



THE UNIVERSITY *of* EDINBURGH

The University of Edinburgh

Outcome Agreement 2018-19

Contents

| | |
|---|----|
| Principal's introduction..... | 3 |
| Priority 1 Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender imbalance | 5 |
| Priority 2 High quality learning in a system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy | 8 |
| Priority 3 Internationally competitive and impactful research..... | 11 |
| Priority 4 Effective knowledge exchange and innovation including excellent collaboration between universities and industry..... | 14 |
| Priority 5 Ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance..... | 20 |
| | |
| Annex 1 SFC Outcome Agreements 2018-19 to 2020-21: national measures data table | 29 |
| | |
| Annex 2_HNC/HND Qualifications for 2018 Entry | 35 |
| | |
| Equality Impact Assessment | 40 |

Principal's introduction

I am pleased to present the University of Edinburgh's Outcome Agreement for 2018-19 in which we articulate our own priorities, laying out how we deliver against the Scottish Government's ambitions for intensification. In this strategic document, my first Outcome Agreement as Principal and Vice Chancellor of the University of Edinburgh, we outline the broad spectrum of activities that we are engaged in.

Our Outcome Agreement has been developed in consultation with the University Court, academic and professional staff, our Student Union, and with the recognised trade unions and against the backdrop of continuing challenging economic and political environments. Nevertheless, our aspirations are clear and we are confident of success through the commitment and dedication of our hard working staff and student community.

Widening Participation is central to our strategic direction, and we will be publishing our first Widening Participation Strategy for 2018-21 later this year in which we will guarantee an offer to SIMD20 applicants at the access threshold. We have made great strides in recent years with our SIMD20 recruitment, in 2015-16, we reported an SIMD20 recruitment of 5.6%, and this has risen to 8.3% in 2017-18, and we have set ourselves even more ambitious targets for 2018-19 and beyond.

Student retention is intrinsically linked to our recruitment and widening participation goals. We are placing greater emphasis on maintaining and, where possible, improving our retention rates, and in particular we will pay even closer attention to our SIMD20 students outcomes. We continue to offer a generous scholarship package, and we spend around £10M per annum on support for our students from across the UK in order that we can provide the best possible assistance. We are reviewing our packages of support and evaluating the impact that these resources have had on our students to ensure that resource is being appropriately targeted.

The **student experience** and meeting the expectations of our students is a top priority. Our aim is to provide a student experience of the highest quality, available to all students, regardless of their background. In this Outcome Agreement we set out our activities that will enable us to better understand the needs and feedback from our students, and provide an excellent student experience.

Our **international reputation** is one of our key strengths and we attract academics and students from all over the world. We continue our efforts to provide greater access to the University through the removal of barriers to entry – whether financial, geographic, cultural, practical or linguistic – and through external engagement with a more diverse range of nations.

Continued excellence in **research**, and in particular REF2021, will be the focus for much of our attention during the forthcoming year. We aim to maintain our position of 4th in the UK for **research** power. We have recently submitted several applications to be the lead partner in the next round of Centres for Doctoral Training, demonstrating our commitment and drive to work collaboratively with our UK partners and bringing together diverse areas of expertise to train engineers and scientists with the skills, knowledge and confidence to tackle today's evolving issues and future challenges.

Our **STEM** activities remain very important, and our involvement in the City Deal, and in particular Data Driven Innovation (DDI) programme reflects the growing importance of data in economic growth, social change, and public services. We are proud to be at the heart of this development and we are embracing the opportunities and complexities which City Deal and DDI will bring.

By bringing together all of these elements in one single document, we set out our commitment to the Scottish Funding Council and Scottish Government priorities. As we enter into uncharted political territory, we will embrace the opportunities and challenges presented, whilst continuing to offer a unique experience to our staff and students and delivering our Strategic Plan vision of impact for society. I look forward to working with the Scottish Funding Council and the Scottish Government during the next year, building upon our reputation and mission to curate, create, and disseminate knowledge.

Professor Peter Mathieson

Principal and Vice-Chancellor
University of Edinburgh

Priority 1 Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender imbalance

Context

1. Access to education from all backgrounds remains a key priority action for the University. In recent years, we have seen a diversification in students who are admitted to the University, and our longer term goals focus on building upon our earlier successes. We are committed to ensuring that the University of Edinburgh is an opportunity provider for everyone. Our emerging Widening Participation Strategy 2018-21 will set out what we hope to achieve by 2021. We remain fully committed to the CoWA recommendation that by 2021, students from the 20% most deprived backgrounds should represent at least 10% of full-time degree entrants at the University of Edinburgh. We anticipate that our Widening Participation strategy will be published in Spring 2018.
2. Our Widening participation agenda is inclusive, however, we are aware that our reputation for excellence and scale can be off-putting to some groups. We are making progress in focusing widening participation activity on our local community, marketing our programmes and support appropriately and using case studies of current WP students to promote our inclusive agenda to be a campus of “belonging” for students from a diverse range of backgrounds.

Activities

3. We are proud of our leadership of work on contextualised admissions over the last decade, our generous scholarship provision and out-reach programmes. However, while we have made significant progress since 2015-16 against the CoWA objectives we are conscious that even greater effort is now required to make a more significant change. We aspire to be both a world-leading centre of academic excellence and a place of opportunity for a diverse group of students from some of the most deprived communities in Scotland. Excellence and diversity are not mutually exclusive and we should demonstrate to the sector that it is possible to be a leader in both fields. Widening participation and inclusion can be the lens to so much of what we do at the University of Edinburgh and we will seek to embed it further within our decision making at all levels of the University to enable a whole institution approach to widening participation.
4. The [Scottish government agenda](#) has provided a steer to the University to increase the proportion of students from the most deprived communities in Scotland (as based on the SIMD 20 indicator), but we are more ambitious in our scope for this strategy. The emerging Widening Participation Strategy will address the needs of school students, college learners, adult returners to education and other vulnerable, disadvantaged or underrepresented groups. We will work to widen access for any disadvantaged or underrepresented group to the University of Edinburgh as we recognise that this will enrich our own student community and the future national and global communities that our graduates will live in. We are

ambitious in our aims to widen access Scotland-wide, but will also align our UK recruitment activity to our widening participation agenda.

Main principles for Widening Participation: a student lifecycle model

5. We are currently developing a Widening Participation Strategy addressing a four strand student lifecycle model. We believe it is never enough to simply encourage and support students into the University of Edinburgh; we also want to them to succeed in their studies, to have a chance to participate fully in every aspect of University life and progress into employment or further study. We will also incorporate into all of these student lifecycle stages a consideration for students with protected characteristics, in particular where these intersect with socio-economic disadvantage.

6. The four strands of our strategy are:

- **Aspiration and early engagement**

To widen access we need to play our part in supporting and growing an applicant pool of disadvantaged students who are suitably qualified for access to university level study. We are developing actions to be more targeted and strategic in our approach to working with schools, colleges and community groups to ensure we have the optimum benefit and impact. In line with our [Gender Action Plan](#), we will engage with cohorts where there are gender imbalances, and use our GAP to work with our local schools and colleges to redress gender imbalances.

- **Support to get in**

We are working towards establishing a clearer and more transparent route into the University for learners undertaking a range of qualifications in a range of settings. Clear communication of these routes is also important, and we have already transitioned to include “Access Thresholds” terminology into our 2019 prospectus.

- **Support to succeed**

Our goal is for all of our students to succeed and to benefit fully from a University of Edinburgh degree and a University of Edinburgh experience. Our particular focus is on groups of students who face additional barriers or disadvantage. We will enhance and scale up programmes such as the [Moving On](#) transition programme run by the Centre for Open Learning. We will link current activities such as Moving On, [LEAPS](#) summers schools and [Peer Mentoring](#) programmes so that students from WP groups experience a more seamless transition into the University of Edinburgh. We are committed to working closely with our Students Association and through developing a student partnership agreement we will ensure that the needs of a diverse student body are core to our mission.

- **Support to progress**

We are firmly committed to the idea that all of our undergraduates, regardless of background, should be supported and enabled to develop the capability, confidence and opportunity to progress in their chosen career. We utilise a range of resources to target information, advice and guidance to our students – in particular our WP students – to enable them to build the skills, expertise, experience and networks during their undergraduate studies and to allow them to make their next step into the world of work or further study.

Gender

7. Our [Advancing Gender Equality Steering Group](#) acts as the self-assessment team for the University's Athena SWAN Silver submission. Our Group reviews the University's performance and progress in promoting gender equality, with particular regard to the progression of staff and students. We evaluate the impact and promote the sharing of University-wide (and School) good practice initiatives in gender equality and work towards priorities for further action.
8. Our [Gender Action Plan](#) sets out our institutional priorities addressing gender imbalance on courses and identifies actions already in place and how we monitor these. Equality of opportunity is core to our institutional mission and we see gender balance and equity a critical component of everything we do to ensure fair access, support and equity of opportunity for all students. We will review our GAP during 2018-19, ensuring that the actions committed to are being delivered.

University of the People partnership

During 2017, the University launched a collaboration with the California-based University of the People whose mission is to support those uprooted by war, famine and natural disaster. Health Science graduates from the University of the People – the world's first non-profit, tuition-free, accredited online university – will be eligible to apply to Edinburgh to complete a bachelor's degree in Health, Science and Society.

The programme is open to Refugees and Syrian Nationals domiciled in Scotland and focused on allowing these individuals to integrate into, and add value to, Scotland and our communities.



Priority 2 High quality learning in a system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy

Context

9. We are committed to building on the activities detailed in our earlier Outcome Agreements, and on our [Strategic Plan](#) objectives to equip students with the knowledge, skills and experiences to flourish and become successful graduates. We are committed to supporting our students through technologies, innovative teaching methods and our personal tutor scheme.

Activities

10. **Scholarships.** During 2017-18 we have enhanced our income-based Scholarships, now offering awards of £3,000 each year to Scottish SIMD20 entrants from the lowest family income levels. Students who are in receipt of a Care Experienced Student Bursary will also receive these enhanced awards. The University also offers enhanced awards to RUK students from the lowest household income groups or a care-experienced background. We continue to offer one of the most generous scholarship packages, providing flexible cash support which recognises the potential barrier to geographic mobility associated with tuition loans. During 2018 we will review our scholarship package to evaluate their impact and the potential to address key barriers facing students from disadvantaged backgrounds to apply and accept offers to study at the University. In particular, we will focus students from low-income and care-experience backgrounds recognising that geographic indicators have limitations in identifying disadvantage at the level of the individual applicant.
11. **Student satisfaction.** We continue to treat student satisfaction as an unambiguous priority and are working to ensure that student satisfaction is embedded in all that we do – explicitly recognising that the National Student Survey results should be higher. The 2017 institution National Student Survey results have seen a marked improvement of 3% in overall satisfaction, as well as further improvement of 4% in satisfaction with assessment and feedback. Levels of satisfaction in the Postgraduate Taught and Postgraduate Research Experience surveys have remained broadly stable, but with improvements in some areas. While the 2017 surveys point to progress in various areas, they also highlight the need for the University to continue to address issues regarding aspects of the student experience.
12. We recognise excellence in learning and teaching as an unambiguous priority in all our processes (for example, for academic staff recruitment and promotion), and in the management and development of our estate. We have also continued with programmes of action to enhance aspects of the student experience, for example feedback and assessment, and providing opportunities for students to provide feedback on their experiences. We have continued to review and enhance the effectiveness of the [Personal Tutor system](#), with our network of School Senior Tutors providing an effective forum for sharing good practices and exploring new approaches to academic and pastoral support. The University's [Service Excellence Programme](#) is intended to improve administrative processes for student administrative and support, and will create opportunities to remove administrative work from academic staff to allow them to commit more of their time to teaching.

We have strengthened the management information available to support the enhancement of learning and teaching, introducing a new Student Data Dashboard to provide easy access for managers in Schools to key data, rolling out a cross-University course (module)-level survey, and continuing to utilise data from our External Examiner Reporting System.

13. Efforts have been made to gain deeper insight from the data provided by the NSS on several fronts:
 - Examining results within the context of data gathered via internal surveys (specifically Course Enhancement Questionnaires) has led to a more developed understanding of the student experience, as well as what is required to make improvements.
 - Placing greater emphasis on the use of qualitative data. Free text sentiment analysis has been visualised and made available to Heads of Schools in order to allow for further validation and contextualisation of quantitative data
 - Performing subject level comparisons to sector benchmarks across multiple years has developed understanding of specific area that require investment of efforts in order to improve.
14. The [Student Surveys Unit](#) sent enquiries to support staff in all Schools asking for details of improvements made as a result of student feedback, including NSS responses. Staff have provided examples of how student feedback has led to improvements in the student experience in such areas as assessment and marking, personal tutors, and career skills. These findings will form the basis of promotional materials informing students that we are listening to and acting on their feedback. We are committed to achieving our NSS benchmark, by using the tools, data and other information made available to us to address current issues and to provide the best experience possible for our students.
15. **Disabled students.** During 2016-17 the University undertook a major review of our support for disabled students, which assisted us to identify ways we can strengthen the management of reasonable adjustments, as well as to manage accessibility of our estate. We have committed to a 5 year, £15m, programme of works to improve physical accessibility across the estate.
16. **Articulation.** Collaboration and partnership are key for the University, and we are focusing on how our collaborations will have the greatest impact for widening participation in the whole sector. We will continue to work with our Further Education College and university partners to identify new progression routes and develop mutually beneficial foundation/bridging courses to enable progression to year 1 or 2. We already run programmes where we are pleased to accept a number of HNC/HND qualifications for entry to our undergraduate degree programmes. A sample of these are at annex 2. We are currently engaging with Fife, West Lothian and Edinburgh Colleges to develop articulation routes, as well as with Queen Margaret University to seek articulation pathways for students from a non-traditional route into Medicine.
17. **Retention.** The University consistently performs well on retention. However, within the University there is inevitably a variation in retention rates for different student cohorts and between different Colleges and Schools. As one of our Strategic Objectives of Leadership in Learning, we are committed to understanding our retention figures across the University

and to seek reasons for varying data across different parts of the University. Poor performance against our comparators in non-continuation and retention metrics is a reputational risk to the University, and we will continue to evaluate the groups of students most likely to withdraw from our programmes of study and to seek to put measures in place to mitigate this occurring. We are committed to maintaining our high levels of retention and are aiming to at least maintain our level of retention which is currently around 94%. In particular we will be paying close attention to our SIMD20 students. As part of this work, and building on our previous 2015 evaluation of our bursary provision (which revealed that this provision improved retention of our Scots domiciled students), we will carry out a further evaluation of our scholarship and bursary provision to ensure that our financial incentives are transparent and available to those students most in need.

18. **Controlled provision.** In 2017 we revised our Primary Education provision. We have replaced our MA in Primary Education with an MSc programme in Transformative Learning and Teaching. For our PGDE Secondary provision, we have worked hard and will continue to work hard to achieve the Scottish Government's ambitions for the Higher Education sector to significantly increase PGDE Secondary intakes in 2017. The University is fully committed to supporting the Scottish Government agenda, and we will continue to work with SFC and the Scottish Government to achieve higher student numbers to our PGDE programmes in the context of an increasingly challenging recruitment landscape. We continue to provide and strengthen Gaelic medium teaching education.
19. **STEM provision:** For our STEM subjects, we continue to fill all of our funded student places. There is intense competition from SEU applicants for these places, and we receive increasing applications from consistently highly qualified EU applicants.
20. The University's [School of Engineering](#) has recently become a core funder of [Primary Engineer](#). Primary Engineer is a not-for-profit organisation working with local authorities, teachers and industry to promote engineering skills and careers with children as young as three years old, through Primary and into Secondary phase. The Primary Engineer and Schools of Engineering partnership will see Primary Engineer's award-winning STEM by Stealth® teacher training and projects offered to every Edinburgh early Years, Primary and Secondary school over the next five years. The partnership comes at a key time with the release of the Scottish Government's STEM strategy in November 2017, and with 2018 being the Year of Engineering.

Pathways to the Professions

The Pathways scheme provides advice and guidance to local state school students interested in applying for Medicine, Law or Veterinary medicine.

Student Gilly Fleming attended St David's RC High School and was part of the LEAPS and Pathways Medicine programmes before completing her Medicine degree at the University. As the first person in her family to consider medicine as a career, Ginny's attendance at Pathways events introduced her to the world of medicine and everything it entailed. Hearing first hand from doctors about their experiences on the wards and being able to see the variety of career pathways available, as well as meeting other students who were considering applying for medicine helped Ginny make the decision.

Priority 3 Internationally competitive and impactful research

Context

21. Leadership in research is a key objective of our [Strategic Plan](#) and we are investing time and resource as we work towards the next Research Excellence Framework. We are firmly committed to our actions and strategies outlined in our 2017-18 Outcome Agreement, and will continue to build upon these during the forthcoming year. We will continue to update the website stating the University's position and commitment to research ethics and integrity, including through the Concordat and signposting key policies and procedures, and learning and development materials. We will also continue to operate the [Research Ethics and Integrity Review Group](#) to raise the profile of integrity and act as a forum for any issues that arise, and to ensure annual reports are completed to a high standard. In accordance with best practice as set out in the UUK Concordat, the University of Edinburgh now produces an annual statement on research integrity and ethics.

Activities

22. Much of our activities for 2018-19 are focussed on REF2021 and we are engaging with colleagues across the University to allow us to make the best REF submission possible and build on our previous REF successes.

23. Our aim is to sustain our position as 4th in the UK in research power drawing on local, European and global collaborations. We continue to invest in a diverse portfolio of disciplines across our three colleges, maintaining a supportive research environment that provides researchers across the University with the chance to create excellent research outputs and realise impacts from their research beyond academia. This includes infrastructure such as the PURE system to support open access and excellent research management information, guidance and training coordinated through the Institute for Academic Development, and pre and post award research grant support at central and college level. Investments in interdisciplinary areas, including [Data Driven Innovation](#), such as through the [City Deal](#) and [Edinburgh Futures Institute](#), will realise long-term benefits in impacts beyond the scope of REF2021 while forming important parts of our forward strategy for REF environment statements.

24. The University of Edinburgh, as of September 2017, has been awarded over 137m Euro in Horizon2020 awards. The highest level of awards to any HEI in Scotland, 5th in the UK and 6th amongst all participating institutions.

Edinburgh Futures Institute

25. [Edinburgh Futures Institute](#) has been established to do new kinds of interdisciplinary research, partnered with industry, to tackle complex societal problems, and develop a whole new portfolio of postgraduate and undergraduate programmes to teach students about current pressing and critical themes. The new Institute which will be based in Edinburgh's historic [Quatermile](#) development area, transforming the unoccupied Edinburgh Royal Infirmary into a state-of-the-art educational hub. EFI will be a home to a range of world-leading research groups looking at cultural, technological, political,



social and managerial challenges. It will provide flexible space for partners alongside more permanent research centres that will anchor the Institute's outputs.

26. We have already confirmed the following research groups as part of the Institute:

- **The Academy of Government**
This supports new forms of teaching and research in government, politics and public policy and aims at providing policy makers with an understanding of how government happens and how policies are made, whether in local, national or international contexts.
- **The Centre for Future Infrastructure**
The Centre will be a world-class centre of excellence on infrastructure systems, combining knowledge and expertise within the University's expertise in engineering, informatics, architecture, social and political studies and business school. The CFI will host a city and regional infrastructure database at the Edinburgh Parallel Computing Centre that will help researcher and innovators working with city and regional administrators to inform and significantly improve decision-making.
- **The Institute for International Cultural Relations**
The IICR was established in 2013 to explore how global cultural interactions in areas such as the arts, education, sports and political economy can have an impact. Through programmes and research it promotes a better understanding of how to bridge the gap between diverse global cultures when engaging in political and cultural diplomacy.
- **The Wellcome Trust Programme for Biomedicine, Self and Society**
The Programme aims to understand and influence the dynamic relationship between biomedicine, individuals and society. It will deliver imaginative and innovative solutions on these issues by bringing together social science, law and bioethics to engage with biomedicine and shape new kinds of knowledge and more effective forms of action.
- **Edinburgh Global**
Edinburgh Global leads the University's international strategy and global engagement. It supports and delivers collaborative, strategic projects and initiatives and provides professional services which underpin global partnership, go abroad and exchange, student recruitment, support and visa advice. As well as the Edinburgh office, Edinburgh Global has regional centres in Mumbai, Beijing, Singapore, Santiago and New York.
- **Global Academies**
Our Global Academies cross boundaries in research and teaching, adopting a multi-disciplinary, collaborative response to challenging global issues. The University has five Academies: Global Health Academy, the Global Development Academy, The Global Justice Academy, The Global Environment & Society Academy and the Global Academy of Agriculture and Food Security

Global Academy of Agriculture and Food Security

Our Global Academy of Agriculture and Food Security brings together experts together to find solutions to the world's key food issues. Our Global Academy works to improve the effectiveness and sustainability of agri-food systems – vital to tackling the challenges of global population growth, rapid urbanisation, food and environmental security, and diet and health. Our mission is to provide world-leading research, innovation, education, training and consulting, in support of global food and environmental security, sustainable rural development, and animal and human wellbeing. Staff at the Academy will capitalise on Edinburgh's research excellence in science and medicine, much of it in disciplines at the leading edge of scientific inquiry. Teaching will also play a pivotal role in helping the Academy achieve its objectives, and will offer a range of undergraduate and postgraduate courses that build on the University's reputation for online distance learning and face-to-face teaching. The Academy works closely with Scotland's Rural College and a range of partners in the UK and across Africa, Asia and Latin America, including universities, charities NGOs and industry.

Priority 4 Effective knowledge exchange and innovation including excellent collaboration between universities and industry

Context

27. 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, and 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. We aim to make our academic expertise more available to industry through better online information about our research specialities. We also employ entrepreneurs-in-residence with expertise in specialist areas.

III. Innovation and Entrepreneurship

Through our Innovation and Entrepreneurship pillar, we have the underlying aims of creating opportunities for engagement executives to learn from industry, including learning about routes to market. We support pathways to strategic relationships, from single transactional relationships through to integrated partnerships, as well as focussing on income from our high-value intellectual property. We also aim to grow and develop our own venture fund.

Activities

City Deal

28. Whilst we remain committed to building on the work outlined in previous Outcome Agreements under this Priority, our recently announced success as part of the Edinburgh and South East Scotland [City Region Deal](#) and the University Innovation Fund is the focus of this section.



Our participation in the City Deal is unique, challenging and far-reaching and our commitment to the life and wellbeing of the city of Edinburgh is evident. As a crucial player in City Deal, we will work with partners in government, industry and other local universities to create and nurture a vibrant cluster of activity based on data science.

29. The City Deal will develop and encourage new entrepreneurs to form high growth companies, and engage with existing companies and the public sector to apply data expertise and help deliver high quality products and services. In turn, this will have an impact on society, which is the focus of our Strategic Plan. Our involvement in the emerging discipline of data science impacts on many cross-cutting areas of our work, including health

and social care, agriculture and robotics, as well as public services, finance, tourism and the creative industries. The programme of activities will also support new high growth areas of the economy – such as the Fintech sector – through our latest research, and improve the wellbeing and care of those with long-term health problems.

30. With the University at its centre, the City Deal's data driven programme will give businesses and people in Edinburgh and its surrounding areas maximum advantage in the data revolution. Being part of this, we will seek to equip young people from all backgrounds to succeed in the digital economy, to enable them to develop the skills to better use and apply data in their personal and working lives. The University can make a significant contribution to the City Deal linked to Innovation Hubs such as the Quartermile development, Data Technology Institute, Easter Bush campus and the successful model of four-way partnership involved in the BioQuarter site. The University of Edinburgh's significance, impact and the scale of its estates vision over the next decade has contributed to our role in the City region deal.
31. Over 10 years, the University and its partners will train 100,000 people in the application of data across the region's major industry sectors. We will work with the private and public sectors to grow awareness of data science's implications. The DDI programme will also help people in the wider community to understand the benefits and challenges associated with the use of data, enabling them to make use of novel public and commercial services. In Scotland, data analysis has already driven improvements in care for patients with diabetes, resulting in a 40 per cent reduction in amputation rates and blindness. In the Edinburgh city region, companies have adopted data-driven innovation to great effect, creating the third-highest density of high value technology start-up firms in the world.
32. The Scottish Government's emphasis on 'inclusive' growth has led to the development of a number of collaborative opportunities emerging from working on a region-wide scale, including discussions with Midlothian Council on how our pedagogical and technical expertise might support their roll-out of specialist 'Centres of excellence' in digital skills and STEM, and with Borders and Fife Councils on how City Deal-funded business parks can engage in the Data-Drive Innovation Programme.
33. Within the University, capital investment projects in the DDI Programme will be located in each of the three Colleges, and the programmes of activity to be developed in each project will stretch across the three Colleges (and within them a majority of Schools in the University), as well as the three Support Groups. To provide the necessary oversight and coordination for such a complex, university-wide initiative, we have established a City Deal Executive Governance Group. The Group meets roughly monthly, and along with discussion of progress on Outline Business Cases, the Group has considered the region-wide City Deal governance mechanisms as they have been clarified, discussed intelligence on the wider process gleaned from the two governments, and set in motion a stakeholder engagement and communications strategy for the Data-Driven Innovation Programme. We have also established internal mechanisms to ensure effective implementation of the University's part of the City Deal.

University Innovation Fund

34. 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 led research and informed education aligned with national and international employer requirements improving student experience and employability.
35. The University is also innovating internally in promoting streamlined business access to the University by adoption of common contracts and use of refined internal processes to accelerate and improve the business and academic client experience.
36. 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 of 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 to across the University community.
37. 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. This spans aerospace to agriculture, health, environment, justice and security. Of critical importance is the ubiquity of data driven innovation in all sectors especially finance, manufacturing and healthcare, especially relevant to an ageing population.

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.

38. The University will continue to work with agencies of economic growth, Interface and engage with the Innovation Centres as important nodes in the national innovation landscape.
39. Additionally, the University of Edinburgh continues its commitment to engage fully and directly 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.
40. This commitment spans major University investment in the University estate and in new resource with objectives of growing externally led research and informed education aligned with national and international employer requirements so demonstrating innovation based improvements in student experience and employability.
41. Cognisant of and guided by national and international priorities and opportunities afforded by the [UK Government Industrial Strategy White Paper](#) and the Priority Themes from Scotland's [Manufacturing Action Plan](#) and others, the University is investing in new resource, estate and finance.
42. Improved external and internal client experience is driving this continued investment in infrastructure and resources, including new industry-facing professional-grade staff and

innovative new approaches to business development. This includes a process review to ensure that these fit with requirements of business.

43. The recently announced Edinburgh and South East Scotland City Region Deal will deliver a further step change in collaboration and partnership with business, agencies of economic growth and the public. Data Driven Innovation is at the centre of the Fourth Industrial Revolution and the University's pivotal role in establishing Edinburgh as the Data Capital of Europe will see industry engagement grow significantly in a number of nationally important fields, notably artificial intelligence, robotics, health informatics and especially in the financial sector.

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.

44. An ongoing review of University business processes is underway, redefining the interface with industry and entrepreneurs around contracting, intellectual property management and new company creation. New and refined processes are being introduced throughout the University. These are also being tailored to suit commercialisation of University investment in momentum projects in strategically important areas and leading technology offerings.
45. These span communications, energy, synthetic biology and digital health as well as established investments in the Artificial Intelligence Applications Institute, the Edinburgh Centre for Carbon Innovation, the Usher Institute, the Bayes Centre and Edinburgh Futures Institute. Significant investment in these areas is stimulating demand from high profile Scottish, UK and international companies in areas delivering high economic and social impact.

Outcome three (simplification / greater innovation 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).

46. The University will continue collaborations with agencies of economic growth, it will continue to host Interface and work with the network of Innovation Centres – hosting the Data Lab. Partnerships with other universities include but are not limited to Converge Challenge supporting Enterprise Campus and other initiatives.
47. A simplified innovation landscape with greater cohesion in approach and alignment with policy and sector issues will be sustained by membership of Universities Scotland Research and Commercial Directors Group and promoting harmony of approach through Universities Scotland Spin-Out Support Group.

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.

48. The University continues to lead the sector in supporting entrepreneurs and delivering entrepreneurial outcomes including new company formations. Continuing University investment in the Launch.ed programme provides all students with access to a depth of support across a range of areas. Launch.ed has set standards internationally and has achieved record levels of staff and student engagement resulting in drawdown of public sector funding

interventions across the Scottish Enterprise portfolio of support and Enterprise Fellowships offered by the Royal Society of Edinburgh and others.

49. New business processes for handling spin-out company intellectual property are removing barriers and accelerating outcomes and strategic investor partnerships is introducing new and significant capital into the University's companies – and into the wider Edinburgh entrepreneurial ecosystem.
50. The University's continued commitment to deliver and grow the "Engage Invest Exploit" investment conference puts it at the heart of that Edinburgh entrepreneurial ecosystem – an ecosystem that has emerged as the most significant outside of the south east of England. The University's lead role in the Edinburgh City and Region Deal will drive its performance and social and economic impact to new levels as a result of both high-growth company formation from within the University and shared benefits to the wider community.

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).

51. The University's extensive international networks underpin the work of "Edinburgh Global" including investing in the establishment of "Global Academies." Each such academy is multi-disciplinary approach to addressing challenging issues in globally important fields such as agriculture and food security health, environment, finance and justice.
52. By positioning the University at the heart of the global discussions on Health; Development; Justice; Environment and Society; and Agriculture and Food Safety, the Global Academies will deliver unprecedented influence and social and economic impact in globally significant fields for the University and for Scotland.
53. Further, by exploiting its reputation as a world-class research and teaching institution, the University is building its international network through major industry engagement programmes in partnership with Scottish Development International and other partners. Growing traction with major international companies is leading to increased inward investment and export growth.

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.

54. In line with its [Strategic Plan](#) 2016, the University continues to build and strengthen its relationships and information exchange with the City and our communities. The University's central role with the [Beltane Public Engagement Network](#) continues to grow public engagement opportunities. Further, the University "Living Lab" initiative in partnership with Edinburgh Living Lab, applies academic and student research capabilities to solve social and sustainability issues relating to the University's infrastructure and practices.
55. Further, a recent review and rework of the University Endowment Investment Strategy has created a new strategic priority for a proportion of investments made with an early impact.

An example is a £1M investment into Big Issue Capital, the social investment arm of the Big Issue Group, which aims to break down poverty and create opportunities for people and communities around Britain.

56. Support for social enterprise has also increased markedly with new staff, resources and programmes introduced to create a pipeline of companies emerging from the University that apply its knowledge and innovations to deliver social change and a more equal society.



Mercia Technologies partnership

The University has recently signed a partnership agreement with investment company Mercia Technologies PLC to encourage the funding of innovations at the University. Mercia has earmarked significant funding that can be invested in technologies and business opportunities developed by the University. The deal will offer mutual benefits to the University and Mercia Technologies through potential investments and demonstrates our successful work with commercial partners to bring funding opportunities into the University and to boost the impact of our work. It also helps us to pursue our ambition to be a global leader in industry engagement. The partnership is an important part in the University's mission to increase its role in local, regional and national innovation, such as the City Region Deal.

Priority 5 Ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance

57. We are fully compliant with the Principles of the Scottish Code of Good Governance. The University will continue to actively monitor its compliance with the Code and ensure that any future revisions to the Code are implemented in full.
58. We will be fully compliant with the new Higher Education Governance (Scotland) Act 2016 by 30 December 2020. The new Act requires significant change to the Senate at Edinburgh which currently has a large and majority non-elected composition which includes all professors. Whilst students currently attend Senate with 'associate membership', they are not formally members of Senate. The new Act requires over 50 per cent of Senate members to be elected, and 10 percent of members to be elected students.
59. We have consulted and considered various options for the composition of Senate to comply, and we have consulted on a model which would best enable Senate to function effectively. At its meeting in February 2018, Senate was presented with the outcome and result of the University-wide consultation on the recommended model for Senate to comply with the Higher Education Governance (Scotland) Act 2016. The majority of respondents to the consultation supported the recommended model of a Senate of around 300 members.
60. Now that agreement has been reached on the model for Senate, this will form the basis for the ordinance pertaining to the constitution of Senate, to replace Ordinance 204, which sets out the current composition of Senate. This draft ordinance will be subject to the internal approval process for ordinances, before being submitted to the Privy Council for approval. It is anticipated that the new ordinance will take effect in the summer of 2020 with the University being fully compliant with the Act by 30 December 2020.
61. We have a robust committee structure in place, and through our committees we provide appropriate assurances to Court on matters relating to governance, financial systems, internal control and risk management. Our University Executive (which is our senior management group) contributes to the development of the University's strategic objectives and to oversee their implementation and delivery. Court is the University's governing body and is the legal persona of the University.

Activities

Leadership in Environmental and Social Sustainability

62. We are committed to integrate social responsibility and sustainable issues into the mainstream of University life and we are ambitious in our plans over the next few years to make further progress. We have already made significant progress across our strategic ambitions, reporting, financial strategy, events and student experience, inductions and training, amongst others. The University of Edinburgh has a significant range of actions underway to meet its commitment to making a 'significant, sustainable and socially responsible contribution' and to meeting its legal duties under the Climate Change (Scotland) Act 2009 and other environmental, procurement and supply chain legislation. We remain committed to social responsibility and sustainability with a clear commitment to this in our [Strategic Plan](#) 2016. In 2017 we bid for and were successfully awarded funding from

SFC's University Carbon Reduction Fund. The programme of work includes a mix of energy efficiency measures and renewables projects, which will collectively deliver significant carbon and energy savings for the University.

63. In 2016 the Department for Social Responsibility outlined its [vision and strategic plan](#) through to 2020. Our strategy supports the wider University [Climate Change Strategy](#) (Autumn 2016) and the SRS Strategy which we are currently updating.

64. The Social Responsibility and Sustainability issues which we are focussing on over the next few years are our:

Strategic ambitions

65. We are focusing on ensuring that SRS issues remain prominent in the University's strategic ambitions. Our SRS and Governance and Strategic Planning departments are working together to ensure that SRS reporting and the University's [Strategic Plan](#) 2016 reporting framework complement each other. We have also made good progress in integrating across the University issues on estates thinking, investment strategy and IT strategy.

66. We are working on our reporting framework, including matters relating to waste and resources, social impact measurement, human rights, modern slavery and SRS issues in supply chains, and community engagement. Our Finance department is pursuing an integrated approach to reporting to incorporate not only financial capital but also human, social, intellectual, and natural capital. We are undertaking further work to build the underlying intellectual framework for SRS issues, and the 'value creation' model. Further work is required to consider how learning, teaching and research relate to SRS objectives at a strategic level.

67. We are anticipating publishing our new SRS strategy in 2018 which will provide an opportunity to explicitly state how SRS directly contributes to the University's 'value creation model', as well as addressing key strategic priorities such as student experience, learning and teaching and research with impact. A long-term vision for SRS at the University needs to be developed, as well as a key set of short-term rolling indicators for SRS issues.

Communications

68. The University of Edinburgh has a decentralised approach to communications and in the coming years we plan to integrate our reporting and communications so that activities and reporting is done on a regular basis. Community engagement and community benefit will be a priority along with climate change and communications on the '[Zero by 2040](#)' ambition in terms of both internal and external stakeholders.

69. We are continuing work to improve community engagement and Corporate Services Group communications, involving staff, student networks and links with community partnerships to tell our stories.

Governance and key committees

70. We will be refreshing the remit and members of our Sustainable Operations Advisory Group (SOAG) to identify successful value added to some of our new SRS committee themes on fair

employer, equality and diversity, widening participation and public engagement. We are also considering developing further links between the SRS committee and governance structures covering learning and teaching, as well as research.

Policies, guidance and advice

71. We have worked with the University's Procurement Office and are the first organisation to make use of a suite of sustainable procurement tools developed by the Scottish Government to assess SRS risks and opportunities relating to five key commodity areas. We are now working on implementing a strategic approach to embedding issues identified into procurement processes, and supplier engagement.

Training and induction of new staff

72. Our [Sustainability Awards](#) offers opportunities for staff and students to contribute in their own offices and laboratories. At the end of 2016/17, 30 offices and 12 laboratories had participated in the awards along with student societies and residences. SRS also offers training for all staff and students who are interested in learning how to work and live in a more sustainable way.
73. The SRS Department is working to support integration of SRS within staff and student inductions as part of learning and development plans. We will seek to ensure that staff are supported with the awareness, knowledge and skills to contribute to SRS in their areas of work and that efforts are celebrated and encouraged. We are aiming for 100% of staff inductions at the University to include SRS, that 20% of staff participate in the 'be Sustainable' online course or in a workshop to take forward the recommendations of the scoping research carried out with Learning for Sustainability Scotland to provide additional support for staff learning and development.

Learning, teaching and research

74. We have been recognised in the sector for our approach to the University as a Living Lab, which involves student and academic researchers working with operations staff to explore and develop solutions to practical SRS challenges on campus and in our wider sphere of operations. We have moved from coordinating a small number of student Living Lab projects, to demonstrating a strategic approach through an online Living Lab toolkit and a database of projects.
75. To support the University's strategic commitments, as well as the Scottish Government's ambition to build community participatory capacity, a pathway model for social enterprise was piloted during 2016-17, with further plans to deliver pathways for global citizenship, sustainability, leadership through innovation and design for well-being in the coming academic year. This approach utilises many established courses and activities, providing an immediate opportunity to outreach to a wider student audience.
76. We have future plans to develop a climate research hub, more effective communications of ongoing SRS research and teaching, living lab ambitions to grow, make a case to consider funds for placements and community outreach, Chancellor's Fellows or other recognition mechanisms. There are also opportunities to support the Global Academies to develop multidisciplinary research.

77. We also plan to build on the learnings of the European Sustainability Auditing Project, including the development of the first [Student Led, Individually-Created Course](#) (SLICC), by offering more opportunities for students to critically engage with SRS issues through flexible models of learning.

Student experience, events and welcome

78. An immediate priority for our SRS department is to develop a variety of opportunities for students to engage in SRS projects, addressing the high level of interest in these issues amongst the student community. We have developed the [SRS Student Project Grant](#) to provide small amounts of funding for student groups or societies looking to develop and implement projects around SRS issues.
79. We provide opportunities for students, staff and the local community to critically engage with SRS issues through its events. This includes delivering the University's main public lecture series [Our Changing World](#), events for [Welcome Week](#), for the [Festival of Creative Learning](#) and for the [Edinburgh International Science Festival](#). During 2016-17, over 4,500 individuals attended our events.
80. We have further ambitions to integrate SRS across student inductions in academic schools and to grow the number of students completing volunteering roles and placements on SRS issues. We are also working to develop further opportunities to deliver events in collaboration with partners, linking in to [Edinburgh Global](#), [Development and Alumni](#) and public engagement stakeholders.

Community engagement

81. Community engagement is undertaken across the whole University, however there is a recognition that central support will enable the University to make a significant, sustainable and socially responsible contribution go Edinburgh's many communities. Our future ambitions links with the University's [Strategic Plan](#) objectives of [Leadership in Learning](#), [Leadership in Research](#), and our [Development Themes](#), including [Contributing locally](#).

Schools visions, planning, reporting and benchmarking

82. We have recognised a need to provide school-specific performance information, and are currently piloting an internal benchmarking framework which aims to support academic schools and support groups to improve their social responsibility and sustainability performance. The framework provides a strategic overview of performance and identifies opportunities to further mainstream SRS issues into operations and policy.
83. We also participate in external reporting and benchmarking, for example AUDE green scorecard, submission to award applications (e.g. Green Gown), and undertake Principles of Responsible benchmarking and reporting. We are working hard to ensure that whilst SRS is interwoven within all of our activities, we will continue to find ways to ensure that SRS is supported using, amongst other tools, the Awards programme and staff and student learning and development.



In 2017, [Edinburgh Centre for Carbon Innovation](#) (ECCI), based at the University, was named the official partner of Climate KIC in Scotland. ECCI will support Climate-KIC in its role as Europe's largest public-private innovation partnership focused on climate change. Scottish entrepreneurs have the opportunity to bid for funding and dedicated support through the Climate-KIC Centre, which is supported by the European Union. ECCI is one of four centres in the UK and Ireland, and the first in Scotland, for Climate-KIC, which seeks to help tackle climate change through partnership between the private, public and academic sectors. The Scottish centre will focus on developing low-carbon in the use of data and on the themes of rural areas and water.

Climate change

84. The University's [Climate Strategy 2016-2026](#) was developed following an extensive review and we are committed to become zero carbon by 2040. The University's Climate Strategy lays out a comprehensive whole institution approach to climate change mitigation and adaptation in order to achieve its ambitious targets. To meet the changes signed in the Paris Agreement 2016, and to support Scotland's the world's transition to a low carbon economy, the University of Edinburgh will reduce its carbon emissions per £ million turnover by 50% from a 2007/08 baseline, we will return our carbon emissions to 2007/08 baseline year levels by 2025 and we will become a net zero carbon university 2040. Following recommendations from the [University's Renewable Energy and Low Carbon Options Review Group](#), the University will announce its decision on further investments and future plans in renewable technologies, such as solar and wind. In addition, further work is being carried out to understand the carbon impact of potential new facilities being considered as part of the University's estates development plan. Medium and long term absolute carbon targets are included in the University's Climate Strategy 2016-26, which makes the commitment for Edinburgh to become a net zero carbon university by 2040.
85. To allow us to meet these obligations, we will use our five campuses as living laboratories for learning and to test innovative ideas that can be replicated elsewhere. We run a number of programmes to help individual departments more socially responsible and sustainable. We provide tailored support and advice, including energy audit, reports and funding support, as well as running engagement and awareness raising sessions across the university. We run [a Sustainable Campus Fund](#) for anyone in the University to propose and run projects that could reduce the University's impact on the environment. Our Sustainable Campus Fund is an internal investment vehicle that provides financing to parties within the University for implementing energy efficiency, renewable energy and other sustainability projects that generate cost savings. This fund is delivered by the Department for Social Responsibility and Sustainability in partnership with Estates.

Equality and Diversity

86. The University has launched its [Equality Outcomes Action Plan 2017-21](#) which sets challenging equality outcomes to further the University's strategic priorities and Equality and Diversity Strategy, and to meet the requirements of the Scottish regulations under the Equality Act 2010. The University has recently extended its living wage pledge, stemming from the University's recent accreditation as a Living Wage employer. The University will extend the benefit to regular contractors as well as its employees, and this move has been

approved by the Poverty Alliance, which delivers the Living Wage accreditation scheme in Scotland, in partnership with the Living Wage Foundation.

[Warp It](#)

In 2014, the University embarked on a trial of Warp It, an online platform similar to eBay that allows staff within an organisation to redistribute surplus goods, and allows others to claim these goods, either exchanged or sold between departments, whilst remaining within the University ownership. By reusing unwanted items, instead of buying, we are reducing the waste we send to landfill, cutting our carbon emissions and saving natural resources. Savings are calculated based on the money saved from not needing to buy new equipment, and purchasing or disposal costs. We also measure the CO2 saved, staff time and donations the organisation has made to charity. In 2016 we made savings of £100,813, 147m700 kg of CO2 saved and 13,692kg of waste avoided.

Cross cutting themes

87. Partnership working is important to us. We recognise the value of creating innovative local and global partnerships, developing research collaborations, enhancing mobility, capacity building and leveraging new funding streams. Many of the top 20 Universities in the QS World University Rankings are our partners, and we seek partnerships that will enhance our reputation and provide opportunities to develop world-leading research. We are well connected across the globe and have a long history of global collaboration and partnership across our teaching and research activity. We're members of several international groups, including Universitas 21, the Coimbra Group and the League of European Research Universities (LERU). Our collaborative activity on a global and local stage allows us to undertake cutting edge research and be at the forefront of advances in medicine and technology. The University hosts five Global Academies in Agriculture and Food Security, Development, Environment and Society, Health and Justice.
88. The Global Academies have supported a rich online and blended postgraduate environment, and opened access to almost 2.5 million learners through their 36 MOOCs, reaching 187 countries.

At risk groups

89. In its guidance, SFC outlined a number of 'high risk' groups where universities could do more to improve access to higher education. For some of these risk groups, the University already has measures in place allowing these groups to gain admittance to and be supported through their studies at the University. For example, for several of the risk groups outlined, our [contextual admissions](#) policy and our [Widening Participation](#) policies would apply. Our [Mental Health Strategy](#), launched in 2017 provides a framework to promote good mental health for all students. The strategy outlines that the University should be 'an environment which enables and supports our students to flourish', and has the twin aims of ensuring that:
- The University is recognised as a community which promotes the good mental health of its students and treats all students with respect and empathy
 - Students who experience mental health difficulties at the University of Edinburgh are well supported.
90. We have an implementation group which is taking forward the strategy over the period 2017-2020.

Contextualised admissions

91. Under the University's widening participation pledge we welcome applications from students with diverse backgrounds. We are committed to admitting the very best students who demonstrate the potential to benefit from, and contribute to, the academic experience we offer. Equality of opportunity is entrenched in our selection process and we recognise that applicants have differing backgrounds and experiences and that not everyone has an equal opportunity to demonstrate their potential with their school or college qualifications alone. It is for this reason that we consider certain data and information in our selection process to help us identify applicants whose academic grades may not be a true reflection of their potential to succeed at university.
92. We now have an online contextual admissions checker for all students considering applying for an undergraduate degree programme, allowing prospective applicants to check their eligibility for a contextual flag which triggers additional consideration in the admissions process. We are the first university in the UK to provide this upfront automated service around contextualised admissions.
93. In advance of the 2019-20 application cycle we have introduced the concept of access thresholds for our widening participation and care experienced applicants. This approach will be reinforced with the launch of the new Widening Participation Strategy in the Spring.

Care experienced learners

94. We welcome applications from students with a background in care, and we are committed to doing all that we can to help students with a care experience apply to, and successfully study at the University. We provide advice and guidance to help prospective students through the applications process, and we offer support once a student has joined the University. We provide financial assistance to care experience students or year-round access to University accommodation.
95. We have made a pledge to make an offer of a place to any care experienced applicant who meets the minimum entry requirements for the programme to which they have applied. Once an offer is made, our Widening Participation team will contact the student with information about support available, including help in accessing available bursaries, grants, or other forms of funding. We are committed to giving students who receive the Care Experienced Student Bursary from SAAS the Edinburgh Scotland Scholarship, whilst care experienced students from England, Wales or Northern Ireland may be eligible for the University of Edinburgh Scholarship. We endeavour to maintain contact with a care experience student through their university career to ensure that they are being appropriately supported.

British Sign Language

96. The University is in the process of establishing a working group on British Sign Language to explore barriers to participation around the University for deaf students and staff. The University is working towards producing its own BSL plan by the end of academic year 2017-18, to promote the use of BSL around the University and celebrate sign language as a culture. The plan will explore ways of improving life, study and work for deaf BSL users at the University.

Gaelic Language Plan

97. We remain committed to our [Gaelic Language Plan 2013-18](#) and we recognise that if Gaelic is to be revitalised as a living language in Scotland, a concerted effort on the part of the government, the public and private sectors, community organisations and individual speakers is required to enhance, promote and encourage increased use of Gaelic. We are committed to our four core areas of service delivery, namely identity, communications, publications and staffing.

Annex 1

SFC Outcome Agreements 2018-19 to 2020-21: national measures data table

(*denotes priority measure)

| | 2015-16 baseline | 2018-19 Target | 2019-20 Target | 2020-21 Target | |
|---|---------------------|-------------------|-------------------|-------------------|---|
| Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance | | | | | |
| Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing | | | | | |
| Scotland-domiciled HN entrants from college to UG programmes | 76 | 85 | 85 | 85 | * |
| Scotland-domiciled HN entrants from college to UG programmes with advanced standing | 21 | 23 | 23 | 23 | * |
| Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing | 27.6% | 27.0% | 27.0% | 27.0% | * |
| Measure 2: Deprivation - The number and proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes | | | | | |
| Total number of SDUEs with known postcode | 2,190 | 1,944 | 1,949 | 1,949 | * |
| 2a: SDUEs from 20% most deprived postcodes | 133 | 169 | 181 | 195 | * |
| Additional CoWA measure: full-time first degree SDUEs from the 20% most deprived data zones | | 164 | 175 | 189 | |
| 2b: SDUEs from 40% most deprived postcodes | 379 | 350 | 361 | 361 | |
| 2a: Proportion of SDUEs from 20% most deprived postcodes | 4.1% | 8.7% | 9.3% | 10.0% | * |
| Additional CoWA measure: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones | | 8.7 | 9.3 | 10.0 | |
| 2b: Proportion of SDUEs from 40% most deprived postcodes | 17.3 % | 18.0% | 18.5 % | 18.5% | |
| Measure 3: SHEP Schools - The number and proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education) | | | | | |
| Total SDUEs | 2,199 | 1,944 | 1,949 | 1,949 | |
| Number of SDUEs from SHEP schools | 174 | 185 | 185 | 185 | |
| Proportion of SDUE from SHEP Schools | 7.9% | 9.5% | 9.5% | 9.5% | |
| Measure 4: Protected Characteristics - The number and proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers | | | | | |
| Gender | | | | | |

| | 2015-16 baseline | 2018-19 Target | 2019-20 Target | 2020-21 Target |
|----------------------------------|---------------------|-------------------|-------------------|-------------------|
| Number of Male SDUEs | 864 | 777 | 799 | 819 |
| Number of Female SDUEs | 1,334 | 1,167 | 1,150 | 1,130 |
| Number of Other SDUEs | 1 | 1 | 1 | 1 |
| Male Proportion | 39.3% | 40% | 41% | 42% |
| Female Proportion | 60.7% | 60.0% | 59.0% | 58.0% |
| Other Proportion | 0.0% | 0% | 0% | 0% |
| Age | | | | |
| Number of Under 21 SDUEs | 1869 | 1,652 | 1,657 | 1,657 |
| Number of 21 and over SDUEs | 330 | 291 | 292 | 292 |
| Under 21 Proportion | 85.0% | 85% | 85% | 85% |
| 21 and over Proportion | 15.0% | 15% | 15% | 15% |
| Ethnicity | | | | |
| Number of White SDUEs | 1985 | 1,749 | 1,754 | 1,754 |
| Number of BME SDUEs | 187 | 175 | 175 | 175 |
| Number of Other | 27 | 20 | 20 | 20 |
| Proportion - White | 90.3% | 90% | 90% | 90% |
| Proportion - BME | 8.5% | 9% | 9% | 9% |
| Proportion - Other | 1.2% | 1% | 1% | 1% |
| Disability | | | | |
| Number - No Known Disability | 1969 | 1,730 | 1,734 | 1,734 |
| Number - Disability | 230 | 214 | 215 | 215 |
| Number - Not known / refused | 0 | 0 | 0 | 0 |
| Proportion - No Known Disability | 89.5% | 89% | 89% | 89% |
| Proportion - Disability | 10.5% | 11% | 11% | 11% |
| Proportion - Not known / refused | 0.0% | 0% | 0% | 0% |
| Care Leavers | | | | |
| Number - Care Leaver | 6 | 6 | 6 | 6 |

We have updated our contextual admissions policy to include all care experienced students and not just care leavers.

*

| | 2015-16 baseline | 2018-19 Target | 2019-20 Target | 2020-21 Target | |
|--|---------------------|-------------------|-------------------|-------------------|---|
| Number - Not a Care Leaver | 2,184 | 1,938 | 1,943 | 1,943 | |
| Proportion - Care Leaver | 0.3% | 0.3% | 0.3% | 0.3% | * |
| Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two | | | | | |
| Figs used as baseline for this measure | | 1,937 | 1,874 | 1,879 | |
| Deprivation | | | | | |
| MD20 full-time first year SDUE | 135 | 156 | 159 | 175 | * |
| MD20 full-time first year SDUE Retained | 124 | 144 | 146 | 161 | * |
| Proportion MD20 retained | 91.9% | 92.3% | 92% | 92% | * |
| MD20/40 full-time first year SDUE | 369 | 374 | 333 | 343 | |
| MD20/40 full-time first year SDUE Retained | 337 | 344 | 306 | 316 | |
| Proportion MD20/40 retained | 91.3% | 92% | 92% | 92% | |
| Gender | | | | | |
| Male entrants | 820 | 755 | 731 | 732 | |
| Males Retained | 751 | 695 | 673 | 674 | |
| Proportion of Males retained | 91.6% | 92% | 92% | 92% | |
| Female entrants | 1158 | 1,182 | 1,143 | 1,147 | |
| Females Retained | 1103 | 1,135 | 1,097 | 1,101 | |
| Proportion of Females retained | 95.3% | 96% | 96% | 96% | |
| Age | | | | | |
| Under 21 Entrants | 1751 | 1,714 | 1,659 | 1,663 | |
| Under 21s Retained | 1652 | 1,628 | 1,576 | 1,580 | |
| Proportion of Under 21s retained | 94.3% | 95% | 95% | 95% | |
| 21 and over Entrants | 227 | 223 | 215 | 216 | |
| 21 and over Retained | 202 | 201 | 194 | 194 | |
| Proportion of 21 and over retained | 89.0% | 90% | 90% | 90% | |
| Ethnicity | | | | | |
| Entrants - White | 1832 | 1,794 | 1,735 | 1,740 | |
| White - Retained | 1714 | 1,686 | 1,631 | 1,636 | |

| | 2015-16 baseline | 2018-19 Target | 2019-20 Target | 2020-21 Target | |
|--|---------------------|-----------------------|-----------------------|-----------------------|---|
| Proportion retained - white | 93.6% | 94% | 94% | 94% | |
| Entrants - BME | 140 | 123 | 119 | 119 | |
| BME - Retained | 134 | 118 | 114 | 114 | |
| Proportion retained - BME | 95.7% | 96% | 96% | 96% | |
| Entrants - Ethnicity not known | 6 | 20 | 20 | 20 | |
| Not known / refused - Retained | 0 | 20 | 20 | 20 | |
| Proportion retained - Ethnicity not known | 100.0% | 100% | 100% | 100% | |
| Disability | | | | | |
| Entrants - No Known Disability | 1802 | 1,762 | 1,705 | 1,710 | |
| No Known Disability - Retained | 1691 | 1,656 | 1,603 | 1,607 | |
| Proportion retained - No Known Disability | 93.8% | 94% | 94% | 94% | |
| Entrants - Disability | 176 | 175 | 169 | 169 | |
| Disability - Retained | 163 | 166 | 157 | 157 | |
| Proportion retained - Disability | 92.6% | 93% | 93% | 93% | |
| Entrants - Not known / refused | 0 | | | | |
| Not known / refused - Retained | 0 | | | | |
| Proportion retained - not known / refused | | | | | |
| Care Leavers | | | | | |
| Entrants – Care leavers | 35 ¹ | 6 | 6 | 6 | * |
| Care Leavers Retained | 31 | 6 | 6 | 6 | * |
| Proportion retained - Care Leavers | 88.6% | 100% | 100% | 100% | * |
| Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy | | | | | |
| Measure 6: Retention - The number and proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two | | | | | |
| | | (2017-18 entrants) | (2018-19 entrants) | (2019/20 entrants) | |
| Total number of full-time first year SDUE | 1,978 | 1,937 | 1,874 | 1,879 | |

¹ The Care leavers data for 2015-16 is over-stated. Care leavers data is now subject to a more robust verification process providing more accurate data.

| | 2015-16 baseline | 2018-19 Target | 2019-20 Target | 2020-21 Target |
|--|---------------------|--|-------------------|-------------------|
| Number of full-time first year SDUE retained | 1,854 | 1,820 | 1,762 | 1,766 |
| Proportion retained | 93.7% | 94% | 94% | 94% |
| Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey | | | | |
| % Satisfaction | 80 | 83 | 84 | 86 |
| % benchmark | 85 | 86 | 86 | 86 |
| +/- from benchmark | -5 | -3 | -2 | 0 |
| Measure 8: STEM - The number and proportion of Scotland-domiciled undergraduate entrants to STEM courses | | | | |
| Proportion of SDUE to STEM courses | 35.2% | 36% | 36% | 36% |
| Number of SDUEs to STEM courses | 774 | 697 | 674 | 676 |
| Measure 9a: Graduate Destinations - The number and proportion of Scotland-domiciled graduates entering positive destinations | | | | |
| Eligible population | 1,316 | 1,447 | 1,336 | 1,338 |
| Proportion of graduates in positive destinations | 93.7% | 94.0% | 94% | 94% |
| Number of graduates in positive destinations | 1,233 | 1,360 | 1,256 | 1,258 |
| Measure 9b: Graduate Destinations - The number and proportion of Scotland-domiciled full-time first degree respondents entering professional occupations | | | | |
| Eligible population | 964 | We will continue to encourage students to complete graduate destination surveys. | | |
| Proportion of FT first degree respondents in professional occupations | 68.3% | 70% | 70% | 70% |
| Number of FT first degree respondents in professional occupations | 658 | Where possible, we aim to maintain or improve graduate employment | | |
| Scottish government priority: internationally competitive and impactful research | | | | |
| Measure 10: The number of research postgraduate students | | | | |
| RPG students | 2,913 | 3,004 | 3,087 | 3,227 |
| Measure 11: Total income from the UK Research Councils | | | | |
| RCUK income | £121m | £128m | £136m | £144m |

*

| | 2015-16 baseline | 2018-19 Target | 2019-20 Target | 2020-21 Target |
|--|---------------------|--|-------------------|-------------------|
| Measure 12: Total research income from all sources | | | | |
| Research income | £231m | We will continue to target growth in research income whilst ensuring we diversify and better engage with industry and other sources of income. As a minimum we seek to maintain our share of research income. In 2016/17 our total research income was £265m. | | |
| Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry | | | | |
| Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs | | | | |
| Innovation Vouchers (IVs) | 7 | 10 | 10 | 10 |
| Follow-on IVs | 2 | 3 | 3 | 3 |
| Measure 14: UIF - Individual HEI UIF progress measures and sector wide reporting | | | | |
| Institutions should attach a submission to their Outcome Agreement outlining their plans for the use of their UIF allocation in support of individual and national outcomes. Institutions should also continue to complete the annual Higher education-business and community interaction (HE-BCI) survey. | | | | |
| Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance | | | | |
| Measure 15: Carbon - Gross carbon footprint | | | | |
| Tonnes CO2e | 103,685 | The University will be developing short term absolute carbon targets following decisions to be taken this year which will have a direct impact on absolute carbon emissions. Medium and long term absolute carbon targets are included in the University's Climate Strategy 2016-26, which makes the commitment for Edinburgh to become a net zero carbon university by 2040 | | |

HNC/HND Qualifications for 2018 Entry

The College of Science and Engineering is pleased to accept a number of HNC/HND qualifications for entry to many of our undergraduate degree programmes. For some programmes SQA Highers are required in addition to the HNC or HND

Please note these are our minimum entry requirements in order to be considered for these programmes, however, due to competition for places meeting the minimum requirements does not mean that an application will be successful.

BIOLOGICAL SCIENCE DEGREE PROGRAMMES

| Name | HNC Applied Sciences | HND Applied Sciences HND Applied Biological Sciences HND Environmental Sciences HND Biomedical Sciences HND Biotechnology |
|--|---|--|
| Biological Sciences (BSc) C100 *Biological Sciences with Management (BSc) C1N1 Biochemistry (BSc) C700 Biotechnology (BSc) J700 Cell Biology (BSc) C130 Development, Regeneration & Stem Cells (BSc) C140 Ecology (BSc) C180 Evolutionary Biology (BSc) C182 Genetics (BSc) C400 Immunology (BSc) C550 Molecular Biology (BSc) C720 Molecular Genetics (BSc) C440 Plant Science (BSc) C200 Zoology (BSc) C300 *Entry to year 2 in not offered | Year one entry is subject to achieving: grade A in the graded unit; plus SQA Higher Biology at grade B or above. Please note that dependent on prior learning students entering degree programmes with the HNC may be required to take specific courses as part of their degree. | Year one entry is subject to achieving: grades BB in the graded units; plus SQA Higher Biology at grade B or above. Year two entry is subject to achieving: grades AA in the graded units; SQA Higher Biology at B or above; and SQA Higher Chemistry at B or above. |

CHEMISTRY DEGREE PROGRAMMES

| Name | HNC Applied Sciences | HND Applied Chemistry |
|---|--|--|
| Chemistry (BSc/MChem) F100/F104 Medicinal & Biological Chemistry (BSc/MChem) FC17/FC1R | Year one entry is subject to achieving: grade A in the graded unit; Mathematics for Science 1; Inorganic Chemistry: Theory and Lab Skills; Organic Chemistry: Theory and Lab Skills; Physical Chemistry: Theory and Lab Skills. | Year one entry is subject to achieving: grades BB in the graded units; Mathematics for Science 1. Year two entry is subject to achieving: grades AA in the graded units; Mathematics for Science 1; Mathematics for Science 2. |
| Chemical Physics (BSc/ MChemPhys) F334/F333 | Year one entry is subject to achieving: grade A in the graded unit; Mathematics for Science 1; Inorganic Chemistry: Theory and Lab Skills; Organic Chemistry: Theory and Lab Skills; Physical Chemistry: Theory and Lab Skills plus SQA Higher Physics at grade A | Year one entry is subject to achieving: grades BB in the graded units; Mathematics for Science 1 and SQA Higher Physics at grade A Year two entry is subject to achieving: grades AA in the graded units; Mathematics for Science 1; Mathematics for Science 2 plus SQA Advanced Higher Physics at grade A |

Annex 2

COMPUTER SCIENCE (INFORMATICS) DEGREE PROGRAMMES

| Name | HNC Computing | HND Computing |
|--|---|--|
| Artificial Intelligence (BSc) G700 Artificial Intelligence & Computer Science (BSc) GG47 Artificial Intelligence & Mathematics (BSc) GG17 Artificial Intelligence & Software Engineering (BEng) GG67 Artificial Intelligence with Management (BEng) G7N2 Cognitive Science (BSc) C859 Computer Science (BSc/BEng) G400/G401 Computer Science & Management Science (BSc) GN42 Computer Science & Mathematics (BSc) GG14 Computer Science with Management (BEng) G4N2 Informatics (MInf) G500 Software Engineering (BEng) G600 Software Engineering with Management (BEng) G6N2 | Year one entry is subject to achieving: grade B in the graded unit; and SQA Higher Mathematics at grade A. | Year one entry is subject to achieving: grades BB in the graded units; and SQA Higher Mathematics at grade A. |

| | | |
|--|--|---|
| Computer Science & Physics (BSc) GF43 | Year one entry is subject to achieving: grade B in the graded unit; SQA Higher Mathematics at grade A; and SQA Higher Physics at grade B or above. | Year one entry is subject to achieving: grades BB in the graded units; SQA Higher Mathematics at grade A; and SQA Higher Physics at grade B or above. |
|--|--|---|

EARTH SCIENCES (GEOSCIENCE) DEGREE PROGRAMMES

| Name | HNC Applied Science | HND Applied Biological Sciences HND Environmental Sciences HND Biomedical Sciences and HND Biotechnology HND Applied Science |
|---|---|--|
| Environmental Geoscience (BSc) F630 Geology (BSc/MEarthSci) F600/F640 Geology & Physical Geography (BSc/MEarthSci) FF68/FF6V | Year one entry is subject to achieving: grade A in the graded unit. | Year two entry is subject to achieving: grades AA in the graded units. |
| Geophysics (BSc/MEarthPhys) F660/M7G6 Geophysics & Meteorology (BSc/MEarthPhys) FFP8/K7T8 Geophysics & Geology (BSc/MEarthPhys) F690/L3R7 Geophysics with Professional Placement (MEarthPhys) U9H6 Geophysics & Meteorology with Professional Placement (MEarthPhys) K8T9 Geophysics & Geology with Professional Placement (MEarthPhys) L5T6 | Year one entry is subject to achieving: grade A in the graded unit; and SQA Higher Mathematics at grade A. | Annex 2 |

ECOLOGICAL & ENVIRONMENTAL SCIENCE DEGREE PROGRAMMES

| Name | HNC Applied Sciences | HND Applied Biological Sciences HND Environmental Sciences HND Biomedical Sciences HND Biotechnology HND Applied Sciences |
|--|--|---|
| Ecological & Environmental Sciences (BSc) CF17 Ecological & Environmental Sciences with Management (BSc) CN12 | Year one entry is subject to achieving: grade B in the graded unit. Year two entry is subject to achieving: grade A in the graded unit. | Year two entry is subject to achieving: grades AA in the graded units. |

GEOGRAPHY DEGREE PROGRAMMES

| Name | HNC Applied Sciences | HND Applied Biological Sciences HND Environmental Sciences HND Biomedical Sciences HND Biotechnology HND Applied Sciences |
|-----------------------------|---|---|
| Geography (BSc) F800 | Year one entry is subject to achieving: grade A in the graded unit. | Year two entry is subject to achieving: grades AA in the graded units. |

| Name | HNC Social Sciences | HND Social Sciences |
|--|---|--|
| Geography (MA) L700 *Geography & Archaeology (MA) LV74 *Geography & Politics (MA) LL72 *Geography & Social Anthropology (MA) LL76 *Geography & Social Policy (MA) LL74 *Geography & Sociology (MA) LL73 *Geography with Environmental Studies (MA) L7F9 *Entry to year 2 in not offered | Year one entry is subject to achieving: grade A in the graded unit. | Year two entry to MA Geography (L700) only is subject to achieving: grades AA in the graded. |

Annex 2

| Name | HNC Mechanical Engineering | HND Mechanical Engineering |
|--|--|--|
| Engineering (BEng or MEng) H100 | Year one entry is subject to achieving: Mathematics for Engineering 2; SQA Higher Mathematics at B or above; and SQA Higher Physics at B or above. | Year two entry is subject to achieving: Mathematics for Engineering 3; SQA Advanced Higher Mathematics at B or above; and Advanced Higher Physics at B or above. |

CIVIL ENGINEERING DEGREE PROGRAMMES

| Name | HNC Civil Engineering | HND Civil Engineering |
|---|--|---|
| Civil Engineering (BEng/MEng) H200/H203 Structural and Fire Safety Engineering (BEng/MEng) HH21/HHF1 *Structural Engineering with Architecture (BEng/MEng) H2K1/H2KC *Entry to year 2 in not offered | Year one entry is subject to achieving: A grade B in the graded unit; Mathematics for Construction Engineering; SQA Higher Mathematics at B or above; and SQA Higher Physics at B or above. | Year two entry is subject to achieving: grades BB in the graded units; Mathematics for Construction Engineering; SQA Advanced Higher Mathematics at B or above; and SQA Advanced Higher Physics at B or above. |

MECHANICAL ENGINEERING DEGREE PROGRAMMES

| Name | HNC Mechanical Engineering | HND Mechanical Engineering HND Mechatronics |
|---|--|--|
| Mechanical Engineering (BEng/MEng) H300/H303 Electrical & Mechanical Engineering (BEng/MEng) HH36/HHH6 | Year one entry is subject to achieving: Mathematics for Engineering 2; SQA Higher Mathematics at B or above; and SQA Higher Physics at B or above. | Year two entry is subject to achieving: Mathematics for Engineering 3; SQA Advanced Higher Mathematics at B or above; and SQA Advanced Higher Physics at B or above. |

ELECTRICAL ENGINEERING DEGREE PROGRAMMES

| Name | HNC Electrical Engineering HNC Electronics HNC Engineering Systems | HND Electrical Engineering HND Electronics HND Mechatronics | HND Engineering Systems |
|---|---|---|--|
| Electronics & Electrical Engineering (BEng/MEng) H600/H601 | Year one entry is subject to achieving: Mathematics for Engineering 2; and SQA Higher Mathematics at B or above. | Year two entry is subject to achieving: Mathematics for Engineering 3; SQA Advanced Higher Mathematics at B or above; and SQA Higher Physics at B or above. | Year two entry is subject to achieving: Mathematics for Engineering 3; 2 optional credits in Electronics or Electrical Eng; SQA Advanced Higher Mathematics at B or above; and SQA Higher Physics at B or above |
| | | | |



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): Equality Impact Assessment for the Outcome Agreement, 2018-19

B. Reason for Equality Impact Assessment (Mark **yes against the applicable reason):**

- Proposed new policy/practice
- Proposed change to an existing policy/practice
- Undertaking a review of an existing policy/practice
- Other (please state): **This EIA covers the whole of the Outcome Agreement. Individual policies relating to work undertaken by the University are individually assessed, however this EIA covers all of this activity.**

C. Person responsible for the policy area or practice:

Name: **Tracey Slaven**

Job title: **Deputy Secretary, Strategic Planning**

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:

- is relevant to the promotion of equality (in terms of the Public Sector Equality Duty 'needs' as set out in the Policy and Guidance)?

Yes

- affects primary or high level functions of the University

Yes

- It 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)

- Age
- Disability
- race (including ethnicity and nationality)
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage or civil partnership²

Our Outcome Agreement sets out the University's 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 the policies and priorities, and will monitor their impact to ensure there are no unintended consequences.

Policies which are included in our Outcome Agreement do not discriminate against any of the above Equality Groups. Individual policies undergo separate 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).

Students and staff across the University are affected by the Outcome Agreement. Some staff and students fall into the equality groups, and those who don't have responsibility to uphold the values the Equality Impact Assessment. It can therefore be expected that any member of the student or staff population might fall under one of these 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.

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 and actions relating to these are dealt with within the appropriate policy area. For example, our emerging Widening Participation Strategy will be subject to a robust EIA and any potential impact on equality groups will be identified at this stage.

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

Through the completion of other EIAs on individual policy areas, some areas have been identified to require further analysis of data. For example, we recognise that for our Student Mental Health Strategy that further analysis is needed of the prevalence of mental health issues in the University student population by a wider range of demographics, including socio-economic, geographic, gender, sexual orientation. This data is in the process of being gathered and analysed and will be used to inform any amendments to the policy.

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

² 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.

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

- If the policy/practice contributes to advancing equality of opportunity³

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 disadvantaged students who are suitably qualified for access to university level study. We are also developing 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, tackling 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 to remove barriers, but are monitored for unintended consequences.

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

We will publish this EIA 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 are developed in consultation with students. Students, represented through EUSA, and the recognised trade unions have been consulted on the OA process.

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

F. Equality Impact Assessment Outcome

Select one of the four options below to indicate how the development/review of the policy/practice will be progressed and state the rationale for the decision

Option 1: No change required – the assessment is that the policy/practice is/will be robust.

G. Action and Monitoring

³ This question does not apply to the protected characteristic of marriage or civil partnership

1. 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 progress we are required to provide a self-evaluation of the preceding year, and through this process we will simultaneously assess any equality impact. We will publish our Outcome Agreement, along with this EIA on our website.

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

We will review this EIA during the development of our Outcome Agreement 2019-20.

H. Publication of EqIA

Can this EqIA be published in full, now? **Yes**

I. Sign-off

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

Jennifer McGregor, Senior Strategic Planner, Governance and Strategic Planning

This EIA has been completed with consultation with colleagues in Human Resources and Widening Participation teams.

Accepted by (name): **Tracey Slaven, Deputy Secretary, Strategic Planning**

Date: 30 April 2018

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