University of St Andrews Outcome Agreement – 2016/17

1. Introduction

St Andrews is Scotland’s first university. It has been central to the growth of scholarship and learning in Scotland since the Middle Ages. Now one of Europe’s most research-intensive universities, it projects a uniquely Scottish brand of research-led teaching and the pursuit of excellence. Our fundamental goal is to attract the best academics and the best students from around the world to Scotland and to secure the resources to create an environment in which they can produce their best work for maximum societal benefit. We are the most ancient of the Scottish universities, but among the most modern in our approach to teaching, research and the pursuit of knowledge for the common good. We are proud to be a net contributor to civic Scotland and are successful internationally because we are Scottish.

We are committed to improving our competitive position and strong reputation in all areas of research internationally. We already rank among the top 100 in the world in the Arts and Humanities, Social Sciences and in the Sciences, an unusual achievement for an institution of our size and modest resources. Our research, 82% of which has been judged to be world-leading or internationally excellent, drives innovation, insight, and development in myriad ways across the world.

Our long-standing commitment to teaching quality driven by research-led enquiry is one of the reasons that we have, for over a decade, been judged the only Scottish university among the UK’s top ten in independent league tables produced by The Times, The Sunday Times and The Guardian. We have consistently been ranked among the top five in the UK by the National Student Surveys since 2006. We are currently ranked joint top in the United Kingdom for student satisfaction, and our graduate prospects are the second highest in Scotland. In 2014, St Andrews was named Scottish University of the Year for the second year in succession by The Times and Sunday Times Good University Guide. The same ranking placed us 3rd in the UK – the highest ever position of a Scottish university in a national league table.

As a resolutely outward-looking institution, we believe in the benefits of a diverse student body to stimulate and enrich the academic environment. With students and staff from over 120 countries and a third of our student body from outside the European Union, the national backgrounds of our students are strikingly diverse. We also aspire to increase the socio-economic diversity of our student body. We run a depth and breadth of outreach and access programmes second to none, and in 2014-15 launched a new initiative to attract and admit disadvantaged students from Scotland’s rural areas. We have consistently called for and support the Scottish Government’s current efforts to improve the culture of attainment in primary and secondary education to increase the currently very small number of disadvantaged young people who achieve the grades needed to go to the country’s top universities.

St Andrews generates wealth for Scotland, as well as opportunity, knowledge and well-trained graduates. A detailed Economic Impact assessment (2011/12) shows our net annual contribution to the Scottish economy is £484 million. For every £1 of teaching and research monies we receive from the Scottish Funding Council, we return £12.10 to the Scottish economy. Since 2010, despite the stresses of the international economic downturn, we have increased our raw, annual monetary contribution to Scotland by over £170 million. The University supports over 8000 Scottish jobs – 2200 of them through direct employment — and, like other leading Scottish universities, has grown to become an exporter of world-class teaching and research to the rest of the UK and overseas.

This Outcome Agreement confirms St Andrews’ commitment to give back to Scotland far more than it receives from the public purse. We welcome the brightest, regardless of background or circumstance, to share knowledge and research freely and to drive economic improvement. By attracting, retaining and developing the most gifted staff and students we help Scotland, and Scotland helps us, to compete and lead on a global stage.

---

5. 6.9% of pupils from low progression achieved 3AAA or more at higher - 13/14 post review. This is a pool of 1850 students (derived from Scottish Government figure on per School attainment). In 2015/16 St Andrews had 112 entrants from low progression Schools. This is 6% of the qualifying total in Scotland, well above the proportion of funding received from the HE teaching budget.
2. A research base that is internationally competitive and improving its reputation and standing in the world - (SFC Aim 5)

Ever to excel. St Andrews will continue to deliver world-class research in strategic areas building upon current strengths. We plan a step change in our performance to increase the quality, volume and impact of our research further. St Andrews is committed to exploiting to the full the interdisciplinary opportunities, using the vibrancy of our research environment and generating critical mass that can compete for major funding opportunities to find answers to the many challenges facing the world.

St Andrews is consolidating its position on the world research stage with improving positions in recent rankings; for example, QS University World Rankings 2016 - 68th (up from 88th) and the Times Higher University World Rankings 2016 86th (up from 111th). Despite the financially challenging climate, research income to St Andrews increased by 3.2% in 2014/15 with repeated success in attracting European research funding. We previously committed to increasing the value of research awards by 5% over three years from a base level of £39.3 million research income in 2013/14. This increase in research income is therefore very good progress towards this three year aim. The University will continue to strive for an increased share of research funding; St Andrews is currently in the UK top ten for success in securing Research Council grants with an overall success rate of 34% in 2014-15.

We believe that supporting interdisciplinary research in St Andrews is key to achieving our goals and we have committed to the following exciting projects:

- the Gatty Project: which when realised will result in a modern, world-class marine biology centre which will help cement Scotland’s reputation as a world leader in oceanic research and species protection. It will be the permanent base of the Scottish Oceans Institute which includes the Sea Mammal Research Unit, and the executive office of the Marine Alliance for Science and Technology for Scotland (MASTS);
- evaluating options in relation to the:
  - Institute for Discrete Mathematics which will bring together our strengths in computational algebra, combinatorics, constraint programming and statistics in collaborative environment which will facilitate both foundational theoretical research and timely interactions with application areas;
  - Institute for Advanced Materials: this institute will build on our considerable international strength in new materials, focusing on material invention, application and fabrication.

The University is working to develop its library provision in support of teaching and research. Apart from an emerging digital strategy at present, we are considering how to improve provision for students and to improve access to our exceptional Special Collections. A serious opportunity is to make use of the Guardbridge site as a secondary library.

Statement reflecting performance in REF2014 and its influence on research strategy

We were pleased to see the results of the REF2014. The University of St Andrews has been ranked top in Scotland and 14th in the UK for the quality of its research publications; and ranked 2nd in Scotland (same as RAE2008) and 19th in the UK for overall research performance assessed by quality of publications, impact and the environment. The GPA of overall research performance grew from 2.72 in 2008 to 3.13 in 2014, significantly above the UK sector average GPA of 3.02 and the Scotland average of 3.03. Chemistry (joint submission with the University of Edinburgh), Classics, English, Geography & Geosciences, Art History, History and Philosophy were all ranked top in Scotland. Classics (2nd), Physics & Astronomy (3rd, joint submission with the University of Edinburgh), Art History (4th) Geography & Geosciences (5th) Philosophy (5th) and English (6th) were ranked among the top 10 in the UK. 16 subject areas ranked above the UK sector average. On impact Biology, Classics, English, Geography & Geosciences and Philosophy ranked top in Scotland; Geography and Geosciences (1st), Biology (2nd), Management (4th), Classics (4th) English (5th), History (6th) and Philosophy (9th) were ranked in the top 10 in the UK. Biology’s six Impact Case Studies all attracted 4* ratings.

St Andrews is now building on successes in REF2014 and looking towards the next assessment of research performance. The institution has created a strategic board (Research Excellence Board) with a broad remit to drive the future research excellence of the institution. For the next exercise we will aim to have more than 85% of our academic staff submitted, with more than 85% of outputs rated as 3* or 4*. St Andrews aspires that each research discipline will be in the top 10%, in terms of UK performance, in the next exercise. In addition, structures to support research impact are being embedded to ensure that the benefits of our research are captured.
Commitment to collaboration across the sector and in particular institutional level plans to enhance research excellence through support for the continuing Scottish research pools.

The success of the joint submissions to REF2014 of St Andrews with the University of Edinburgh in Chemistry and in Physics and Astronomy is a direct result of the Scottish research pooling initiatives. We continue to investigate new and innovative ways engage with our Scottish colleagues and we are proud of our portfolio of research pooling investments, comprising MASTS, SULSA, SUPA-II, EaStChem, SIRE and SICSA. Formation of new research groups, for example in Big Data, is resulting in enhanced research excellence and collaborative opportunities. Benefits are also found in the training and development of postgraduate and post-doctoral researchers using pooled approaches. In addition pooling continues to assist in leveraging external funding.

Statement of assurance that the institution has in place processes and structures to implement the principles and commitments in the Research Integrity Concordat

The University is committed to meeting the requirements of the Research Integrity Concordat and has established a key project ensuring that the institutional practices align with the commitments within the Concordat. The project is reviewing current policies, procedures, training and communication relevant to the Concordat and is identifying any gaps or areas for improvement. The project is sponsored by the Vice Principal for Research & Provost.

Continued commitment to invest in the environment for high quality research training and development, and enhance the contribution of postgraduate research students to the research base in Scotland.

The research environment in St Andrews ensures our postgraduate researchers have access to a comprehensive suite of development opportunities including face-to-face workshops and online courses (GRADskills), tailored careers support via a postgraduate advisor in the Careers Centre and a single point of contact for postgraduate researcher development. The institution also has a Research Student Development Fund to help research postgraduates attend external or online events that provide transferable skills training beyond what is available via GRADskills, and an Innovation Grant to which students and staff can bid to develop their own transferable skills activities or resources. The development programme is regularly refreshed and updated based on feedback from supervisors and postgraduate students and strategic drivers, eg. introducing research integrity training opportunities across the institution.

Equality & Diversity (E&D)

Through its compliance with legislative requirements, the University continues to ensure the provision of teaching and research environments that are free from potential forms of discrimination (Equality Act (2010); Public Sector Equality Duty (2011); and the Scottish Specific Duties (2012)).

We will continue to build on our successes with Athena SWAN awards in our STEM Schools with a further two Bronze applications expected next year to complete the set (School of Computer Science and also the Department of Earth & Environmental Science). In addition, we have started work in Arts and Humanities and will be preparing relevant applications in 2016/17.

The University aims to retain all its existing awards; including the HR Excellence Award (interim review passed in May 2014) and the Institutional Bronze Athena SWAN (due for renewal in April 2016). We achieved the Institutional ‘Stonewall Diversity Champion Award’ in Sep 2015, following 3 year work on the Stonewall Good Practice Programme (2012-2015) for the inclusive environments we create for staff and students of different sexual orientation. We also completed the Stonewall Workplace Index within HR in Sep 2015.

The University has a compliant Equality Policy and complies with the publishing requirements of Equality reports (Gender Pay, Mainstreaming, Equality Scheme, progress on Athena SWAN and LGBT Charter marks). The University of St Andrews was awarded the European Commission HR Excellence in Research award in May 2012, and we are one of just seven UK institutions to retain this award at the two-year stage. The award recognises that we are committed to the principles laid out in the Research Staff Concordat.

In 2015, the University nominated two Equality & Diversity Champions at Vice-Principal level assuring that equality initiatives continue to receive important institutional support. In addition to strategic support and the E&D function in HR, each academic School will have an E&D Officer in place who will help champion change in the academic environment with direct support from the Head of E&D in HR. This approach received endorsement at the Academic Council meeting last December, demonstrating full institutional commitment to advancing equality and celebrating diversity.
Building on past initiatives, our new bespoke online training module on Student Diversity and Recruitment were launched in Sept 2015. The aims is to assure that relevant members of the University community complete these on an annual basis. The Principal's Office will receive monitoring reports on behalf of the Institution on an annual basis.

Work with 'Equate Scotland' on training will continue. For example, on site Unconscious Bias training has already been delivered.

**Statement of ambition regarding how the institution will address equality and diversity issues identified by the REF 2014 Equality and Diversity Advisory Panel (EDAP) report**

The University of St Andrews has taken on board the recommendations of the REF 2014 Equality and Diversity Advisory Panel and tasked the internal Equality & Diversity Athena Swan Committee and the University Race Charter group to devise an institutional action plan in response. These groups, chaired by the Vice Principal for Enterprise & Engagement, have commissioned and considered findings of a statistical report pertaining to gender, ethnicity and nationality in the context of REF 2014 and RAE 2008. The resulting action plan will be published during 2016 as part of the Institutional Athena SWAN and Race Equality Charter submissions to the Equality Challenge Unit.

We have also updated our Recruitment & Selection training with the launch of a mandatory bespoke online module, a component of which assesses implicit bias in the process of selection. In addition to this additional on-line training has been commissioned for launch in early 2016. This will provide more specialised training on unconscious bias beyond what is required by compliance alone.

### 3. Teaching and Learning

Teaching that is delivered in a world-class learning community, where top-level research influences educational design and practice, remains at the heart of St Andrews identity and mission. We support, nurture and develop students from a diversity of backgrounds, allowing them to fulfil their potential as independent, analytical and thoughtful contributors to society. Our overall approach in this area is integral to our commitment to three key SFC aims, namely: supporting efficient and effective learning (Aim 2); supporting appropriate learner journeys and articulation (Aim 1); and participating in the coherent provision of higher education in Scotland in line with SFC’s statutory obligation (SFC aim 3). Our commitment to each of these aims is discussed in detailed sections below, but in this part of the document we first provide an integrative, holistic picture of our approach. This approach to teaching and learning is focussed on four elements that collectively give us a balanced perspective. These elements combine in two pairs that address pedagogic development, and the evolving potential and needs of our student cohorts.

Pedagogic development at St Andrews balances an **internal** perspective on our traditions of pedagogic excellence with an **international** perspective on developing future connections and collaborations. Our traditions of pedagogic excellence are valued across the university, and there is a commitment to their preservation. Teaching will continue to be structured around small group sizes to promote high quality exchanges in the classroom as well as the ready availability of world-leading staff to all students. In addition we will continue to maintain a balance between scheduled teaching and guided learning, such that students, across their learning journeys, progressively develop a high degree of intellectual and organizational independence. Our international outlook is another key element of the education we provide. We will continue to explore collaborations with partners around the world and this will include expansion of study abroad, student and staff exchanges, as well as consideration of new ventures such as face to face teaching outwith traditional semesters where there is capacity to do so, joint degree programmes and elements of remote learning.

Considering the evolving potential and needs of our students is also key to our approach. The community context and infrastructure of teaching and learning speaks directly to the current and future needs of students from a wide variety of backgrounds. The location, small size and close community atmosphere of St Andrews are central to the experience of the great majority of our students, including their intellectual development. We recognize that learning technologies and resources as well as the physical facilities have to be top class to continue to enable and inspire all of our students. In order to support both classroom and independent learning, we have a strategic intention to significantly develop the University’s Virtual Learning Environment and other learning technologies across the institution. The evolving capabilities and access routes of students are also tied in to this consideration of community and infrastructure, but they are also considered in relation to curriculum development and articulation. In line with our philosophy of research-led teaching, we research, develop and adopt advances in research and teaching methodologies to suit our extraordinary breadth of curriculum and diverse, international student population. Developments in our teaching curriculum therefore allow for connections with the increasingly diverse qualifications (which are also of an increasingly high standard, overall) and the variety of entry routes of our students. We also
adjust and monitor the portfolio of subject disciplines, collaborations, modes (such as e-learning) and timetabling of delivery as appropriate to the University's needs, to respond to societal changes and to reflect the aspirations and abilities of our students. With that in mind, we also seek to continue to expand internship opportunities within our Degree programmes, to embed employability skills in the curriculum wherever possible without compromising academic ambition, and to offer extra-curricular avenues for the development of high-level professional skills.

Overall, we recognize the importance of supplementing our core of intellectually demanding, research-led curricula – which is intrinsic to our particular role within the Scottish higher education system – with opportunities for our diverse community of students to acquire the skills and experience valued by society and employers, and to develop in personal character and competence. Having established our philosophy and strategic context, we now set out our particular commitments to teaching and learning related SFC Aims below, in three parts. We first address how we ensure that we have a high-quality, efficient and effective learning offering (Aim 2). Second, we describe our commitment to improving access to this high-quality higher education to those from the widest possible range of backgrounds (Aim 1). Third, we show how our high quality, accessible offering provides a distinctive contribution to the coherent provision of higher education in Scotland, in line with SFC’s statutory obligation (Aim 3).

*High quality, efficient and effective learning – learner journeys are short, efficient and as effective as possible and learners experience the highest quality of learning and teaching and achieve successful outcomes - (SFC Aim 2)*

In this section we focus on our commitment to efficient, effective and high quality learning and teaching. There are four aspects of our commitment that provide a framework for our response in this area: robust connections between research and teaching and learning; formal and informal programmes of development in teaching and learning at the school, programme and individual staff level; focussed attention to retention and attainment of students; and careful consideration of learner journeys and articulation. We address each in turn below.

**Linking research with teaching and learning**

Teaching, learning and research are closely linked at St Andrews, and we actively encourage undergraduate engagement with our research agenda from the earliest possible point. In addition, we offer internal undergraduate research internship programmes and the externally funded, high profile Laidlaw Undergraduate Internship Programme in Research and Leadership. This competitive programme aims to equip students with the skills and values to become leaders in their chosen occupations beyond University. Students design, pursue and report on a research question with an academic in their School during the summer vacation, and complete a bespoke leadership training programme. In addition to the benefits to the interns, such programmes also raise research awareness and aspirations amongst the general student population, as well as developing faculty skills in and further engagement of undergraduates in cutting-edge research and independent learning. In terms of benefits to the intellectual environment, the contribution of 49 projects from the first cohort of Laidlaw Interns across the sciences, social sciences and arts promises to contribute to academia more broadly in the future. Over half the interns report that they now wish to apply to further educational programmes. As a result of our general approach and specific research initiatives, student appreciation of their tutors’ subject-area expertise is among the highest in the country, as demonstrated by our scores in NSS and iGrad. Maintaining our reputation for excellence and high student satisfaction remains a high priority.

**Development in teaching and learning at the school, programme and faculty level**

Our rolling programme of University-led Reviews of Learning and Teaching, together with our Academic Monitoring scheme, ensure that all subjects have an opportunity to learn from most promising practice, as well as accounting for the ways in which they are assuring and enhancing the quality of Learning and Teaching. We also run a variety of events to enable discussion around good teaching, such as the Learning and Teaching Open Forum, workshops, CPD courses for academic staff, a teaching development fund and the University’s Teaching Excellence Awards. The last of these encourages and rewards excellence in a competition launched two years ago to complement the student-led Teaching Awards distributed by the Students’ Association.

At the University of St Andrews we have been running centrally coordinated mentoring schemes for staff since 2005. The Early Careers Mentoring programme, a joint venture with the University of Dundee, was nominated in 2014 for the Times Higher Education Awards under Supporting Early Career Researchers. Based on this experience we embarked on a project to develop an online platform to support mentoring and coaching schemes in higher education. With a three-year SFC funding award, we have been developing this platform, SUMAC, to provide a system that enables schemes to be managed with greater effectiveness and efficiency, and to support the sector in building
capacity to deliver mentoring and coaching opportunities. The SUMAC online mentoring platform is approaching the end of the first year of SFC funding. During this period it has met or exceeded the Year 1 evaluation targets in almost every instance. It is now in use with 11 Scottish HEIs as well as a further 18 from the rest of the UK. It currently hosts 23 mentoring schemes in Scotland, including almost 1500 individual member records and more than 660 mentoring partnerships. In line with the terms of the grant, a baseline study of mentoring activity in the Scottish HE sector was carried out in summer 2014 and will be noted as part of the project reporting framework.

Partnership and collaboration amongst students and staff at St Andrews operate formally and informally at all levels throughout the institution and have done so for very many years. Indeed, the relative closeness of staff and students that is possible in a small University, the mutual respect this closeness fosters, and the many productive outcomes of staff-student exchanges are among the hallmarks of our community. In the areas of Learning and Teaching and Quality Enhancement, student engagement is energetic and extremely positive, with an agreement for the current and coming years for staff and students to continue the work together on individual feedback to students and on the identification of new topics for enhancement. One of these, the early dissemination of course information, is now complete.

**Gender balance**

The gender balance across the student population is currently 60% female, 40% male and tending towards an increasing gap in favour of female students in line with national trends. The subject level percentages relating to the same statistics also correlates with the gender distribution of qualifying secondary school leavers.

<table>
<thead>
<tr>
<th>School pathway</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Art History</td>
<td>91.4%</td>
<td>8.6%</td>
</tr>
<tr>
<td>School of Biology</td>
<td>73.5%</td>
<td>26.5%</td>
</tr>
<tr>
<td>School of Chemistry</td>
<td>46.3%</td>
<td>53.7%</td>
</tr>
<tr>
<td>School of Classics</td>
<td>59.2%</td>
<td>40.8%</td>
</tr>
<tr>
<td>School of Computer Science</td>
<td>21.0%</td>
<td>79.0%</td>
</tr>
<tr>
<td>School of Divinity</td>
<td>57.5%</td>
<td>42.5%</td>
</tr>
<tr>
<td>School of Economics &amp; Finance</td>
<td>41.3%</td>
<td>58.7%</td>
</tr>
<tr>
<td>School of English</td>
<td>80.9%</td>
<td>19.1%</td>
</tr>
<tr>
<td>School of Geography &amp; Geosciences</td>
<td>62.6%</td>
<td>37.4%</td>
</tr>
<tr>
<td>School of History</td>
<td>54.5%</td>
<td>45.5%</td>
</tr>
<tr>
<td>School of International Relations</td>
<td>63.1%</td>
<td>36.9%</td>
</tr>
<tr>
<td>School of Management</td>
<td>59.8%</td>
<td>40.2%</td>
</tr>
<tr>
<td>School of Mathematics &amp; Statistics</td>
<td>43.9%</td>
<td>56.1%</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>59.9%</td>
<td>40.1%</td>
</tr>
<tr>
<td>School of Modern Languages (ML)</td>
<td>74.2%</td>
<td>25.8%</td>
</tr>
<tr>
<td>School of Philosophical, Anthropological &amp; Film Studies</td>
<td>65.3%</td>
<td>34.7%</td>
</tr>
<tr>
<td>School of Physics &amp; Astronomy</td>
<td>34.2%</td>
<td>65.8%</td>
</tr>
<tr>
<td>School of Psychology &amp; Neuroscience</td>
<td>81.9%</td>
<td>18.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60%</strong></td>
<td><strong>40%</strong></td>
</tr>
</tbody>
</table>

Through our Athena Swan initiative we have identified the gender balance for each programme within each of our academic Schools (see table above). As a result and where relevant, there is school action to increase the focus of the minority gender under ‘positive action’ as part of outreach activities. Where there is a gender imbalance in first year undergraduate and postgraduate students, staff representing the school in open days are reflective of the minority gender. Open days are subject based and we ensure that there is good representation from each gender of applicants/offer holders as well as existing students. Such initiatives will be undertaken also across the Arts based schools through the work on the Gender Equality Charter Mark during 2015. Our School of Physics hold a Juno Practitioner status.
The University’s ‘Inclusive Curriculum Toolkit’ (www.st-andrews.ac.uk/hr/edi/inclusivecurriculum) was endorsed and is being utilised by our Directors of Teaching. During the launch (Sept 2013) and in the Learning & Teaching Open Forum (April 2014), there has been discussions on gender segregation in the delivery of the curriculum and activities linking to the Student’s Union.

The University is one of the few universities in the UK to have a mandatory bespoke ‘Online Student Diversity in HE’ training module (launched in Sept 2015/16). Student Sabbatical Officers already attend a Diversity Inclusion workshop as part of their Induction on a mandatory basis and there are also talks by the E&D Officer to the Student Representative Council members for Equality.

Retention and attainment
The University of St Andrews has a retention rate for Scotland-domiciled full-time UG entrants of 97%. Our aim is to maintain this high performance for all students regardless of background. We are also involved in sector-wide research on undergraduate retention and attainment across the UK, through academic involvement in the Higher Education Academy’s research programme in this area; indeed, academic leadership of the programme is provided by a St Andrews academic. The lessons from this research (publication forthcoming) will be of benefit to our own efforts to support retention and attainment and to others across the sector. We are already, in any case, deeply committed to supporting and enabling successful student learning outcomes. Through its academic quality monitoring processes, the University monitors premature departures of students and has a wholly-integrated Student Services unit dealing with personal, social and financial issues. In addition, students in difficulty meet regularly with Pro-Deans, Advisers and counsellors with regard to academic progress.

Learner journeys and articulation (SFC Aim 2)

The University is committed to working with Colleges locally and nationally on establishing Articulation Agreements. Some of these agreements will be more institutionally-focused, while others will be discipline-based. Agreements are in place with Fife College and Dundee and Angus College. These agreements are under review for entry 2017. The university remains committed to a minimum of 20 places for those coming through FE routes. As part of this, the University aims to ensure that up to 10 students per year have the option of entering Year 2 of the BSc General Degree through college articulation, with the opportunity to progress to Honours for those who meet the Honours entry thresholds.

Pathway to Medicine (SCQF Level 7 articulating into Level 8): This is a partnership with Perth College designed to enable students to study medicine where they have been prevented from doing so through either social or educational disadvantage.

Progression to SCQF level 8: As a matter of individual choice, students can apply to enter University Year 2 (SCQF 8) in subjects with appropriate curricular fit with Advanced Highers, e.g. Mathematics, Chemistry, Physics, Computer Science. Generally, the minimum entry requirement is AB or AA in two Advanced Highers (including an A in the Degree subject) and AB in two Highers. In practice, often straight A students are recruited. Number of students choosing this option are small; a far larger number of students who would be qualified for direct Year 2 entry choose to enter University at Year 1. Their main reasons for this are: 1) the wish to revisit the subject at University level to gain a more secure understanding; 2) the breadth of learning possible through studying other subjects along with the Degree subject if entering at Year 1; and 3) flexibility of individual choice offered by the broad-based Scottish Year 1 that allows students to pick up other subjects, sometimes changing their Degree intentions.
For those who do take up direct entry to Year 2, the University invests resources in the supplementary teaching and/or special modules necessary to cover those areas that students will miss by not taking Year 1. Most students entering by this route perform as well as the rest of the cohort, and many go on to take a four-year Integrated Masters for which the standard route is five years.

Curriculum for Excellence (CfE): The University is continuing to work with teachers and schools in relation to CfE in the first years of implementation. St Andrews has made it clear that it considers 4/5 Highers at one sitting to be the best preparation for the demands that its courses place on new students; however, through its central admissions policies, the University avoids discriminating against students who come from schools where this is not on offer.

Through its teaching enhancement effort and academic monitoring the University monitors completion within its own framework. This monitoring will be made more specific to measure completion of student cohorts from disadvantaged backgrounds.

Improve access to higher education for people from the widest possible range of backgrounds (SFC Aim 1)

Access and Widening Participation
As an internationally-recognised, leading institution, the University of St Andrews both shares and contributes to the Scottish Government’s goal of ensuring that the young people of Scotland have access to world-class Higher Education. This was clearly demonstrated in the interim report released by the Commission on Widening Access. We seek to find and enable those with potential to enter as undergraduate students from all areas of society, and especially those who have a background of social and economic disadvantage whether this is related to their place of education, family background or residence. The University has a research based contextual admissions process through which we ensure that no student with the potential to do well is disadvantaged. This admissions process is supported by a range of projects and initiatives aimed at raising aspirations, enabling growth in the relevant potential applicant population and supporting applicants from application through to matriculation. These initiatives are described in our access brochure and on our website.

In relation to our commitment to access and using the stipulated measure that focuses on applications from those living in SIMD20/40 areas, we ensure that these are highlighted in all our outreach work and admissions processes. Over the past 4 years, the intake for the SIMD20/40 in relation to Scottish-domiciled percentage of entrants has nearly doubled, rising consistently from 8.6% in AY 2011/12 to 16.1% in 2015/16. Whilst achieving this increase we have met and exceeded all target commitments set in relation to the SIMD20/40 indicator.

Our ambition is to see equity of access across the country regardless of socio-economic background. We pledge to make an offer to all applicants who:

- declare a looked after/in care background
- or, who reside in the 20% most deprived areas in Scotland as indicated by the SIMD and attend a school which has 30% or lower progression to HE;

provided that the desire to study the subject is demonstrable, the minimum asking rates within all specified required subjects are met and if relevant there is success in external testing or interview.

To support our students from the most disadvantaged areas in Scotland while at the University we will:

- offer a full transition programme with taster days along with a first year mentoring programme for all students with access criteria such as socio-economic disadvantage, attendance of a low progression school or a background of being looked after/in care;
- provide a bursary of £1500 for every year of study for all students with a household income less than £34,000.

The target for 2015/16 was 13.5% which we still believe to be a realistic target for the University to aim at and not fall below. In 2016/17 we will aim to secure and embed the new higher target of not less than 14% of Scottish-domiciled SIMD20/40 entrants. This does not mean that this is a limited target and where there is opportunity to do so we will endeavour to surpass this target as we have done in 2015/16.

---

6 [http://www.commissiononwideningaccess.co.uk/#!publications/ca60](http://www.commissiononwideningaccess.co.uk/#!publications/ca60)
7 [http://www.st-andrews.ac.uk/study/ug/policy/contextual-data/](http://www.st-andrews.ac.uk/study/ug/policy/contextual-data/)
8 [http://www.st-andrews.ac.uk/media/study/documents/access.pdf](http://www.st-andrews.ac.uk/media/study/documents/access.pdf)
9 [http://www.st-andrews.ac.uk/study/access/](http://www.st-andrews.ac.uk/study/access/)
Contextualised Admissions

Access is not always about socio-economic deprivation as described by the Scottish Index of Multiple Deprivation. Barriers to higher education are found in many other forms. Research by Dr Sarah Skerratt, often in partnership with Dr Mike Woolvin both from the Scottish Rural College, raises awareness of the unhelpfulness of the significance of SIMD in guiding policy in relation to poverty and disadvantage particularly in relation to ‘rurality’10. The Poverty Alliance also points this out in their briefing paper on this topic11. The idea that SIMD is a silver bullet for identifying those that are disadvantaged is further disproved by Colin M Fischbacher12. Dr Laurence Lasselle of the School of Management, University St Andrews, has carried out SFC funded research in this area and the initial report’s findings suggest that lack of opportunities to attend open days, cost and a limited range of subjects at Higher contribute to the perceived disadvantages for those living in our rural communities13.

This is why the contextual admissions process in place at St Andrews is not reliant on a single measure but uses multiple access markers to enable us to put into context the achievements of all applicants and assess potential. This contextual admissions process is research-based14 and seeks to ensure that the University employs a more comprehensive and sophisticated understanding of deprivation than SIMD measures alone.

<table>
<thead>
<tr>
<th>Access Codes used for 2013-14 and 2014-15 entry applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong> Student who have been out of education for more than 3 years without ever attending university</td>
</tr>
<tr>
<td><strong>A2A</strong> SWAP access applicant</td>
</tr>
<tr>
<td><strong>A3</strong> Sutton Trust Summer School applicant</td>
</tr>
<tr>
<td><strong>A4</strong> Applicant from low progression school</td>
</tr>
<tr>
<td><strong>A6A</strong> St Andrews specific access initiative</td>
</tr>
<tr>
<td><strong>A6ARC</strong> Applicant from an ARC region. Rural Access Project</td>
</tr>
<tr>
<td><strong>A6B</strong> Applicant from LEAPS (Lothian Access Programme for Schools) and other SHEP programmes</td>
</tr>
<tr>
<td><strong>A6R</strong> REACH applicants</td>
</tr>
<tr>
<td><strong>A720</strong> Applicant identified disadvantaged (SIMD 20)</td>
</tr>
<tr>
<td><strong>A740</strong> Applicant identified disadvantaged (SIMD 20-40)</td>
</tr>
<tr>
<td><strong>A7C</strong> Applicant has spent time in care</td>
</tr>
</tbody>
</table>

Through using this contextual process 39% of our Scottish-domiciled entrants were flagged with an access marker in 2015/16. The University will remain committed to using such contextual admissions in its policies and processes and believes that these multiple measures offer a truer picture of its ambitions and achievements in widening access. We will commit to 35% of our Undergraduate Home entrant cohort having at least one access marker.

More generally, we will support the continuing efforts in the sector to develop an understanding of what constitutes under-representation of learners in different protected characteristic groups within the context of Scottish-domiciled learners.

Outreach

With this broader approach to access in mind, the University set up the Access for Rural Communities (ARC) project in partnership with SFC and Scottish Government. The key aims and objectives of ARC are to assess the effect of rurality on access to HE, so as to ensure that there is equity in the provision of HE information, advice and guidance throughout rural areas in Scotland. The project also has a major research element, which is exploring the effects of rurality on pupils’ chances of securing a positive destination within HE.

This is but one of a number of outreach programmes that the University delivers and that play a major role in the goal to increase the number of those under-represented at the University. The effects of such programmes go far beyond entrants to St Andrews; they have contributed to the successful placement of young people into many other positive places.

---

14 School grades, school context and university degree performance: evidence from an elite Scottish institution http://www.tandfonline.com/doi/abs/10.1080/03054985.2014.900485#VMuzWC5xYXg
HE destinations. We consider this to be part of our success as well. An example of this can be seen in the tracking work we did with Sutton Trust and UCAS in relation to our Sutton Trust Summer School. In the last year for which detailed follow-up data was available, of the 114 summer school attendees 22 took up an offer to study at St Andrews and a further 66 are attending another institution of their choice.

Outreach initiatives in place for the coming academic year include the following:

- **First Chances** – the University and The Robertson Trust have become partners in this project to ensure it has maximum impact. 150 S3 pupils are selected each year on the basis of access criteria and will be part of a programme that will see them successfully transition into university. The pupils will have access to revision days, residential experiences, mentoring and support throughout their senior phase. They will also have access to bursaries of up to £4000pa on entering university along with first year mentoring.

- **GAP project** – the University will allocate up to 5 of its funded places to suitably qualified pupils wishing to study at St Andrews after having engaged in a S6 programme of study that will see pupils follow an integrated study programme taught at school and university. Our school partner is Buckhaven High School (a SHEP criteria school). In 2016 Buckhaven High School and Kirkland Community College will merge to create a new High School for the Levenmouth area. Plans are in place for the GAP programme to continue after this merger takes place.

- **Access for Rural Communities (ARC)** – The outreach aspect of ARC will work with all schools in the target areas to ensure that schools and pupils will receive the best possible information to enable positive choices to be made concerning their transition to Higher Education. 15 places at the University of St Andrews have been allocated for this project with 5 coming from existing places and 10 further places being separately funded by SFC.

- **The University aims to enrol up to 20 students each academic year coming through an FE route taking courses such as SWAP, HNC and SQA Highers for our MA or BSc General Degree.**

- **We will promote access to higher education in general and to St Andrews in particular through a series of programmes including: Sutton Trust Summer School, Shadowing and E-Mentoring, Teachers Together Conference, Access to Professions and Competitive Courses (REACH), Gateway to Physics and Astronomy, Gateway to Computer Science. We also will work with SHEP and SWAP to ensure the partnership agreements we have in place are honoured.**

- **Students from an FE route will have access to a dedicated tutor/mentor 4 hours per week, paid for by the University. This is in addition to other support designed for all students through the Academic Advisor System, University Maths Support Centre and the University Academic Skills Consultant, whose primary roles are to enhance students’ academic effectiveness through one-to-one consultations arranged in relation to a student’s background and needs.**

- **We will continue to provide tailored first-year support for those entering through the Gateway programmes, and a full-time dedicated tutor for the Gateway programme.**

- **We understand that, although all courses at St Andrews are competitive, there is need to ensure that Medicine in particular is open and accessible to all who have the ability to take up a place regardless of background. The School of Medicine has a ground-breaking pre-med course in place that enables those from areas of disadvantage who have not quite achieved the minimum grades for normal admission to embark on a one year course as a gateway to the full medicine programme. In 2015/16 this programme was open to pupils entering from S/5 for the first time.**

**Support and Retention**
The University finds little benefit for society in admitting Scottish students who subsequently drop out of university studies. The University is therefore committed to supporting all students to completion. This is evident from our retention figures for both access and non-access students.

Number and percentage of 2014-15 full-time registered undergraduate students by their status at the start of the academic year 2015-16 by year of programme.
This level of success at retention, which is a result of focussed effort on enabling students to complete their undergraduate programmes successfully rather than simply be admitted, is exceptional in the sector. The University will commit to maintaining this success through student support and through its policy of admitting students who have the potential to succeed. Working with Student Support, Scholarships Team and Educational Support Team (CAPOD) we are creating a link with applicants who have attended outreach programmes and those who have come through our contextualised admissions process. This allows for a more pro-active and strategic approach to supporting students, both in financial terms and in the area of study skills support, leading to improved retention for those most vulnerable to dropping out.

We have put in place robust support packages including dedicated mentors for students entering via FE route, and financial aid for those who need such support. The University has in place a matching mentoring programme specifically aimed at those entrants who have entered through our contextual admissions process. We believe this will further enhance the support given to maintaining the excellent retention of students. The University has a very generous provision of needs-based bursaries and continues to invest in this year on year. From academic year 2015/16, the new St Andrews Bursary Award will support all Scottish domiciled entrants with a family income of less than £34,000 by awarding £1,500 for every year of study.

The University is committed to a range of activities in order to support pupils, applicants and students with a background of being in care. In 2015/16 the University has 12 students registered with a care experienced background declared. In partnership with our Local Authority, we have embarked on an ambitious programme of student mentoring and support solely focused on looked-after children and the need to raise attainment.

The University of St Andrews pledges to listen to the voice of care experienced young people and work together to ensure they feel wholly supported. In collaboration with Who Cares? Scotland and Fife Council, several members of the University’s Senior Management team recently participated in Level 2 Corporate Parenting training (funded by the SFC). The training facilitated: a deeper knowledge of the issues faced by care experienced students; a clear understanding of what Corporate Parenting means in practice; the knowledge required to develop Corporate Parenting strategies; the ability to challenge stigma around being a care experienced young person; the competence to meaningfully engage with care experienced students; and a framework for setting up care experienced student group with the institution.

The University is also a member of the Local Authority Corporate Parenting Group and contributes to its strategic plan.

The University is aware of issues in relation to age and those who return to formal education after a sustained period of time away. We will continue to support and encourage more mature students through our Lifelong and Flexible
Learning provision, including our Evening Degree, which has 140 students at present. Support is made available to students on the Evening Degree through needs-based scholarships, which amount to over £5000 pa.

Our commitments in the area of widening access are ambitious but realistic, and we at all times work to exceed rather than simply fulfil them.

Right learning in the right place – secure coherent provision of higher education in Scotland in line with SFC’s statutory obligation – (SFC Aim 3)

St Andrews has developed programmes of study over many years which provide a valued contribution to education provision in Scotland. Students benefit particularly from experiencing research-teaching linkages over the course of four years’ study. St Andrews stands by the four-year Degree as a model of educational excellence aligned with international norms. A certain flexibility in entry and exit points is allowed but, in practice, only a small minority of undergraduates, even where qualified to do so, avail themselves of the option of direct entry to second year. The breadth of education and of choice to pursue a variety of pathways attracts most students to begin their University career in first year. Evidence shows that the intellectual and personal maturity and flexibility that we value in graduates from this system are also highly prized by employers.

The additional funded places for STEM, skills and access (480 FTEs over four years) are now embedded into our student cohort. The additional student places have helped with responding to the increased demand from Scottish students for places in STEM subjects and with ring-fencing places for students connected to the various outreach programmes we run. At undergraduate level, our students have the opportunity to take summer internships with companies who as part of their operations are looking for a skilled workforce in the areas of Life Sciences, Energy and Renewables. As part of the Intercalated Masters degrees (such as MChem, MBioChem, MGeol, MPhys), students are linked with industry through: work placements, involvement of industry speakers in teaching, and assessments that require direct experience of a work placement or research environment. We rely on the continued levels of investment into the excellence of teaching in Scotland, through the various funding streams including the number of funded student places and levels at which funding price groups are set, to enable us to continue investing, longer term, into the development and quality of the learning, teaching and research environment and the student experience. This is important for maintaining the ability to compete effectively with peer HE institutions in the rest of the UK.

The additional funded places for PGT students have become key to attracting Scottish students into associated PGT programmes, often with specific industry link or demand and taught by experts with industry experience, such as: Sustainable Aquaculture (7 part-time places), Photonics & Optoelectronic Devices (3 places), Health Psychology (5 places), Management (7 places) and Museum & Gallery Studies (5 part-time places). In some cases, students may already have employment in industry and may use these courses to enhance their skills (e.g., Sustainable Aquaculture and the Museum & Galleries programmes). The University has welcomed these investments by the SFC to help meet some of the demand in these areas, many of which are scientific disciplines.

It is expected that this provision, aligned with industry at both undergraduate and postgraduate levels, will contribute to meeting the demands of the Scottish economy for a skilled workforce in areas of Life Sciences, Energy and Renewables.

At the end of their programme, all taught students receive a Higher Education Achievement Report, an extended transcript, which contextualizes their qualifications and experience attained during their time at the University. This extended transcript incorporates the St Andrews GPA, based on a 20-point scale, which is used for the calculation of the degree classification. This additional detail is intended to contextualise more appropriately the achievements of our students and provide ‘granular’ information that is more relevant for employers.

Further to the Ministerial Letter of Guidance in 2014 and the priority given to providing graduates with practical language skills, the University is keen to pursue this aim and would welcome support to investigate impediments to language learning and opportunities for improvement at both HE and school levels. Our language programmes are distinct from language teaching centres, because we consider it essential to provide language teaching in a cultural context. This is key for any lasting entrepreneurial initiative in an international context. Such language teaching is very resource intensive, however, because (in addition to traditional lectures, tutorial and seminars) there are language lab classes as well as cultural instruction, resulting in engagement with students every day of the week. We provide opportunities to study a language as a joint subject with many Arts-based disciplines, and also in conjunction with
Government funding awarded through the Saltire Outward Mobility fund has helped the University to enhance the arrangements, many of our students find international internships during vacations, supported by the Careers Centre. Assessments and examinations, and grades counting fully towards the student’s Degree result. On top of these formal arrangements, we insist on at least one semester of residence abroad, with a standard credit load, completion of all local courses. We have developed a ‘First Abroad’ scheme which, in the context of support for all students, will put particular incentives/impetus into supporting students to study abroad who are from non-traditional backgrounds. The initiative seeks to build on the successful partnership between the University of St Andrews and the College of William & Mary in Virginia, USA, by providing a first year undergraduate student and an offer holder from an access background the opportunity to experience a few days of academic and co-curricular activities at William & Mary. The two Saltire Scholars will be able to experience the benefits of Study Abroad first hand and then to share these experiences with other students from non-traditional backgrounds. On return, the undergraduate Saltire Scholar will undertake a Study Abroad Internship specifically focused on activities to widen participation to Study Abroad. Upon successful completion of the First Abroad scheme, the St Andrews student will be awarded a Saltire Scholar prize which will be included on the student’s HEAR transcript. The St Andrews Saltire Scholar will be guaranteed a place on one of our Study Abroad programmes in their Junior Honours year, provided that they satisfy the academic requirements to study abroad as part of the St Andrews degree programme. If successful in securing a place, the Saltire Scholar will be supported with a St Andrews Abroad Scholarship with a minimum value of £1000.

The University offers Gaelic language teaching at beginner as well as intermediate levels in the evenings during semester time. These courses are not part of a degree pathway but students can earn additional credits by completing the courses successfully. Details can be found at: http://www.st-andrews.ac.uk/eveninglanguages/. In addition, in the School of English there is specific research and interest in Gaelic poetry, and we offer Honours-level modules which explore the culture and history of Scottish and Celtic people.

We will work with our colleagues in Scotland, the SFC and Scottish Government to ensure that the values and differences of the Scottish HE framework are appreciated and that initiatives such as the Teaching Excellence Framework (TEF) do not disadvantage the Scottish HE sector. In particular, we need to ensure that we preserve our ability to compete effectively; that we are perceived as excellent by all including international students; and that RUK students are able to access student loans at appropriate levels to study in Scotland. To this end we hope that the Scottish sector will continue to inform national debate and influence policy in relation to the development of public information requirements and quality assessment and to ensure that our students are seen to be treated fairly from the perspective of their legislative right as members of a higher education community. We stand ready to play whatever part we can in such efforts to influence the UK sector as a whole.

4. A developed workforce – learners who have the skills, knowledge and entrepreneurial spirit to get a job and progress their career; and institutions that respond to the skills needs of the economy locally and nationally – (SFC Aim 4)

A unique quality on offer to students is the cosmopolitan nature of a St Andrews education, with staff and students from more than 120 nations and research/teaching collaborations all over the world. We believe firmly in the benefits of an international perspective for broadening students’ horizons and encouraging them towards outward-looking enterprise and ambition. We recognise the importance of foreign language learning in order to develop an awareness of other cultures, and the acquisition of appropriate skills to support industry and enterprise activities. We would be keen to see investigation of ways to advance the profile and efficacy of pre-University language learning at a national level in order to meet current and future challenges to society and business.

In addition, we take Study Abroad very seriously. In contrast to many other institutions, our Study Abroad arrangements insist on at least one semester of residence abroad, with a standard credit load, completion of all local assessments and examinations, and grades counting fully towards the student’s Degree result. On top of these formal arrangements, many of our students find international internships during vacations, supported by the Careers Centre.

Government funding awarded through the Saltire Outward Mobility fund has helped the University to enhance the links between Widening Participation activities and Study Abroad, two key areas of strategic focus. In addition we have developed a ‘First Abroad’ scheme which, in the context of support for all students, will put particular incentives/impetus into supporting students to study abroad who are from non-traditional backgrounds. The initiative seeks to build on the successful partnership between the University of St Andrews and the College of William & Mary in Virginia, USA, by providing a first year undergraduate student and an offer holder from an access background the opportunity to experience a few days of academic and co-curricular activities at William & Mary. The two Saltire Scholars will be able to experience the benefits of Study Abroad first hand and then to share these experiences with other students from non-traditional backgrounds. On return, the undergraduate Saltire Scholar will undertake a Study Abroad Internship specifically focused on activities to widen participation to Study Abroad. Upon successful completion of the First Abroad scheme, the St Andrews student will be awarded a Saltire Scholar prize which will be included on the student’s HEAR transcript. The St Andrews Saltire Scholar will be guaranteed a place on one of our Study Abroad programmes in their Junior Honours year, provided that they satisfy the academic requirements to study abroad as part of the St Andrews degree programme. If successful in securing a place, the Saltire Scholar will be supported with a St Andrews Abroad Scholarship with a minimum value of £1000.

In pursuing such initiatives, the contribution of students themselves is important to us. Partnership and collaboration amongst students and staff at St Andrews operate formally and informally at all levels throughout the institution and have done so for very many years.
The University offers to all students:

- Placements or opportunities for internships abroad. The Careers Centre has many resources to enable students to identify and gain internship experience and St Andrews students have been exceptionally successful in gaining places through the Saltire Foundation. The Careers Centre also provides documentation and insurance certification, where needed, for students who have gained opportunities abroad.
- Undergraduate Study Abroad programmes with around 60 partners in Europe, North America, Latin America, Africa, Asia, the Middle East and Australia. This includes around 40 programmes under the Erasmus+ umbrella.
- A large School of Modern Languages offering 7 languages and the possibility of Joint Degrees with most other Arts Faculty subjects, as well as a minor Language component in some Science programmes.
- A wide range of core and optional fieldwork modules overseas, across all Faculties.
- Travel Scholarships and bursaries, open to all on a competitive basis.
- A competitive Biology summer research exchange for undergraduates with a partner institution in India, a model which we plan to expand to other Science subjects.
- The University’s Study Abroad scheme as part of a student’s degree. We have also for a number of years been able to offer the opportunity of a Bobby Jones Fellowship for a graduate to go to the Georgia Institute of Technology to study for a twelve-month MSc.

The University also offers more opportunities aligned to particular programmes, such as:

- A fully integrated, jointly awarded B.A. (International Honours) in collaboration with the College of William and Mary (currently available in Economics, English, History, International Relations).
- Several joint and collaborative degree programmes at postgraduate Masters level in Arts and Science, including a new two-year Joint Masters with the University of Bonn which is supported through funding from the DAAD in Germany.
- Co-tutelle programmes and joint PhD programmes in several (mostly science) subjects, which often involve universities abroad.

There is a close relationship between the University and the Students’ Association. The Students’ Association boasts 150+ student societies that allow students to develop their skills and entrepreneurship. There are Students’ Association activities such as the Charities Campaign that annually raises £100,000 for charity while teaching everyone involved important transferable skills. Students have been taking an active role in the redevelopment of the Students’ Association building and also in investigating and supporting the University’s plans to the redevelopment of the Sports Centre.

The emergence of enterprise opportunities afforded by Guardbridge, Kenly and the Byre Theatre broadly coincide with a recognition within the University of the strategic need to drive forward not only business and research partnerships but also enterprise education, enterprise competitions (local and national) and enterprise opportunities for both students and staff. In 2013, therefore, the University created a new post of Vice-Principal (Enterprise and Engagement) to lead this area, uniting the capture of funding with the key academic enterprise endeavours in the University.

Student Enterprise hosts a wide range of activities and events, bringing students into contact with entrepreneurs and companies big and small. It aims to motivate and support enterprising individuals of all disciplines and subjects. We have:

- Events and competitions giving an insight into the entrepreneurial world, with a chance to win cash and prizes. A variety of competitions can be viewed on the Careers Centre homepage;
- Workshops, seminars and ‘meet the entrepreneur’ sessions to expand skills and enhance career prospects;
- Confidential advice and guidance on all matters relating to business start-up;
- Information and resources to help get started.

Enterprise skills are both directly taught and also developed through the encouragement of enterprise activities.

**Enterprise skill teaching** – Supported by Careers, our students demonstrate a sophisticated level of entrepreneurial ambition. As we might expect from high-achieving ambitious young people, our students are keen to flex their wings, not only being independent, but seen to be so. Our aim is to support them in this ambition. We will use our Alumni network, as well as the local business community, including that which is being grown at Guardbridge, to provide a program of external engagement to develop skills and encourage ambitions. The Enactus UK program has been
enthusiastically embraced by the students: it would be a mistake to institutionalize support, but we will publically celebrate the success of projects like this to encourage even greater involvement. We will continue to work with Scottish Institute for Enterprise to benefit from their support for advancing enterprise skills in our community and embedding enterprise training in the curriculum.

Skill development

Public engagement / outreach – Staff and students already engage in significant numbers in outreach events, including but not limited to Festivals, Open Days, public lectures and events in Scottish schools. This kind of ‘showcasing’ develops students’ understanding of their audience as well as their ability to present ideas clearly and with confidence. In addition, outreach will be broadened so that it is also aimed at knowledge brokers, intermediaries and other such contacts. The Byre Theatre offers a particular opportunity to showcase research in an accessible way. The “Moana” project (June 2015) and “Shine” (November 2015) will be used as examples of how research impact can be both developed and demonstrated.

Business engagement – Guardbridge offers a unique opportunity to promote University research to attract business engagement, in what we hope will be a mutually beneficial partnership. In seeking businesses to locate at Guardbridge, we will be mindful of the potential for synergies and ensure that researchers are aware of opportunities to engage and incentivized to do so. The successful creation of a ‘St Andrews BID’ is also an opportunity to change the way we interact with local businesses as, together, we seek to attract new business to the town. Understanding the needs and concerns of the variety of local businesses will afford opportunities to contribute to meeting those needs. A student-run business consultancy service, “The Playfair Project” is a good example of ‘learning by doing’ and also offering real value to the local economy.

Community liaison and co-activities – “Transition St Andrews” is an example of how a University-community partnership offers a novel and realistic approach to finding solutions to a global problem. We will use this as a model for exploring the potential to interact in other domains. For example, our research has direct relevance to other problems of international significance, including (but not limited to) our aging population with the concomitant burden of disease; cybersecurity; food security and so forth. The strategy is not to impose a research agenda, but rather to foster grass-roots enthusiasm born out of research that has relevance and potential to transform lives.

St Andrews graduates are the most active in their use of their University careers service of any of the top 30 UK universities according to the reputable 3rd party survey of High Fliers. We also come 7th out of the top 30 institutions for the proportion of students who had had internship experience during the time of their studies. A high proportion of St Andrews students upon completion of their studies is less than 5% (compared to 6% for all Scottish institutions and 7% for the UK as a whole). Of those who entered full-time employment, 79% were in graduate level positions in 2014. We are committed to ensuring the highest possible performance in this area and aim to be in the Top 20 of UK universities for graduate prospects.

The University offers the following to all students:

- It provides active support in finding placements, summer jobs and internships through the Careers Centre, both within the UK and internationally, including networking databases to connect students with alumni.
- In each major sector of employment, the Careers Centre works with partner employers and alumni to offer or facilitate mentoring, internships or graduate work opportunities.
- The Careers Centre facilitates overseas internships, where employers often require authorisation, authentication or other support from the University.
- In 2014 networking events took place between students and alumni in 8 cities in the US, as well as in London, involving over 500 participants.
- Over 80 virtual presentations by employers and postgraduate study providers were delivered in 2014.
- 80 Work shadowing opportunities with alumni were offered in the UK and US.
- Specialist visa support was offered for post study work applications.
- The St Andrews Award for students in their second year and beyond gives formal recognition to work-related activities and involvement in a full programme of workshops. The award features on a student’s transcript.
- Student enterprise programmes are offered under the auspices of the University’s Student Enterprise Officer in collaboration with the Scottish Institute for Enterprise (with additional support drawn from experts within and outwith St Andrews). This includes business start-up support as well as more formal enterprise and entrepreneurship education.
• A University-supported summer internship programme is offered. The University itself, as a major employer, provides work experience for as many as possible of its students, including graduate-level experience on summer internships.
• A range of modules are offered at SCQF levels 7 to 11, several of which are open to all students, on Business, Entrepreneurship and Venture Planning.

Over half of our students, 55%, participate in internship/work experience opportunities comparing well with Oxford at 55%, Edinburgh at 52% and Glasgow at 50%.

The University also offers the following to particular major cohorts of students:
• Credit-bearing External Placements (typically in the third year) in Biology, in Chemistry and in Modern Languages, many of which take place abroad and are supported by the University’s Erasmus+ funding. There are plans to extend Placement provision to other subjects as part of the expansion of the Enhanced Honours provision in STEM (e.g. Earth Sciences).
• Special speakers and visits: Many Schools have associated student societies which invite industry speakers and organise industrial visits.
• An Entrepreneurship Society, initiated by undergraduate students, which invites keynote individuals to give talks.
• A suite of free courses, run by the University’s Centre for Academic, Professional and Organisational Development, for postgraduates and postdoctoral researchers aimed at professionalisation and employability. This is supported by the launch in 2013 of the St Leonard’s College Graduate School, which will promote such opportunities for postgraduates.

See also provision under Aim 3 for preparations for work.

5. University-industry collaboration – deliver a step-change in the engagement of business and industry with universities, removing any barriers to the exploitation of research for economic and wider societal benefit (SFC Aim 6)

The University generates wealth for Scotland, as well as opportunity, knowledge and well-trained graduates. In an independent report undertaken in 2011/12, our net contribution to the Scottish economy was identified as £484 million. For every £1 of teaching and research monies received from the Scottish Funding Council, we returned £12.10 to the Scottish economy. Since 2010, despite the stresses of international economic downturn, we have increased our raw, annual monetary contribution to Scotland by over £170 million. We support over 8000 Scottish jobs – 2200 of them through direct employment – and like other leading Scottish universities, we have grown to become an exporter of world-class teaching and research to the rest of the UK and overseas. Over a third of our student body now comes to study in Scotland from overseas.

As a leading Scottish University, we recognise our role as an engine for societal change and economic growth, and we are currently developing an Enterprise and Engagement Agenda to facilitate further the building of strategic relationships with industry at regional, national, and international levels. In connection with this, we chair the knowledge exchange committee of the AHRC DTC. We are also exploring the means by which to offer students further opportunities to engage with enterprise and to develop entrepreneurial skills. Over the next period, we aim to increase our impact and influence on all sectors (i.e., Government, NGOs, and business). It is our aspiration to move from being a ‘responder’ to an ‘influencer’ throughout all spheres in Scotland. We have a good record of European funding and aim to capitalise on this through Horizon 2020.

The University’s Knowledge Exchange Strategy for 2012-2017 commits it to the translation of research for the public through engagement with policymakers and the public. This strategy is under review and the University will have a revised Knowledge Exchange Strategy and a Stakeholder Engagement plan in place during 2016. Five domains of KE activity have been identified: Commercialisation; Knowledge Exchange; Policy Engagement; Culture & Heritage; and Consultancy. Work on the development of associated Key Performance Indicators is progressing with the expectation that these will be in place by the end of summer 2016.

The University actively engages with policy providers in the areas of health studies, housing and population, policing, creative industries and sustainability. In 2014 the renowned Byre Theatre in St Andrews re-opened under the management of the University, based on a rescue package agreed with its owners, Fife Council and Creative Scotland. The Byre is and will continue to operate as a theatre, educational resource, general arts venue and music centre, and provide a year round programme of events open to the community, increasing participation and attendances in
drama, music, opera, film and visual arts. Within a wide range of community ambitions the University provides opportunities for student placements, internships and modern apprenticeships to help young people into work in the creative industries and support the development of a strong local creative sector.

During 2016 the University will complete the development of its biomass boiler at Guardbridge and will connect a district heating network to its science, medicine and residential buildings on the North Haugh. Plans are being developed for a Guardbridge Centre, which will function as an accelerator for industry and academia to showcase solutions to society’s future problems in an integrated community maximizing synergies between different industry sectors. The Centre will invite industry to demonstrate community-based solutions, accelerate innovation and improve security in food, water, energy and resource efficiency through an integrated approach. The Centre will offer the missing link for industry to showcase solutions in a full-sized controlled environment before these are introduced to communities. The Guardbridge Centre will thereby be a catalyst for new research and for developments between industry and the University of St Andrews, together with other UK and international universities, and establish a regional, national and international asset. It will also provide a new conduit to encourage research and discoveries made at the University to be translated into commercial demonstrations, an accelerated pathway to market. The Guardbridge site is creating infrastructure to attract companies providing the following: green electricity, energy storage, integrated smart grid solutions, hydrogen, and gasification. It is planned to include a data centre and the ability to introduce new innovative solutions for energy on a local, national and international level involving off-grid and micro communities, and aid-funded business solutions. In addition, the Centre will offer office, workshop and laboratory space with the aim of attracting businesses and skills into the region (see Aim 7 for further details). In addition, the University is intending to relocate over 250 professional services staff to office space on site by early 2018.

The Director of the University’s Knowledge Transfer Centre is a member of the IS Forum (representing the HEI sector through Universities Scotland), and the University is an active participant in several of the SFC’s new Innovation Centres (Industrial Biotech, Aquaculture and Big Data). The University will continue to work actively through and with IS and other bodies, in supporting the university sector’s general and St Andrews specific engagement with business and industry.

In 2014-15 the University further improved its approach and monitored 495 individual engagements with industry through sustaining 193 income-generating activities, 176 other formal agreements and meeting or handling enquiries from another 126 organisations. As highlighted in the 2013-14 OA, we aim to improve our reception and relationship-building activities further to provide better access to the University. Our main objective is to provide easy-access, support smoother relationship building and improve the quality of relationships and the value of the interactions. This is particularly the case with regard to the relatively small pool of innovation-ready Scottish companies, and we continue to respond quickly to Interface, Innovation Centre and Scottish & Highland & Island Enterprise enquiries made on behalf of Scottish companies.

Rather than simply seeking ever-increasing engagement numbers, we aim to maintain St Andrews’ recent progress in building and maintaining formal and informal SME engagements. We expect that this will be facilitated by the proposed changes to the SFC’s Knowledge Transfer Grant and also through contract work supported by SFC Innovation Vouchers and, potentially, the University’s EPSRC Impact Acceleration Award. The University will continue to support those Scottish SMEs already engaged in accessing funding streams directed at stimulating an enhanced collaboration with the University, including Innovate UK, KTPs, collaborative studentships, follow-on vouchers and in appropriate circumstances H2020 funding.

In 2002 SASOL, the South African based fuels and chemicals giant, set up their European laboratory within the Chemistry building in St Andrews. A new contract was agreed in 2012 for an additional 10 years. Both parties are enthusiastic in maintaining the relationship beyond this period.

In 2014-15 the University formed 2 spinout companies (Razorbill and SmartHistory) and continued to advise and support several earlier spin-outs with the view to either develop their technologies further and/or refine their bids to secure investment funding (MOFgen, Genuswave, ADUSDeepocean, Ambicare and CircaConnect). In 2014-15 we completed 9 new IPR licenses and assignations; including 2 major deals with the Scottish photonics company MSquared Lasers to which we assigned seven and licensed a further 21 patent families. This is St Andrews’ (and M2’s) single biggest IPR transaction to date, and the St Andrews’ technologies will provide M2 a unique platform in biophotonics and the opportunity to enter the lucrative medTech and biotech sectors with a range of new instruments. Total annual licensing returns to the University exceeded £1M for the first time, over £700k deriving directly from technology deals. Our EAIP offerings on UT.com are yet to raise any substantial interest from Scottish
business, but we believe this is primarily due to such IPR-based opportunities requiring a high level of investment and development in order to be turned into new products or services. In the future, working closely with our wholly-owned subsidiaries and using the opportunities afforded by Guardbridge may allow the University to develop such technologies in-house if development funding can be secured on a sustainable basis.

Looking forward the University will continue to offer more attractive, simpler licencing and spinout terms. We are actively involved in adopting and promoting best practice as provided by US RCDG’s Contracts, Spin-out Support and UT.com technology promotion subgroups and involved in both the US 5-point and the ISF 3-point action plans. Our priority is to complete discussions and contract negotiations as efficiently as possible, and, rather than seeking to increase our direct income through licensing and equity in the short term (as an investor or company perhaps would), look to establish longer-term relationships in those cases where indirect rewards provide alternative benefits and appropriate returns in impact, scale and value. The commercial development of early-stage opportunities to market is costly and cannot be undertaken by the University alone without external collaborators, development funding and commercial leadership. Technology licensing or spinout company success is highly dependent on external investment by companies and investors, and it involves an acceptance of a high degree of risk. We still expect further improvements in exploitation activity to be both supported and enabled by the positive demand-side interventions from Innovation Scotland, SFC Innovation Centres and other SE & Government schemes, including the technology and company development funding provided to commercialising university opportunities provided by the continuation of the SE/SFC HGSP programme.

6. Sustainable institutions – ensure high quality of governance and management for institutions delivering long-term and financial and environmentally sustainable interactions - (SFC Aim 7)

The University sets high standards for governance. Alumni, academic and non-academic staff, students and external non-executive members are all directly represented on Court and its sub-Committees. The University’s transparent and inclusive governance structure ensures that all voices on campus are consulted and have the opportunity to take an active role in University governance both through Court and through the Academic Council. Our Court, for example, has more student representative members than any other Scottish university as well as representatives directly elected by the academic and non-academic staff of the University. We have considerable concerns that the Government’s proposals for legislation in the Higher Education Governance Bill will reduce the inclusivity and effectiveness of these governance structures, replacing directly elected staff representatives with nominees of interest groups.

Student inclusion provides for a contextualisation of University decision-making processes regarding learning and teaching and other areas of policy. In turn, the Students’ Association Board includes a senior member of University staff nominated by the Principal’s Office. A staff member from Student Services sits on and supports the Students’ Representative Council’s (SRC) Wellbeing Committee. Student Services work very closely with the Students’ Association Wellbeing Committee and other student-led support groups such as Nightline or Student Minds. The University and Students Association jointly deliver training to an extensive network of class representatives.

Sustainability

The financial sustainability of the University continues to present a challenge in the current financial climate. With no inflation on RUK fees, cuts to SFC funding for research, caps on the number of home/EU students and increasing competition in the global student market, times have never been as financially challenging for the HE sector. The University of St Andrews has worked hard over the last few years to achieve its Outcome Agreement targets, indeed exceeding these in most areas, whilst increasing its ability to accommodate increasing student numbers in the face of ever-increasing demand. The continuing restrictions on places for Scottish students resulting from current funding arrangements are regrettable.

The financial strategy of the University is targeted at achieving long-term financial sustainability including servicing existing debt and repaying loans as they mature. Despite the continuing lack of income growth from public sources, the University has managed to maintain a capital investment programme targeted at both refurbishment and growth whilst building a cash balance in advance of starting loan repayments totalling £30m from May 2019. This cash growth, which the University has managed to generate, should not be mistaken for wealth creation. Our ambitious strategy requires a continuation of capital investment, which necessitates the innovative use of our assets within the tightly managed cash constraints driven by our very small underlying operating surplus. Any future cuts to SFC
funding, whether through student numbers, unit of funding for teaching, or even more cuts to research support, will seriously affect the financial sustainability of the University and undermine the excellence in teaching and research at the heart of this University benefitting not only the students, staff, but also the local and Scottish economy.

Sustainability in a wider sense is at the heart of several areas of research and teaching at St Andrews. The University undertakes world-class research in (among other areas) fuel cells, batteries, energy and gas storage, photovoltaics, sustainable economies and cultural aspects of sustainability. In addition, the University has dedicated sustainable development degrees (at UG and PG levels) as well as aspects of sustainability teaching in most subject areas. Sustainability is clearly one of the emerging issues that society must deal with in the coming decades. In addition to research into new solutions and the spread of this knowledge through teaching, the University believes that it should also act to influence a step change in behaviours by taking a similarly dramatic step change in its own behaviours and performance. The University’s Sustainable Development Strategy 2012 to 2022, and its supporting Carbon Management Plan, define a range of commitments to make significant reductions in the University’s own carbon emissions [http://www.st-andrews.ac.uk/environment/importantinfo/sdstrategy/]. Governance of these issues is managed by the Sustainability Development Working Group (SDWG). Environmental sustainability actions are part of a wider activity mapping exercise that the SDWG has started. This is looking at sustainability domains and functionality over environmental, social and economic aspects of sustainability. The initial draft will be completed in 2015/16.

Climate Change
In line with our University strategy, work has begun on evaluating the impact of climate change on the organisation, and has participated in the Adaptation Learning Exchange. The Climate Change Assessment Tool (CCAT) has been run with the SDWG, and this has highlighted governance and adaptation issues. Climate Change has been added to the University’s Risk Register and associated with a range of risks. Planning work has started for a University Local Climate Impacts Profile (LCLIP) and for running climate threat and opportunity process workshops with key stakeholders. In 2015/16 the initial LCLIP and Adaption Plans will be completed, and the CCAT reviewed.

Carbon Targets
Carbon Targets are included within the University’s Carbon Management Plan 2011 to 2016. A summary of targets is outlined below. The increase in overall emissions are due to an increase in scope 3 emissions from business travel. The Carbon Management Plan will be reviewed in 2015/16.

<table>
<thead>
<tr>
<th>Performance 2011/12-2014/15 and targets 2015/16 - 2017/18</th>
<th>3 year period ending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>Gross carbon footprint - tonnes CO\textsubscript{2}e</td>
<td>31,181</td>
</tr>
</tbody>
</table>

Update on progress (based on 2014/15)

<table>
<thead>
<tr>
<th>Greenhouse Gas (GHG) Emissions (CO\textsubscript{2}e tonnes)</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope 1 Fossil fuels: Non-residential (tCO\textsubscript{2}e)</td>
<td>9,015</td>
<td>7,890</td>
<td>7,924</td>
</tr>
<tr>
<td>Residential (tCO\textsubscript{2}e)</td>
<td>4,629</td>
<td>4,217</td>
<td>4,026</td>
</tr>
<tr>
<td>Fleet Vehicles (tCO\textsubscript{2}e)</td>
<td>112</td>
<td>129</td>
<td>86</td>
</tr>
<tr>
<td>Scope 2 Non Residential Electricity Purchased (tCO\textsubscript{2}e)</td>
<td>7,985</td>
<td>8,936</td>
<td>8,839</td>
</tr>
<tr>
<td>Residential Electricity Purchased (tCO\textsubscript{2}e)</td>
<td>2,608</td>
<td>2,965</td>
<td>2,776</td>
</tr>
<tr>
<td>Scope 3 Water &amp; Sewerage (tCO\textsubscript{2}e)</td>
<td>293</td>
<td>285</td>
<td>289</td>
</tr>
<tr>
<td>Waste sent to landfill (tCO\textsubscript{2}e)</td>
<td>198</td>
<td>210</td>
<td>293</td>
</tr>
<tr>
<td>Waste recycled (tCO\textsubscript{2}e)</td>
<td>38</td>
<td>36</td>
<td>34</td>
</tr>
<tr>
<td>Non Residential Electricity Transmission</td>
<td>744</td>
<td>780</td>
<td>730</td>
</tr>
<tr>
<td>Residential Electricity Transmission</td>
<td>273</td>
<td>253</td>
<td>229</td>
</tr>
<tr>
<td>Business Travel (tCO\textsubscript{2}e)</td>
<td>6,643</td>
<td>6,404</td>
<td>7,863</td>
</tr>
<tr>
<td>Total Scope 1 to 3 Emissions (excl Procurement)</td>
<td>32,537</td>
<td>32,110</td>
<td>33,089</td>
</tr>
</tbody>
</table>
The Guardbridge Energy Centre project is at the heart of our ambitions for carbon neutrality. The scope of the project includes investment intended to future-proof our capabilities, with large scale installations designed and specified to have a 40 year lifespan, and to open up opportunities for additional carbon savings without incurring any additional capital expenditure.

In addition, the University commissioned Professor Jan Bebbington to undertake an academic study of lifecycle carbon accounting for the project. This will test and question related previous industry standards and assumptions. This study has the backing of the Scottish Government. The results will be made available and are expected to make a significant contribution to the learning journey that the University has embarked upon.

In the first year of operation we expect to realise savings of 8,351 tCO2 broken down as:

- direct result of district heating network – 5,452 tCO2;
- result of reusing existing building at Guardbridge – 2,074 tCO2;
- re-purposing existing CHP from Physics – 800 tCO2;
- increasing pipe insulation from Series 1 to Series 3 – 25 tCO2.

In subsequent years we expect the following recurrent savings:

- result of district heating network – 5,452 tCO2;
- re-purposing existing CHP from Physics – 800 tCO2;
- increasing pipe insulation from Series 1 to Series 3 – 25 tCO2;
- result of building efficiencies – 1,000 tCO2;
- anticipated future developments at North Haugh – 800 tCO2;
- anticipated future Developments at Guardbridge – 1,800 tCO2.

Total carbon saving per annum (based on a 25 year prediction) = 9,877 tCO2

Estates capital and maintenance spend ratio
The annual capital and maintenance spend on estates and buildings as a proportion of value of estate for 2014 - 2015 is as follows: value of estate is £200.9m, capital spend is £17.0m, and maintenance spend is £3.2m, so the spend ratio is 10.3%.

Utilities management
The University made significant steps towards achieving its ambitious goal to become carbon neutral for energy by securing planning permission for 18.5MW of renewable energy generation in the form of a 12MW wind farm and 6.5MW biomass boiler and district heating development. These University projects have a capital cost of £45M and the district-heating scheme has benefited from a £10M capital grant from Scottish Funding Council.

The University has spent £3.6M through our energy investment fund (SALIX) since 2007, which is delivering lifetime carbon savings of over 60,000 tonnes CO2 across 150 individual projects. The energy savings are reinvested back into the SALIX ‘pot’. We continue to raise awareness of energy minimisation with more than 120 staff having received environmental training provided by the University and are now working to help promote positive environmental behaviours within their schools and units.

Utilities costs have remained the same as in the previous year, despite a reduction in overall consumption of 2%. This year electricity usage is up by 4% and gas usage is down by 4% due to less use of the combined heat and power units. Significant investment has been made into replacing boilers this year. This will reduce next year’s gas consumption. Over the year, gas unit costs have reduced by 8% but electricity unit costs increased by 2.5%. Year on year water consumption dropped by 1% due to the implementation of water usage reduction measures.

This year the University paid £377,376 for carbon allowances in the government’s Carbon Reduction Commitment (CRC) scheme. In relation to turnover, CRC carbon emissions fell by 6.5%.

Waste management
The amount of waste recycled increased from 73% in 2013/14 to 75% in the current year, with 72% recycled and 3% reused. Total waste arisings have decreased, as has the overall amount sent to landfill. However, waste costs continue to rise due to the increased cost of disposal to landfill alongside rising contractor fuel costs. Resource efficiency was implemented through a number of positive initiatives including supplier takeback schemes and WARPit - a resources redistribution scheme for staff. This saved 26 tonnes of carbon by diverting waste from
landfill and saved £55k on reduced procurement spend. StAnd Reuse continues to be a successful student-led initiative that enables the reuse of 4.7 tons of goods and items donated by our students. Resource Efficient Scotland funded a £11,500 technical report investigating options and practical considerations for a waste bulking site to manage the University’s recyclable materials. Zero Waste Scotland have worked with the University to create case studies on resource re-use through WARPIT, and a centralised bulking of waste guide.

Environmental management and compliance
The University has embraced the task of environmental management, and there have been no compliance issues during the year (e.g., no infringements of environmental legislation and no enforcement notices). The University fully complies with the terms of the Zero Waste (Scotland) Regulations which require us to segregate and manage recovery of our food waste.

Sustainable food policy
The Sustainable Food Policy and Action Plan has continued to be developed which aims to engage with suppliers to enable procurement of more local, fresh food with seasonal menu planning, including actions on resource efficiency e.g. reduced deliveries, packaging and food waste. Residential Business Services are also working towards ‘Food for Life’ Catering Mark certification which is awarded by the Soil Association for all their catered halls.

Local procurement
The 17,000 tonne wood fuel supply contract for the Guardbridge Energy Centre biomass plant is planned to use sustainably sourced woodland from within a 50 mile radius, and the Guardbridge Guarantee tracker shows the biomass district heating project will exceed 60% of spend in Fife and Scotland.

Travel and transport
The University launched Scotland’s first all-electric community car club in April this year, with ten electric vehicles and five new charging points installed for use by staff, students, and the local community. The University’s electric vehicle fleet of 3 vans continue to work across gardening, mail delivery and catering operations. Staff business travel emissions are now being monitored through liaison with travel providers and staff travel expense claims. We continue to work with Bikeworks, a local social enterprise in Glenrothes, Fife, which refurbishes our abandoned bicycles for sale to staff and students at second-hand bike sales held throughout the year. Transition University of St Andrews also holds regular Bike Pool events throughout the year, and has a fleet of refurbished cycles for rent.

Engaging staff and students and achieving behaviour change
Transition University of St Andrews and StAndEN (the local town environment group) have been working jointly for the past four years aided by funding from Climate Challenge Fund (CCF) including £149K for 2015/16, to undertake a range of successful sustainability projects that tackle climate change and build local resilience.

This year has seen a massive increase in activity as our Edible Campus project has expanded to 13 sites, harvesting over 600kg of veg. Our re-use project has dealt with over 1.2 tonnes of household goods and our local currency has enabled over 100 people to trade across the town, while our work on changing behaviours, headed by the largest Carbon Conversations team in the country, has led to broad action within the home. This year we have also instigated the establishment of Scotland’s first all-electric car club and organised Scotland’s national Transition Towns conference. We engage over 3000 thousand people each year across energy, travel, food, economy and behaviour change whilst supporting academic study and institutional change. At this time, our 6 main projects have saved 1,104 tCO2e.

There are now 13 growing spaces across the campus, together comprising around 400m2 of ground that is allocated to growing food. This has produced 600kg of vegetables this year. The gardens are also a popular place to volunteer, and of the 61 sessions held last year, we recorded 460 individual volunteer activities, contributing around 1000 volunteer hours. This year the Interhall Energy competition run by Transition has saved 181 tonnes of CO2e based on actual gas and electricity consumption reduction, due to changed student behaviours.

Overall, the projects that Transition have developed reflect the ethos of bringing together the best of working within the local community. An example of this was the St Andrews Green Film Festival which ran in February 2015, organized by a group of local residents, University students and staff from Transition University of St Andrews. The Festival showcased the latest most inspiring films regarding climate change and sustainability, connecting audiences and the natural environment.
Transition were highly commended in the 2015 EAUC Green Gown Awards for their work on student engagement. The award is in recognition of the range of projects and number of people involved in Transition University of St Andrews, showcasing an example of best environmental practice in the higher education sector.

**Guardbridge**

The SFC is supporting this aspiration by providing a significant capital grant, which has in itself been transformational, in support of the University’s proposals to create a Biomass plant in the nearby village of Guardbridge. In establishing this plant, the University intends to stimulate a local supply chain to provide timber from sustainable local woodlands.

Supplementing the heat that will be produced in Guardbridge, the University hope to move ahead with plans to create a 6 turbine, 12MW wind farm at Kenly, to the east of St Andrews although progress has been hampered by MoD’s reluctance to engage with the University on a radar mitigation strategy, which is a condition of planning consent. Planning consent was awarded for this development late in 2013. This power, combined with the heat generated at Guardbridge, could enable the University to become carbon neutral for its energy in buildings, possibly by the end of the 2016/17 academic year. If achieved, this will be a first for a university in the UK. If additional funding becomes available, these schemes could be extended further into the local communities to create a low carbon transition for the community in addition to the University.

The University gratefully acknowledges the SFC’s offer of a £10M grant towards this objective, without which the sustainable vision of the biomass part of Guardbridge project would not be realised. As noted above, the grant has enabled this project to progress at a scale that meets the needs of the University with the potential for expansion of heat distribution to other users in the community during the life of the project. The University has committed to 5 key objectives for the project that reflect its vision for the development:

- Achieve a ‘step change’ in carbon emissions
- Control energy costs and protect against volatility in energy prices
- Establish a green supply chain with local economic benefit
- Offer a low carbon exemplar and demonstrate the learning journey
- Implement the ‘Guardbridge Guarantee’ (detailed below).

The University is committed to the conditions of grant and will be reporting on progress under:

- Carbon emission reductions
- Financial savings
- Identification of funding levels
- An update on the development of the Guardbridge Guarantee

Within the Guardbridge site, an energy centre, a data centre and an innovation centre will act as catalysts for economic and employment growth, regenerating the Guardbridge site with a positive impact upon the local area. This should occur in three ways: (1) the establishment of a local fuel supply chain, (2) the enabling of research, testing and demonstration of alternative forms of energy generation and storage and, (3) the provision of an opportunity for other business activity for which energy management and green energy is an attractive business need.

The project will be used to launch our new apprenticeship and employment initiative called the ‘Guardbridge Guarantee’. The scheme targets five key themes:

**Guardbridge Apprenticeship Initiative.**

The companies involved in construction and site development or locating in Guardbridge will commit to training apprentices wherever possible and appropriate. In addition, apprenticeships will be created within the University Estates department to support the site development.

The project is at the early stages of construction with three apprentices allocated to the project to date and a further five committed to the project, providing 8 in total. Two are employed directly by Vital Energi in the prefabrication and installation of heat stations. The third apprentice is employed by our civil contractor Crummock. We have commitment from our district heating network contractor W H Malcolm, our BEMS contractor SSE and our local contractor for superstructure Legge to provide apprentices in the near future as site works commence. We are progressing recruitment of two further apprentices to join Vital Energi as we continue with the heat station works and energy centre installations.

**Guardbridge Graduate Initiative**

The companies involved in construction and site development or locating in Guardbridge will commit to offering graduate-level highly skilled and better paid employment opportunities wherever possible and appropriate. The
project has secured four graduate appointments based in technical engineering roles working directly for Vital Energi. This commitment will continue to expand as the works on the site continue during 2016.

Guardbridge Jobs Initiative
The companies involved in construction and site development or locating in Guardbridge will commit to offering employment to local people. The project has achieved local recruitment of a logistics manager, catering and cleaning services, 3 in total from the immediate area, working directly for Vital Energi. In addition, the project has employed 81 people to-date working directly on the construction site and a further 60 people have been employed in technical roles away from the site based activities, but fully supporting the project. A breakdown of the site labour force is contained below which shows:

- 37% of the site labour force is from within Fife and immediate areas;
- 79% of the site labour force is from within Scotland (i.e. within a travel distance of 105 miles of the site location).

Guardbridge Community Initiative
The local community will be included in initiatives to reduce carbon emissions and enhance the local environment. Two events have been held with the Guardbridge Primary school. The first included renovation work of the signboard, the second engagement with the students visiting the site. We have attended resident liaison meetings within all the local community council meetings to talk through the project and road closures. We have worked closely with Stagecoach to provide an alternative bus service during the road closures at Guardbridge.

Guardbridge Local Business Initiative
The companies involved in construction and site development or locating in Guardbridge will commit to sourcing locally and will support the local businesses wherever possible and appropriate. In addition, there will be opportunities and support for local start-ups, particularly in areas of catering, cleaning, energy systems maintenance and engineering. The project has committed spend with local supply chain in excess of £11m which represents 70%.

The University will ensure that a condition of engagement with any consultant, contractor, sub-contractor or supplier is that they undertake to engage with the Guardbridge Guarantee on a scale commensurate with the size of their contract. The University views this as the way to provide a lasting legacy for the project, continuing well beyond the design and construction stage into future maintenance and supply chain contracts.

Note
The content of this Outcome Agreement was developed through consultation with and input from key constituencies or representatives across the relevant University functions, which also included student representatives where appropriate.
Outcome Agreement between the University of St Andrews and the Scottish Funding Council for AY 2016-17

On behalf of the University of St Andrews:

Signed: [Signature]
Print name: Professor Garry Taylor
Position: Acting Principal
Date: 17 June 2016

On behalf of the Scottish Funding Council:

Signed: [Signature] on behalf of
Print name: Laurence Howells
Position: Chief Executive
Date: 28 June 2016