

UNIVERSITY ANNUAL PLAN PRIORITIES 2021/22 – End of year update October 2022

(some data still subject to final confirmation via HESA/financial audit)

Priority Actions	Lead
<p><b>PA1. Learning from Covid.</b> Teaching will incorporate the good practices identified through the Digital Support Partnership (DSP). A DSP toolkit will be adopted and used to guide programme leaders, heads of learning and teaching, and Deans in preparing modules. This approach will take the best practices from digital support, blended learning and flipped classroom, and universal design principles. We will develop a toolkit of workload options and recommendations for staff to encourage flexible, supportive and efficient working practices. (Alignment: CB&amp;V)</p> <p>The DSP final report (submitted to LTASEC) highlighted: guidelines on 12 principles of online L&amp;T; resources (podcasts, presentations etc) developed to support staff through the Moodle community (already widely used); additional toolkit resources on the Learning Technology Hub and DLTE’s intranet page (webinars, interactive digital materials etc). Alongside these resources, a programme of work focused on building capacity for blended learning was delivered.</p> <p>A short life working group was convened to gather experiences and requirements across the schools for blended learning approaches in 2022-23 (assuming no restrictions or social distancing on campus). The outputs from the group’s work included: a blended learning taxonomy; a set of underpinning principles for designing blended learning and teaching; and a suite of resources and development events for staff on blended learning. Recommendations from the group included: a blended L&amp;T approach as default for all teaching, hybrid as an exception; pedagogy-based use of blended learning; programme-wide discussion and design of blended learning; broader and more student-centred understanding of blended learning and teaching. The recommendations were mapped onto the ENhance framework to drive embedding across curriculum (re)design, and to monitor and review progress through our quality processes. Research was conducted to ensure sector learnings from Covid inform our future requirements for learning and teaching and feed into our Infrastructure &amp; Estates strategy (Project VISION). A working group was established to focus on L&amp;T spaces as part of Project VISION, with principles developed for both L&amp;T Spaces and Pedagogy.</p>	<p>VP L&amp;T</p>
<p><b>PA2. Employability of our graduates</b> will be a key component of the ENhance Curriculum Framework, embedding core curriculum components at all stages of all programmes to support and develop ENU graduate attributes through partnership working across Schools and Student Futures. We will use a blended approach of both digital and on campus support to ensure all students follow a tailored professional development pathway (both curricular and extracurricular) which significantly enhances the chances of progressing from education into meaningful and rewarding graduate employment. Progress will be evidenced through the impact on student and graduate skills (Alignment: BCCO, TA1)</p>	<p>VP L&amp;T</p>

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<p>Two linked approaches were adopted to increase graduate level employment and employability – the ENhance project and the development of a new Employability Strategy, the latter, jointly sponsored by the VP Learning and Teaching and the Director of People and Services and led by the Head of Student Futures. The Draft Employability Strategy focuses on four strategic directions: Growing Employability Culture; Embedding Employability; Developing Experience; and Ensuring Legacy and also outlines a clear outcome-focussed delivery plan strategy. The strategy will be submitted to Academic Board in 2022/23. The Work-Based Learning (WBL) thematic review was completed by our Quality and Standards team with some of the recommendations (<a href="#">full report here</a>) incorporated into the Employability Strategy. The results of the Graduate Outcomes survey published in June, showed that overall, 74% of the 2019/20 Edinburgh Napier graduate population was in managerial/employment when surveyed 15 months after graduation (cf 68% for 2018/19 cohort).</p> <p>In 2021/22 the ENhance framework was fully developed and an initial programme of staff development designed and delivered. The framework was launched in June, with events at The Gathering (ENU’s L&amp;T conference) and a Vice-Principal’s View (online all staff session), which involved contributions from all schools and demonstrated the impact that Enhance was having on thinking around curriculum design. All credit-bearing programmes will now have ENhance embedded in their development through our annual reviewing in the Quality Framework. Innovations to support this include a new, informal dialogic review three years into Institution-Led Review (ILR); and ongoing enhancement action planning incorporated into ILR and Annual Monitoring. Programmes that underwent ILR in 2021/22 are being given retrospective feedback and guidance to identify where they are already meeting the ENhance threshold, and support accelerated progress towards it where possible.</p>	
<p><b>PA3. Student experience:</b> <i>Achieve 90% in NSS and PTES for teaching (all schools &gt; 85% satisfaction) through staff engagement in learning &amp; teaching development, peer support, implementation of SMART action plans &amp; responding to student voice. (Alignment: CB&amp;V)</i></p>	<p><b>VP L&amp;T</b></p>
<p>Edinburgh Napier scored 80% for the key overall satisfaction question in the National Student Survey (NSS) (“<i>Overall I am satisfied with the quality of the course</i>”), compared with 81% in 2021. Schools progressed their NSS action plans with key actions linked in particular to enhancing students’ sense of belonging. School results were as follows: SAS, 80%; SEBE, 73%; SoC, 75%; SHSC, 86%; BS, 80%; SACI, 82%. The response rate was 75%. The overall satisfaction achieved in 2022 exceeded our sector benchmark of 74% which is calculated externally based on the student demographic profile of the University, but is less than our ambitious target of 90%. Our pre-pandemic overall student satisfaction was 86%. Edinburgh Napier experienced a slight decrease in score for most questions when compared with results from 2021 with the largest decrease in an individual question for ‘<i>the opportunity to work with other students</i>’.</p> <p>Edinburgh Napier scored 82% for the key overall satisfaction question (“<i>Overall I am satisfied with the quality of the course</i>”) in the UK wide Postgraduate Taught Experience Survey (83% in 2021). The university response rate for the PTES was low at 26%, but this is higher than the UK sector average, 23%, and the Scottish sector average, 22%.</p>	

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<p>The Office for Students (OfS) confirmed in July that it is considering making significant changes to the NSS. Potential changes would be in place for NSS 2023 and include moving from the current standard five-point “agree/disagree” Likert scale, to direct questions for many questions and removal of the summative question about the overall satisfaction of the course for England. However, this summative question would remain for Wales, Scotland and Northern Ireland (the NSS features as a KPI in the SFC’s outcome and impact framework). Additionally, for Scotland/Wales/NI the OfS proposes removing the word “satisfaction” and replacing it with “Overall, how would you rate the quality of your course”. There are new questions proposed on freedom of expression and mental wellbeing provision, which align with our institutional focus on inclusive curriculum.</p>	
<p><b>PA4 External engagement:</b> <i>We will grow our external engagement and Knowledge Exchange (KE) activities through the new University Innovation Hub by: a) delivering strategic external partnerships to increase our impact and grow our income, b) developing a strategic plan to focus on the proactive engagement with key industries and sectors and c) designing and delivering CPD/short courses that address identified market demand and are driven by our research expertise and links to our curriculum (Alignment: GNCC, BCCO, AKDI GS, TA3, TA7, TA9)</i></p>	VP R&I
<p>Progress with development of the Innovation Hub, external engagement and knowledge exchange activity has contributed to achieving increased impact and growth of R&amp;KE income in AY2021/22: £5.0m expenditure of research income (38% growth on last year), which includes collaborative R&amp;D with businesses and activities such as KTPs, Contract Research, IP Commercialisation e.g. High Growth Spinout Funding. In addition, CPD &amp; Consultancy Income increased by 25% this year compared with AY2020/21.</p> <p>Further development of the Innovation Hub included: developing a new core concept for the Innovation Hub, ‘The Napier Effect’ and developing an Innovation Hub website structured around the 4 University Research Themes: Health, Environment, AI and Technology and Culture and Communities. As well as showcasing our capabilities and opportunities, staff have run workshops, attended networking events, proactively engaged with businesses and key stakeholders (including innovation centres and funders) to raise the profile and highlight ENU capabilities. These included targeted participation in major showcase events in key areas of strength e.g. CENSIS Tech Summit and the Scottish Football Association Symposium, as well as internal collaboration to deliver ENU showcase events such as Beyond COP 26 conference and the Investment Symposium.</p> <p>A) Developing more strategic external partnerships: <i>Deloitte</i>: development of the partnership with Deloitte has successfully delivered a large contract for bespoke CPD (Deloitte MSc programme in Digital and Business Risk Management) with a contract value of up to £3.4m, over the next 3 years (depending on final student numbers). <i>MoD</i>: ENU has succeeded in getting through to full tender stage for a large programme with expected value of £500K, following success in submitting the Pre-Qualification Questionnaire. <i>NHS</i>: the long-term relationship with NHS/NES resulted in an opportunity to bid for a contract to deliver the NHS Scotland Assure Research, Development, and Innovation Service (£1.5m) with the Fund launched in April 2022. Following the Knowledge Exchange Concordat self-assessment and gap analysis conducted over June/July, views from across the University were captured and synthesised into a 5-point action plan for development of Knowledge Exchange activity and support which will be delivered during AY 2022/23.</p>	

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<p>B) Developing a strategic plan to focus on the proactive engagement with key industries, sectors, and funding opportunities: The pipeline of opportunities involving 40+ businesses/external partners spans the following key industries and sectors: Energy, Financial Services, Manufacturing, Construction, Software / Cyber Security, Creative Industries, Textiles and Healthcare including Digital Health. In addition to RIE working with Schools to develop a more strategic approach to targeting a top 10 lists of partners, there is a strategic focus on developing more Knowledge Transfer Partnership (KTP) opportunities (5 active partnerships currently; active engagement with a further 10 businesses).</p> <p>C) There is a focus on CPD and Consultancy to achieve the stretch growth targets. The New Framework for CPD &amp; Consultancy was developed launched in June 2022 to incentivise academics to proactively engage and respond to opportunities to deliver more CPD and other commercial activity out with their workload allocation. In addition, in order to stimulate development of Open Short Courses, RIE used strategic funds to support development of 9 new courses during 2021/22.</p>	
<p><b>PA5 Internationalisation:</b> <i>We will grow our Income from TNE and Global Online to £8.6 million through strengthening our existing partnerships, enhancing our delivery models and the student experience, and expanding our Global Online portfolio. We will progress our ambition to establish International Centres by re-submitting our application for a Joint College in China and building a business case for a new opportunity. (Alignment: GNCC, GS, TA4)</i></p>	<p><b>VP Int</b></p>
<p>The combined TNE and Global Online income in 2021/22 was £9.2m, ahead of budget and representing good growth (11%) on the previous year. Global online (GO) new enrolments in 2021/22 declined 5% compared to 2020/21, but remained ahead of pre-pandemic levels following a pandemic driven increase in 2020/21. Targeted marketing support for GO is now in place through the recent restructure in IOSR/MER. Contracts have been renewed with key agents, new partnerships have been developed in China and new programmes were developed in SACI and SCEBE. A dedicated team within Admissions has been established to process GO, Short Course/Upskilling, and postgraduate research student applications to improve the prospective student experience</p> <p>International Centres: Progression of our relationship with TAG in Ghana to deliver degrees locally was suspended due to difficulties around due diligence and the fee structure. We are currently progressing an opportunity to work with an existing Singapore partner (MDIS) in Uzbekistan; the Principal and VP International visited the Uzbekistan campus in 2019. The case for a Joint Educational College application with GXUST in China was paused temporarily given continuing challenges relating to historic partnership activity in China. The plan is to submit the application during academic year 2022/23. Following a strategic review of international centre opportunities globally, a specific TNE strategy was drafted that prioritises future opportunities and engagement in a more pro-active manner. Preliminary consideration of establishing a Foundation Pathway Centre was undertaken to support the strong demand for international students and build our undergraduate international population; the detailed options appraisal will be completed in 2022/23.</p> <p>A franchise working group was established to develop an ENU model for implementation in any future franchise TNE opportunities. The new model has been approved by the collaborative programmes committee (CPC) and the working group has implemented changes to the Quality</p>	

Priority Actions	Lead
Framework, the template Collaborative Agreement and relevant internal procedures to progress future franchise opportunities.	
<p><b>PA6. Grow research income and Post Graduate Research (PGR) students:</b> <i>We will grow our research income to £5.5m and PGR student numbers to 195 through: a) the deployment of a two phase targeted research investment in new academic staff in key areas of national priorities, b) a central strategic fund and the launch of the new academic themes to support inter-disciplinary bid development and c) an enhanced approach in the way we recruit PGR students through our admissions, Web presence and connectivity with the schools. (Alignment: AKDI, GS, TA5, TA6, TA7)</i></p>	VP R&I
<p>In AY2021/22 we achieved £5.0m expenditure of research income, which represents growth of around 38% from last year, and we have enrolled 212 PGR students, exceeding our target.</p> <p>A) Targeted research investment of c. £3.5M over 3 years is progressing, with recent appointments of 5 Professors and 5 Lecturers and associated studentships, in SHSC (2 positions) and SCEBE (8 positions). Discussions are ongoing with SAS, TBS and SACI in terms of phase 2 investment.</p> <p>B) Funding has been ring-fenced and part distributed, including £100k funding specifically for research competitive awards, support for newly formed research centres, two-stage commercialisation process and various Innovation Hub KE activities. A monthly Research Funding Forum has been established to support large scale interdisciplinary research applications, with membership from all School Heads of Research, RIE Research Funding Mangers and Business Development Managers. Recent discussions have focussed on developing Doctoral Training partnerships (DTP) and bids for the SFC Alliances for Research Challenges (ARCs) funding call.</p> <p>C) Our approach to optimising PGR student recruitment is improving, with reduced time taken between application and decision. The E:vision online PGR system is due to launch later in 2022, which will digitise the process after application and underpin effective management and monitoring of students. New <a href="#">externally facing Research Degrees webpages</a> were developed which include case studies from PGR alumni, current students and supervisors, and are designed to be user friendly and engaging for prospective students. A proposal for a university-wide Graduate School has been developed and will be presented to Research and Innovation Committee in Autumn 2022. The EPSRC awarded the University c£1m funding for a new Edinburgh Napier DTP, which will support full PGR studentships for the next 8 years with 6 new studentships advertised for October 2022.</p> <p>The Research Excellence Framework (REF) results were published in May and showed that we are now the top Scottish modern university for both research power and research impact. This was a major improvement when compared to our results in 2014. Most significantly our improved power rating is a consequence of a major increase in the number of staff submitted and will lead to our core research funding from government increasing. Highlights from REF (cf 2014) include: 68% of our research assessed as “internationally excellent” or “world leading”, (+ 15%); 80% of our impact assessed as “internationally excellent” or “world leading” (+25%); 251 staff (FTE) submitted (+152 FTE); research submitted in 13 units of assessment, with improvement in each where we had submitted to previously, while we also entered four new areas of research. The University’s Research Power metric (overall quality x volume of staff submitted), rose from 250 to 718.</p>	

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<p>As a result of our improved REF results our REG funding has increased to £2.94M (up from £1.68M in 2021/22). Further increases in the REG funding are expected for the remaining years of this REF cycle with the total cumulative increase in REG grant over 7 years of over £10M.</p>	
<p><b>PA7. Widening participation.</b> <i>We will meet our targets for widening access as outlined in our Outcome Agreement with a particular focus on building and strengthening our college partnerships to further support direct entry students at all stages of their journey (preapplication to graduation) and by reviewing and implementing changes to our Contextual Admissions Policy in time for September 2022 entry (focusing on minimum entry requirements and processes in decentralised areas such as SACI). (Alignment: CB&amp;V)</i></p>	<p>VP Int</p>
<p>Entrants in September 2021 included a welcome increase to 400 students from SIMD20 postcodes (13.4% of enrolments), compared to 354 students (12.2%) in 2020 although below our KPI target, 15%. Our total entrant population included 621 articulating students with Advanced Standing, representing 60% of our total college student intake, a 6% decrease on the previous year. Whilst final entrant numbers for September 2022 are not yet available, early indications suggest we will have 360 students from SIMD20 postcodes (13% of enrolments). Current indicative figures for 2022/23 show that there are 519 articulating students with Advanced Standing (a drop of 16%; overall college entrants dropped by 26%), a decrease linked to reduction in HN completions and enrolments in colleges.</p> <p>In-person work with target schools and colleges resumed during the year, enabling teams to work directly with students. This resulted in higher applications and entrant numbers from several schools. Collaboration with the Scottish Government Young Person Guarantee (YPG) team is underway with a referral point between the YPG team and the ENU student recruitment team. Widening participation targets were set at a programme level for SACI, which has historically admitted lower numbers of students from SIMD20 postcodes, with modelling and reporting in place to support the appropriate number of offers being made. The SACI portfolio/audition information was revised, and new workshops provided for widening access applicants supported them in preparing for their portfolio submission (a requirement for entry to many programmes). Of the SIMD20 applicants who submitted portfolios/audition material, 34% received an offer for September 2022 entry compared to 24% in the previous cycle.</p> <p>In terms of strengthening college partnerships, a new Direct Entry bursary scheme in SEBE was trialled to support growth, a process has been undertaken to map current college relationships, specific support for articulation into SCEBE is being developed, and we have increased our number of articulation agreements. The review of the Contextual Admissions policy has been rolled forward to 2022 to ensure it takes place within the context of a post-covid impacted admissions cycle.</p>	

Priority Actions	Lead
<p><b>PA8. Staff Engagement, Inclusion and Wellbeing:</b> we will develop outcomes-based measures of staff experience drivers including management and leadership; workload; communication; ways of working; and technology and processes which enable efficient workflows. We will assess and agree a new staff survey beyond our monthly pulse surveys, achieve response rate of 70% and achieve +5% improvement on 2020/21 feedback. We will implement Year 1 of the Racial Equality Action Plan and establish an implementation model for ensuring newly published equality outcomes are embedded across schools and services. We will deliver year 2 of the Health &amp; Wellbeing Plan and the Mental Health Charter with specific focus on training and support provision, ensuring they meet the needs of all staff. (Alignment: CB&amp;V)</p>	<p>Dir P&amp;S</p>
<p>The year 1 Race Equality Action Plan was focused on enhancing the current learning and development provision in relation to Equality, Diversity and Inclusion and specifically ensuring that it incorporates anti-racism and cultural awareness; the new online Race Equality module for staff was developed and will be launched in the new academic year. There was an increase from 8.1% to 10% of staff who identify as from a Minority Ethnic background. The development and introduction of the Diversity Dashboard ensures accurate identification of the diversity demographic of the organisation while the introduction of the role of School Academic Leads for Inclusion will support the delivery of the Race Equality Action Plan, reporting on progress to the Inclusion Committee. A project, delivered by Business School BA students and jointly overseen by HR staff and the Student Inclusion and Wellbeing team has identified ways to improve the visibility and accessibility of the Report and Support tool. Recommendations will be incorporated into the Gender Based Violence and Hate Crime Strategy for the forthcoming year.</p> <p>Health and Wellbeing activity has focused on supporting staff to return safely to campus, acknowledging that for some, this may cause some anxiety. Staff and managers are recommended to attend the Mental Health awareness sessions, to hold wellbeing conversations with their teams and to familiarise themselves with the support and guidance available. A new Employee Assistance Programme, delivered by MCL Medics, was launched which provides a counselling, resource and information service to support staff in terms of their mental, emotional, physical and financial health. The 2022/23 Health and Wellbeing plan has recently been approved and will be communicated out to all staff in the near future.</p> <p>A new specialist external provider, People Insights, which works with 65 other UK universities, has been selected to run the staff engagement survey. Members of SLT, recognised Trade Union colleagues and the internal communication team have been consulted and engaged in this. The survey will go live on 8th November and will run for three weeks, with a target response rate of 70%. Local survey leads in each School/Department have been identified and will assist in producing local survey results and subsequent local action plans based on the feedback from the survey. Regular internal communications with staff are being planned in the lead-up to the go-live date.</p> <p>A project team has been formed around the Future of Work and all its associated facets and work on this is ongoing. An employee survey around Hybrid Working was undertaken during the summer to gain staff views on this with generally positive feedback, and a further shorter staff survey is planned over the next few months, thereafter a decision will be made as to hybrid working arrangements going forward.</p> <p>Data from the leavers' survey continues to be regularly evaluated and used as part of our focus on the importance of staff retention.</p>	

Priority Actions	Lead
<p><b>PA9. Career development for all staff:</b> <i>We will implement a structured Early Career Development Programme to ensure all new academics are supported to flourish, and to attract high quality post-doctoral researchers. We will develop a career pathways framework for professional services staff, which highlights potential career paths across different service areas and the developmental routes required to support progression. We will increase focus to identify and develop key talent, through targeted interventions aligned to individual skill gaps. (Alignment: BCCO, TA2)</i></p> <p>The Early Career Academics programme (led by DVC R&amp;I) was developed during the year and launched on 1<sup>st</sup> September 2022, focusing on planned outcomes across the academic pathways. This is a detailed programme for all new academics with less than two years' experience. Each early career academic will be assigned to an Early Careers Advisor, and they will agree and focus on personal development plans with guaranteed time allocations for teaching/research work and working on their own personal development. Progress will be reviewed six monthly by an oversight committee, supported by the L&amp;D team in human resources.</p> <p>We have continued to work on a framework for career development within Professional Services. A number of suggestions are being discussed, as a result of consultation with a number of universities and industry sector organisations. It is planned to present a proposal to ULT on this during October this year.</p> <p>Attracting and retaining talent at ENU continues as a major priority and work on a process for Succession Planning and Retention at SLT level has been developed for discussion and agreement early in academic year 2022/23.</p>	Dir P&S
<p><b>PA10. Sustainability:</b> <i>We will agree a University Environmental Sustainability Strategy to deliver our target of net zero carbon by 2030 at the latest and seek to minimise both our wider &amp; legacy carbon footprint &amp; influence sustainable practices within &amp; beyond our campuses (20% reduction of inter-campus travel in year), whilst building our cross disciplinary academic themes for research and teaching to include Environment &amp; Sustainability. (Alignment: AKDI, GS, TA5, TA8)</i></p> <p>The Environmental Sustainability Strategy (ESS) was launched in December 2021. The Strategy guides action and focuses on the enabling objectives of net zero carbon; our expertise and motivation; and embedding and measuring success. The Strategy is promoted alongside an extensive array of environmental sustainability information held within the environmental sustainability hub <a href="http://www.napier.ac.uk/environment">www.napier.ac.uk/environment</a> developed in 2021/22. The Strategy looks towards 2030 and beyond, however, high level commitments for completion during the 2021/22, 2022/23 and 2023/24 academic years were agreed. During 2021/22 academic year, 22 commitments were actioned including: publication of an updated Ethical Investment Policy, development of a new academic module 'Achieving Sustainability: a better world is possible', further development of the Sustainable Development Goals dashboard; commitment to an ethical source aligned to carbon offset commitments, (expansion of a mangrove conservation project, linked to research activity with the University). During the academic year, COP26 provided a very significant opportunity to focus and enhance environmental sustainability awareness and opportunity, including the successful 'Beyond COP26' conference and 'After the Pandemic' events.</p>	Dir F&O

Priority Actions	Lead
<p>The collation of 2021/22 carbon data is currently underway. Indicatively, the carbon impact of electricity and gas consumption throughout 2021/22 is equal to 2020/21 and 20% lower than 2018/19 (baseline ESS and full pre-pandemic year). However, it is expected that the impact of business travel including international flights and intercampus travel will have increased significantly in 2021/22. University representatives have actively participated in Edinburgh through the Climate Compact in addition to workstreams arising from the 2030 Climate Strategy.</p> <p>Progress has also been made in relation to building cross disciplinary academic themes, with key academics appointed as coordinators. The review and approval of research centres aligned to the themes of wellbeing and sustainability have been completed, and a newly established curriculum development group will develop a list of potential interdisciplinary master’s programmes aligned with the academic themes. The University was shortlisted for THE University of the Year with a submission focused on Wellbeing &amp; Sustainability.</p>	

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**Key for Strategic Alignment to *Driving Distinctiveness Strategy* or *Core Business & Values* (CB&V)**

**PA = Priority Action**

**Strategic Objectives**

- BCCO - Build Careers – Create Opportunities
- GNCC - Grow Networks – Create Communities
- AKDI - Advance Knowledge – Deliver Impact
- GS - Grow Sustainably

**Transformational Actions:**

- TA1 Introduce & Embed ENhance Curriculum Framework
- TA2 Prioritise Career & Professional Development
- TA3 Launch new Innovation Hub
- TA4 Establish International Centres
- TA5 Align Academic Excellence around Wellbeing & Sustainability
- TA6 Build Research Capacity & Capability
- TA7 Grow and Diversify Income
- TA8 Achieve Net Zero Carbon by 2030
- TA9 Deliver Accessible Upskilling & Work-Based Learning