



THE UNIVERSITY *of* EDINBURGH

Outcome Agreement AY 2021-22

May 2022

Contents

Introduction.....	2
Outcomes for students.....	2
Fair access and transitions.....	2
High quality learning, teaching and support	5
Mental health and wellbeing.....	6
Partnership, participation and student experience	7
Learning with impact.....	8
Equalities and inclusion	9
Outcomes for research.....	9
Research excellence	9
Research sustainability.....	12
Outcomes for economic recovery and social renewal	12
Public health emergency	12
Responsive institutions.....	13
Confident and highly capable work-ready graduates	13
Knowledge exchange and innovation.....	14
Collaboration	16
Climate emergency.....	16
Equality Impact Assessment	17
Annex A: University Outcome Agreement Impact Framework: supporting data	
Annex B: University Innovation Fund	
Annex C: Self-Evaluation Report 2020-21	

Introduction

1. This document provides SFC with the University of Edinburgh's Outcome Agreement for 2021-22. It has been written in line with the SFC Guidance for Outcome Agreements for Colleges and Universities AY 2021-22, issued on 31 August 2021. There are four parts to this document:
 - Outcome Agreement for 2021-22
 - Annex A – Outcome Agreement Impact Framework data 2021-22
 - Annex B – University of Edinburgh's updated University Innovation Fund
 - Annex C - Self-evaluation Report 2020-21
2. In line with the guidance, the document captures, at a high level, the University of Edinburgh's contribution, impact, outcomes and assurances of the use of SFC funding during AY 2021-22. It builds on the University's Interim Outcome Agreement 2020-21, submitted to SFC in February 2021, and reflects on our current operating environment, changes implemented during the pandemic, and the steps we are taking as a key contributor to economic recovery from the pandemic. Our Outcome Agreement is aligned to [Strategy 2030](#). During 2021-22 we will be launching our Strategic Performance Framework (SPF) to measure our progress against our Strategy. Our SPF includes, amongst others, performance measures which link to SFC's National Measures.
3. Prior to submission to SFC, our Outcome Agreement was reviewed by our University Executive Committee, chaired by our Principal, Professor Peter Mathieson, and our Policy and Resources Committee. University Court endorsed the content of the Outcome Agreement at their meeting on 29 November 2021.

Outcomes for students

Fair access and transitions

4. Our commitment to fair access for students is unequivocal. During the peak of the pandemic, we recognised the challenges faced by students, and our efforts were focused on doing everything which we could to support our students, ensuring continued access to high quality learning and appropriate support through their learning journeys. As we enter the new academic session our commitment to our students remains our highest priority, and this is reflected in all that we do and all that we deliver.
5. We welcomed the additional funded student places provided by SFC to mitigate the challenges faced by the increase of Scottish domiciled students in 2020-21, and the continuation of this provision for 2021-22 and beyond, along with the maintenance and increase in student funded places following the review in 2021. This has given us the opportunity to respond to additional demand from school leavers in 2020-21 and 2021-22 and, specifically, to be more flexible in recruitment of Scottish domiciled students with a widening access background. As a result we are delighted to have welcomed a record 243 students from MD20 postcodes in 2021. We consider that increasing the absolute number of learners able to study with us is the most important measure, but are also pleased that we have also managed to meet our target of over 10% of our intake being from these backgrounds. This is despite of an equally record year of recruitment of Scottish school leavers overall, within a challenging recruitment cycle, and therefore a high denominator. For future years, it will be of critical importance to ensure that the unequal increased disadvantage faced by students across Scotland is considered and does not undermine gains made across Scotland.

6. With the benefit of additional funded places and targeted approaches, we have seen particular positive movement in terms of access to the professions (notably medicine and law) and this is a key area we are keen to build on.

Care leavers

7. We have 31 new care experienced students (18 Scottish domiciled) enrolled at the University and we maintain our commitment to these students to help overcome barriers to participation by supporting each individual to help develop their full potential.
8. Our work with our care experienced students during the pandemic intensified. We have a robust support system in place, guiding our applicants through the application process through to the offer. When applicants receive an offer, a named contact is assigned to that applicant who can provide information about the support systems available. When a care experienced student joins the University, this named support continues, and amongst other support we provide financial assistance, year-round access to University accommodation, and a staff or student mentor to support students through their time at the University.
9. Care experienced students who are UK-domiciled are eligible for the [Access Edinburgh Scholarship](#). Care experience students not domiciled in the UK are able to apply for hardship or discretionary funding from the University.
10. Our [Corporate Parenting Strategy](#) provides the framework which we work to, and we are in the process of refreshing this strategy for implementation next year. Our latest progress report can be found [here](#).
11. We are partners in [the Hub for Success](#), an Edinburgh partnership involving the four universities in Edinburgh, Edinburgh College, Edinburgh Council and other key which seeks to support and encourage care experienced students to move onto further and/or higher education.

Recognition of prior learning

12. We are committed to increasing the diversity of our student population by minimising barriers in our admissions selection processes to prospective students currently underrepresented in higher education. We recognise prior learning in both our undergraduate and postgraduate admissions programmes, and we accept applicants into the selection process for a degree programme where the applicants can provide evidence that their previous learning experiences have met certain criteria. To best ensure student success on their chosen degree programme we are careful to make sure that students are properly prepared for university-level study.
13. As highlighted in our 2020-21 Interim Outcome Agreement, we have made significant progress towards establishing articulation arrangements with partner colleges. Partnership working with colleges has resulted in new pathways and courses aligning to the Scottish Government and SFC's objectives around the learner journey. We accept specific HNC and HND qualifications for entry to specialised degree programmes, and entry with advanced standing to Year 2 of the degree is possible for students who have achieved high grades in their HN qualifications. In the last year we have signed an articulation agreement for year 2 entry to MA (Hons) Health, Science and Society from the HNC Social Services course at Edinburgh College.
14. Our other pathways include SWAP Access to Medical Studies programme at Edinburgh College, with the first cohort beginning their MBChB studies in 2020-21, routes into Nursing and other 1+3 (HNC

to year 2) articulation agreements in progress, including programmes in Edinburgh College of Art and MA (Hons) Learning in Communities. We are actively engaged in discussions with partners in Fife to develop a Modern Apprenticeship through to PhD provision route. This arrangement is a live route which we hope will lead to significant potential for engagement.

15. Our Regional Skills Pilot Programme has been running since January 2021. The programme aims to ensure that as Edinburgh and the South East Scotland City Region move towards becoming the Data Capital of Europe, our region's marginalised communities are not left behind. We are achieving this by creating strong partnerships with regional schools, colleges and industry, building on the relationships established as part of the City Region Deal DDI Skills Gateway programme and establishing the University of Edinburgh as an anchor institution. The project strands are designed to enable school and college students to develop the knowledge and skills necessary to access wider education or employment opportunities while supporting employer and local economic need.
16. We are actively engaging with a range of students at all levels from across the Lothians and Fife, including Murrayburn Primary School in Edinburgh, Woodmill High School in Dunfermline, St Columba's RC High School in Dunfermline, Castlebrae High School in Edinburgh, Newbattle High School in Dalkeith and Fife College.

Support for transitions and pathways

17. Our sector-leading role in widening participation, and the pioneering of different types of access programmes and best practice, including the Lothian Equal Access Programme for Schools (LEAPS) and Pathways to the Professions have led to these being embedded across the sector. Our [Widening Participation Strategy](#) recognises that everyone deserves an equal opportunity to study at the University. Higher education, and a student experience at Edinburgh, has the power to transform lives; not just for those who to come to study with us, but for their families and communities. Building on our values and our commitment to having a positive impact on our local and global community, our Widening Participation Strategy aims to ensure that students from a wide range of diverse backgrounds thrive and feel a sense of belonging.
18. The University's Strategy 2030 sets out our vision for widening participation:
By 2030, our vision is to be:
 - Leading Scotland's commitment to widening participation
 - A destination of choice, based on our clear "Edinburgh Offer". All of our staff and students will develop here, whether they are from Leith, Lisbon, Lahore or Lilongwe.
19. We have a proud tradition of supporting students from low-income backgrounds. Our [Access Edinburgh Scholarships](#), funded by the University and the generosity of our donors, are part of a comprehensive suite of scholarship programmes designed to attract the brightest and the best, regardless of financial circumstances. The University of Edinburgh is the only university in the UK providing this level of scholarship support to UK students from the lowest household incomes
20. During the pandemic months, we adapted our WP methods to ensure that most of our projects and activities continued to be delivered. We took this as an opportunity to learn innovative and impactful ways of engaging with underrepresented groups and have embedded these lessons in our practice going forward.

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

Support for schools and local communities

22. We run several widening participation projects across both primary and secondary schools, and with college students and adult learners. Engagement with pupils in the early years of education is crucial to widening participation in higher education. We run projects to help normalise higher education, engaging with pupils across various primary schools in Edinburgh to undertake projects which introduce pupils to the language of higher education, its structures, academic choice and the business of everyday life as a student. Our support continues through to Secondary School where we help S2 and S3 pupils develop interests and begin to make subject choices.
23. Last year we reported on developments with a collaboration with the University of Glasgow and education charity [IntoUniversity](#). In October 2021 our [two new learning centres](#) officially opened in Edinburgh and Glasgow, set to empower thousands of young people aged 7-18 to provide additional education support to help pupils achieve their academic and career ambitions. The collaboration connects young people who may never have aspired to a university career with Edinburgh and Glasgow Universities, to provide exceptional opportunities to support learning and nurture young people's ambitions.

High quality learning, teaching and support

24. Strategy 2030 makes it clear that we strive for our teaching and research to be relevant, and we aim to be a place of transformation and self-improvement, driven to achieve benefits for individuals, communities, societies and our world. We set ourselves high standards, follow guidance and policies and ensure relevance to all that we deliver.

Public health context

25. During the pandemic we adopted a hybrid approach to our teaching, with the safety of our students, staff and wider community continuing to frame our activities. Our plans and approach have followed Scottish Government guidance and advice from public health experts, and we are agile to change based on the real-time situation of the pandemic.
26. In planning for academic year 2021-22, we carefully considered the balance between Covid safety, and staff and student experience, and agreed that it was important to return to a model where for the majority of students, their normal base is studying on campus in Edinburgh. This is key for their experience of studying in our community, interacting with their peers and our academic staff, and the wider student experience. We are currently providing a mix of in-person and digital teaching for the academic year, cognisant of Scottish Government guidance. Whilst a mix of digital and in-person teaching is provided for all students, the exact proportions differ for each student, depending on individual subjects' arrangements and their ability to hold high volumes of in-person teaching within remaining Covid safety constraints. Because of these latter constraints we are continuing to deliver large group teaching, such as lectures, digitally. Smaller group teaching, such as seminars, tutorials and lab work are typically being delivered in-person and on campus. Digital teaching is being delivered real-time as well as recordings being made available.

Quality assurance and enhancement

27. During 2021 we had an [Enhanced-Led Institutional Review](#). We are pleased to have received the overall positive judgement that we have “effective arrangements for managing academic standards and the student learning experience”. In the spirit of enhancement, as well as receiving commendations for our commitment in several areas of our work, we also received recommendations for improvement. Some of these focus on strategic approaches to learning, teaching and assessment; other recommendations have wide-reaching implications for our Schools and Colleges in ensuring consistent and effective implementation of University strategies and policies, which require broad engagement, working in partnership with our students to achieve success. We are actively considering how we respond to the recommendations with engagement at the highest levels of University management.

Monitoring engagement

28. Across the sector, student satisfaction has fallen, and this trend has been mirrored at the University of Edinburgh. Much of the sector-wide decline in student satisfaction can be attributed to the Covid-19 pandemic and the challenges students and staff have had in participating in and delivering teaching and learning activities. Whilst this is also true for the University of Edinburgh, examination of our NSS results indicate that the pandemic has exacerbated issues that were already drivers of student dissatisfaction as well as creating new issues.
29. We are committed to our Strategy 2030 aspiration that “our teaching will match the excellence of our research”. We have started work to develop a holistic and strategic approach to the design and management of assessment and feedback, and we will be moving to implement a new model of student support, starting with eight Schools in 2022-23, with the rest of the University to follow in 2023-24. We have established a project team to take this work forward.
30. Our current [Student Experience Action Plan](#) has a specific focus in its final year on student mental health and wellbeing; addressing gender-based violence; strengthening peer support; and implementing our British Sign Language Plan. We have started work on the next iteration of our strategy for student experience, which will build on our interest in and focus on nurturing and relationship-building (staff-student and student-student) as the key enablers of sense of belonging, student engagement, learning, and graduate outcomes. The new strategy will set out short, medium and longer-term activities, with an overall emphasis on a high-quality student journey, from potential applicant to alumnus, aligned with our existing strategies. The intention is that successful implementation will in turn lead to recognisable and measurable improvements in the overall student experience.

Mental health and wellbeing

31. The mental health and wellbeing of our staff and student community continues to be a priority for the University. We have a duty and responsibility to care for and support our community whatever their circumstances and we have a number of measures in place to do this. We have welcomed the additional funding support received from SFC in recent months to help boost our capacity to keep the health and wellbeing of our students at the forefront.
32. Last year we reported on a range of support we provide for our students, and this is ongoing. We have recently published our [2021-26 Mental Health Strategy](#) which focuses on four priority areas for the University:

- Leadership
- Mental health protection
- Mental health support
- Impact

Scottish Student Sport (hosted by the University of Edinburgh)

33. We were pleased to receive funding from the Scottish Funding Council to contribute to one year of the cost of the ongoing operation of Scottish Student Sport (SSS) in 2021-22, and we are able to provide an up-to-date report on current activity.
34. Since August 2021 we have seen a positive return to student activity across the country, informed by government guidelines as translated via sportscotland and supported by over 1,000 returning students who have completed Covid officer training. SSS event delivery is tracking ahead of the corresponding period in 2019, and we have added in new social and recreational events in a number of sports. We are actively engaged in a number of strategic and policy development discussions with a range of partners as we pursue our vision of positioning sport and active health at the heart of the student experience. These include contributing to a sportscotland convened Strategic Forum on Sport and Physical Activity, responding to the Health, Social Care & Sport Committee Inquiry into Health & Wellbeing of Children & Young People, and involvement into Public Health Scotland's review of a whole system approach to physical activity in Scotland.
35. Our staffing and delivery model has been updated to reflect new priority areas of Active Health, Inclusion & Culture, Learning and People. Recruitment into new posts and the development of associated work plans have been smoothly handled to the benefit of our member institutions. We have provided dozens of learning and networking opportunities to our membership, with a particular focus on the use of digital platforms as the preferred medium. Highlights have included the development of a student coach's network, delivery of webinar material on Concussion Education, Disability Sport, mental health support, and student leadership.
36. Our [Healthy Body, Healthy Mind](#) project continues apace, with 18 colleges and universities currently engaged in work that supports physical activity, mental health and smoking prevention. We have also renewed formal funding partnerships with a number of sports governing bodies, including the Royal & Ancient Golf Club of St Andrews (R&A) and the Scottish Football Association.
37. We look forward to advancing discussions with colleagues with SFC's Widening Access and Student Experience team with pace and purpose in the coming months, with a view to putting long-term plans in place which contribute to national outcomes across sport, health and education.

Partnership, participation and student experience

Student voice

38. We listen to our students, and value their opinions and feedback. We gather and use feedback from our students to enhance courses and the quality of our degree programmes. We have measures in place to ensure that the student voice is heard:
- [Have your say](#) suggestion box – an opportunity for students to tell us how we can make their university experience better. Students are able to submit anything relating to their studies, and these can range across issues including teaching and learning, health and wellbeing, and equality and diversity.

- Our [Student Partnership Agreement](#) which states how students and the University are working in partnership, and which highlights how the wider University, including students and staff, can effectively work together to enhance the student experience. It sets out our values, our approach to partnership and the priorities we have agreed to work on together.
39. We are continuing our Pulse Surveys, introduced in 2020-21. This survey asks a small set of questions on a regular basis to allow us to track how our students are feeling about their experience at the University and how this changes over the course of the year. Surveys are sent to all students, and our PGR students receive tailored questions that reflect their experiences of research at the University. The results of these surveys are collated and actions flow from these.
40. We have an ongoing dialogue and a productive relationship with both our [Edinburgh University Students' Association](#) and our [Edinburgh University Sports Union](#), with elected representatives from EUSA sitting on our University committees. Our Sabbatical Officer team work full-time and have regular meetings with senior University staff and help us to provide the best student experience possible. Our part-time volunteer student representatives give a voice to student communities – from academic cohorts to marginalised and underrepresented groups.

Learning with impact

41. We have a number of resources and services available to students, including online and practical tools to help students settle into student life. Our [EdHelp](#) portal has a wealth of information which helps with common questions and support topics, and how and where to access help.
42. Every undergraduate and taught postgraduate student has a Personal Tutor, a member of the teaching staff who provides academic guidance and support. Our PTs are there to provide academic and pastoral support, to provide academic guidance and help student reflect on academic progress to get the most out of their studies. The PTs also provide advice on the wider network of specialist student support services at the University.
43. Our Careers Service offer our students careers information, education, advice and guidance through a range of online provision, activities and one-to-one support. Our support is available to all matriculated students of the University and for graduates of the University for around two years after graduation, and so we continue to support our students who graduated during the pandemic.
44. Our Careers Service provides an array of information to help support job hunting and future career planning, assistance in getting a job or an internship whilst studying, feedback on CVs and advice on interview preparation. Careers Service Plus allows students to explore in more depth interview techniques, examples of selection tests, self-awareness assessments and careers advice. This is available to all students and staff with a University of Edinburgh login.
45. The pandemic has highlighted the need for accessible, available and high-quality upskilling options to all those currently in or seeking employment. We recognise that learners need to continually learn new skills and new ways in which to stay competitive, relevant and desirable in a job market that is constantly evolving and adapting.
46. Developing our staff is an investment for the future and so we are focused on upskilling our current workforce. Expert departments across the university deliver training programmes to help University staff maximise their potential. In particular, our [Institute for Academic Development](#) (IAD) provides

University level support for teaching, learning and researcher development, through leadership, innovation, collaboration and direct provision that benefits students, staff and the University's international reputation. Our IAD provides direct support for students and staff (e.g. workshops, online resources, networks and advice), much of which is delivered in partnership with our academic schools and other services, alongside support for curriculum innovation and enhancement.

47. SFC is aware of the University's Upskilling activities we are actively engaged in, and further detail is given in the "Responsive Institutions" section below.

Curriculum Transformation

48. The University of Edinburgh is currently engaged in a large-scale programme to shape the future of teaching and learning across the University. Our vision for [Curriculum Transformation](#) is to generate an outstanding educational experience for students, increase our impact in how teaching is administered and supported, and create greater alignment with institutional strategic priorities. Our objective is for our students to find it easier to tailor and complete their degree as a foundation for future learning and enhanced employability. We want to reduce academic workloads, improve teaching and administrative efficacy, and use our physical and digital estate more effectively and creatively. From this, we will increase the attractiveness of our course and programme portfolio, ensuring that our resources are focused on areas of strategic importance.
49. The Curriculum Transformation Programme is built around a number of cross-cutting, underpinning themes: the student experience; widening participation; sustainability; equality, diversity and inclusion; and digital education. We will report on developments in the Curriculum Transformation Programme in future Outcome Agreements.

Equalities and inclusion

50. The [Respect at Edinburgh](#) web hub brings together information and guidance on the Dignity and Respect policy, the processes for raising and addressing concerns, and the support and training available. We have recently launched [training modules](#) on consent and tackling harassment to promote positive behaviours around sexual consent and all forms of harassment.
51. During the last year we have consulted on setting a new Equality and Diversity Strategy, Outcomes and Action Plan, demonstrating the University's vision and continuing commitment to equality and diversity for both staff and students. Our Equality Outcomes for the period April 2021 – April 2025 can be found [here](#).

Outcomes for research

Research excellence

52. We are one of the world's top research-intensive universities, and in REF2014 we were ranked 4th in the UK research power (Times Higher Education, Overall Ranking of Institutions), with 83% of our research activity classified as world leading or internationally excellent in the 2014 Research Excellence Framework. We look forward to receiving our results from REF2021 as well as contributing to SFC's Research Excellence Grant and Research Postgraduate Grant consultation.
53. We aim to deliver the highest attainable excellence in research and innovation to transform understanding of humanity, the world we live in and the university around us. Our researchers enable us to forge links with charities, businesses, policy makers and other universities, so that together we can tackle long-standing challenges at home and overseas.

54. In line with our aspirations in Strategy 2030, we strive for our research to be relevant to society. During the pandemic much of our focus has been on clinical activity and discovery, and society-based impacts of the pandemic. In tandem our non-pandemic related activity has continued. Our [latest research news](#) demonstrates the breadth of activity which we are involved in and how research at Edinburgh is making an impact on the wider world.
55. We use our Research Excellence Grant to support our comprehensive research base. It allows the sustainability of all of our disciplines, in an environment where the full costs are not met by research grants. This is particularly acute in those where charity funding is a key source of income, or disciplines such as the humanities where research costs are mainly associated with staff time of researchers, and fewer external grants are available. It helps us to pump prime activities with external partners, where our commitment to innovation and blue skies research needs to be demonstrated to engage new collaborators; and allows us to adapt existing research to support recovery from the pandemic.
56. The following case studies have been selected as showcasing the impact of our use of REG across our three academic colleges:

Case study 1 Biopharmaceuticals

We have recently secured funding for an £8.7M strategic research and innovation programme, which aims to understand fundamentally and then significantly enhance one of the key cell-based manufacturing platforms of biopharmaceuticals, thereby developing more efficient and cost effective ways to make modern medicines.

This programme is led by Susan Rosser, Professor of Synthetic Biology at the University of Edinburgh in partnership with Fujifilm Diosynth Biotechnologies UK (FDB), a leading global Contract Development and Manufacturing Organisation (CDMO) based in Billingham in the North East of England. Cofunded by FDB and EPSRC and supported by the University through the provision of staff time, partly supported through REG, including strategic board participation, it is the result of research discussion and development between key University and FDB staff that resulted in a joint decision to work closely and strategically together. Over five years, leading-edge analytical tools and engineering biology techniques will be utilised to enable enhanced manufacturing of new biological drugs, which comprise an increasing proportion (currently around 20%) of all medicines. This biologics market is global (it is predicted to reach a value of \$319 billion this year) and is growing rapidly. This project will not only unlock the power of new technologies developed at Edinburgh and apply them to this key industry challenge, but also will train the early career researchers (postdoctoral researchers, technologists and PhD students) required to build research and innovation capacity and to provide future leadership in both industry and academia. Further publicly available detail can be found [here](#).

Case study 2- Bilingualism Matters

Bilingualism Matters (BM) was established in 2008 at the University of Edinburgh as an information service for parents. Supported through REG income, in 2014 it became a Research and Information Centre within the School of Philosophy, Psychology and Language Sciences focussing on the study of bilingualism and language learning, and communicating what we know to enable people to make informed decisions based on scientific evidence. The model of public engagement developed in Edinburgh has been replicated in 27 Bilingualism Matters branches across Europe, Asia and North America.

In 2020, the BM International Network introduced a collaborative scheme to create a new generation of researchers for whom public engagement becomes essential rather than an additional part of their work. 'Real change happens through dialogue between researchers and the community.'

The University of Edinburgh BM team are involved in a range of projects studying different aspects of language learning. They work in partnership with schools, families, health professionals, cultural organisations, third sector groups, policy makers and researchers at other universities. More information can be found [here](#). A message from the Centre director can be found [here](#).

The work of the MB team led to the creation of an award-winning social enterprise teaching languages to older people and dementia patients, and drove the redevelopment of an English-language assessment tool for Person English. It has also informed the implementation of government strategy for language learning in Scottish schools and highlighted the importance of supporting home languages in the Scottish Government's strategy for integrating refugees.

Case study 3 - Telemonitoring of high blood pressure

A UoE-led randomised controlled clinical trial showed that telemonitoring-supported self-management of high blood pressure (HBP) leads to clinically significant reductions in BP. The reductions were achieved using a novel integrated system (Scale-Up BP) which directly delivers patient readings to GP data management systems.

In 2018, the Scottish Government approved funding through the Technology Enabled Care programme to roll out the Scale-Up BP model across Scotland. By September 2021, the Scale-Up BP model had been implemented in 536 GP practices across Scotland (representing 57% of all Scottish GP practices) in 11 out of the 14 health boards. 29,500 patients have used the Scale-Up system for diagnosis and medication titration, 10,000 of whom are enrolled to long-term BP management using it.

Use of the Scale-Up model in routine practice results in clinically significant reductions of BP in participating patients while saving surgery resources: enrolled patients made fewer face-to-face appointments and total consultation time fell in enrolled patients.

UoE research is highlighted in major international clinical guidelines including the American Heart Association "Target BP" campaign (2017) and a pan-Asian best practice consensus statement (2016).

During the Covid-19 pandemic, the team have used the same telemonitoring system to follow up patients with Covid-19 at risk of rapid deterioration. Following a successful pilot trial in NHS Lanarkshire and NHS Highland, the system is now being rolled out in seven health boards, one of which is also using it for maternity patients, and is becoming available to others under a nationally funded contract.

In addition, Scale-Up patients continued to have their BP actively managed throughout the Covid-19 pandemic and moreover, the technology enabled shielding pregnant women to closely monitor their BP without leaving their homes.

Research sustainability

57. Our reputation as a research-led institution is built on the high quality of research conducted by our staff and students. To maintain this reputation and trust in the research we produce, we expect all staff, students and researchers to uphold the highest standards of scholarly scientific research integrity.
58. The University was one of the first UK universities to adopt the UKRIO's [Code of Practice for Research](#) which underpins the UUK [Research Integrity Concordat](#). We have processes to ensure data is managed safely and effectively, and takes into consideration specific ethics issues for research that directly involves work with people and animals, such as medicine, social sciences research and veterinary studies; but also to ensure that ethical considerations are acknowledged in every discipline, recognising that research outcomes have consequences for groups and individuals in every field. Precise processes are specific to their disciplines, but include close links with the NHS in relevant disciplines. We are rolling out software to support ethical review across the institution in the next year.
59. We very much welcomed the additional funding received from SFC during 2020-21 to help secure jobs and training needed to support ongoing and future research work and to mitigate the effects of the Covid-19 pandemic on our operations. This funding allowed us to protect jobs and gave us the flexibility to support students, staff and other activities. We have separately reported on the use of these additional research funds received during this period, but we particularly welcomed the recognition of the scale of the challenge brought about by the pandemic in relation to our research activities.

Outcomes for economic recovery and social renewal

Public health emergency

60. University colleagues continue to play their part in providing expert advice and guidance to the Scottish Government and policy makers during the pandemic. Of particular note are contributions from Professor Linda Bauld who has helped the public to better understand the rationale behind restrictions needed to prevent the virus spread, and Professor Devi Sridhar who advises the Scottish Government to guide the country through the Covid-19 crisis.
61. As well as providing expert advice, we are committed to playing our part in helping deal with the public health emergency. We received a £1.8 million award from UK Research and Innovation to enable the [TestEd](#) team to provide fast and cost-effective twice weekly Covid-19 testing across the University community; this project was further supported with funding from the SFC's Additional Research Funding for Covid mitigation in 2020-21.
62. The TestEd project, which has also used seed funding from the University, brings together a multidisciplinary cross-University team. It uses saliva samples in an innovative PCR processes to detect asymptomatic Covid-19 infections, with the ultimate aim of minimising infection outbreaks and transmission. The TestEd team's expertise spans a multitude of disciplines, and is currently operating across several sites across the University campuses. It is available to all campus-based students and staff.

63. We have described how we are maintaining student safety in paragraphs 25-26. We are developing a new [Hybrid Working Framework](#) to support and guide staff as we move towards a change in the way we work, whether that be on campus or in another location. The Framework helps colleagues guide discussions with staff and support decision making about hybrid working, taking account the needs of the business, team and individual staff members. Flexibility and staff wellbeing are at the heart of the approach and the campus remains the centre of gravity, with decisions about hybrid working made at the local level to suit business and service needs against an overall University plan.

Responsive institutions

64. We welcome the funding received from SFC for Upskilling and NTTF micro-credentials, and we are actively engaged in offering a range of courses and programmes which meet both industry and learner needs. The Data Skills Workforce Development portfolio within the University utilises SFC Upskilling and National Transition Training funding to deliver short courses from across the University (both credit-bearing and non-credit-bearing courses) to the workforce with a key target for upskilling those at risk, out of work, seeking a change to their career or advancement within their area of work, with an emphasis on Scottish-based learners, as per the guidance. The courses focus on areas to drive economic growth and regeneration as well as the University and city-wide ambitions to build data awareness and skills within the region. Courses are available at a variety of levels to ensure options are accessible to the widest audience and additional opportunities are flagged where relevant. Most of our courses are credit-bearing and we have sought industry input into their development. Courses can range from a few days to 10 weeks, are taught by subject-matter experts, and are aimed at maximising our impact on the broadest group of learners.

65. This portfolio of short courses are aimed at enabling working professionals to upskill or reskill through online or blended learning in the area of digital data. Our programmes are also aimed at those seeking to return to work and those interested in new career options. Courses are currently offered online through the hybrid learning platforms provided by the University with additional support being offered to students through course leads and collaborative working platforms. The aim is to make learning as accessible as possible to the broadest range of students, including to those who are distanced from learning and/or the labour market. Our first course began in January 2021, and new courses are also under development.

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

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

Confident and highly capable work-ready graduates

68. Through our Careers Service we are providing graduate toolkits to support new and recent graduates to decide what they want to do after graduation, through helping them research the labour market, explore the opportunities available, and build a successful approach to the recruitment and selection process. Overall, this assists our graduates in making the transition from student to employee and navigating workplace culture.

69. Last year, we held a series of events to give staff the opportunity to access and understand the results from the Graduate Outcomes Survey. We are ranked 8th in the Russell Group for graduate outcomes, with 86% being in highly skilled employment or further study. The QS Graduate Employability Rankings 2020 has ranked us 49th in the world, using five key indicators (partnerships with employers, graduate employment rate, employer reputation, employer-student connections, alumni outcomes, and employer reputation). Our Employability Strategy and our quality assurance processes ensure that our students are ready for work,

Industry specific needs

70. The pandemic has had a significant impact on the economy, and this has varied across sectors and regions. A consistent message has been the acceleration of existing trends in the skills demanded across all sectors – characterised as high tech and high touch. The SFC upskilling activity supports a short term response, including through key industry engagement leading to immediate responses such as the open access [Covid19 Critical Care Course](#).

71. We engage directly with employers and sectoral bodies to remain responsive to the shifting needs of employers and industry. Our engagement includes industry advisory boards; work based and work-related learning partners; sector groups, such as Life Sciences Scotland on curricular and co-curricular activities; and representative bodies such as the Institute for Student Employment, and their research on employer needs. We are engaged in regional groups, such as membership of the Edinburgh and South East City Regional Deal Integrated Regional Employability and Skills Group.

Work ready

72. We welcome the funding from SFC as the lead partner for the Young Person's Guarantee (YPG) Universities Graduate Internship Programme for AY 2021-22, as well as welcoming the recent announcement of Saltire Scholarships for EU PGT students in the current academic year, and we look forward to advising eligible students of their awards, plus planning for any future allocation in subsequent years.

Knowledge exchange and innovation

73. The University remains fully committed to deliver the University Innovation Fund's Priority Outcomes and the need for collaboration and sharing of best practice across Scottish Universities. Our updated UIF plan for 2021-22 is appended at Annex B.

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

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

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

further five years, enabling it to accelerate its programme of data driven innovation across Scotland.

77. Through EI's focused KE and engagement programs, such as "Fast Forward", "AIMdays" (Academic Industry Meeting days) and "Spotlight on Industry", the volume and value of business engagement will continue to grow (annual rates of growth at >20% for past three years).
78. These initiatives optimise the alignment of external near to long term demand for skills through to the commercialisation of research outputs via new enterprise creation and licensing to existing business and organisations.
79. In the coming year we will continue to provide a dedicated resource to enable greater access and uptake of industry-led innovations funds such as the Industrial Strategy Challenge Fund (ISCF) and Innovate UK funding streams. The ISCF-dedicated team within our newly established Major Projects Group is able to promote the various calls and advise industry partners and academics on how to access these funds providing support for building consortia and developing successful bids. Linked to this our pilot "Communities of Interest" approach - which uses the "Triple Helix" innovation model to link the academic community with industry and public sector partners - will continue. The formation of innovation-focused communities reduces barriers to engagement and places the University in a strong position to take advantage of e.g. ISCF and Strength in Places opportunities.
80. We continue to meet with other Universities to share and develop best practice. For example, the Scottish based Impact Acceleration Group (Glasgow, St Andrews, Heriot-Watt, Strathclyde and Edinburgh Universities), meets on a monthly basis. The Group will continue to host the yearly Impact Festival which showcases the economic impact from research across the respective partners.
81. We also continue to host Scotland's EIT Digital satellite hub, which will encourage wider collaboration between Universities and also industry through for example local DTC programs, such as the current Fintech and Cyber Security programs.
82. The University also hosts existing businesses in incubation facilities across the University Estate, facilitating tenant access to specialist expertise.
83. We have invested in our ongoing support for enterprise, focusing on spinout and startup activity. Of particular note are the significant new company formations and the completion of venture capital investments.
84. EI's expanding opportunities in entrepreneurship and enterprise via the provision of specialist support across the academic community - for staff and students - now includes a focus on PhD commercialisation. This includes accelerator and incubation support tailored to meet the specific needs of distinct academic disciplines and market sectors.
85. To enable the tracking of our innovation activities with our clients, we have introduced a new Industry Relationship Management System (IRM). The platform is improving productivity and communications across the University and with external clients, enabling information-based relationship management and improving the client experience of working with the University. The IRM is now a centrally supported system with an expanded list of new users within the University. This enables a pan-University perspective of external engagement resulting in improved opportunities for cohesive, managed access to University capability.
86. The University continues its leading role in the Edinburgh and South-East Scotland City Region Deal. Working with our Regional partners, we are focused on: enabling the development of new skills for

industry; delivering impact and innovation from our research and intellectual property; supporting entrepreneurship and new company creation; and delivering economic growth.

87. Through our City Region Deal activity, we are consolidating the University's global reputation in data science to enable the City of Edinburgh and the region to become the "data capital of Europe". The University's five data innovation hubs - Bayes Centre, Edinburgh Futures Institute, Usher Institute, Easter Bush, and the National Robotarium (with Heriot-Watt University) - will use high-speed data analytics to solve industry and societal challenges.
88. Of particular note is the establishment of the Advanced Care Research Centre (ACRC), supported by Legal and General; and the Global Open Finance Centre of Excellence (GOFCoE), supported through Strength in Places funding. These align University capabilities and world-class data scientists and supercomputing facilities with special needs of national priority areas in healthcare and open finance. Each will revolutionise economic and societal impact by the fusion of different disciplines to common purpose.

Collaboration

89. We are committed to working in collaboration with other institutions and organisations to tackle the world's most pressing issues. Partnerships with international and domestic industry partners is critical to advancing the University's contributions to research, teaching, and our vision and values. We are improving how we grow and maintain our partnership relationships, and we are enhancing our approach to ensure that our partnerships are ethical, sustainable and secure through improved internal policies and processes, and closer cooperation with Government. Our key colleagues in Strategic Partnerships, Edinburgh Innovations, Edinburgh Research Office, the Data-Driven Innovation team and the Corporate Development Team work together to manage and grow such opportunities.
90. We have ongoing collaborations with the University of Glasgow to support research careers, including joint PhD studentship programmes with the University of Glasgow in the areas of Future Cities, One Health, and Criminology.
91. Strengthening and enhancing our partnerships and outreach with our European neighbours is central to our international activity. The University of Edinburgh is proud to be the only UK member of [UNA Europa](#), an alliance of eight leading research universities with global reputation and reach. The alliance brings together a community of 415,000 students and 68,000 staff, with a mission to create a truly European inter-university environment, where outstanding research is continuously linked to transnational learning and innovative critical thinking. UNA Europa seeks to create a University of the Future, make a European university ecosystem and lead and innovate in collaborative approaches to delivering education. The [1Europe](#) project is working towards the alliance's aim via a range of projects and themes, and especially the Future UniLab, which will be a living laboratory to develop and test the new methodologies necessary to operate future universities.

Climate emergency

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

Our Plan also explains how we will contribute to the United Nation’s Sustainable Development Goals.

93. We run a number of initiatives to address our target to become zero carbon by 2040, including the use of [low carbon and renewable technology](#) on campus, [carbon sequestration](#) and the development of the [Sustainable Campus Fund](#). Alongside our Social and Civic Responsibility Delivery Plan, our [Community Plan 2020-25](#) sets out 32 practical commitments we are making to our local communities to deliver positive change locally.
94. Last year we launched a new [Sustainability Champions network](#) for all staff and students interested in learning how to live and work in a more sustainable way. This network is open to the whole of the University community who want to make the University more sustainable. The network helps colleagues and students develop the skills needed to lead positive change in their own areas of study, residence or work.
95. We have been ranked 36th in the world in the [Times Higher Education Impact Rankings](#) which assesses universities against the United Nations’ Sustainable Development Goals (SDGs). This means that we were ranked in the top four per cent of institutions worldwide, second in Scotland, eighth in the UK, fourteen in Europe and fifth amongst the Russell Group Universities.
96. Addressing climate change and its impacts is embedded in Strategy 2030 and is part of our vision to make the world a better place. At the time of writing this Outcome Agreement, the 26th United National Climate Change Conference of the Parties (COP26) is in full swing. Our staff, students and alumni are heavily involved in events in and around COP26, as well as having provided the evidence base to underpin action through helping author various influential intergovernmental reports. Our [COP26 webpage](#) provides details of the University’s engagement in the conference.
97. To help strengthen our institutional work to tackle climate change, in the run up to this event, the University has run “[The Green Micro-grants](#)” a grant scheme for community projects with the natural environment and social impact at their heart. This scheme allowed applicants to apply for up to £1,000 for small scale projects that help to improve their local natural environment and have a positive social impact for their community
98. We have also launched the [Edinburgh Earth Initiative](#). This new framework is designed to draw upon strengths from across the University, and work with global partners to deliver ambitious context-appropriate solutions that effectively manage and mitigate the effects of climate change.
99. This new initiative comes in addition to the positive climate actions the University has already taken in order to progress our strategic ambition to become carbon neutral by 2040. Recent steps forward have included:
 - Committing to [sequester over one million tonnes of our unavoidable CO2 emissions](#), through restoring peatlands and expanding forests in Scotland
 - Fully [divesting from fossil fuels](#), and greatly reducing the carbon footprint of our investments
 - Investing in our [own solar farm](#)
 - Approving a new [Sustainable Travel Policy](#), including a presumption against flights in mainland Britain.



Equality Impact Assessment Template

Before carrying out EqIA, you should familiarise yourself with the University's EqIA Policy Statement and Guidance and Checklist Notes, and undertake our online training on Equality and Diversity and EqIA. These, along with further information and resources, are available at www.ed.ac.uk/schools-departments/equality-diversity/impact-assessment

EqIA covers policies, provisions, criteria, functions, practices and activities, including decisions and the delivery of services, but will be referred to as 'policy/practice' hereinafter.

A. Policy/Practice (name or brief description):
B. Reason for Equality Impact Assessment (Mark yes against the applicable reason): <ul style="list-style-type: none">Proposed new policy/practiceProposed change to an existing policy/practiceUndertaking a review of an existing policy/practiceOther (please state): This EIA covers the University's 2021-22 Outcome Agreement. Individual policies relating to University activities are assessed separately.
C. Person responsible for the policy area or practice: Name: Rona Smith Job title: Director of Strategic Planning and Insight School/service/unit: University Secretary's Group
D. An Impact Assessment should be carried out if any of the following apply to the policy/practice, if it: <ul style="list-style-type: none">affects primary or high level functions of the University Yesis relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)? YesIt is one which interested parties could reasonably expect the University to have carried out an EqIA? Yes
E. Equality Groups To which equality groups is the policy/practice relevant and why? (add notes against the following applicable equality group/s) <ul style="list-style-type: none">AgeDisabilityrace (including ethnicity and nationality)religion or beliefsex

- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership¹

Our 2021-22 Outcome Agreement sets out the University's strategic activities and ambitions to deliver our own policies and priorities. In turn, these address the Scottish Funding Council and Scottish Government's priorities. We are mindful of the intersect between policies and priorities, and monitor their impact to ensure that there are no unintended consequences.

All of our policies undergo EIA assessments, and this EIA represents the aggregation of these assessments. Any new policies implemented by the University have an early review date (usually around a year after implementation). All existing policies have regular reviews as standard practice (every 2-3 years).

We are committed to widening participation so that students from any background can come to study at the University. Our Outcome Agreement and other University strategic documents demonstrate our ongoing commitment to promote diversity and support students from a wide range of backgrounds.

Students and staff across the University are affected by the Outcome Agreement and therefore there are potential impacts across all of the protected characteristics. This EIA also affects any partners we work with outwith the University (e.g. schools, colleges and other universities). Any work which we undertake with the wider community will also be affected by this policy.

As we have amended our policies and practices during the pandemic, these have been subject to individual EIAs.

Add notes against the following applicable statements:

- On any available information about the needs of relevant equality groups:

Individual policy areas are subject to separate EIAs. Actions relating to these are dealt with within the appropriate policy area.

- Any gaps in evidence/insufficient information to properly assess the policy, and how this be will be addressed:

Where there are gaps in information and evidence, we will seek to gather further data/information to inform amendments to our policies.

- If application of this policy/practice leads to discrimination (direct or indirect), harassment, victimisation, less favourable treatment for particular equality groups:

There is no evidence to suggest that any of our policies lead to discrimination.

¹ Note: only the duty to eliminate discrimination applies to marriage and civil partnership. There is no need to have regard to advancing equality or opportunity or fostering good relations in this respect.

- If the policy/practice contributes to advancing equality of opportunity²

Advancing equality of opportunity underpins all of our policies. We aim to remove or minimise disadvantage and meet the needs of different equality groups. We also aim to encourage increased participation of particular underrepresented groups.

We are proactive in our recruitment approach in supporting and growing our applicant pool of students from disadvantaged backgrounds who are suitably qualified for access to university level study. We develop actions to be more targeted and strategic in our approach to working with schools and community groups to ensure we have the optimum benefit and impact. Once at University, our policies are designed to advance equality for all of our students.

- If there is an opportunity in applying this policy/practice to foster good relations:

Our policies are designed to support the increasing diversity of the staff and student population, and so foster good relations, tackle prejudice and promote understanding across our staff and student communities.

- If the policy/practice create any barriers for any other groups?

Our policies are designed so that barriers are removed. Our policies are monitored for unintended consequences.

- How the communication of the policy/practice is made accessible to all groups, if relevant?

The Outcome Agreement, along with this EIA will be published on our website.

- How equality groups or communities are involved in the development, review and/or monitoring of the policy or practice?

Where relevant, individual policies referenced in our Outcome Agreement are developed in consultation with students and the recognised trade unions.

- Any potential or actual impact of applying the policy or practice, with regard to the need to eliminate discrimination, advance equality and promote good relations:

Our policies are designed to advance equality and eliminate discrimination. We are not aware of any impact at this stage, although if issues emerge we will proactively address these.

G. Action and Monitoring

² This question does not apply to the protected characteristic of marriage or civil partnership

Specify the actions required for implementing findings of this EqIA and how the policy or practice will be monitored in relation to its equality impact (or note where this is specified above).

Through the annual Outcome Agreement process, we are required to provide a self-evaluation of the preceding year, and through this process we will simultaneously assess any equality impact. This EIA will be published alongside our Outcome Agreement on our website.

1. When will the policy/practice next be reviewed?

We will review this EIA during the development of our Outcome Agreement 2022/23.

H. Publication of EqIA

Yes

I. Sign-off

EqIA undertaken by (name(s) and job title(s)):

Jennifer McGregor, Senior Strategic Planner, Strategic Planning

Accepted by (name): Rona Smith, Director of Strategic Planning and Insight

Date: 5 October 2021

Retain a copy of this form for your own records and send a copy to equalitydiversity@ed.ac.uk

University Outcome Agreement Impact Framework: Supporting Data

University of Edinburgh 2021-22 Outcome Agreement
Annex A

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A Number of Scottish-domiciled Undergraduate Entrants	2,068	2,199	2,032	2,038	1,816	1,815	2,117	2,477
B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes	78	81	79	93	81	79	149 (1)	136
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	5	10	16	15	12	17	13	17
Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	6.4%	12.3%	20.3%	16.1%	14.8%	21.5%	8.7%	12.5%
C COWA measure: Total number of Scottish-domiciled full-time first degree entrants	2,013	2,119	1,979	1,987	1,748	1,736	2,048	2,399
COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	121	119	127	160	189	200	187	243
COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	6.0%	5.6%	6.4%	8.1%	10.8%	11.5%	9.1%	10.1%
D Number of Scottish-domiciled undergraduate entrants with care experience	38	8	4	8	6	12	14	18
Proportion of Scottish-domiciled undergraduate entrants with care experience	1.8%	0.4%	0.2%	0.4%	0.3%	0.7%	0.7%	0.7%
E Number of Scottish-domiciled full-time first year entrants	2,202	1,978	2,094	1,958	1,976	1,738	1,758	2,047
Number of Scottish-domiciled full-time first year entrants returning to study in year 2	2,063	1,854	1,975	1,879	1,885	1,636	1,698	1,984
Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2	93.7%	93.7%	94.3%	96.0%	95.4%	94.1%	96.6%	96.9%
F The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	-3	-7	-3	-8	-6.9	-6.7	-5.8	tbc
G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey	0	0	0	868	894	tbc	tbc	tbc
The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination	0	0	0	96.4%	94.3%	tbc	tbc	tbc
The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				837	843	tbc	tbc	tbc
G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment	0	0	0	679 (2)	694 (2)	tbc	tbc	tbc
The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment	0	0	0	532 (2)	491 (2)	tbc	tbc	tbc
The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				78.4%	75.7%	tbc	tbc	tbc
H Number of Scottish-domiciled Undergraduate Qualifiers	1,949	1,902	2,076	1,908	1,846	1,757	1,810	1,735

1) data provided by SFC, sourced from National Articulation Database
2) data provided by SFC

University Innovation Fund

Effective knowledge exchange and innovation

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

I. Talent, Skills and Employability

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

II. Research and Development

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

III. Innovation and Entrepreneurship

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

We are committed to establishing new pathways to *strategic* relationships to transition from single *transactional* relationships through to surplus generating, reputation enhancing pan-University integrated partnerships spanning skills through the transfer of impact bearing research. We are working across the University and with partners to greatly increase the adoption of our high-value intellectual property and facilitate new company creation.

Enterprise growth is being enabled by new measures such as the establishment of Enterprise Hubs in each campus, a new Enterprise Foundation Programme and the recapitalisation of Old College Capital, the University's own venture fund leveraging in additional capital from external partners. The integration of intellectual property management and business development systems will enhance and accelerate the impact arising from the adoption of University IP.

Entrepreneurship support tailored to the respective needs of different University of Edinburgh Colleges and disciplines as well as a new focus on commercialisation of PhD-generated intellectual property will create new opportunities for staff and students to participate in enterprise and impact from commercialisation. This builds upon new commercialisation boards and other structures in the Colleges that are now facilitating and promoting this activity.

Enterprise has seen strong growth over several years with startups and spinouts increasing from 48 in 2018/19 to 114 in 2020/21, and increased investment in those companies from £11m in 2018/19 to £42m in 2020-21.

University Innovation Fund

2. University Innovation Funding (UIF) leverages in substantial *additional* University investment as part of a University-wide commitment to the translation of scholarship and research into demonstrable economic impact locally in the region, in the national economy and internationally. The University will continue to invest UIF - alongside its own resources - in a broad suite of pan-University commercialisation, knowledge exchange, public engagement and other activities. The University is part of regular RCDG and UIF group meetings (Enterprise Support group), contributing to Scotland-wide university activity in areas such as spinout development, investment and student enterprise.
3. These will be pursued cognisant of the national economic strategy, the SFC priority outcomes and the desire to demonstrate societal and economic impacts transcending skills and innovation arising from academic output. This is being achieved with emphasis on collaboration with other HEIs, corporate and public sector partners and especially with national, regional and local government and other stakeholders having a vested interest in skills and innovation enabled growth. 5-year growth targets have already been achieved within 3 and the approach is being refreshed to build upon this in a new 5-year plan to sustain growth in academic engagement, student participation and income. This will improve student experience, skills and the use of University academic output by industry and public sector, resulting in demonstrable economic impact.
4. Student participation has been growing year on year with over 3000 attendees at events and advisory session in 20/21 and a record numbers of student businesses created (102).
5. The UIF platform grant provides a key underpinning source of funding for a wide range of activity. We leverage this both through our ongoing investment in commercialisation and enterprise through Edinburgh Innovations and Data Driven Innovation, as well as increasingly attracting a wide range of investors and partners to support our innovation impact work.
6. These commitments and approach are manifest via the [Edinburgh and South East Scotland City Region Deal](#). The full spectrum of University capability, facilities, new resources and investment are focused on the establishment of the city and wider region as the Data Capital of Europe, unlocking skills and innovation-driven growth with local as well as global impacts.
7. The City Region Deal's Data Driven innovation (DDI) programme is already having impacts within the University as a result of significant University investment. This includes the completion of business cases for the 5 Innovation Hubs each with a remit for data focused, cross-disciplinary and collaborative Talent, Research, Adoption, Datasets and Enterprise (TRADE). Supported by Edinburgh Innovations, the Hubs will in turn deliver new opportunities within the University for demonstrable impacts in student experience, entrepreneurship, new business creation with research and teaching informed by proximity to and long-term engagement with employers, funders and citizens. Of special note is the rising awareness of data in the community at individual community and in key sectors. The DDI outreach will extend this opportunity beyond the University to the external communities across the City and Region via collaboration and direct engagement. The objective is to align the full intellectual capital of the University with readying

the region to capitalise on data focused opportunities in the 21st century, to improve health and well-being as well as economic growth via job and wealth creation. Initiatives include:

- Successful solicitation of external funding for a major collaborative Centre of Excellence on Open Banking, working with local and global partners across financial services, tech sector and government to harness the potential of the open data revolution for inclusive economic growth and societal benefit in financial services;
 - Implementation of and increasing delivery from the Creative Informatics programme in partnership with Edinburgh Napier, Codebase, and Creative Edinburgh. Benefitting from SFC support, this collaboration is stimulating and facilitating the adoption of data-driven innovation across creative industries in Edinburgh and beyond, spanning talent, research and entrepreneurship activities. Effort to internationalise this is underway.
 - The solicitation of private sector funding for a multidisciplinary Advanced Care Research Centre in patient care enabling cross disciplinary University expertise to improve patient care by intelligent use of data.
 - Development of co-designed Executive Education offering to healthcare, financial services, manufacturing and other priority sectors to ensure the readiness of large and small companies and organisations to seize the opportunities and build resilience from data driven change.
 - An early partnership with the Scottish Government CivTech unit around opportunities for the University to support digital/tech innovation, and the tech SME sector, in addressing major challenges in public service delivery.
8. Sustained UIF and University investment in new resource is enabling the transition from transactional to sustainable long-term relationships with key accounts and strategic partners. This includes improving the client experience by affording streamlined, managed and single point access to the full spectrum of University intellectual capital and facilities focused on client needs.
9. Development of new strategic relationships with global companies of scale in priority sectors such as health, green energy, finance, and quantum technologies in space and satellites is a new focus attracting additional resource and establishment of a dedicated team supported by UIF. An example is the University of Edinburgh's participation in belab1407: an academic and industry partnership between the University of Birmingham, the University of Dundee, the University of Nottingham, Bristol Meyer Squibb and Evotec SE, created to transform leading science into novel therapeutics and treatments. In addition to the local, regional and national impacts, the University will continue to share the experience and best practice with partner HEIs using channels such as the Research and Commercial Directors Group (RCDG) and UIF Group, to share knowledge and best practice in areas such as spinouts, investment and student enterprise. The University's continued hosting of Interface and Data Lab and the University's productive relationship with the network of Innovation Centers beyond the University are other examples of this collaborative approach.

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

10. Edinburgh Innovations (EI) is the company with the responsibility for the University's engagement with industry and external partners, providing pan-University services in support of academic engagement. EI will continue to invest UIF, proceeds of its activities and leveraged University investment as well as deployment of dedicated teams to market and engage directly with both public sector and industry partners and to undertake new campaigns to expand the University's outreach.
11. This investment has resulted in accelerated growth of the volume and value of externally funded industry engagement, increased disclosures of new intellectual property and numbers of academics engaging with industry. Five-year targets have been achieved within three years.
12. This growth also includes the number of new companies being created and new channels for student engagement in enterprise. An example is increasing student demand for entrepreneurship via the Enterprise Foundation Programme, and a full calendar of events covering idea development, skills, business start and acceleration. Success is illustrated by a doubling of student engagement numbers over the past few years to over 3,000 recorded in 2020/21.
13. Business Cases for 10 regionally and nationally significant priority industry sectors are complete and now influence future growth and expansion of the translation of research into new products and services. This planned growth is across priority sectors of local, regional and national economic importance spanning health, financial, through to space and satellites all with an emphasis on Data Driven Innovation (DDI) This includes a partnership with Heriot-Watt in robotics and its application in diverse sectors spanning healthcare, agriculture to renewable energy.
14. This investment is augmented by the sustained investment in Chancellors Fellows across the University with each having an objective of stimulating industry-informed research and collaboration growth. These are deployed across the University in STEM areas with a cohort dedicated to non-STEM ("STEM+") areas.
15. Demand stimulation via improved client experience will be enabled by new recruitment and continued professional development of existing professional service staff to ensure that the support delivered to academic staff and external clients remains of the highest standard.
16. Of note is in FY20-21 the University has successfully engaged with >300 Scottish domiciled businesses and organisations (including non-profits organisations) in > 30 distinct sectors, many of which are non-STEM.

Outcome two (simplification/commercialization PA6, PA7 and PA8): in partnership with the Enterprise Agencies (EAs) and Interface, Scottish HEIs as a sector will have demonstrably simplified business access to the knowledge and expertise in Scottish Universities and

Outcome three (simplification / greater innovation): in partnership with the EAs and Interface, Scottish HEIs will, at a national level, have made strategic use of their sectoral knowledge to promote greater innovation in the economy (including beyond non-STEM).

17. Edinburgh Innovations will continue to engage fully with the Enterprise Agencies and other Scottish HEIs and, through the City Region Deal with national, regional and local government managed through City and Region Deal Project Board.
18. Further, the University is committing to improve the client experience by introducing a Strategic and Account managed approach to business engagement. Enabling the transition from transactional to long term sustained business relationships, informed by client feedback, this approach will improve client experience via relationship management for new and key existing clients tailored with their requirements. The account system has now been implemented in all three colleges of the university, as part of an inclusive and accessible approach.
19. This full-service offering to clients will provide a University-wide perspective providing seamless access to new graduates through contract research, use of facilities and licensing of intellectual output. Engagement communities of practice will foster both cross disciplinary academic engagement as well as knowledge exchange between partners.
20. A new digital portal will also enable clients to more easily navigate from their enquiry to potential academic solutions via managed relationships. Our aim is to make our services as accessible as possible, with clear signposting throughout the entrepreneurial journey. Our approach will include support for intellectual property, funding, consultancy, staff enterprise and student enterprise.
21. These new relationships are being supported by the implementation of the Industry Relationship Management (IRM) system. The IRM holds records of all University touchpoints with external clients ensuring efficient and effective communications, information exchange and information-based client management. The IRM is being adopted as the depository of all information on external engagement and enabling the University to adopt an increasingly “one University” approach to external engagement with maximum impact, opportunity and improved client experience.
22. External communications are important to us, including directly promoting the innovation agenda, and encouraging employers and individuals to connect with the University’s innovation programmes and entrepreneurial support.
23. The University’s revised approach to industry and public sector engagement includes development of an inclusive, “whole region approach” to new company creation ensuring that the resources and commitment of various stakeholders are deployed to mutual benefit. This approach anticipated the recommendations of the [Muscatelli Report](#) encouraging greater collaboration between institutions. This will extend entrepreneurial opportunities across the region arising from new collaborations with other HEIs, FE and other stakeholders.
24. The University has continued to grow its use of SFC Innovation Vouchers and will continually improve this service to the SME base and provide dedicated support to Innovation Voucher brokerage across the University.
25. The University’s reach beyond STEM is exemplified by the collaborative Creative Informatics initiative previously mentioned as well as significant capital investment into the Edinburgh Futures Institute (EFI). EFI is by definition multidisciplinary and will fuse presently disparate disciplines in new ways to ensure economic and societal benefits. Benefits are arising from the alignment of the need

in justice, data science, environmental sustainability, mental health and wellbeing, ageing and dementia, human rights, and global governance, driven by new collaborative research and innovation communities. Additionally, complementary contributions to STEM commercialisation in Healthcare, Renewable Energy, Financial Services, Manufacturing and others sectors are being made through design informatics, data ethics and other disciplines.

26. "Impact Accelerator" – type awards from the Research Councils as well as funding from Wellcome Trust continue to be matched with University funding alongside UIF. These joint investments encourage growth of academic engagement in priority sectors. This will be enabled by Academic Industry Meeting (AIM) Days which enable constructive and effect dialogue between industry and academia resulting in new opportunities. Establishing The Bayes Centre as well as the provision of space within Edinburgh Innovations purpose-built facilities at Kings Buildings each accommodate industry partners as tenants within the University.
27. The University is also investing in new opportunities to leverage more funding into Scotland, from the UK industrial strategy, from UKRI (UK Research and Innovation). The University's Industrial Strategy Challenge Funding and Innovate UK bid support team is working with RCDG to share know how and experience across the membership to ensure that Scottish universities attract more UK national and international funding

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

28. The delivery of pan-University Entrepreneurship support has been redefined by restructuring and new recruitment. This includes the establishment of student enterprise hubs in all campuses which enable easier access to the support by interested under graduate and post graduate students resulting in a significant rise in student engagement. Edinburgh Innovations has dedicated staff and student enterprise support teams, with engagement rising substantially in recent years and record numbers of companies now being created.
29. The Core Edinburgh Innovations enterprise support programme is further enhanced by key initiatives such as the Data Driven Entrepreneurship programme which operates across the Data Driven Innovation programme hubs. With a strong data focussed cross cutting theme, the programme has delivered a wide range of provision including accelerators, skills development, venture creation and innovate collaborations.
30. A new Enterprise Foundation Programme dedicated to growing talent and entrepreneurial skills and resultant new company creation opportunities each enhancing the student experience has been established. Alongside a new research student-dedicated support programme this is already resulting in increased commercialisation via licensing and new company incorporation.
31. These new initiatives are delivering seamless pan-University entrepreneurial support service to our key student and staff communities tailored to meet the distinctive needs of different disciplines and sectors.
32. The emerging "whole region" approach to enterprise and new company creation will include the development of harmonised intellectual property management approaches, making full use

of tools such as Lambert Agreements and common contracts and approaches. Each is intended to accelerate the conversion of new ideas to new company incorporation and funding.

33. These are augmented by the recapitalisation of the University's "Old College Capital (OCC) investment fund. OCC co-invests with investment partners and with the University, frequently with the participation of commercial property partners.
34. This seamless provision of support from "hatchery" through readiness for company growth and investment, complemented by the University's continuing commitment to its Engage Invest Exploit (EIE) showcase event, and its continuing support of Converge Challenge, demonstrates significant pan-University support and fostering greater entrepreneurialism.
35. The University is also exploring engagement with alumni as prospective coaches and mentors for fledgling new companies as well as potential contributions to company growth in executive management roles and as prospective spin-in companies bringing sector relevant expertise to new companies.

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

36. The University continues to value its relationship with SDI and trusts that the University's own global ambitions will evolve positively alongside the new "Scotland's Inward Investment Plan: Shaping Scotland's Economy". The University is active in many countries with EI championing a new internationalisation approach as part of University-strategic relationship management. Again building upon the extensive alumni networks, SDI in region staff and Global Scots, this will seek to enhance the international reputation and brand, presenting the University - and the wider Scottish University sector - as a lure for growth in inward investment. The University's targeting of strategic relationships with global partners gels with the new thrust of the "Inward Investment Plan" and common interests could produce mutual benefits to the University and SDI.
37. The University and SDI are working closely and productively in the North American Region. Exploration of potential for new relationships with companies of scale investing in research across sectors of national – hence mutual – interest are ongoing.
38. An example of this global ambition is the International Campus in Haining China. This is a strategic relationship with China's elite Zhejiang University which is establishing a productive mutually beneficial teaching and research partnership with embedded enterprise and entrepreneur support. This is coupled with the intention to establish a new translation centre to accelerate the conversion of new ideas into new commercial opportunities with resultant significant inward investment. In addition, through relationships with other Scottish institutions, this will expand opportunity to other participants further

Outcome six (inclusive growth and social impact and PA11): Building on current and good practice Scottish HEIs will have scaled up their support of the Scottish Government's ambitions for inclusive growth.

39. Strategy 2030 commits the University to focus on a step change in innovation and research by operating without boundaries contributing, to making “the world a better place” delivering positive change, locally, regionally and globally.
40. All of these key features have been reflected in earlier Outcomes: building and strengthening relationships and information exchange between the University, the city and our communities. Strategy 2030 commits the University to Social and Civic Responsibility and to work with partners, attracting investment, fuelling entrepreneurship and delivering inclusive growth which are the City Region Deal aims. We identify three key areas in which the University will make a positive contribution to the city:
- ✓ Developing, harnessing and strengthening relationships
 - ✓ Working with communities through research, learning and teaching
 - ✓ Raising awareness and understanding between the University and the community
41. The University’s significant investment in the City and Regional Deal alongside the DDI Hubs will enable growing engagement with the public in research, as well as working with civic and community partners to enhance health and well-being, education, culture and quality of life. The University’s Community Engagement Strategy will support the inclusive growth element of the Deal. Indeed, the Strategy is being updated to take into account the City Deal context recently approved.
42. The University’s has now twice made the Scottish Government’s Social Impact Pledges, meeting all of its pledges in year one and being on track to meet them for year two; the University was one of the first HEIs to sign up to the Pledge. The University’s current Pledges are to assist in:
- ✓ Supporting digital inclusion
 - ✓ Supporting social enterprise
 - ✓ Helping homeless people
43. The University will use the UIF to strengthen its commitment to supporting collaboration with the other Edinburgh HEIs in Public Engagement with Research. This includes the Whole Region approach to new company creation, working without boundaries with other academic and economic develop stakeholders, to accelerate new company creation and extend opportunity across the region including dormant innovation in the workplace. Through the Edinburgh and South East Scotland City Region Deal Innovation Strands, the Beltane partnership will help support innovation through public engagement with University research. The University approved its first Strategy to Support Public Engagement with Research in March 2018, and has resourced a central team to coordinate its implementation.

Outcome seven (equality and diversity PA10): Building on current and good practice HEIs will have ensured positive promotion of equality and diversity in staff and all who are affected by the use of the UIF.

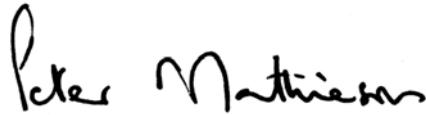
44. The University has revised its approach and commitments to [equality and diversity](#) and related initiatives, and we are committed to embedding equality and diversity across all of our work. This reflects our commitment and contribution to our place as a world-leading centre of academic excellence.

45. The University of Edinburgh continues its commitment to engage fully with Scottish business and public sectors, to ensure that the full breadth and depth of the institutional academic capital makes a leading contribution to economic development and public service provision. This commitment spans major investment in the University estate and new resource with objectives of externally informed education alongside industry and societally led research and, aligned with national and international employer requirements improving student experience and employability.
46. The University is also innovating internally in promoting streamlined business access to the University by the adoption of common contracts, investment in new systems and the use of refined internal processes to accelerate and improve the business and academic client experience.
47. This approach is accompanied by internal investment to stimulate participation in innovation led activities via professional support, incentivisation to grow impact and to continue the year on year growth in each category evidenced in returns to SFC. This includes an institution-wide aspiration to support growth in entrepreneurship and new company creation with opportunities available across the University community. This is complemented by revised policies incentivising academic participation through more flexible finance policies that allow the accumulation and reinvestment of surpluses back into growth and innovation areas.
48. The University is committed to making the promotion of the University internationally in sectors aligned with Scotland's economic priorities, leading to inward investment and export growth. To this end the University is working closer with SDI targeting companies and prospective partnerships in priority sectors of mutual interest. This includes activities in for example in creative, aerospace to agriculture, health, environment, justice and security and others. Of critical importance is the ubiquity of data driven innovation in all sectors; especially creative, green energy, finance, manufacturing, agriculture and healthcare with special emphasis on new models of care delivery to an ageing population.

Outcome Agreement between The University of Edinburgh and the Scottish Funding Council for AY 2021-22

On behalf of The University of Edinburgh:

Signed:



Print name: Professor Peter Mathieson

Position: Principal and Vice-Chancellor

Date: 27 May 2022

Signed:



Print name: Janet Legrand QC (Hon)

Position: Senior Lay Member of Court

Date: 27 May 2022

On behalf of the Scottish Funding Council:

Signed:



Print name: Karen Watt

Position: Chief Executive

Date: 28 July 2022