

University of St Andrews Outcome Agreement – 2017/18

1. Introduction

- 1.1. 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. 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 innovative 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, and European.
- 1.2. We are committed to improving our competitive position and reputation in all areas of research internationally. We already rank among the top 100 in the world in the Arts and Humanities¹, Social Sciences² and in the Sciences^{3,4}, an unusual achievement for an institution of our size and 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.
- 1.3. Our commitment to teaching quality driven by research-led enquiry is a hallmark of the St Andrews experience. We are the UK University of the year for Teaching Quality in The Times and Sunday Times University Guide 2017 and for over a decade, we have been the only Scottish university to feature consistently among the UK top ten in the leading independent league tables. We have been ranked repeatedly among the top five in the UK by the National Student Surveys since 2006 and are currently joint top in the UK, with a 94% satisfaction rating.
- 1.4. 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 145 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 assure gender equality and increase the socio-economic diversity of our student body. We are proud of the depth and breadth of our outreach and access programmes, and our ambition is to see equity of access to HE across the country regardless of socio-economic background. At the same time, we are strong advocates for the Scottish Government's efforts to improve the culture of attainment in primary and secondary education, and increase the currently very small number of disadvantaged young people who achieve the grades needed to go to the country's top universities.⁵
- 1.5. St Andrews generates wealth for Scotland, as well as opportunity, knowledge and well-trained graduates. A detailed Economic Impact assessment⁶ shows that we contributed £422.8m GVA to the Scottish economy in the academic year 2014/15. For every £1 of teaching and research monies we receive from the Scottish Funding Council, we return £10.29 to the Scottish economy. In 2014/15, the University of St Andrews employed 2,281 FTE staff and the total employment impact from its activities was almost 6,600 jobs. For every person directly employed by the University, 2.87 jobs are supported in the Scottish economy. The economic impact of the University is increasing over time, with a 12.9% increase in its impact in the Scottish economy between 2011/12 and 2014/15.
- 1.6. 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

¹ <https://www.timeshighereducation.com/world-university-rankings/2016/subject-ranking/arts-and-humanities#!/page/0/length/100>

² <https://www.timeshighereducation.com/world-university-rankings/2016/subject-ranking/social-sciences#!/page/0/length/50>

³ <https://www.timeshighereducation.com/world-university-rankings/2016/subject-ranking/life-sciences#!/page/0/length/100>

⁴ <http://www.leidenranking.com/ranking/2016/list>

⁵ 4% of pupils from low progression achieved 3AAA or more at higher – August 2014 results post review. This is a pool of 986 students (derived from Scottish Government figure on per School attainment). In 2016-17 St Andrews had 138 entrants from low progression Schools. This is 6% of the qualifying total in Scotland.

⁶ Report, "Economic impact of the University of St Andrews 2015", Biggar Economics, Feb 2016

most gifted staff and students we help Scotland, and Scotland helps us, to compete and lead on a global stage. As a global institution, the University of St Andrews is a significant export earner for the Scottish economy. The value of exports associated with the University was more than £110 million in AY2014/15.

2. Operating environment

- 2.1. The Westminster and Scottish governments continue to deal with a prolonged period of economic hardship, compounded by the recent referendum vote to leave the European Union. Further restrictions on public spending in higher education are likely over the coming years. In common with the HE sector, St Andrews will need to deal with anticipated significant cost growth driven by UK-wide salary settlements, changes in the UK fiscal regime for employment costs, the ongoing challenges of funding final salary pension schemes and currency fluctuations resulting from the Brexit vote. The University will have to develop more efficient means of delivering excellence from a proportionately smaller funding base if we are to continue to meet the expectations of students and leading academics.
- 2.2. This will inevitably be a disruptive time, but St Andrews is outward looking, international and European, and will go on being so. It has flourished over six centuries because of a belief in the enduring value of what we do, and our connectedness with the world. Scholarship transcends national boundaries, and while a Brexit poses challenges for universities in terms of research funding and the mobility of our staff and students, we will continue to work hard to develop considered strategy and influence to progress and decisions in response.
- 2.3. The Scottish people recently considered making fundamental changes to their political autonomy. At the time the answer to the question posed was negative; however, the expectation is that in the coming years there will be an inevitable shift of power, influence and regulation to Scotland. This will require preparation for the additional challenges and opportunities that further devolution will inevitably bring. The University will continue to impress upon the Scottish Government the benefits that a small, but globally prominent University provides.
- 2.4. In recent years, the University has been at the forefront within the sector of improving and reforming its business processes. In many areas, our performance is excellent. For example, much work has been done to change behaviours and infrastructure to tackle the emerging threats of cyber security. In the coming years, we plan to create opportunities for the development of new skills and ways of working for all of our staff, to improve service integration and deliver a far more effective and efficient platform to underpin our world-class teaching and research.
- 2.5. The University will continue to operate within the context of the Scottish Higher Education Sector. As an independent charity, we have a responsibility to ensure that our processes of governance meet exacting standards and that the right decisions are made for the long-term prosperity of the University.

3. People and community

- 3.1. St Andrews celebrates and promotes the benefits that diversity of ethnicity, faith, gender and orientation brings to our community. We will work to ensure equal opportunity in all University activities; maintain diversity on committees across the University; remove gender pay gaps; and redress the gender imbalance at professorial level. We shall continue to develop family friendly policies, including the opening of a Nursery early in 2017. We shall also maintain our commitment to pay at least the Living Wage to all our staff.
- 3.2. St Andrews has always been a small University, and intends to stay relatively small. The intimacy of the town, the closeness of the community and the interaction of Town and Gown are key elements of the St Andrews experience for staff, students and visitors.
- 3.3. In the 2016/17 academic year, the University had a resident student cohort of 8,700, 20% of whom were postgraduates. With achievable undergraduate targets set for the next few years, designed to maintain student quality while widening access, the overall undergraduate student population is expected to grow by around 800 by 2020. With controlled expansion of our postgraduate population, the University will have more than 9,000 students by the end of 2018. By exploring new overseas markets, further growth of our high quality overseas student population could see the student cohort grow to 10,000 within 10 years, with over 50% students international and a postgraduate community of over 20%. Such growth will help manage inflationary pressures on costs and allow the University to fund new projects. It will, however, require investment in more teaching space, library facilities, student support services and residential accommodation.
- 3.4. The University currently enjoys one of the most favourable student-staff-ratios (SSR) in the UK. While this undoubtedly contributes to favourable league table scores, it may adjust somewhat as the student population

grows. We plan to maintain a SSR that is consistent with the best of the UK sector, managed at both School and institutional levels.

- 3.5. The University community – including alumni, sponsors, donors and friends – will be critical to assisting us in achieving our aspirations. We shall continue to build upon our global family for fund raising, for the creation of internship and employment opportunities for our students and graduates, and for innovation and investment opportunities for the ideas and inventions we generate.
- 3.6. Within our community, through their own activities in student societies and sport clubs, students augment their academic development with additional skills through collaboration, leadership and the design and management of events. Bringing vibrancy to the town, as well as community benefits through considerable voluntary work and charity fundraising, our students give much more back than is traditionally recognised.
- 3.7. The University will work closely with the community of St Andrews in delivering growth sustainably. The excellence of the St Andrews experience is in part built on the success of the town and the very strong Town and Gown relationship, which enhances the profile of both the University and the region. Practically, the University will continue to assist and engage with the community in which we flourish. Our investments in becoming carbon neutral for our energy through the Biomass plant at the Eden Campus at Guardbridge will assist in reinforcing the energy infrastructure of the town and North East Fife, lessening the risk of future power shortages and protecting jobs. The wider development of the Eden Campus will bring a significant number of employment and investment opportunities which otherwise would not be available in this beautiful corner of Scotland. The University believes that it is the employer of choice in the local area, and we aim to continue to be so.
- 3.8. The University is operating the Byre Theatre in St Andrews under a lease from Fife Council. This enhances university teaching and research in creative writing and film studies, and also provides a platform for professional theatre (with a recently appointed professional Artistic Director), enriching the culture and local economy. We also continue to work closely with various local trusts, such as the St Andrews Botanic Garden Trust and the Pilgrim Foundation, who raise funds to develop university-owned land as natural amenities in the town centre.
- 3.9. The University will also continue to work with international partners. In particular, we shall identify opportunities to increase the volume of activity across borders to enable broader access to the benefits of a St Andrews education, beyond the bounds of our small town.

4. Research

- 4.1. World leading quality research remains at the heart of what we do. In the Research Excellence Framework (REF) 2014, the quality of our research outputs was 14th in the UK and the top in Scotland. To set a clear, long-term strategic direction of research excellence, the Vice-Principal for Research has established a Research Excellence Board. This will both nurture and progress the quality of research across the University, and oversee preparations for the next research assessment process. The board's membership is representative both of the disciplines and diversity of the institution.
- 4.2. The University is broadly supportive of an inclusive approach to the next REF and is working on the assumption that this will require the inclusion of all academic research staff. We take seriously the requirements of funders for open access publishing of research outputs and data in order to maximise the visibility of St Andrews research. The 'Impact' component of the REF is likely to grow in importance in the next assessment; we are already investing in planning and sharing best practice to secure strong case studies.
- 4.3. Research funding remains a challenge, with influencing factors including Brexit, the growth in the university sector and relatively poor outcomes for RCUK in recent spending reviews. Nevertheless, our ambition is that, by 2025, all of our Schools will perform at or above the level of their peers in the Russell Group in terms of research indicators. Only by consistently exploiting interdisciplinary opportunities can we ensure the vibrancy of our research environment, and generate the critical mass and strength that will let us compete for major funding opportunities to find answers to the big challenges facing the world. St Andrews is a truly international university and is currently 6th in the UK in terms of the proportion of publications that have been co-authored by two or more countries⁷. This international approach means that we are well placed to maximise benefits from the increase in funding available from sources such as RCUK for Global Challenges.

⁷ CWTS Leiden Ranking 2016 <http://www.leidenranking.com/ranking/2016/list>

- 4.4. The University will support the establishment of multi-School and inter-disciplinary Centres and Institutes where these collective endeavours can deliver added value. Initiatives include access to larger project funding for collective research; opportunities to grow postgraduate teaching and training; enhancement of specialized research collections in the Library; and improved visibility to enhance external engagement and impact. We shall enhance our library provision with a purpose-built storage and support facility, supported by an efficient retrieval and delivery system between this facility, the Main Library and Martyrs Research Library. This will both ensure the long-term security and preservation of some of our most valuable assets, whilst improving their accessibility for research and teaching purposes.
- 4.5. In the Arts and Humanities, our reputation of being amongst the world's best has largely been an organic development, with individual international scholars being drawn here to create a rigorous and ambitious culture. A number of interdisciplinary world-leading institutes have subsequently formed, further enhancing our reputation in particular fields. Current examples include the well-established Handa Centre for the Study of Terrorism and Political Violence (Schools of International Relations and History) and the Institute for Mediaeval Studies (Schools of Art History, Classics, Divinity, English, History, Modern Languages and Philosophy). We continue to prize individual research and scholarship but as a small university in an increasingly competitive world, we must be prepared to concentrate efforts and provide suitable frameworks for individual researchers through Centres and Institutes. These Centres and Institutes in the Arts, Humanities and Social Sciences require leadership from within the academic community in the pursuit of new levels of understanding and knowledge.
- 4.6. New initiatives in the Arts and Humanities, involving the Schools of History and International Relations, include an Institute of Legal & Constitutional Studies and an Institute of War & Strategy, both of which will launch new distinctive MLitt programmes. The former integrates the legal and constitutional, the contemporary and the historic. The latter explores warfare and strategic studies from the mediaeval to the contemporary.
- 4.7. In Science & Medicine, we have formed interdisciplinary Institutes around shared research imperatives. Scientists from the Schools of Biology, Chemistry, Medicine and Physics share purpose-built laboratory and office space in the highly successful Biomedical Sciences Research Complex (BSRC). The physical co-location provides an integrated, stimulating and supportive research culture that spawns new ideas and attracts the best researchers. This creates a critical mass of scientists to compete for ambitious resources, and provides efficient management and delivery of laboratory support services. BSRC will continue to be the focus for research in infectious disease and molecular medicine. The recent establishment of a Centre for Exoplanet Science⁸ establishes a pool of scientific complementarity between physicists, astronomers and geoscientists.
- 4.8. The Scottish Oceans Institute similarly involves scientists from a number of Schools (Biology, Chemistry, Mathematics & Statistics and Geography & Geosciences) with a focus on the blue bio-economy. There is potential for substantial EU funding as well as excellent business engagement, building on the translational strength of the Sea Mammal Research Unit. In support of this, the University is making significant progress on a £15m, world-class, marine centre (the Gatty Project). This will provide state-of-the-art research facilities, and a suite of aquaria. Construction is scheduled to begin in Q2 2017. Donations towards this exciting project currently include over £800K from the Wolfson Foundation and other individual donors, and further opportunities for external funding for this project are being explored, including a proportion of the SFC Capital grant. The realisation of this project will not only provide world-leading science, but also an internationally acclaimed venue to facilitate public engagement and provide opportunities and support for company spin-outs.
- 4.9. The increasing focus on research impact in relation to public funding of research requires us to engage more fully in translational or knowledge transfer activities. The Eden Campus provides a unique opportunity in this respect to form industrial links, spin-outs and a platform for collaborative research with academic partners.

5. Teaching

- 5.1. 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' approach to pedagogy. We will continue to select excellent students of the highest academic calibre from a diversity of backgrounds, and support them to fulfil their potential as independent, analytical and thoughtful contributors to society. We will continue to develop our teaching curriculum, reflecting the increasingly strong qualifications of our entrants and adopting advances in

⁸ <http://www.st-andrews.ac.uk/exoplanets/>

research and teaching methodologies. Our commitment to teaching quality has endured for centuries and continues to be recognised in independent league tables, surveys, reviews and assessment frameworks.

- 5.2. Pedagogic development at St Andrews balances tradition with innovation and an international perspective. 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. At the same time, pedagogical innovations, including technology-enhanced learning, allow us to maintain a balance between scheduled teaching and guided learning, such that students learn to structure their study habits, progressively developing a high degree of intellectual and organizational independence over the course of their programmes. We shall also adjust and monitor the portfolio of subject disciplines, as well as our international collaborations, delivery modes and timetabling, as appropriate to the University's needs, to respond to societal changes and to reflect the aspirations and abilities of our students. 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. 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. Developments in our teaching curriculum therefore allow for connections with the increasingly diverse qualifications (which are also of an increasingly high standard) and the variety of entry routes of our students.
- 5.3. Overall, we recognise 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. In particular, consideration will be given to more strategic development of the PGT portfolio where, for example, new facilities at the Byre and the Eden Campus at Guardbridge may offer potential to develop programmes combining research-led instruction with the acquisition (during the dissertation or project) of sought-after practical/applied skills.
- 5.4. Considering the evolving potential and needs of our students is central 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.
- 5.5. Our international outlook is another element of the education we provide. We will continue to reinforce collaborations with existing university partners globally, as well as establishing new partnerships and opportunities for study abroad, student and staff exchange, and joint degree programmes. In addition, we are exploring new ventures such as face-to-face teaching outwith traditional semesters where there is capacity to do so, and delivery of learning by digital means.

6. Innovation and impact

- 6.1. The ideas that have been born in St Andrews over the centuries have assisted in shaping the prosperity of society. In recent years, our ideas have improved the understanding of how people think, how the oceans and the ecosystem behave under stress, have begun to harness light to heal wounds and created advanced materials to deliver drugs within the human body.
- 6.2. In a world that is becoming more mindful of the societal impact arising from new discoveries or knowledge, there is an increasingly short-term outlook. We must respond to this changing emphasis quickly and enthusiastically, maintaining our value and relevance to civic Scotland and beyond. However, in doing this, the significant long-term benefits of pure research must never be overlooked. Through this, the collation of academic and industrial effort, both within and outwith our own community, we will accelerate development of new ideas and the enhancement of their usefulness to society.
- 6.3. The University will aim to increase the emphasis on enterprise within our community. We will build upon the strong enterprise culture of our undergraduates and promote this to our postgraduates and staff, creating pathways to help develop and market ideas and discoveries, increasing our profile in shaping the policies that underpin tomorrow's society.
- 6.4. Examples include:

- St Andrews Physicists are part of an international team that has developed a new technique for delivering light deeper into human tissue than previously possible. The process, called photochemical tissue bonding, could help heal wounds faster and treat tumours more efficiently.
- An international study, led by St Andrews health researchers, has revealed that young people in Scotland have some of the highest rates of health and social inequality in Europe and North America.
- A new super-resolution microscope adapted by physicists at the University could allow doctors to diagnose kidney diseases faster and for less cost.
- Scotland's data revolution took a step forward this year with the launch of Scotland's first Engineering Doctorate (EngD) in Computer Science. By connecting research engineers with industry sponsors, the programme will apply cutting-edge analytics and data science to problems facing industry.

7. Facilities

- 7.1. The expansion of student numbers, the need further to enhance the St Andrews Experience that is so appreciated by our students and the development of new interdisciplinary institutes requires careful and imaginative estates planning.
- 7.2. The growth in student numbers is likely to come mainly within the Arts & Humanities and the Social Sciences, which are traditionally based in the Town Centre. To create scope for this growth, the use of space will have to be more innovative through adapting some of our iconic older buildings for modern teaching, learning and research activities. In parallel with this, we plan to create welcoming and imaginative facilities at the Eden Campus to accommodate professional services, which can be effectively delivered at this new site, establishing a vibrant community where staff can enjoy a high level of job satisfaction.
- 7.3. As well as increasing the range of formal and informal learning spaces for students in the town centre and on the North Haugh, the University will continue with the development and expansion of the Main Library. With its long opening hours, access to heavily used print material, extensive study accommodation provision, catering and at-seat power, the Main Library is the study location of choice for our students. To sustain its effectiveness, and meet growing demand, it will require to be remodelled to free up as much of the floorplate for study as possible, by moving some of the operations and stock to a new support facility at the Eden Campus. In doing so, the Library will upgrade its store retrieval service, and introduce 'scan-on-demand' from the store, to supply the needs of library users for non-immediate material. We will also seek to create special places in some of our historic buildings, to enable creative multi-disciplinary engagement across traditional academic boundaries.
- 7.4. In line with the growth in student numbers, and the commitment to work with the town to create sustainable growth, we shall create additional student living accommodation, along with better and larger facilities to support the wider student experience. We shall increase our residential provision through a combination of our own investment and in partnership with others.
- 7.5. We plan to enhance the student experience by:
- Developing new student accommodation: a £70M externally financed project to fund 900 new beds by replacing Albany Park and expanding residences at Agnes Blackadder and University Halls;
 - Starting a full refurbishment of a Grade A listed building – Andrew Melville Hall;
 - Continuing with our 3-phased development of the sports centre: a £14M project to improve facilities and provide an indoor tennis centre;
 - Constructing a new £10M music centre: The project will enable community access, professional performance, tuition and rehearsal, and the study of music as part of the undergraduate degree programme;
 - Refurbishing Younger Hall: to provide quality teaching space for large classes and additional smaller teaching venues;
 - Expanding the University Library: to provide additional study spaces in the main library and a searchable collection stack at the Eden Campus at Guardbridge.
- 7.6. We plan to enhance academic facilities and professional services by:
- Relocating up to 350 members of professional services to the Eden Campus;
 - Extending and refurbishing the Gatty Marine Laboratory: a £14.5M development of this internationally-renowned marine research facility to create new aquarium and facilities for research, PGT students and public outreach;

- Repurposing vacated space in the town centre: releasing of space through relocation of professional services to provide badly needed facilities for expanding Schools, Institutes and improved teaching space; and providing a central hub for the delivery of professional services in the town;
- Constructing a new Mathematics and Statistics building to bring faculty onto a single space and provide decant space to allow refurbishment of much of the 1960's North Haugh estate;
- Remodelling of the interior of the Gateway Building: refurbishment to deal with expanding School of Management;
- Developing University-owned rented housing at The Grange site for contract staff and postgraduates with families.

7.7. In recent years, the University has striven to achieve the highest standards in building sustainability. Our most recent major science investment, the Wellcome Biomedical Science Research Complex, was awarded BREEAM Outstanding (first such building in the UK with this award). We shall continue to demonstrate excellent sustainable development practice in our new buildings, in our refurbishments and in the way we use our buildings, including continuing to improve energy and water efficiency.

Addressing specific SFC priorities in more detail

8. Widening access - learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds (SFC Priority 1)

8.1. Access and Widening Participation

8.1.1. The University of St Andrews both shares and contributes to the Scottish Government's goal of ensuring that the people of Scotland have access to world-class higher education. This was clearly demonstrated in the interim report released by the Commission on Widening Access⁹. We continue to seek out and enable young people with potential to enter as undergraduate students from all areas of society; and especially those with 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 process¹⁰ 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.

8.1.2. These initiatives are described in more detail in our access brochure¹¹ <http://www.st-andrews.ac.uk/media/study/documents/access.pdf> and on our website¹². A case study can be found at <http://www.universities-scotland.ac.uk/blog/getting-self-belief-achieve-anything-access-university-st-andrews/>

8.1.3. We have also provided routes into St Andrews for those who have lower attainment levels than would normally be required. Through these routes such as "Gateway", "General Degree" and "Evening Degree Provision" we are able to increase the number of students coming from backgrounds of social and economic disadvantage and support them through to graduation.

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

8.1.5. 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
- 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;

⁹ <http://www.commissiononwideningaccess.co.uk/#!/publications/ca60>

¹⁰ <http://www.st-andrews.ac.uk/study/ug/policy/contextual-data/>

¹¹ <http://www.st-andrews.ac.uk/media/study/documents/access.pdf>.

¹² <http://www.st-andrews.ac.uk/study/access/>

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.

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

- 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.

8.1.7. The target for 2016/17 was for no less than 14% of Scottish-domiciled entrants from SIMD20/40 areas. In 2016/17 we surpassed our target and our SIMD20/40 entrants represented 17.1% on the intake, broken down as 5.4% SIMD20 and 11.7% SIMD40. For 2017/18 we will set a target of 18% across SIMD20/40 with 6% of SIMD20 and 12% of SIMD40. This will continue the movement towards the SIMD20% target set out in the Commission on Widening Access final report¹³ aiming for a 10% of SIMD20 within our entrant cohort in 2021.

SIMD 2012 (SFC)	Year of Entry		
	2014-15	2015-16	2016-17
SIMD20	5.0%	5.2%	5.4%
SIMD40	8.3%	10.9%	11.7%
SIMD20/40	13.2%	16.1%	17.1%
Target: SIMD20/40	13.0%	13.5%	14.0%

8.2 Contextualised admissions

8.2.1 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. 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.

Access Codes used for 2016-17 entry applications	
A1	Student who have been out of education for more than 3 years without ever attending university
A2A	SWAP access applicant
A3	Sutton Trust Summer School applicant
A4	Applicant from low progression school
A6A	St Andrews specific access initiative
A6ARC	Applicant from an ARC region. Rural Access Project
A6	Applicant from SHEP programmes
A6R	REACH applicants
A720	Applicant identified disadvantaged (SIMD20)
A740	Applicant identified disadvantaged (SIMD20/40)
A7C	Applicant has spent time in care

8.2.2 Through using this contextual process, 38.6% of our Scottish-domiciled entrants were flagged with an access marker in 2016/17. The University will continue to use such contextual admissions in our policies and processes and believes that these multiple measures offer a truer picture of our ambitions and achievements in widening access. Our commitment is that at least a third of our Undergraduate Home entrant cohort have at least one access marker.

8.2.3 Importantly, we shall also 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.

¹³ <http://www.gov.scot/Resource/0049/00496535.pdf>

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>

8.2.4 The University of St Andrews is committed to supporting the implementation of the recommendations of the Commission on Widening Access (COWA). Our Principal, Professor Mapstone, will chair the Admissions Policies working group at sector level. The group will work with the sector to review admissions policies and enable the publication of a clear collective statement of commitment by Scottish universities to use contextual admissions in a way that ensures fair and consistent consideration of applicants' characteristics of disadvantage.

8.3 Outreach

8.3.1 The University of St Andrews delivers a number of outreach programmes that play a major role in increasing the number of under-represented groups at the University. Our outreach programmes are based on the following three principles:

1. to help close the attainment gap,
2. to overcome barriers to entering the University of St Andrews;
3. to overcome barriers to higher education in general and to contribute to a national access framework.

8.3.2 The effects of such programmes go far beyond just the entrants to St Andrews: they have contributed to the successful placement of young people into many other positive HE destinations. We consider this to be part of our success and contribution. Our Students' Association's Widening Access and Participation Officer works closely with the University to convince prospective students that St Andrews is an accessible university and town, through initiatives such as responding to the needs of commuter students for cheap short term accommodation and co-ordinating outreach programmes with local schools on issues ranging from debating to LGBT+ workshops.

8.3.3 Outreach initiatives for the coming academic year include:

- **Access for Rural Communities (ARC)** - now an embedded project after a successful three-year pilot through our partnership with SFC and Scottish Government. The key aims and objectives of ARC were to assess the effect of rurality on access to higher education; and to ensure that there is equity in the provision of higher education information, advice and guidance throughout rural areas in Scotland. The project also had a major research element, which explored the effects of rurality on pupils' chances of securing a positive destination within higher education¹⁵.

The ARC project works with 47 schools across the five education authorities: Argyll and Bute, Highlands, Eilean Siar (Western Isles), Shetland and Orkney. Increases in applications, offers and entrant and acceptance rates have been observed since the project began. For the three years prior to the commencement of the ARC project the average offer rate was 65. In the past three years, this has risen to 99. Entrant numbers have also increased from a three-year average of 29 to an average of 40. This has been accompanied by an increase in the percentage of SIMD20/40 entrants coming from rural areas rising from 11.3% to 14.4%.

- **First Chances Foundation** - through the University's extensive partnership with the Robertson Trust we have provided an exciting new initiative, which will see the First Chances programme expand into primary and lower secondary school. Pupils will take part in a series of workshops at St Andrews as well as showcase and information events in the local community involving parents/guardians. An annual residential summer school in June gives pupils the opportunity to take part in fun hands-on activities with the focus on literacy, numeracy and critical thinking skills. Currently there are 65 pupils on the programme in P7 and S1 with the project set to expand next year into two additional cluster groups with an additional 200 for 2017-18. After the initial pilot, we expect this to expand to all 12 First Chances cluster groups taking the total of pupils involved to around 500. The pupils are selected by the schools using access criteria. The make-up of this year's cohort is shown in the table below.

First Chances Foundation Pupils by characteristic

2016/17	SIMD20	SIMD40	1 st Generation	Free School Meals	In Care	Young Carers
Primary 7	(12.5%)	(22.5%)	(92.5%)	(40%)	(12.5%)	(7.5%)
S1	(20%)	(28%)	(64%)	(40%)	(8%)	(12%)

- **First Chances** – a University and Robertson Trust partnership in which pupils participate in a programme of events and workshops from S3 onward and into Further or Higher Education. In S3, pupils complete a graded 1500-word essay and a PowerPoint presentation based on a Health or Sustainability topic. In S4-6, the First Chances project runs a variety of workshops and sessions aimed at supporting pupils in their academic studies. This includes weekly

¹⁵ <http://hdl.handle.net/10023/7553>.

tutoring sessions in the local community, making accessible a range of revision materials, workshops specifically aimed at developing core exam skills (e.g. Critical Thinking, Debating etc.), prelim and exam revision days, residential summer schools and monthly close reading practice. Additional sessions designed to inform pupils and parents about higher education options and provide networking opportunities for the future will also be held.

All pupils chosen to participate in the programme have the potential to apply to university in the future, but may require additional support to achieve their goal. In the future, all those participating in the First Chances Foundation programme will feed into the First Chance programme. Currently, schools nominate pupils each year based on access criteria, including SIMD20/40, Free School Meals (FSM), first generation, in care, young carer. Each year, over 150 new S3 pupils are selected. There is a flexible structure for care experienced young people, who can join the programme at any point. In 2016-17 we had 386 pupils engaging with the programme across S3-S6; this is expected to rise to approximately 500 pupils engaging in the programme each year when there is a full cohort in each year group (2018/19).

The table below details the current contextual information for all S3, S4 and care experienced pupils. All pupils selected to participate in the Project will fulfil at least two access criteria.

Access criteria	Current S3 group (of 162)	Current S4 group (of 132)	Additional 'In Care' Pupils through Flexible Structure (of 16)
SIMD20/40	89 (54.9%)	79 (59.8%)	1 (6.3%)
1st in family	122 (75.3%)	83 (62.9%)	4 (25%)
Free School Meals	28 (17.2%)	26 (19.7%)	1 (6.3%)
In Care	7 (4.3%)	10 (7.6%)	16 (100%)
Young Carers	9 (5.5%)	N/A	N/A

Ongoing support is also offered to pupils on the First Chances Programme on commencement of their undergraduate studies. As well as having the First Chances coordinator as a source of advice and support, they are eligible to apply for bursaries match-funded by the Robertson Trust and the University. Those who receive bursaries are offered support and personal development opportunities through the training and mentoring programme, 'Journey to Success', run by the Robertson Trust. Students coming through this programme who commence studies at St Andrews also receive additional opportunities such as first year mentoring and an opportunity to work on the First Chances programme as a student mentor.

"First Chances has given my daughter a positive insight into university life and what is expected of them. The help and support with study sessions has helped her gain excellent exam results" – Parent of First Chances pupil.

"First Chances has opened my eyes to a world of opportunities at university and after. It has been a huge confidence boost and a very enjoyable experience" – First Chances Pupil.

"First Chances helps pupils realise that things are not handed to you on a plate, you have to work hard but when you do, you get rewards" Teacher.

- **Reach** – an SFC funded project working with S4-S6 pupils in target schools to increase their competitiveness to apply to high demand subject areas. Reach members receive support and guidance throughout the university application process, aiming to give pupils the tools, know-how and confidence to stretch themselves and succeed in higher education. The Reach Project at the University of St Andrews provides advice regarding school subject choices and a variety of events and workshops in order to learn more about studying Medicine, Economics, Management or Psychology. Pupils who take part in the programme also benefit from longer term schemes to develop study skills and knowledge, as well as the ongoing support of the Reach team.

'For me the Reach Project has opened up opportunities and has given me experiences I could never had otherwise. The project has also given me a better understanding of what I want to study(medicine) and has proved to me that this is something I want to study'. REACH Pupil

- **GAP project** – the University in the past two years ring-fenced five 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. In 2015/16, we had 7 pupils taking up this opportunity and all were successful in gaining a place at university of their choice; with 3 applying and receiving an

offer to study at the University of St Andrews. However, our partner on this project, Buckhaven High School and Kirkland Community College, has merged to create a new Levenmouth Community School and plans to continue the GAP programme after the merger did not succeed for 2016/17. We hope to revive this programme will be back for 2017/18 along with links to Fife College who have a campus on the same site.

- **Sutton Trust Summer School** - provides S5 pupils from under-represented groups the opportunity to experience life at the University and gain insight into being an undergraduate student. Through a varied programme of academic and social activities, the aspiration and confidence levels of pupils are raised while they develop the skills necessary to succeed at university. Throughout the week, pupils stay in a university hall of residence and take part in an intensive academic learning programme similar to that undertaken by our first-year university students. The format of the programme is designed to encourage pupils to engage with academic departments on more than one subject stream. Classes take the form of lectures, tutorials and laboratory work throughout the Faculties of Arts, Science and Medicine. Sessions are also held on the UCAS application process, personal statements and student finance to ensure advice and guidance are given on all aspects of the journey to university. In 2016, the Sutton Trust Summer School at the University had 134 pupils attend from 63 schools. Of those, 11 came from an in-care or young carer background (8%).
- **Teachers Together** - a 3-day residential programme for teachers from state schools, which aims to increase the number of young people, particularly from the poorest communities, studying at the University of St Andrews. It allows University staff to understand better the school sector along with helping teachers understand how the University supports the transition of students through the educational process. In addition to the residential conference, we offer three on-the-road events to teachers from the more rural areas who find it difficult to attend such a residential conference. These roadshow events take place over the course of a single day with input from a range of staff and students with the same key objectives as the full conference. In the past three years, teachers from 117 schools have attended. Of these schools, 101 have a lower than average progression to HE. We will continue to provide this conference in 2017.
- **Students Through Alternative Routes** - the University aims to enrol up to 20 students each academic year, applying with non-traditional qualifications, to our General Degree. This entry route is not open to those applying directly from School, and in the main, applicants are adult learners studying courses offered by Further Education Colleges such as SWAP, HNC and SQA Highers - other types of qualifications such as Open University are also be considered. The General Degree option allows the University to create a gathered field of applicants of similar qualifications for entry to the Faculty of Arts or Science and enables us to select the best applicants with these types of qualifications. Students entering via this route have the option of working towards entry into Year 3 of a named honours programme after their second year of study, or exiting with the General Degree.

Students from an FE route will have access to a dedicated member of staff to support them in their transition from FE to HE. 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 role is to enhance students' academic effectiveness through one-to-one consultations arranged in relation to a student's background and needs.

- **Gateway.** We continue to provide tailored first-year support for those entering through the Gateway programmes and are exploring the viability of an additional Gateway pathway for Arts and Humanities:
 - Gateway to Physics and Astronomy and Gateway to Computer Science are designed to provide an alternative entry route for talented and enthusiastic pupils wishing to study Physics and/or Astronomy at St Andrews and who meet some or all of the University's Widening Participation criteria. The University will allocate up to 20 of its funded places for students on these routes. Suitable applicants and their families/guardians are invited to attend information days to meet current students and School and Admissions staff; find out more about studying at St Andrews, including information about scholarships and bursaries, accommodation, and student support; and discuss their application with Admissions Officers and the dedicated Gateway tutor. Once on the Gateway programme, students undertake a specific Gateway module with a dedicated Gateway tutor who provides tailored and individual support for additional skills including essay and report writing and mathematics.
 - Gateway to Medicine - 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 Medical School at the University offers a one-year Gateway programme, taught in the Faculty of Science with contributions from staff in Medicine. Students on the Gateway programme who pass the Year and who meet requirements for progression transfer into the Medicine programme. The purpose of the Gateway is to increase the entrants to Medicine at University from those traditionally under represented. We piloted this programme

in 2015 and admitted 4 entrants to the BSc (Hons) Medicine programme. Based on the successful pilot, we increased the numbers for the Gateway to Medicine programme and admitted 10 students for 2016 entry. We aim to repeat this for 2017 entry.

8.4 Support and Retention

8.4.1 The University sees little benefit for society from 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 2015-16 full-time registered undergraduate students by their status at the start of the academic year 2015-16 by year of programme.

Access students	2015-16 Status			
	Year of Programme	Registered/Successful Completion	Transferred	Left
	1	95.3%	0.6%	4.1%
	2	98.3%	0.3%	1.3%
	3	99.3%	0.0%	0.7%
	4	100.0%	0.0%	0.0%
	5	94.7%	0.0%	5.3%

All students	2015-16 Status			
	Year of Programme	Registered/Successful Completion	Transferred	Left
	1	95.9%	1.9%	2.3%
	2	97.9%	0.8%	1.3%
	3	99.0%	0.4%	0.6%
	4	99.8%	0.0%	0.2%
	5	99.5%	0.0%	0.5%

Table: Retention Rates for Scottish domiciled undergraduate students by SIMD quintile

Year	SIMD quintile	Successful Completion or Continuation	Transferred to Another Institution	No Longer in HE
2013-14	1	100.0%	0.0%	0.0%
	2	98.5%	0.7%	0.7%
	3	98.9%	0.0%	1.1%
	4	99.4%	0.2%	0.4%
	5	98.8%	0.2%	1.0%
2013-14 Overall		99.0%	0.2%	0.8%
2014-15	1	96.1%	0.0%	3.9%
	2	98.2%	0.0%	1.8%
	3	98.4%	0.6%	0.9%
	4	97.6%	0.7%	1.7%
	5	98.8%	0.6%	0.6%
2014-15 Overall		98.3%	0.5%	1.2%
2015-16	1	99.1%	0.9%	0.0%
	2	97.9%	0.0%	2.1%
	3	99.0%	0.3%	0.6%
	4	98.6%	0.3%	1.0%
	5	99.3%	0.1%	0.6%
2015-16 Overall		99%	0%	1%

8.4.2 This level of success in retention, a result of a focussed effort to enable students to complete their undergraduate programmes successfully rather than simply be admitted, is exceptional in the sector. The University is committed to maintaining this success through student support and through our policy of admitting students who have the potential to succeed. Working with Student Support, the Scholarships Team and

Educational Support Team in our Centre for Academic Professional and Organisational Development (CAPOD), is 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 proactive and strategic approach to supporting students, both in financial terms and with study skills, 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 an 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.

- 8.4.3 Through its academic quality monitoring processes, the University reviews progression for relevant cohorts and the effectiveness of support to ensure that no student is ever set up to fail. As described above, the pre-transitional events and summer schools available for students from backgrounds in the targeted areas help form supportive networks at an early stage and give such students have a positive start to their university experience.
- 8.4.4 The University has a very generous provision of needs-based bursaries ranging from £1000 to £4000 per annum and continues to invest in this year on year. The 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. From 2014/15, the University introduced accommodation bursaries to students to help with the cost of accommodation, and we have continued this commitment. These bursaries were created in collaboration with our Student Sabbatical Officers and are designed to follow the students regardless of which university-owned accommodation they live in, rather than being tied to a particular hall of residence, which can create segregation of those in need. The bursary is guaranteed for two years of the programme for every student in receipt of the award.
- 8.4.5 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.
- 8.4.6 The University is committed to a range of activities to support pupils, applicants and students with a background of being in care, to ensure they feel wholly supported. In 2016-17 the University has 10 students registered who declared a care-experienced background. We are committed to the same high retention rate for all our students, regardless of their background. In partnership with our Local Authority, we have embarked on a programme of student mentoring and support solely focused on looked-after children and the need to raise attainment. The University is a member of the Local Authority Corporate Parenting Group and contributes to its strategic plan.
- 8.4.7 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 and a clear understanding of what Corporate Parenting means in practice. It provided the knowledge required to develop Corporate Parenting strategies; the ability to challenge stigma around being a care experienced young person; the competence meaningfully to engage with care-experienced students; and a framework for setting up care experienced student group with the institution. We are in talks with Who Cares? Scotland about rolling out further training to staff at the University.
- 8.4.8 The University is aware of issues relating to age and those who return to formal education after a sustained period away. We continue to support and encourage more mature students through our Lifelong and Flexible Learning provision, including our Evening Degree, which has 95 students at present. This provides access to our General Degree on a part-time basis through a series of specially designed modules run entirely in the evening for those who have been unable to access higher education through traditional routes. There are no formal entry requirements for this programme, as the University seeks to provide this opportunity to those who demonstrate the potential to succeed at university level. Students may have child, or other caring responsibilities, be unemployed, redundant or in low paid employment.
- 8.4.9 Our commitments in widening access remain ambitious but realistic, and we will always work to exceed rather than simply fulfil them. The additional Widening Access places allocated by the SFC amounted to an additional 20FTEs for each of the academic years from 2013/14 through to 2016/17, thus securing a cohort of 80FTE additional SIMD20/40 students. This has enabled the University to increase the percentage of SIMD20/40 entrants from 8.5% in AY 2011/12 to 17.1% in 2016/17. The full impact can be seen in the table below:

SIMD Quintile	Number						Percentage					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
1	17	17	30	36	26	30	3.5%	4.1%	5.7%	5.0%	5.2%	5.4%
2	24	30	41	60	54	65	5.0%	7.2%	7.8%	8.3%	10.9%	11.7%
1+2	41	47	71	96	80	95	8.5%	11.3%	13.5%	13.2%	16.1%	17.1%
3	73	49	62	110	78	85	15.1%	11.8%	11.8%	15.2%	15.7%	15.3%
4	133	103	124	196	121	138	27.6%	24.8%	23.6%	27.0%	24.3%	24.9%
5	229	211	264	308	212	235	47.5%	50.7%	50.2%	42.5%	42.7%	42.3%
No Data	6	6	5	15	6	2	1.2%	1.4%	1.0%	2.1%	1.2%	0.4%
Total Scottish Entrants	482	416	526	725	497	555	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total UG Entrants	1695	1585	1770	2117	1834	1953						

9. High quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ambition to make a difference - (SFC Priority 2)

9.1 St Andrews has developed programmes of study over many years that 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 the choice to pursue a variety of pathways leads most students to begin their University career in the 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.

9.2 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 for the 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. In this section, we focus on our commitment to efficient, effective and high quality learning and teaching and skills development. We highlight aspects of our commitment that provide a framework for our response in this area.

9.3 Linking research with teaching and learning

9.3.1 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 project supervised by an academic in their School during the summer vacation, and complete a bespoke leadership training programme. After their project is completed, senior students act as mentors to the new interns. 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 supervisors' skills for further engagement of undergraduates in cutting-edge research and independent learning. In terms of benefits to the intellectual environment, the production of around 100 projects from the first two cohorts 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.

9.4 Priority provision

9.4.1 The additional funded places for STEM, skills and access (430 FTEs over four years) are now embedded into our student cohort with ring-fenced places for students connected to the various outreach programmes we run.

9.4.2 The additional funded places for PGT students have become key to attracting Scottish students into associated PGT programmes, often with specific industry links, 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.

- 9.4.3 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. The late and unexpected substitution last academic year of 25 match funded places from industry for the last batch of 50 funded skills places meant that the University was unable to make use of these places for 2016/17 entry. We are already exploring in creative and innovative ways how we can increase our intake through this matched-funded model, engaging our alumni and established contacts from industry.
- 9.4.4 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. The context of Brexit, which threatens to result in the removal of Erasmus mobility funding, has brought an acute new urgency to this question. Our language programmes are distinct from those provided by language teaching centres, because we consider it essential to provide language teaching in a cultural context. Such language teaching is very resource intensive, however, because our integrated, intellectually-demanding cultural instruction is provided *in addition* to language apprenticeship through language labs, tutorials, etc. We provide opportunities to study a language as a joint subject with many Arts-based disciplines, and also in conjunction with STEM subjects. The latter have been very popular in the past (for example Chemistry with French), but the resourcing of such programmes is difficult to maintain. Unfortunately, unless the resource requirements for language teaching are recognised as part of teaching pricing, some of this provision is likely to be further streamlined, even though the demand for language study in our student cohort, often as a third or additional subject, is significant.
- 9.4.5 The University endeavours to offer 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. Due to location, securing Gaelic language tutors has been increasingly difficult and as a result the teaching cannot be guaranteed every semester. Details of the provision can be found at: <http://www.st-andrews.ac.uk/eveninglanguages/>. In the School of English there is a specific research interest in Gaelic poetry, and we offer Honours-level modules which explore the culture and history of Scottish and Celtic people.

9.5 Developments in teaching and learning at school, programme, faculty and sector level

- 9.5.1 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 Academic Open Forum, workshops, CPD courses for academic staff, a teaching development fund and the University's Teaching Excellence Awards. The last of these complement the student-led Teaching Awards distributed by the Students' Association. As of 2017, a renewed strategic emphasis on the recognition of teaching will be part of the University's approach to appointments and promotions.
- 9.5.2 Our online platform for mentoring and coaching, SUMAC, has developed into a professional, reliable and effective platform for the management of mentoring and coaching schemes. The consistent increase in the number of schemes, members and partnerships hosted on the platform, indicates that the adoption of SUMAC is supporting an increase in the provision of mentoring and coaching within the sector. To date the platform has supported around 70 individual schemes, with a total of around 8000 member records and 4000 mentoring/coaching partnerships. The goal is to achieve a sustainable resource for the sector. The income stream established from subscriptions will be invested into achieving sustainability and we hope that with regular renewals this will be assured.
- 9.5.3 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 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 a rolling programme of regularly-updated topics for enhancement.

9.5.4 At the end of their programme, all taught students receive a Higher Education Achievement Report, an extended transcript, which contextualises the qualifications and experience attained during their time at the University, in a way that is more relevant for employers. This transcript incorporates the St Andrews GPA, based on a 20-point scale, which is used for the calculation of the degree classification.

We continue to work with our colleagues in Scotland, the SFC, HEFCE and Scottish Government to ensure that the values and particularities of the Scottish higher education framework are appreciated and that initiatives such as the Teaching Excellence Framework (TEF) do not disadvantage the Scottish HE sector. In particular, we want 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 submitted our application as part of TEF 2, 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 treated fairly from the perspective of their legislative rights as members of a higher education community.

9.6 Gender balance

9.6.1 The gender balance across the student population is currently 58% female, 42% male, with a slight tendency to an increasing male population. The specific subject level percentages relating to the same statistics also correlates with the gender distribution of qualifying secondary school leavers.

Subject pathway based gender distribution (inc. PG and UG)	2015/16		2016/17	
	Female	Male	Female	Male
School of Art History	91.40%	8.60%	90.00%	10.00%
School of Computer Science	21.00%	79.00%	24.00%	76.00%
School of Economics & Finance	41.30%	58.70%	41.85%	58.15%
School of Geography & Geosciences	62.60%	37.40%	64.81%	35.19%
School of International Relations	63.10%	36.90%	60.01%	39.99%
School of Psychology & Neuroscience	81.90%	18.10%	79.78%	20.22%

9.6.2 Through our Athena SWAN initiative, we have identified the gender balance for each programme within each of our academic Schools. As a result, where relevant, there will be school specific actions to increase the focus on the minority gender under Positive Action in compliance with the Equality Act (2010) as part of outreach activities and admissions processes. 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 extension of Athena SWAN. Athena SWAN institutional targets and action plans are in development for our re-accreditation submission in November 2017. With that in mind, we intend to set targets for improving the gender balance – consistent with underlying demand and secondary education demographics, where appropriate – in next year's outcome agreement.

9.6.3 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 (September 2013) and in the Learning & Teaching Open Forum (April 2014), there were 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 September 2015). 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.

9.7 Learner journeys and articulation

9.7.1 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 students have the option of entering Year 2 of the General Degree in the Science Faculty through college articulation, with the opportunity to progress to Honours for those who meet the Honours entry thresholds.

- 9.7.2 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.
- 9.7.3 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. The number of students choosing this option is 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: the wish to revisit the subject at University level to gain a more secure understanding; the breadth of learning possible through studying other subjects along with the Degree subject if entering at Year 1; and 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.
- 9.7.4 As described above, through its teaching enhancement effort and academic monitoring the University monitors completion within its own framework. This monitoring also measures completion of student cohorts from disadvantaged backgrounds.

9.8 Foreign Language and Study Abroad

- 9.8.1 The cosmopolitan nature of a St Andrews education is unique, with staff and students from more than 145 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 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.
- 9.8.2 At St Andrews, we take Study Abroad very seriously. 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.
- 9.8.3 Government funding awarded last year 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. The pilot project built 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 and a Fife offer-holder from an access background the opportunity to experience a few days of academic and co-curricular activities at William & Mary in April 2016. These two "Saltire Scholars" were both selected from Science disciplines – Physics and Chemistry – and since returning have shared their experiences with students and staff, as part of a structured internship to increase resources and support for Science students, particularly those from access backgrounds, to undertake Study Abroad. The undergraduate student, now in his second year, is also guaranteed a scholarship place on a semester-long Study Abroad programme next year, provided he satisfies the academic requirements to study abroad. The University is seeking ways to develop this successful pilot project into a sustainable First Abroad programme, through the strategic relationship with William & Mary.
- 9.8.4 Following the successful pilot project, the University is also launching a new scholarship fund to support Science students studying abroad from 2017/18 onwards. The Moncrieff Travelling Scholarship will provide an annual *First Abroad* scholarship of £12,000 for an undergraduate Science student to spend a year abroad, with the award based on both financial need and academic merit. In addition, a number of smaller awards, from £500 to £5000, will support other Science students to participate in Study Abroad.
- 9.8.5 In pursuing such initiatives, the involvement of students themselves as partners in designing our activities is important to us. The uncertainty over the future of UK universities' continued involvement in the invaluable Erasmus+ programme following Brexit is a key concern for the university. At St Andrews, we have nearly 60 Erasmus student and staff mobility partnerships across the institution. Their loss or contraction due to cessation

of mobility grant funding would be a grave concern for our open outlook and our ability to offer students and staff the opportunity to widen their horizons of intellectual, professional and personal development.

9.8.6 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 very 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, Australia and New Zealand. 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.
- Study Abroad and 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 including comprehensive support for students before, during and after placements. As part of the QAA's Enhancement theme on Transitions, funding has been used to enhance student experience throughout the Study Abroad journey.

9.8.7 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 & Mary. The degree is currently available in Economics, English, History, International Relations, while Classical Studies and Film Studies will be available for the first time for 2017 entry
- 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 doctoral programmes in several (mostly science) subjects, which often involve universities abroad.

Skills development

9.9 Enterprise and students

9.9.1 Enterprise skills are both directly taught and also developed through the encouragement of enterprise activities. The Students' Association boasts 150+ student societies, including an Enterprise Society, that allow students to develop their skills and entrepreneurship. The Student Project Fund is available to all students for grant applications to support particular initiatives. Students' Association activities include the Charities Campaign that annually raises £100,000 for charity while teaching important transferable skills. Students took an active role in the redevelopment of the Students' Association building and also in investigating and supporting the University's plans for the redevelopment of the Sports Centre.

9.9.2 Student Enterprise, run by our Careers Centre, hosts a wide range of activities and events in collaboration with the Scottish Institute for Enterprise, bringing students into contact with entrepreneurs and companies big and small. It aims to motivate and support enterprising individuals of all disciplines and subjects through events and competitions; workshops, seminars and "meet the entrepreneur" sessions. Support offered includes business start-up support as well as more formal enterprise and entrepreneurship education from a range of parties including Enterprise Campus and Converge Challenge.

9.10 Employability

9.10.1 Over a third of St Andrews students go on to further study. The unemployment rate for our undergraduate students upon completion of their studies in 2015 was 3.1% (compared to 5.8% for all Scottish institutions and 5.5% for the UK as a whole). Of those who entered full-time employment, 78% were in graduate level positions in 2015. We are committed to ensuring the highest possible performance in this area and to performing strongly within the Top 20 of UK universities for graduate prospects.

9.10.2 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 120 students took the Level 2 module in Enterprise in 2015. In addition, there are Credit-bearing External Placements (typically in the third year) in Biology, Chemistry and 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. Under the QAA's 'Transitions' theme, the University supports students transitioning into a credit-bearing work placement (e.g. online information, and a dedicated and funded TEFL course for students participating in British Council Language Assistantships)

9.10.3 The University offers direct training on professionalization and employability through the Centre for Academic, Professional and Organisational Development (CAPOD). Over 600 students took advantage of these free courses in 2015/16 and 118 gained an award that is endorsed by the Institute of Leadership and Management (ILM).

9.10.4 St Andrews graduates are amongst 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. Our Careers Service provides active support in finding placements, summer jobs and internships, both within the UK and internationally, including networking databases to connect students with alumni. Over 55% of students have internship experience during the time of their studies, one of the highest proportions in the UK. In 2015, networking events took place in 38 cities around the world, involving over 800 participants; and over 200 work shadowing opportunities with alumni were offered.

STEM and Skills

9.10.5 In 2011/12, over 300 undergraduate STEM students eligible for funding were above the STEM funded number allocation for the University and were taught therefore without funding. While there was an agreement in place to ensure that no associated penalties were due, the situation was unsustainable. The withdrawal of funding for the RUK places, which resulted in additional STEM and Skills places, secured the funding for the existing student cohort and enabled the University to add an additional 230 STEM and Skills Home students to the cohort between 2012 and 2016.

9.10.6 At Postgraduate Taught (PGT) level, the University has increased the number of Home students by 20% since 2012. The Skills places contributed significantly to enabling Scottish students to engage with part-time courses in Scottish Aquaculture, with between 5-9 students starting every year, and Museum and Gallery studies where the course has been consistently full. We also allocated places to a new course on Dementia Care, which was running for the first time in 2015.

10. World-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research - (SFC Priority 3)

10.1 In addition to the aims and objectives outlined at the start of the document we also highlight a number of notable aspects of focus below.

10.2 Grow research income from UK research councils and other sources

In the current climate, compounded with the expectations of Brexit and a growing trend for research funding to be following critical mass, we cannot predict a growth in our share of Research Council income over the next 4 years. The changes to the structures of UK research with the proposed formation of UKRI, and within it Research England, create further uncertainty. However, St Andrews is a truly international university and we are building on our collaborations and multi/inter-disciplinary research to take full advantage of the opportunities offered by Global Challenge funding and alternative funding sources.

10.3 Enhance performance in future REF exercises

Although the guidance on submissions, the criteria and working methods for REF 2021 will not be available before summer 2017, preparations for the next REF are already well underway in St Andrews. St Andrews has recently taken on the role of chair of the Scottish REF Manager group. Establishing a Research Excellence Board, which oversees all issues of strategic research importance but also preparations for REF 2021, puts the University in a strong position to enhance our performance in the next exercise. The Institution is already monitoring compliance with the 'Policy for open access in the next Research Excellence Framework: Updated November 2016'¹⁶. Our current level of compliance, for all outputs in scope of the policy and not just those planned for submission to REF 2021, is 87%. We have set a target of 92% for November 2017.

10.4 Enhance research collaboration and promotion of interdisciplinary/multidisciplinary working

Collaborative and interdisciplinary work is strategically important to the Institution and outlined in paragraphs 4.3-4.9. The success of the joint submissions to REF 2014 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. The pools

¹⁶ <http://www.hefce.ac.uk/pubs/year/2016/201635/>

continue to benefit the training and development of postgraduate and post-doctoral researchers. We continue to investigate new and innovative ways to engage with researchers on a global platform.

10.5 In order to maximise the benefits for multi/inter-disciplinarity, we are reviewing our internal research structures, which are currently based on licensed research centres. We believe that supporting interdisciplinary research in St Andrews is key to achieving our goals. We have already committed to 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).

10.6 **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 and has been running for a full year. A publicly accessible annual statement¹⁷ evidencing the activities is available, in which we have undertaken to demonstrate our commitment to the principles set out in the Concordat to Support Research Integrity has been produced.

10.7 **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 & Inclusion / Athena SWAN Committee to devise an institutional action plan to support in advancing the careers of female academic and research staff. The committee is chaired by the Dean of Arts who is leading work to support female academic and research staff through the launch of a new Institutional Athena SWAN Action Plan by November 2017. In AY2018/19 there will also be a new Institutional Race Equality Charter Action Plan launched, outlining support to academic and research staff of different racial backgrounds or groupings, such as those from Black & Asian Minority Ethnic (BAME) ethnicities.

10.8 The institutional Recruitment & Selection training provision has been updated with the launch of a mandatory bespoke online module in 2015 to ensure that applicants of different protected characteristics are short-listed, interviewed and selected fairly. Further to this, in 2016 a new Unconscious Bias online training module was launched providing awareness of addressing bias. The updated suite of training is aimed at managers who recruit, manage and promote academic and research staff, with awareness of how to support an anti-discrimination and anti-bias environment gained. In the line with the University's Equality Policy, the University is committed to ensuring that staff are selected fairly through its Code of Practice for REF2021.

10.9 **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 provides our postgraduate researchers with 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, postgraduate students and strategic drivers, eg. introduction of research integrity training opportunities.

10.10 The University has successfully retained its HR Excellence in Research Award after a 4-year review of progress. This award acknowledges the institution's alignment with the principles of the 'Concordat to Support the Career Development of Researchers' and confirms that the institution has put in place mechanisms to support researchers and to broaden their skills development. Induction, Principal Investigator development, Mentoring and Coaching, Career Paths & Planning are the strategic themes moving forward and will form the basis of the 2-year review in 2018. These themes are based on data drawn from the 2015 CROS and PIRLS surveys.

¹⁷ <https://www.st-andrews.ac.uk/staff/research/policies/researchintegrity/>

- 10.11 In collaboration with the Wellcome Trust, the University is involved with the pilot of the International Funders Award in Management Skills for early career researchers. Four volunteers from the University are undertaking the award providing feedback to Wellcome Trust on the learning materials provided by the Open University. The units contained within the award are based around similar units contained with the St Andrews [Passport to Research Futures scheme](#) for research staff. Moving forward, the University will look to signpost early career researchers to this award, working closely with the Wellcome Trust to promote its value to the professional and personal development of researchers.
- 10.12 Mentoring forms an important role across the University. The Early Career Academics' Mentoring Scheme is a cross-institutional mentoring scheme in collaboration with the University of Dundee and Abertay. Members of the scheme are partnered with a member from any of these institutions, supporting individuals early in their researcher career.
- 10.13 **Enhance Public and cultural engagement and contribute to public policy and public sector delivery**
The University is committed to contributing to an informed society, from individuals to policy-makers, confident in making informed decisions on matters of culture, research and policy. Some outstanding activities in this field include:
- Exploration for EU Researchers Night, involving 127 researchers meeting with over 950 members of the public, equating to 1.25% of our East Fife community.
 - Our innovative and unique Cell Block Science project bringing informal science learning to prison learning centres.
 - The creation of curriculum linked learning resources, now in use Scotland-wide, co-produced in our partnership with Thornton Primary School. This was cited as a key factor in Thornton being awarded the 2016 Education Scotland STEM Award.
- 10.14 We intend to continue to engage underserved audiences in our communities locally, nationally and globally in innovative, relevant and accessible ways and to promote a culture of engagement in our institute. Our commitment to this agenda is evidenced by the recent appointment of an Institutional Head of Public Engagement.

11. Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy (SFC Priority 4)

- 11.1 As a leading Scottish university, we recognise our role as an engine for societal change and economic growth, and are developing an Enterprise and Engagement Agenda to build 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 (see further information under SFC Priority 2 above). Over the next period, we aim to increase our impact and influence on all sectors (Government, NGOs, and business). It is our aspiration to move from being a 'responder' to an 'influencer' throughout all spheres in Scotland.
- 11.2 To encourage impact engagement we have widened our current research leave scheme to include 'impact leave'. We have also set up a new Knowledge Exchange (KE) and Impact Fund to provide support to our academic researchers to develop their impact and engagement resulting from high quality research.
- 11.3 The University's Knowledge Exchange Strategy commits it to the translation of research for the public good through engagement with policymakers and the public. We expect that the implementation of the KE and Impact Strategy will promote a culture where KE and impact are increasingly valued in the academic community, and will also produce demonstrable impact from our research and other KE activity in the longer term. The more immediate success of this plan will be judged by proxy measures of culture change and academic engagement in KE activities.
- 11.4 The Eden Campus at Guardbridge is intended to stimulate new businesses / industry R&D with the involvement of researchers at the University of St Andrews. The infrastructure that will be developed in support of this has the potential to be a regional, national and international asset, offering office, workshop and laboratory space with the aim of attracting businesses and skills into the region (see SFC Priority 5 for further details). The University will locate some 350 professional services staff to office space on the Eden Campus by early 2019. The University has submitted its Masterplan to Fife Council. Extracts from the plan will be used to discharge specific planning conditions; however, the primary purpose is to communicate the University's vision for the Eden Campus, and to guide current and future phases of development. A second phase of demolition work has now

commenced alongside remedial work on parts of the seawall. The University is seeking funds to deliver infrastructure to unused parts of the site and revive 3 buildings. Funding will enable the University to bring back into use two shed-like buildings for industrial purposes, in which multiple companies can operate together and to create some office capacity for innovators, start-ups and SMEs. This will redevelop approximately 5500m² of existing derelict buildings, which equates to approximately 10% of the site potential and provides the services infrastructure to accelerate further growth at the site. It is estimated that successful funding of this next phase can generate up to 500 jobs and attract up to £75m private sector investment.

- 11.5 First formed in 2002, our strategic relationship with SASOL, the South African based fuels and chemicals giant, grows in strength with the company occupying a floor in the University's School of Chemistry. Both parties are enthusiastic to maintain this close, mutually-beneficial relationship. As an ambitious international institution, the University is looking to foster additional R&D-based partnerships with innovative companies and organisations from around the globe.
- 11.6 The University will continue to enhance access to University problem-solving expertise and services, improving the quality, duration and value of business relationships. The appointment of a Business Innovation Manager has delivered substantial benefits for collaborating companies, helping us to respond to their needs quickly and subsequently providing appropriate access to academic expertise. In addition, we have simplified business access to R&D and innovation funding through assisting potential collaborators with every part of the process of bidding for funding that is critical to supporting SME-HEI engagement.
- 11.7 The University supports the Scottish Government's ambitions to improve innovation and productivity and will continue to work actively and engage with Scotland's enterprise agencies as the new governance structures evolve, such as Interface, Innovation Centres and Business Gateway. The Universities Innovation Fund (UIF) provides a single point of entry for Scottish and other companies seeking St Andrews' help and expertise, eases their access to Innovation Vouchers and other Government innovation funding and matches up company challenges and demand with the University's research and innovation services. Over the next 3 years, we will maintain our recent progress in building both formal and informal SME engagements through this process. Where appropriate, we shall look to develop R&D collaborations into more strategic innovative partnerships with business, bidding to a range of external funding including Innovate UK, KTPs, follow-on vouchers, collaborative studentships and where appropriate H2020 funding. We will also continue to support our SME clients initially by the University and then referring them onto other sources of assistance either directly or through Interface.
- 11.8 In March 2017, we will be hosting an event based around impact from our EPSRC funded research with industry and research users invited. This will involve businesses, business intermediaries, research sponsors, government agencies and other stakeholders, allowing current collaborators and potential new clients to discuss their innovation needs with experts drawn from the academic base. We are also looking for opportunities to work with other HEIs to co-promote facilities, services and access to academic expertise and other forms of university-business interaction and support.
- 11.9 St Andrews has a very successful technology transfer operation: over 50% of the University's 115 patent families are licensed to business, generating £840k in income to the University. In 2015-16, St Andrews completed 6 new IPR licences and assignments and concluded several option agreements over current patent portfolios. Technology licences are highly valued by licensee companies and their backers and often form the backbone of their business or an important innovative product, process or service. The University's 2014-15 licence deal with Scottish photonics company MSquared Lasers provides the company a unique platform in biophotonics, enabling it to develop a range of new instrumentation based on St Andrews technologies. In 2015-16 the University formed 4 new spinout companies (Ripptide, Beyond Medics, Pneumagen and St Andrews Lean Consulting) and continued to advise and provide IP and R&D support to a range of earlier spin-outs; developing technologies further, securing necessary IP and refining bids to secure investment funding.
- 11.10 The University will continue ongoing work with its Scottish partners to develop and offer attractive, simple licencing and spinout terms, protecting early technology opportunities in the form of novel IP that arises from the research base, and then promoting and supporting its further in-house development into useful commercial applications. The University regularly adopts the sector-agreed template contracts in arrangements with business partners. We aim to look beyond first engagement to establish longer-term relationships, particularly in those cases where indirect rewards provide alternative benefits and appropriate returns in impact, scale and value. We expect to deliver further improvements in commercial licensing and spin-out activity, and anticipate that positive demand-side interventions from Innovation Scotland, SFC Innovation Centres and other SE &

Government schemes will enhance St Andrews business development of appropriate opportunities with regional businesses and the University's broader range of interactions with external organisations. Planned infrastructure improvements at the Eden Campus will provide further opportunities to support and grow our commercialisation activities through an innovation hub.

12. High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements - (SFC Priority 5)

- 12.1 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. A recent internal audit confirmed the University's compliance with the Scottish Code of Good HE Governance. We are considering the practical implications of the HE Governance (Scotland) Act 2016 for the future operation of Court and Academic Council, which will require potentially complex changes to Ordinance in the coming years. The University welcomes the anticipated focus on equality and diversity in the revised Code of Good HE Governance and is committed to progressing this throughout its governance structures.
- 12.2 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

- 12.3 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 maintained a capital investment programme targeted at both refurbishment and growth while building a cash balance in advance of starting loan repayments totalling £30m from May 2019. This modest cash growth, which represents prudent planning to meet our obligations, should not be mistaken for wealth creation. Our sustainability depends on the ambitious strategy we agreed and requires the continued capital investment outlined elsewhere in the Outcome Agreement. This in turn necessitates 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, are likely to impact significantly on our financial sustainability and undermine the excellence in teaching and research that is at the heart of this University's offering.
- 12.4 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. 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 making 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). The SDWG is engaging in a wider activity mapping exercise during 2017 that will look at Environmental sustainability actions, sustainability domains and functionality over environmental, social and economic aspects of sustainability.

Climate Change

- 12.5 In line with our strategy, work has begun on evaluating the impact of climate change on the organisation. The University has participated in the Adaptation Learning Exchange and developed a case study in partnership with Adaptation Scotland. We held several Climate Impact Assessment Workshops with key service units and continue to plan to create a Local Climate Impacts Profile (LCLIP) as well as run climate threat and opportunity

process workshops with key stakeholders. In 2017/18 the initial LCLIP and Adaption Plans will be completed. The University identifies risks relating to the impacts of Climate Change and manages these within its Risk Register.

12.6 Carbon Targets

Carbon Targets are included within the University's Carbon Management Plan 2011 to 2016, which is due for review in 2017. A summary of carbon performance and targets are outlined below. Scope 3 emissions from business travel are predicted to continue to rise over this period, counteracting reduction in building carbon emissions.

Performance 2013/14-2015/16 and targets 2016/17 - 2018/19	3 year period ending					
	Performance			Targets		
	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Gross carbon footprint - tonnes CO ₂ e	32,110	33,089	30,598	27,552	24,476	23,981

Update on progress (based on 2014/15)

	Greenhouse Gas (GHG) Emissions (CO ₂ e tonnes)		2013/14	2014/15	2015/16
Gross Emissions (tonnes CO ₂ e)	Scope 1	Fossil fuels: Non-residential (tCO ₂ e)	7,890	7,924	6,498
		Residential (tCO ₂ e)	4,217	4,026	4,213
		Fleet Vehicles (tCO ₂ e)	129	86	129
	Scope 2	Non Residential Electricity Purchased (tCO ₂ e)	8,936	8,839	8,636
		Residential Electricity Purchased (tCO ₂ e)	2,965	2,776	2,341
	Scope 3	Water & Sewerage (tCO ₂ e)	285	289	281
		Waste sent to landfill (tCO ₂ e)	210	293	320
		Waste recycled (tCO ₂ e)	36	34	36
		Non Residential Electricity Transmission	780	730	781
		Residential Electricity Transmission	253	229	212
		Business Travel (tCO ₂ e)	6,404	7,863	7,150
		Total Scope 1 to 3 Emissions (excl Procurement)	32,110	33,089	30,598

12.7 The Eden Campus Energy Centre project is a key component 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.

12.8 The 6.5MW biomass boiler delivering hot water to the North Haugh in St Andrews went live, for testing purposes, in December 2016. Heat has been provided progressively through the 35 plant rooms on and around the North Haugh during the commissioning process and the district heating network became fully operational on 25 January 2017. It is heating buildings (including 2,500 student rooms) in St Andrews. Through this initiative alone the University will record a 6,000 tonnes reduction in carbon emissions – more than half the total heat carbon emissions expended by the University and representing a 20% reduction in total emissions. (The University in partnership with Vital Energi won the Sustainable Development Award, for this project, at the Scottish Renewables Green Energy Awards in Edinburgh on 1 December 2016 and is currently shortlisted for a second award). A formal launch is to be planned for spring 2017.

12.9 In the first year of operation, we expect to realise savings of 5,661 tCO₂ broken down as:

- direct result of district heating network – 5,633 tCO₂;
- Fabric improvements at North Haugh – 28 tCO₂;

In subsequent years, we expect the following recurrent savings:

- outcome of district heating network – 5,633 tCO₂;
- anticipated future developments at North Haugh – 961 tCO₂;
- re-purposing existing CHP from Physics – 808 tCO₂;
- fabric improvements at North Haugh – 28 tCO₂
- building efficiencies – 1,000 tCO₂;

- anticipated future Developments at Guardbridge – 1,002 tCO₂.

Expected total carbon saving per annum (based on a 25 year prediction) = 9,047 tCO₂

12.10 In addition, the University commissioned Professor Jan Bebbington, Professor of Accounting and Sustainable Development in the School of Management, to undertake an academic study of lifecycle carbon accounting for the project; a draft report has now been published which tests and questions related previous industry standards and assumptions. The final report will be reviewed by the SDWG and made publicly available during 2017.

12.11 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 the Scottish Funding Council. With the Ministry of Defence's reconsiderations of the future of their Leuchars base, radar mitigation proposals for the windfarm at Kenly are on hold, with little short to medium term movement from MoD expected inhibiting further progress.

12.11 Year-on-year electricity usage is up by 13% and gas usage is down by 4%. This is due to one of the existing Combined Heat and Power (CHP) systems being taken off in advance of the transition over to the new biomass plant. The CHP will be relocated to priority areas in the University as appropriate. Significant investment in new boilers in a number of different buildings this year, together with the biomass boiler coming on stream in early 2017, should reduce next year's utility consumption significantly. Over the year, gas costs have reduced by 8% but electricity costs increased by 10.0%. Water consumption reduced by 4% and overall University carbon emissions have reduced by 8% compared with emissions in 2014/15.

12.12 The University has spent over £4M through our energy investment fund (SALIX) since 2007, which is delivering lifetime carbon savings of over 70,000 tonnes CO₂ across 180 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.

12.13 This year the University paid £372,008 for carbon allowances into the government's Carbon Reduction Commitment (CRC) scheme. In relation to turnover, CRC carbon emissions fell by 9% in the last year and 24% since 2012/13.

12.14 Waste management

The amount of landfill has increased from 641 tonnes to 750 tonnes with % recycling down from 73% to 68% in 2015/16, however, reuse has increased from 2% to 4% (from 14 to 32 tonnes), which is significant and demonstrates our efforts to prioritise waste management. In the past academic year we have also collected and baled an additional 20 tonnes of cardboard for recycling.

12.15 Resource efficiency is managed through a number of positive initiatives including supplier takeback schemes and WARPit - a resources redistribution scheme for staff. To date, this has saved 107 tonnes of carbon by diverting waste from landfill, and saved £187k on reduced procurement spend. End of Term donation points were also set up in halls of residence and collections carried out for student society StAndReuse, Barnados Books, Glenrothes Food Bank and local charity Forces Support. 17 tonnes of material was donated to Forces Support including clothing, shoes and crockery. StAndRe-Use continues to be a successful student-led initiative that enables items donated by departing students to be reused by those starting.

12.16 The University is well known for the various traditions in which students get involved during their time at St Andrews. Raisin Monday is just one of these traditions that occurs on an annual basis and as the University seeks to promote these events and support them the long-term sustainability and stability of these events must be considered. On Raisin Monday, it is traditional for students to be dressed up in costumes and given a 'receipt' by their academic parents before they head to a foam fight organised by the University. This year 620kg of Raisin costumes/receipts were collected and recycled from the students before they entered the foam fight. In 2012 the first Green Raisin competition was launched to reward the most creative and environmentally-friendly costume and raisin receipt. Blown Away, the award winning outdoor experience company operating on the West Sands Beach, sponsored the competition this year offering a fun team-building event for the winning academic

family. This competition aims to promote environmentally friendly behaviours and manners with a fun yet sustainable approach.

12.16 Environmental management and compliance

The University has embraced environmental management, and there have been no compliance issues during the year (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.

12.17 Sustainable food policy

The Sustainable Food Policy and Action Plan continues to be developed; it aims to engage with suppliers to enable procurement of more local, fresh food with seasonal menu planning, including actions on resource efficiency such as reduced deliveries, packaging and food waste. Residential Business Services are now working towards the Sustainable Restaurant Award, awarded by the Sustainable Restaurant Association. The award represents recognition of sustainable practices and processes within the kitchens, focusing specifically on sourcing, society and the environment.

12.18 Local procurement

The 17,000 tonne wood fuel supply contract for the Eden Campus Energy Centre biomass plant will use biomass from Forestry Stewardship Council certified sources across Scotland, with a preference for local suppliers (within a 50-mile radius). The tracker for the Guardbridge Guarantee (outlined below) shows the biomass district heating project is scheduled to spend in Fife and Scotland over £12m or over 73% of its spend, which exceeds the 60% Guarantee commitment. A further £750k has been identified as contractor spend on accommodation and expenses, significantly benefitting the locality.

12.19 Travel and transport

The University launched Scotland's first all-electric community car club in April 2015 with 10 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.

12.20 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. The student-run organisation Transition University of St Andrews <http://www.transitionsta.org> holds regular Bike Pool events throughout the year, and has a fleet of refurbished cycles for rent. During Orientation Week 2016, approximately 70 bikes were rented through Bike Pool, and throughout the week 300 – 400 students were engaged with the Bike Pool. Transition held 50 bike Pool sessions this year attended by 464 people. We now employ a full-time Cycle Campus Officer who is based within Transition, responsible for supporting the preparation, development and delivery of cycling initiatives on campus; the analysis of cycling activity across the campus; provision for cyclists; and engagement with staff and students through events, training and initiatives. Through this officer post, we hope to achieve Cycle Friendly Campus status and to develop and maintain a Cycling Action Plan.

12.21 Engaging staff and students and achieving behaviour change

Over 50 staff have completed the Environmental Facilitator training programme, and are now working to help promote positive environmental behaviours within their schools and units. This year's Green Week contained 28 events with a range of low carbon activities including tree planting, upcycling, beach cleans, skill-share sessions and Fairtrade coffee mornings, involving students, staff, and the local community. The University was highly commended in the Public Sector Sustainability Awards for best waste/recycling Green Raising Competition, engaging students in waste reduction at their traditional Raising Monday event. Work continues on the Edible Campus project, one of the largest campus based food growing schemes in the country, and the StAndRe-use recycling scheme, as well as on linking to St Andrews Botanical Garden to create a permanent community use skill-share space on the site.

12.22 For the past four years, Transition University of St Andrews and StAndEN (the local town environment group) have been working together aided by funding from Climate Challenge Fund (CCF), amounting to £149K for 2015/16, to undertake a range of successful sustainability projects that tackle climate change and build local resilience. Having successfully secured the funding from CCF, a new application for 2016/17 has been submitted.

12.23 Over the past couple of years, we have seen a large expansion in activity as part of the growth of our Edible Campus project to 13 sites, harvesting 730kg of fruit and vegetables. Our local currency has enabled over 100 people to trade across the town while our work to change behaviour, headed by the largest Carbon Conversations team in the country, has led to broad action within the homes. Since September 2015, 27 students and 3 local residents have gone through the Carbon Conversation course in 6 different groups. This past year we have also organised Scotland's national Transition Towns conference. We estimate that Transition engaged with 2177 people each year across energy, travel, food, economy and behaviour change while supporting academic study and institutional change.

13. The Eden Campus at Guardbridge

13.1 The Guardbridge development is part supported by the SFC through a significant capital grant, which in itself has been transformational as it supports the University's plans for a Biomass district heating scheme with its boiler located in the village of Guardbridge and supplying the university buildings in St Andrews, 4 miles away. In establishing this plant, the University intends to stimulate a local supply chain to provide timber from sustainable local woodlands.

13.2 With potential additional funding, the heating scheme could be extended further into the local community to create a low carbon transition in addition to that for the University.

13.3 The University has committed to five 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
- update on the development of the Guardbridge Guarantee.

13.4 Guardbridge Apprenticeship Initiative

The companies involved in construction of the energy centre scheme have committed to training apprentices as appropriate and possible, so far 8 apprentices have worked on the project. Of these, four are employed directly by Vital Energi in the prefabrication and installation of heat stations, one apprentice is with each of the civil contractor Crummock, the district heating network contractor W H Malcolm, the BEMS contractor SSE and our local contractor for Superstructure Legge.

13.5 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 in technical engineering roles working directly for Vital Energi.

13.6 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 employed 248 people to date working directly on the construction site and a further 76 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:

- 52% of the site labour force is from within Fife and immediate areas;
- 79% of the site labour force is within a travel distance of 61-105 miles of the site location;
- 21% of the site labour is within 106-360 miles from the site.

13.7 Guardbridge Community Initiative

University representation was made at the local community council meetings to talk through the project and there were meetings to engage with the emergency services and Stagecoach to provide an alternative bus service during the road closures at Guardbridge. The eight-week road closure period was successfully reduced by 10 days.

13.8 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 £12m which represents more than 73% of the project spend.

13.9 The University will ensure that a condition of engagement with any consultant, contractor, sub-contractor or supplier is 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.

13.10 **Future Development of the Eden Campus at the Guardbridge site**

Within the Eden Campus site, new infrastructure is being designed to create a model for a Smart Low Carbon Energy Community. Bio-based energy activities will offer the potential for higher value materials to be extracted from biomaterials and converted to higher value biotechnology materials.

13.11 In addition to the energy centre producing heat, discussions are ongoing with industry to build integrated local green electricity for the site and community/industry-sized carbon capture activities, a data centre with potential high performance computing capability, and advanced materials production. In addition, a new incubator building is being designed for start-ups to stimulate economic and employment growth in the area.

13.12 The Eden Campus site will offer a location for industry and academia to collaborate in order to accelerate innovation in North East Fife and retain highly skilled postgraduates and graduates in the area.

14. **Equality & Diversity (E&D)**

14.1 In-line with the Equality Act (2010) and Scottish Specific Duties (2012), in Spring 2017, the University will be publishing a report on mainstreaming the public sector equality duty (including staff information); an enhanced set of equality outcomes prepared using engagement and monitoring data, which will take into account compliance with the Scottish Government Race Equality Framework (2016-30) and implementation of the British Sign Language (Scotland) Act (2015); a report on progress made towards achieving the previous set of equality outcomes; a Gender pay gap report; and a statement on equal pay and occupational segregation for gender, disability and race.

14.2 In addition to meeting our legislative duties fully, the University will continue to build on successes of our diversity awards: LGBT Youth Scotland Charter; Carer Scotland Positive Employer award; and Stonewall's Workplace Equality Index. Further to this activity, there will be an enhanced focus on renewing the 6 Athena SWAN awards in our STEM schools, plus the Juno award in Physics. Schools in the Arts and Humanities disciplines will commence the submission process in 2017. Our current ambition is for at least 3 Arts and Humanities schools to complete the submission process in 2017, and the remainder to follow in 2018. We are working towards submitting for the renewal of our institutional Athena Swan Bronze Award in November 2017. However, the Athena SWAN processes will be informed by emerging SFC perspectives on the desired choice and focus between institutional and school-level engagement and the priorities of rationalised sector bodies, including the ECU, which are in a process of change. In compliance with Principle 6 of the HR Excellence Award (renewed in May 2016) the University will continue to be a fair employer and will promote diversity and equality in all aspects of recruitment and career management of researchers.

14.3 Our bespoke online training modules for Student Diversity; Recruitment; and Diversity in the Workplace will continue to be monitored within HR with a progress report due to be published as part of the April 2017 Mainstreaming Report. The Online Unconscious Bias Training Module (launched in April 2016) provides awareness of bias in the workplace and in terms of student assessment. It has been targeted at all academic staff in the University for completion and is focused on areas of admissions, staff and student recruitment, teaching and research. This initiative will be extended to all line managers in 2017 across all schools and service units.

14.4 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. Mandatory in-person training will continue with the Student Sabbatical Officers in the form of Diversity Inclusion workshops as part of their induction. This contributes to the collaboration work between the University's Equality Committee and the Student Representative Council Equal Opportunities Committee.

14.5 Building upon the Higher Education Academy Embedding E&D in the Curriculum workshops supported the University and delivered onsite to our Directors of Teaching, the University's Inclusive Curriculum Toolkit will be further reviewed to take into account updated good practice from the HE sector.

15. **Carers**

15.1 In compliance with the Carers (Scotland) Act (2016) the University will renew its Carer Scotland Positive Employer award, demonstrating our commitment and support for staff with caring responsibilities. The University will continue working in partnership with the Carers Trust as part of their 'Going Higher' campaign to support students with caring commitments.

To provide further support for those with childcare responsibilities, the University will be opening its own nursery from February 2017.

17. Note

The content of this Outcome Agreement was developed through consultation with and input from key constituencies or representatives across the relevant University functions. These also included student representatives where appropriate. We have consulted with the recognised Trade Unions over the development of the Outcome Agreement through our Joint Negotiating Committee. They welcomed the opportunity to be involved at an appropriately early stage. Their positive feedback has been reflected in the final draft document. The Outcome Agreement has been subject to an Equality Impact Assessment.

Annex: University of St Andrews summary of baselines, milestones and aspirations by SFC priority measure

	2014-15 baseline	2016-17 estimate	2017-18 milestone	Future aspiration where set
Priority 1: Widening access – learning that is accessible and diverse, attracting and providing more equal opportunities for people of all ages, and from all communities and backgrounds				
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing				
Scotland-domiciled HN entrants from college to UG programmes	29	12		
Scotland-domiciled HN entrants from college to UG programmes with advanced standing	3	1		
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	10.3%	8.3%	Commitment to minimum 20 places for those coming through FE routes - see section 9.7	
Measure 2: Deprivation - The number and proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived				
Total number of SDUEs with known postcode	732	553		
2a: SDUEs from 20% most deprived postcodes	38	36		
2b: SDUEs from 40% most deprived postcodes	103	95		
2a: Proportion of SDUEs from 20% most deprived postcodes	5.2%	5.40%	6%	10% by 2021
2b: Proportion of SDUEs from 40% most deprived postcodes	10.9%	11.70%	12%	Ongoing deployment of contextual admissions - see section 8.2
Measure 4: Protected Characteristics - The number and proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers				
Care Experienced				
Number - Care Experienced	3	2		
Number - Not a Care Experienced	730	553		
Proportion - Care Leaver	0.4%	0.4%	Commitment to making an offer to all qualified applicants who declare a looked after/in care background - see section 8.1.3	
Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two				
Deprivation				
MD20 full-time first year SDUE	29	26		
MD20 full-time first year SDUE Retained	29	26		
Proportion MD20 retained	100.0%	100.0%	>=95%	>=95% for all characteristic groups
Care Experienced				
Entrants - Care Experienced	0	4		
Care Experienced retained	0	3		
Proportion retained - Care Experienced		75%	Numbers are too small for a meaningful milestone, but we aim for overall retention rates of >=95% for all characteristic groups	
Priority 2: High quality learning and teaching – an outstanding system of learning that is accessible and diverse where students progress successfully with the ability, ideas and ar				
Measure 6: Retention - The number and proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Total number of full-time first year SDUE	520			
Number of full-time first year SDUE retained	506			
Proportion retained	97.3%		>=95%	>=95%
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	89	94	>=90%	>=90%
Priority 3: World-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research				
Measure 10: The number of research postgraduate students				
RPG students	869			
Measure 11: Total income from the UK Research Councils				
RCUK income	£17,705k			For all of our Schools to perform at or above the level of their peers in the Russell Group in terms of research indicators by 2025.
Measure 12: Total research income from all sources				
Research income	£40,468k			
Priority 4: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs and H2020 IVs				
Innovation Vouchers (IVs)	4			Maintain progress in building formal and informal SME engagements through Universities Innovation Fund - see section 11
Measure 14: UIF - Individual HEI UIF progress measures and sector wide reporting				
For 2017-18 institutions are asked to provide a narrative on progress with their contribution to University Innovation Fund priority outcomes (these will be identified during consultation with the sector during the latter part of 2016 and signed off by the SFC's Research and Knowledge Exchange Committee by January 2017)				
Priority 5: High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements				
Measure 15: Carbon - Gross carbon footprint (3-year period)				
Tonnes CO2e	33,089	27,552	24,476	2018/19 milestone: 23,981 with a longer term aspiration to become carbon neutral (date by dependent on MoD)



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Outcome Agreement between NAME OF UNIVERSITY and the Scottish Funding Council for AY 2017-18

On behalf of NAME OF UNIVERSITY: University of St Andrews

Signed:

Print name: Professor Sally Mapstone

Position: Principal

Date:

26 MAY 2017

Signed:

Print name: Dame Anne Pringle

Position: Senior Governor

Date:

26 May 2017

On behalf of the Scottish Funding Council:

Signed:

Print name: John Kemp

Position: Interim Chief Executive

Date:

7th July 2017

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