rollout of a new research promotion framework, tailored support for ECRs developing funding bids for the first time, case studies of researchers who have gained HEA recognition for their teaching, and rollout of research leadership support. The detailed action plan will be available in December at https://staff.napier.ac.uk/services/research-innovation-office/training/Pages/HR-Excellence-in-Research-Award.aspx

We continue to run a comprehensive researcher development programme for research degree students, research staff and research supervisors. Topics include research methods, communication approaches, research integrity, supervision, writing events and career planning. We have increased the use of online webinars to ensure researchers can access development events even when not on campus, and will explore lecture capture in 2019/20 to increase our online resources further.

The university is submitting its remaining Schools to the Athena SWAN scheme in 2019, along with a renewal of our institutional Bronze Athena Swan award. The university has established a number of inclusion networks open to any member of staff to join, and covers communities such as LGBT+,

Woman's, international and carer's networks. In 2019/20 these networks will continue to be embedded across the university to support the diversity of our staff. Our work in preparation for the next REF2020 submission will include the development of our Code of Practice for inclusion of staff, to ensure staff are treated in a fair and transparent manner.

Case study: Use of research led initiatives to support a high quality research environment

In 2015/16 we established a researcher development funding scheme to provide an opportunity for researchers to identify their own development needs and to design and run an intervention that addresses that need. Projects funded through this scheme have included the establishment of several research networks in the university and nationally, writing retreats for publications or grant preparation, one day symposiums and invitations for external speakers, and training days for skills development. Since 2016 we have also used the scheme to give early career researchers experience of being a review panel member for the scheme. The scheme has had a significant impact on our research environment and for our researchers:

> *'As an early career researcher, this researcher development funding has provided invaluable experience... Furthermore, this funding will likely increase my professional standing and allow me to develop my current research with the ability to seek out help from a network of subject experts'*

> *'We are all relatively new to Edinburgh Napier...being involved in this project has enabled us to interact with wider higher education communities of practice, not only within Edinburgh Napier but all over the UK'*

We will continue to use this funding mechanism to support a high quality research environment as part of our wider researcher development activities.

Public Engagement

The university's public engagement activity is coordinated by a Public Engagement Officer and an academic lead in each of the six schools. These colleagues make up the Public Engagement Forum which meets each term to coordinate activity. A new institutional strategy for public engagement with research is currently being developed and will shape activity in 2019/20. Consultation has recently taken place with focus groups, a staff survey and discussion with community partners giving a strong vision for future engagement.

We will continue to make the most of the opportunities afforded to us by our locations in Edinburgh, developing further our partnerships with key external stakeholders, particularly the Scottish

Parliament, Edinburgh's festivals and third sector organisations. We will celebrate the diversity of research across the university, and the methodologies and forms of engagement to which it lends itself, from policy to practice.

Seed funding of £10,000 will be used by each of the six academic schools to enable researchers to carry out new public engagement projects, with an emphasis on interdisciplinary research and with evaluation to ensure that the impact is being assessed. Researchers who receive funding will be expected to showcase their engagement to support the development of an engaged research culture.

The university will continue its commitment to training and development for researchers, running regular workshops and encouraging participation in external events and projects in Scotland and further afield. Public engagement with research will be evaluated, with its impact well evaluated, recognised and rewarded both internally and externally. Edinburgh Napier has recently renewed its commitment to the Beltane Public Engagement Network, which provides opportunities for researchers to engage with high profile audiences including the Edinburgh Fringe Festival (Cabaret of Dangerous Ideas), the Scottish Parliament Information Centre (SPICe), the European Commission funded Explorathon project, Cell Block Science and other Scotland-wide programmes. Our commitment to being active members of this partnership will continue, with Edinburgh Napier leading Soapbox Science and other projects in rotation.

Building on the university's clear values and commitments to widening participation, researchers will work with local communities to co-design and co-produce engagement which is mutually beneficial to all participants.

Statement on the Universities UK Concordat on Open Research Data.

The University is committed to excellence in research ethics and governance. The University continues to engage with sector consultation relating to the Open Data agenda. We have appointed a lead for research information management who is responsible for promoting the open data agenda and the University has developed The Edinburgh Napier University Research Data Policy which must be adhered to by researchers for all research activity which generates data, whether externally funded or not. This policy requires that all project proposals include a data management plan. A programme of training on open data is also being rolled out this academic year.

Effective knowledge exchange and innovation including excellent collaboration between universities and industry

Implementing Innovation Scotland Action Plan and engaging with Scotland's Innovation agencies landscape.

We will review our post-project support such that we can better tailor our service to the needs of business, promoting our understanding through enhanced company feedback.

To simplify business access to the knowledge expertise within the University, we will engage more effectively with digital platform providers such as Konfer to make the University activities and facilities more visible to businesses. We will provide Konfer with regular information on any research & innovation collaboration opportunities and review our facilities and equipment offering, to be promoted and showcased by Konfer and used to help businesses grow and develop

We will raise awareness of opportunities for business through multiple channels, such as growing engagement with key government agencies, Innovation centres and Interface in 2019-20. We will meet with at least six of the eight innovations centres and Interface in 2019-20 to improve the match of our academic expertise and innovation support towards specific industry sectors, to maximise potential future project collaborations.

Working with Universities to deliver leadership and entrepreneurial skills training.

Working collaboratively with other Scottish HEI's through the UIF framework we will build on our existing strengths in delivering training and support for entrepreneurial leaders.

Our Entrepreneurship teaching team in the Business School are collaborating with universities across Scotland to develop an accelerator programme to support entrepreneurs with ambition to scale. Edinburgh Napier has offered to be the initial host for a regional hub which will support and co-ordinate shared innovation and enterprise activities across all universities in Edinburgh. All four universities in Edinburgh have agreed to be involved. By participating in this collaborative activity across the HEI sector we will share good practice and explore new mechanisms for opening up training opportunities to partner Universities on a reciprocal basis.

We will work with other Universities to share experience, knowledge and best practice across the sector as well as celebrate success. In addition we will work to identify talent and ideas that can support innovation emerging from other universities across the sector.

University Innovation Fund (UIF) outcomes

Edinburgh Napier has a three-year University Innovation Fund plan that aligns to the seven national outcomes. The agreed UIF plan is available in the following weblink, http://www.sfc.ac.uk/web/FILES/UIF/UIF_Final_-_Edinburgh_Napier_University.pdf.

Platform Grant Allocation

Edinburgh Napier University welcomes the continuation of the platform grant of £250k per annum to maintain essential Knowledge Exchange and Innovation capacity, used at the University to underpin the delivery of our Strategy 2020 and UIF Outcome Agreements to 2020, aligned to the priorities identified below. In line with SFC guidance, we will use the platform grant to support maintenance of core staff and activities, which drive our applied research, knowledge exchange, consultancy, and continuous professional development activities. As these form a core part of our activity, we are committed to matching this funding through existing staff costs incurred across the wider Enterprise, Research, Knowledge Exchange and Innovation agenda.

Commitment to outcomes

Through the Universities Scotland Research and Commercialisation Directors' Group (RCDG) and the new UIF Manager, Edinburgh Napier recognises the importance of partnerships in the delivery of national outcomes and is committed to collaboration in creating synergies, building critical mass and enhancing the interactive space between HEIs and industry. We welcome the progress made in developing a national agreement on the UIF outcomes and the development of a framework for priority actions for delivery through joint and individual approaches. Edinburgh Napier University will commit to supporting the delivery of outcomes at a sector level, and we will learn from and implement any recommendations arising from UIF cluster led activity.

Table 6 shows the commitments that the University will undertake in 2019/20 against each of the UIF priority outcomes.

Table 6: UIF priority actions for 2019/20

UIF priority outcomes	Actions in 2019/20
Outcome one (demand stimulation): working with Scotland's enterprise agencies, Scottish Government, business networks, Interface, and others, Scottish HEIs will have helped to increase the demand and quality of engagement from businesses and the public sector for university services.	To highlight successful collaborations and celebrate success of those companies which have grown through successful University collaboration, Edinburgh Napier will identify researchers and projects that demonstrate real potential and actively support these submissions to the following: • Interface Knowledge Exchange and Convergence awards; • Competitions such as Scottish EDGE, Climate KIC, SIE New Ideas etc.; • Hosting an annual research conference to include an industry evening with awards event included. • To increase the demand and quality of engagement from businesses for our services, and to increase our understanding and knowledge of problems facing industry, we will host an Industrial Strategy Challenge led AIMDAY event, where businesses pose a problem to our academic community with a view to collectively getting together to explore solutions. • Additional UIF funding in 2019-20 will be used to fund an Industrial Strategy Challenge Fund Knowledge Exchange Manager to actively engage with and align key industry partners with academic expertise. • We will participate in Scotland-wide discussions on the shape of support from organisations such as Scottish Enterprise, Highlands and Islands Enterprise, Skills Development Scotland and Scottish Funding Council through RCDG, Universities Scotland and our own engagements

	with these organisations, and in dialogue with our Business Engagement Forum.
Outcome two (simplification/commercialisation): in partnership with the Enterprise Agencies (EAs) and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish Universities.	• The University will encourage wider interactions with businesses by identifying opportunities to engage with businesses across the spectrum of research and teaching, and by marketing a full range of opportunities for interaction. This will be done by identifying and mapping all the 'touch points' between business and the whole University and identifying a holistic 'package' of offerings available in University - Business Engagement interactions. • Edinburgh Napier University will focus on developing long-term strategic partnerships relationships by fully implementing the concept of strategic account management by working in partnership with three large businesses in the year;
Outcome three (simplification/greater innovation): In partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).	• Edinburgh Napier University will continue to work in partnership with Enterprise Agencies, Interface, professional bodies such as ARMA and PraxisUnico and other Scottish HEIs to promote greater innovation in the economy (including beyond non-STEM). • To ensure that academics have the motivation to engage with businesses, Edinburgh Napier has linked two academic career progression pathways around enterprise and professional practice which encompass relationships with business as criteria for progression; these pathways are being promoted throughout the schools. • To ensure that the Research & Innovation team are offered appropriate professional

	development to undertake their role effectively, all staff are encouraged to undertake an appropriate ARMA Certificate and share best practice with the team.
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.	Bright Red Triangle, our hub for innovation and enterprise practice, has three pathways that motivate our students, staff and graduates to be entrepreneurial leaders: • The first is Entrepreneurship and we will further develop our business incubation facilities, training, mentoring and support offering to inspire entrepreneurs and increase the number of start-ups growing out of Edinburgh Napier. We will continue to develop and provide accredited innovation and enterprise programmes and create more international entrepreneurial exchange opportunities. • The second pathway is Intrapreneurship and we have made a commitment to producing graduates who have the aptitude to bring entrepreneurial behaviours to their employers by embedding innovation and enterprise learning in every programme across Edinburgh Napier University by 2020. In addition we will provide work-based learning opportunities for all students as well as opportunities for experiential learning through further developing our BRT student consultancy service and other employability programmes. • The third pathway is Active Citizenship for those who want to change the world, or at least have an impact on their community. Social innovation training and experiential learning activities will enable our students, graduates and staff to tackle the problems that we face in society.

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).	• Edinburgh Napier University will work in partnership with other Scottish HEIs to pool our knowledge and networks, share good practice to promote and engage Scotland internationally (operating under Scotland's International Framework). • New ODA funding such as the GCRF brings new opportunities for collaboration and growing international partnerships. Edinburgh Napier University will maximise opportunities within the framework of our three broad priority research areas of Sustainable Communities, Wellbeing and the Information Society, which have formed the basis of our three year GCRF strategy. • The University will commit to supporting the delivery of Outcome five at a sector level, and we will learn from and implement any recommendations arising from RCDG led activity.
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.	• We will use the UIF to strengthen our commitment to support collaboration with the other Edinburgh HEIs in Public Engagement with Research through a refreshed collaborative framework for the Edinburgh Beltane for Public Engagement. The Beltane project allows partner universities to share good practice, build on reciprocal researcher training arrangements and supports interdisciplinary pathways to impact. In 2018-19 a new agreement between Edinburgh Napier University, QMU, the University of Edinburgh, and Heriot Watt University will be signed to support a new collaborative model of working. The profile of the Beltane partnership has led to the prestigious National Centre for Public Engagement (NCCPE) (funded by UKRI)

	Engage 2018 conference being hosted in Edinburgh in November 2018. Through the Edinburgh and South East Scotland City Region Deal Innovation and Skills Strands, the Beltane partnership will help support innovation through public engagement with university research.
	• Develop a widening participation approach to Public Engagement activity, by partnering with our local communities to involve hard-to-reach 'publics';
	• Create linkages between best practices in teaching and in Public engagement, by exploring core approaches that apply to both activities.
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.	• The University will commit to supporting the delivery of Outcome 7 at a sector level, and we will learn from and implement any recommendations arising from RCDG led activity.

Increasing income from the Industrial Strategy

We recognise that the UK Government Industrial Strategy Challenge Fund (ISCF) and other UK funding requires more concerted actions to develop external partnerships and collaborative research activities that build on our key research strengths. Edinburgh Napier University will utilise additional UIF to support the development of external industrial partnerships by appointing Knowledge Exchange Managers to support the University in smoothing the pathway from translational research to commercially and socially valuable benefit.

With the creation of significant funding streams such as the ISCF, which was created to strengthen UK science and business innovation and take on the biggest challenges that society and industries face today, Edinburgh Napier University is reshaping our approach to engaging with Industry. To support businesses to communicate more effectively with the University about significant challenges they are facing, and to support ISCF collaborative bids, we will work in partnership with them to develop ISCF bids.

We will also use the UIF allocation to fund School Research & Innovation Officers to support academics and the School Directors of Research in achieving the ISCF and SFC UIF activities.

We aim to actively engage in the Industrial Strategy Challenge fund, utilising our academic expertise, working collaboratively in multidisciplinary research areas, both internally within the University and externally with other HEI's and Industry, specifically focused on the four grand challenges of Artificial Intelligence and data; ageing society; clean growth and the future of mobility. We have dedicated resource to support engagement with industry.

Specifically, we will:

- Work in collaboration with other Universities and industry identify areas of challenge. Organise and facilitate various grand challenge themed workshops to build on multidisciplinary research ideas and proposals;
- Actively engage with potential Industry partners within the grand challenge research themes. Focus on working with all Innovation Centres in Scotland, including Construction Skills Innovation Centre;
- Foster good relationships with both industry partners and academics, following up with meetings between both parties and facilitating a focussed discussion on specific industry challenges;
- Actively engage in institutional, academic and professional networks to leverage potential Industrial Strategy Challenge Fund collaboration opportunities. Actively support Industry and Academics with potential Industrial Strategy Research proposals and responding to specific calls as they arise.

Ensuring research and innovation activity is state-aid compliant

Edinburgh Napier has a commitment to ensuring that research is carried out in a sustainable way and reflects the true costs of the service that it provides to each contract. The University adheres to the state aid rules set following the AURIL & Praxis Unico state aid guidance when costing its research and innovation projects. PraxisAuril state aid guidance 'State Aid in Research, Development & Innovation: A Guide for Universities' found http://www.ukspa.org.uk/blog/16/02/state-aid-research-development-innovation-guide-universities

Engaging with the innovation landscape in Scotland

The University is committed to being a key driver of the innovation landscape in Scotland and is actively contributing to the nationally agreed UIF outcomes. Our planned actions to deliver this closely complement the Innovation Scotland five point action plan;

1. **We will continue to engage with priority industries through our established Business Engagement Forum.** This Forum has membership from different sectors to advise the University on planned actions to support innovation.

2. **We will continue to simplify business contracts** through making use of the existing Universities Scotland Research Commercialisation Directors Group common business contracts across the University next year and adopting any new agreed standard contracts.

3. **We will make University expertise accessible** and support understanding of the knowledge exchange process by actively encouraging the championing of innovation by our staff and students and our Business Engagement Teams will support them to undertake every opportunity possible.

4. **We will proactively engage in and follow the Scottish Government innovation action plan**. We will also continue working with the East of Scotland KTP Office to promote KTPs based on successful University KTP projects, promoting Horizon 2020 funding opportunities, and engaging with our alumni network to raise our global profile.

Ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance

Actions to reduce carbon emissions

We are committed to reduce the environmental impact of the University. Between our 2006/07 and 2017/18 academic years we have reduced campus based utility carbon emissions by 54%. Our 2017/18 emissions principally originated from consumption of utilities at our campuses (53%), business travel, both locally and internationally (46.5%) and waste generated on campus (0.5%).

We continue to embed a number of measures to sustain and support ongoing reductions in environmental impact across the University. Recent and on-going projects include switching to LED lighting, improved ventilation and heating controls and boiler upgrades. The feasibility of installing serval largescale solar panels system is also currently being investigated.

We have gained over £200,000 in grants from public bodies to support active travel on campus. Initiatives range from bicycle maintenance training to installing infrastructure such as an off-road route which improves the connection between the Sighthill Campus and the local active travel and public transport networks. We have also developed a number of strong partnerships with a range of bodies within networks such as the Environmental Association for Universities and Colleges and the Sustainable Scotland Network enabling knowledge sharing of best practice.

Recognising both our own progress and the commitment of the Scottish Government to reduce the environmental impact of Scotland as a whole, we will set new targets and develop updated strategies within our 2018/19 academic year to take the University towards net carbon zero.

Alignment to the EH Governance (Scotland) Act 2016

The University, across the 2017/18 Academic Year, secured amendments to its statutory instrument and incorporated and approved changes to its governance framework necessary to ensure that it is fully aligned with the provisions of the HE Governance (Scotland) Act 2016 from the 2018/19 session.

Gender balance on University Court and inclusivity

The Court of Edinburgh Napier University is committed to equality and values diversity in its membership. Recent lay member appointments commencing in 2018/19 have maintained the 50:50

gender balance within Court's lay membership through which it continues to meet the target to achieve this balance as set out in the Gender Representation on Public Boards (Scotland) Act 2018.

Edinburgh Napier is committed to an inclusive approach and aims to be recognised as a University that acts with respect and integrity and to create an environment where everyone feels proud, confident, challenged and supported. The University has a set of equality outcomes that are reported annually to Court, an equal pay statement and bi-annual gender pay gap report. All reports can be found in the following link, http://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information.

We actively promote diversity and fairness within our student and staff community. The University has a number of initiatives to increase its impact through diversity such as initiating a set of Inclusion networks, participation of staff in the Aurora leadership programme and Unconscious bias training. We are a Stonewall Scotland Diversity Champion, a Disability Confident Employer and plan to submit for Carers Scotland accreditation in early 2018.

Equality Outcomes

The University promotes diversity within the staff and student communities across the University. In 2017 we developed our commitment to equality and diversity, articulated through five equality outcomes:

- Continue to review, and aspire to increase where necessary, the diversity of Court and leadership groups to ensure University leadership at all levels is truly inclusive and representative;
- Regularly review student diversity data in order to understand our demographics, and ensure equality of opportunity and support for all our students to achieve their full potential;
- Promote staff and student mental health and wellbeing in order to create a positive and inclusive environment where everyone involved feels proud, confident, challenged and supported;
- Commit to achieving gender and transgender equality as part of our wider University Inclusion Strategy, addressing areas of inequality to ensure gender is never a barrier to achievement for our staff and students;
- Continue to be an employer of choice, and known as an inclusive University that supports each other as researchers, scholars and professional practitioners in order to achieve our strategic goals.

All updates on equality outcomes can be found in the following weblink, https://www.napier.ac.uk/about-us/university-governance/equality-and-diversity-information

Employee engagement

The University is committed to the principal of fair work and enabling an engaged and motivated workforce. The most recent employee engagement survey figure was 76% in 2017/18 and the University has a strategy target to increase this to 80% by 2020. An employee engagement action plan has been put in place with a focus around improvements to the workload of staff, increasing two-way communication across the University and ensuring that the management of change is communicated and delivered effectively. A monthly pulse survey has been initiated to assess progress. All employees are paid the Living Wage or above and the University is signed up to the Scottish Business Pledge.

Plans for Edinburgh Napier following the UK's departure from the EU

To ensure a co-ordinated and strategic approach to the implications and actions required in preparation for the UK's departure from the EU, The University Leadership Team (ULT) established an Advisory Group shortly after the referendum to monitor the political situation and consider the implications of Brexit for the University in detail, as greater clarity on the likely implications emerges.

The University has responded to the Brexit vote over the last 28 months by seeking to inform and as far as possible reassure potentially affected staff and students including through underwriting of funding for students pending commitments subsequently received from governments. We have stayed closely engaged with Brexit related public policy and have exerted influence on the issues of concern directly and through organisations of which we are a member. We have also carefully monitored the recruitment and retention of EU staff and students.

In terms of student numbers from the EU, the proportion of full-time undergraduate home (Scottish/EU) unconditional firm acceptances (a proxy for new enrolments) to the University has reduced from 17% in 2017/18to 12% in 2018/19. There still remain high proportions of EU students in Biological Sciences, Languages, Computing and Engineering. For postgraduate taught students, 51% of new entrants who joined in September 2018 are domiciled in the EU.

While the terms of the UK's departure are still unclear at time of writing, some of the mitigating actions taken by the University have been:

- A series of staff sessions, to update staff on the University's current plans surrounding the UK's decision to leave the EU;

- Development of plans to prepare for a disorderly Brexit e.g. impact on our supply chain;
- For students, we have extended our commitment to support students enrolled at the University whose programmes include a compulsory study abroad element by agreeing to underwrite the grant provision currently available through the Erasmus+ programme for periods of mobility in 2019/20 through to 2021/22;

Equality Impact Assessment of Edinburgh Napier University's Outcome Agreement with the Scottish Funding Council, 2019/20 to 2021/22

Name of policy

Equality Impact Assessment of Edinburgh Napier University's Outcome Agreement with the Scottish Funding Council, 2019/20 to 2021/22

Owner and responsible person

Principal and Vice Chancellor Andrea Nolan

Date of assessment

27th May 2019

Description of the aims and objectives of the policy

The Outcome Agreement 2019-20 to 2021-22 is a negotiated agreement between Edinburgh Napier University and the SFC as to what outcomes the SFC and Scottish Government can expect. The Outcome Agreement covers a broad range of areas of activity within the University including widening access, learning and teaching, research, knowledge exchange and governance, and therefore affects the staff, students and other stakeholders involved in those activities.

The Outcome Agreement has a series of targets for the University, summarised within the areas of:
- Increasing Widening Access, including those from non-traditional groups and care leavers;
- Increasing articulation into higher education;
- Improving the retention of students, including those with protected characteristics;
- Student satisfaction;
- Proportion of graduates entering positive destinations;
- Implementation of Gender Action Plan

Who is intended to benefit from this policy?

The Outcome Agreement is directly aligned to the Scottish Government National Priorities and aimed at improving access to education and positive outcomes for students.

What have you consulted about this proposal including those from protected groups?

The Outcome Agreement was developed in consultation with a number of groups. It was developed and approved by University Court. It has been developed through University committees including Academic Board and in consultation with the Students Association and the Staff Trade Unions.

Does this proposal have a positive impact on equality?

This proposal has a positive impact on equality. It aims to improve access to education to groups who traditionally do not engage with higher education, improve positive outcomes for students including retention and employment and improve gender balance in subject areas that are under represented by male or female students.

Some of the key impacts and actions from the Outcome Agreement that impact on relevant equality dimensions are summarised below:
- Implementation of Contextual Admissions for students to ensure that a fair and transparent process is in place for application to Edinburgh Napier. Contextual admissions will improve and increase the number of successful applicants from widening access backgrounds;

- Increased offering for care experienced students, including HUB for success and bursary support for students;

- Improved retention of students through a triage approach to student support. We have engaged with widening participation applicants by running a "what's on offer?" event for those students who have one or more contextual flags and increased conversion through continued engagement through the offer-making process. The University has implemented a triage approach to supporting widening participation students, including dedicated support for contextual students during application, induction and support while at University. Other engagements which include using social media and students to connect and engage with widening participation students, has also improved the conversion of widening participation students to study at Edinburgh Napier;

- The University is actively working with colleges to increase the number of formal articulation agreements that are in place, focusing on subject areas of Creative Arts, Business and the Biological Sciences;

- Student support is provided through an enhanced Personal Develop Tutor framework and Student Wellbeing Team who provide targeted support for students. Typical students who utilise this service are students with disabilities and those who require counselling and other mental wellbeing support;

- The University launched its strategy designed to direct our work to tackle and prevent sexual misconduct and violence in September 2018. It has been produced through a participative process drawing on the skills and experience of staff and students from across the University and the Students Association;

- Edinburgh Napier University has developed its plan for British Sign Language in line with the actions identified in the Scottish National Plan 2017-2023. The plan was launched in October 2018 and will form the basis of our work in this area until September 2024. The plan is available by accessing the following weblink, https://www.napier.ac.uk/about-us/british-sign-language.

- A revised Gender Action Plan that sets out plans for:
  - key actions we are taking in first identifying and then addressing areas of inequality with respect to gender;
  - the development of guidelines to support transgender and non-binary students and staff;
  - our approach to addressing gender-based violence

- Edinburgh Napier is committed to developing staff in their research activities through cross-University researcher development programmes. The University currently holds the HR Excellence in Research award and is committed to creating a supportive environment for research staff at all stages of their career. The University currently holds a Bronze Athena Swan institutional award and will be re-submitting for renewal in 2018/19.

If a negative impact has been identified, how will this be addressed?
At present we are not aware of any potential negative impact. However, the Outcome Agreement is monitored annually through an annual self-evaluation and we will address any negative impacts if they arise through this process.

How will the implementation of the policy/strategy/decision and its impact on equality be monitored and reviewed?

Each year we complete a self-evaluation of our performance against the Outcome Agreement for that year. This self-evaluation is submitted to the relevant internal committees before submission to SFC. In addition annual equality and diversity reporting covers many of the areas identified in the Outcome Agreement, relating to students and staff equality and reported through the Mainstreaming Equality report.

Annex A: SFC Outcome Agreement Targets for 2019-20 to 2021-22

*   denotes priority measure

**   denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	70.0%	75.4%	76.5%	77.6%	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	11.0%	13.0%	14.0%	14.9%	*
2b: Proportion of SDUEs from 40% most deprived postcode	27.6%	28.0%	28.5%	29.0%	
2c: **Additional CoWA target**: proportion of **full-time first degree** SDUEs entrants from the 20% most deprived data zones	10.9%	13.0%	14.0%	14.9%	
Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)					
Proportion of SDUE from SHEP Schools	4.5%	4.5%	4.5%	4.5%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	47.7%	47.7%	47.7%	47.7%	
Female Proportion	52.3%	52.3%	52.3%	52.3%	
Under 21 Proportion	62.0%	62.0%	62.0%	62.0%	
21 and over Proportion	38.0%	38.0%	38.0%	38.0%	
Proportion – BME	7.9%	7.9%	7.9%	7.9%	
Proportion – Disability	15.2%	15.2%	15.2%	15.2%	
Proportion - Care Experience	0.9%	1.0%	1.0%	1.0%	*
Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two					
Proportion MD20 retained	84.6%	90.9%	90.9%	90.9%	*
Proportion MD20/40 retained	86.3%	88.0%	89.0%	90.0%	
Proportion of Males retained	88.8%	91.0%	91.0%	91.0%	
Proportion of Females retained	91.6%	91.0%	91.0%	91.0%	
Proportion of Under 21s retained	91.5%	91.0%	91.0%	91.0%	
Proportion of 21 and over retained	88.1%	91.0%	91.0%	91.0%	
Proportion retained – BME	91.5%	90.9%	90.9%	90.9%	
Proportion retained – Disability	88.4%	90.8%	90.8%	90.8%	
Proportion retained - Care Experience	76.9%	93.8%	88.9%	90.0%	*

Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy				
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	90.3%	91.0%	91.0%	91.0%
Measure 7: Satisfaction - students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	74.0%	86.0%	87.0%	88.0%
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	35.9%	36.1%	39.6%	40.0%
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students	189	200	210	220
Measure 11: Total income from the UK Research Councils				
RCUK income	£580,000	£600,000	£620,000	£640,000
Measure 12: Total research income from all sources				
Research income	£4,218,000	£4,500,000	£4,600,000	£4,700,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	10	12	14	16
Follow-on IVs	0	1	2	3
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance				
Measure 14: Carbon - Gross carbon footprint				
Tonnes CO2e	6,956			

(% Satisfaction row marked with *)

Outcome Agreement between Edinburgh Napier University and the Scottish Funding Council for AY 2019-20

On behalf of Edinburgh Napier University:

Signed: *Andrea M. Nolan*

Print name: Andrea M Nolan

Position: Principal and Vice-Chancellor

Date: 29th July 2019

Signed: *Graham Forbes*

Print name: Graham Forbes

Position: Chair

Date: 29th July 2019

On behalf of the Scottish Funding Council:

Signed: *K Watt*

Print name: Karen Watt

Position: Chief Executive

Date: 16 July 2019