



Abertay University



Outcome Agreement

2017-18

March 2017

Final draft, subject to review after final funding announcement in April 2017

Introduction

This updated outcome agreement for 2017-18 sets out the way in which Abertay University will continue to contribute to the national aims over the next year. It has been developed in the context of our Strategic Plan 2015-20 and particularly the discussions which have taken place within the University over the last year to confirm our multi-year plans for delivery of our 2020 strategic goals. We believe that a one-year outcome agreement is appropriate in the context of the current one-year funding settlement.

The outcome agreement builds on our existing strengths. We would like to highlight in particular:

- our commitment to widening access, with over 26% of our 2016-17 undergraduate entrants coming from SIMD20 postcode areas or having experienced educational disadvantage, as recognized by our contextual admissions policy, prior to coming to Abertay.
- the introduction of minimum entry qualifications for all undergraduate programmes, in line with the recommendations of the Commission on Widening Access . Applicants for entry in 2017-18 onwards who meet the criteria of our contextual admissions policy will receive an offer in line with these minimum requirements.
- the continued high levels of articulation with full credit into our undergraduate programmes.
- the high levels of satisfaction reported through the National Student Survey (NSS). Abertay was the top modern university in Scotland in the 2016 NSS.
- a range of initiatives to engage with the innovation agenda.
- our continued commitment to equality and diversity and in 2016 we were the first university in Scotland to achieve the Race Equality Charter Mark

We will continue to build on these achievements in 2017-18 but it is important to note that this outcome agreement has been developed in the context of reduced funding from SFC in 2016-17 and a further announced reduction for 2017-18.

We have discussed our approach and our ambitions widely within the University, including discussions with Students' Association, staff trade union representatives, senior management group, Finance and Corporate Performance Committee and Senate.

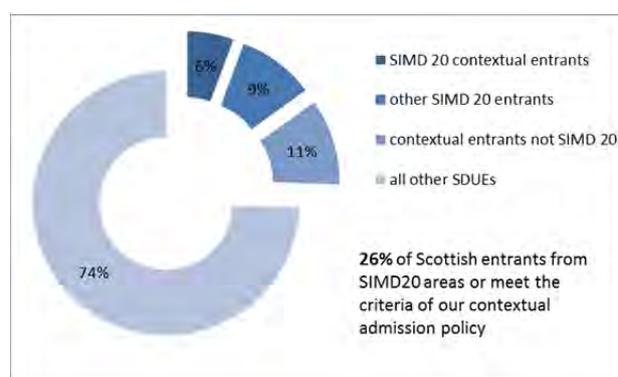
Abertay University
March 2017

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

Improving access to higher education and continuing to ensure that we recruit students from a diverse range of backgrounds remain priorities for Abertay. Our Strategic Plan 2015-20 emphasises our commitment to offering transformational opportunities to those who have the ability to benefit from Abertay's approach to education, by offering a range of routes to an Abertay degree and by supporting students and graduates to reach their full potential.

Students from disadvantaged backgrounds

We introduced a contextual admissions policy for students entering Abertay from 2014-15 onwards. The criteria include participating in a recognised higher education widening access programme such as LIFT-OFF, LEAPS, GOALS, or equivalent, spending time in care or a combination of other criteria including attending a low progression school, living in an SIMD20 area, having parents or guardians who have not participated in HE or having experienced serious disruption to formal education. In 2016-17, 16% of Scottish-domiciled entrants met the criteria of our policy.



While the SFC national measure focuses on entrants from SIMD 20 postcodes areas, our analysis shows that many (65% in 2016-17) of the entrants eligible for contextual offers are not from SIMD 20 postcodes. Taken together however, contextual entrants and SIMD 20 entrants accounted for 26% of our Scottish-domiciled undergraduate intake in 2016-17. This demonstrates the breadth of our commitment to offer opportunities to potential students from the widest possible range of backgrounds.

For applications for 2017-18 entry, we are introducing a revised approach. We have comprehensively reviewed the entry requirements for all undergraduate programmes and identified the minimum entry qualifications needed in order to undertake the programme successfully. This included a review of the grades required, essential subjects and subject mix. Applicants who meet the criteria set out in our contextual admissions policy will receive an offer in line with the published minimum entry requirements. This is normally lower than the standard offer made to non-contextual applicants, with the intention of ensuring that those who have experienced educational disadvantage prior to applying to university have the same opportunity to study at Abertay as other applicants. This is very much in keeping with our core purpose as a university, namely to offer opportunities to all who have the potential to benefit from an Abertay education, but also, we believe, puts into practice (possibly for the first time) one of the key recommendations from the Commission on Widening Access.

We will monitor the impact of this revised policy on our admissions for 2017-18 and also carefully monitor the progress of students admitted with adjusted entrance qualifications in future, ensuring appropriate support is in place.

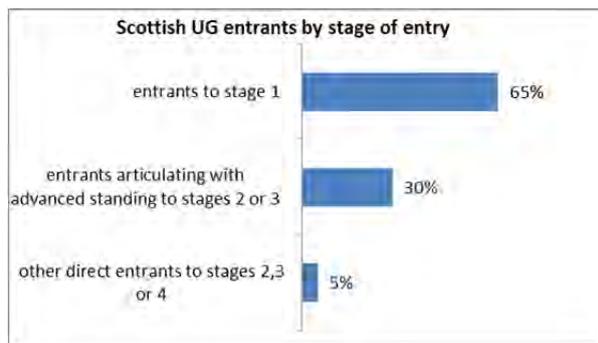
Similarly, the SFC national measure relating to proportion of entrants from schools with relatively low progression rates to higher education reflects just one aspect of our contextual admissions policy. In 2016-17, 4% (41) of our entrants came from SHEP schools. We expect our revised approach to

admissions, plus the impact of the outreach activity in local primary and secondary schools by Dundee Academy of Sport staff to result in an increase in the numbers **[National Measure 3 aspiration: 7% in 2017-18]**.

We expect to continue to recruit over a third of our undergraduate students from the 40% most deprived postcode areas, reflecting again that this measure does not include everyone who meets the criteria for our contextual admissions policy. **[National Measure 2 aspiration: 16% from SIMD 20; 35% from SIMD40 (including SIMD20)]**

Articulation

We continue to work closely with our partner colleges to operate a model of progression from college to Abertay, with the expectation that there are clear articulation routes to Abertay degrees for students passing their HNDs at partner colleges. In 2016-17 30% (303) of our Scottish-domiciled undergraduate intake articulated with advanced standing to one of our degree programmes, with a further 5% (53) entering at stage 2 or 3 with partial credit. 85% of our HN entrants articulated with full credit. We wish to maintain articulation at similar levels in 2017-18.



Articulating students were split between stage 2 entrants (40%) and stage 3 entrants (60%). The total does not include the 40 students on the additional funded places scheme with Dundee and Angus College who started the third year of their degree at Abertay in September 2016.

Students articulated on to programmes in all of our academic schools and subject areas. In 2016, 70% of articulating entrants came from our partner colleges (Dundee & Angus and Fife) with the remaining 30% coming from colleges elsewhere in Scotland.

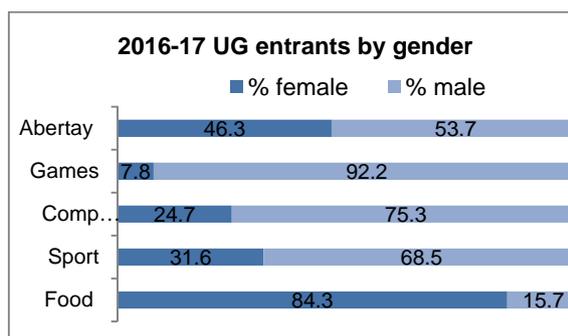
We view our college partnerships and the articulation opportunities we provide as a priority for the University. Our aim is to maintain the number of articulating students at the same high level in 2017-18 and we expect at least 30% of our Scottish-domiciled entrants to articulate with advanced standing into years 2 or 3 of a degree programme. **[National Measure 1 aspiration: 88% of Scottish-domiciled HN entrants articulating with advanced standing.]**

Additional funded places for articulation

We continue to work closely with Dundee and Angus College to support the 40 students each year who are on the additional funded places pathway. These students are registered as Abertay students but taught in the College for the first two years of their degree. In 2017-18, we will recruit another 40 students to these places, split across six subject areas: biomedical science, civil engineering, computer arts, computing, business and social science, and continue to support the existing student on the programme both at the College and during their final two years at Abertay.

Gender balance

We are participating in the ECU project “Attracting diversity: equality in student recruitment in Scottish HEIs”. Having reviewed the profile across all subject areas and taking into account actions already underway, our focus for this project is on four subject areas: computing, computer games art and design, sport and food innovation. Initial work has concentrated on establishing the baseline and reviewing existing evidence. Many of the tasks set out in the action plan will be undertaken in the second half of 2016-17 and activity in 2017-18 will evolve from this.



Consideration of gender balance has also fed into admissions developments (noted above) and our programme design process. In reviewing the minimum entrance requirements and in particular the subject requirements, we reflected on where there was a perception that these may be a potential barrier to male or female applicants. We are also considering evidence emerging from the project in our programme design process. In particular the new BSc (Hons) Fitness, Nutrition and Health is intended to offer an alternative to the existing Sport and Exercise programme which may be more attractive to female applicants.

We are also participating in the HEA Scotland Embedding Equality and Diversity in the Curriculum enhancement project.

Equality and Diversity at Abertay

The University is committed to mainstreaming and we are in the process of updating our Equality Action Plan to incorporate the range of activities taking place across the University and to confirm our mainstreaming priorities to 2021. We are developing a new approach with the establishment of our ‘Lead Voices at Abertay’ initiative. This has been established to help connect with staff and students to ensure that the University better understands the diverse experience of all individuals in the Abertay community. We are in the process of appointing and training staff and student volunteers to be a ‘Lead Voices’ for each of the protected characteristics to help ensure that equality and diversity issues are discussed at all levels across the University and therefore help to inform the University’s policies and practices. This work will continue throughout 2017-18. Students who participate will be able to count this activity towards the Principal’s Award and it can be included in the HEAR.

Gender Action Plan

In line with our strategic plan ambitions, the University has a range of activities intended to help advance gender equality. We achieved the Athena Swan bronze award in 2014 and two of our academic schools have applied for departmental Athena Swan bronze awards (outcome expected April 2017). We support career progression by enabling a number of female staff to participate, as delegates and role models, in the Aurora leadership programme for women in higher education. The action plans arising from our Athena Swan work will be incorporated into the refreshed Equality Action Plan and the gender action plan flowing from this.

In terms of the gender pay gap, we recognise this is a significant challenge for the University and the wider higher education sector. Our equal pay audit indicates that there are no significant differences in pay between men and women carrying out the same or comparable jobs. However, as for most

universities, there are fewer women than men in more senior academic roles, so there is a difference in average pay.

37% of the members of our Senior Management Group are female and our Court also has 37% female members. We continue to monitor this and to seek to improve the balance when opportunities arise. Our Mainstreaming Action Plan includes a priority and supporting actions to encourage and recognise a commitment to advancing the careers of women.

Race Equality Charter Mark

Our commitment to equality and diversity was recognised in 2016 when we were the first university in Scotland to be awarded the Race Equality Charter Mark. As part of the application process, we developed a race equality action plan, which is now being embedded into our overall Equality Action Plan, and which we will continue to implement and during 2017-18.

Widening Access and Retention Funding

We welcome the SFC's announcement of the continuation of funding to support widening access and retention through the Widening Access and Retention funding (WARF) for 2017-18. This funding is essential to support the activities we have embedded across the University to support the retention of students, particularly those who transition from college. This is currently a high priority given the growth in the proportion of our students articulating into Abertay in recent years.

AHEAD programme

The funding also helps to support our AHEAD widening access programme. This is a part-time evening access course, targeted at those who have been out of education for 3 years or more and do not have sufficient qualifications to get into HE. **We plan to recruit another 40 students to this programme in 2017-18.** 16 of the 15-16 intake progressed onto Abertay degree programmes in 2016-17.

Care leavers

In addition to recognising in our admissions process the context in which care-experienced applicants have achieved their qualifications, the University remains committed to supporting students from care backgrounds throughout their studies. Much of the support originally intended for care leavers was good practice for all students and has been mainstreamed since the University gained the Buttle UK Quality Mark. A comprehensive programme of support is in place to support all students through the admissions and entry phases, and throughout their period of study. In addition to this, our support team proactively engage with students disclosing looked-after status (also a disability) on their application or on registration. Routine contact is made with students from looked-after backgrounds in their first semester to check on their early progress and to remind them of assistance available.

In 2016-17, four entrants identified themselves as having been in care.

Carers

The University intends to review the ways in which it can support staff and students who have caring responsibilities. The first stage in this process is to gather information about the numbers involved. We plan to revise our student registration process for 2017-18 to gather information, on a voluntary basis, from students who have caring responsibilities and/or student parents. This will provide us with a better understanding of the population which will allow us to engage and to target the support we offer more effectively. Similarly we intend to give staff the opportunity to indicate whether or not they have caring responsibilities when updating their personal information in our new HR system. This will

provide us with information to consider whether our current policies, e.g. flexible working policy, are adequate. We will do this during 2017-18.

Children's University

We provide the administrative base for the Dundee Children's University launched in early 2015 in partnership with Dundee University and Dundee and Angus College.

Dundee Academy of Sport

We are grateful to the SFC for rolling forward the remaining funding from the Dundee Academy of Sport project into academic year 2017-18. This will enable us to extend our programme of activities for another year and to give us the opportunity to explore with other partners the potential for embedding the activities beyond the end of the project.

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 ambition to make a difference

Innovation in teaching and learning

Since the development of our Teaching and Learning Enhancement Strategy in 2013 and our Strategic Plan 2015-20, teaching and learning at Abertay has been transformed. In the context of an institution-wide focus on enhancement, innovations have included:

- the introduction of Grade Point Average (GPA) as part of a new assessment and feedback review (1st provider in Scotland, 2nd in UK)
- the introduction of electronic management of assessment (EMA) by which all work is submitted and returned electronically;
- achievement of sector-leading student feedback return times (10 working days for the majority of work);
- curriculum reform including the introduction of interdisciplinary central elective modules and an increase in module size to 20 credits to improve disciplinary depth;
- the introduction of our accelerated degree option ; and
- the very high proportion of professional recognition for staff by the HEA.

The impact of these changes was noted in our successful ELIR in 2016 and also reflected in our NSS 2016 results, with overall satisfaction rising to 88% (3 points above benchmark) and a notable improvement in our score for assessment and feedback, improving from 64% in 2014 to 75% in 2016.

[National Measure 7: 2017-18 aspiration to remain above benchmark for NSS overall satisfaction score]

Supporting and retaining students

Improving student retention remains a priority and a challenge. In 2016, we reviewed our approach, taking into account evidence from analysis of retention, NSS, student feedback, and research undertaken by the Students' Association. This led to a focus on several areas for 2017. These include:

- Ensuring we provide appropriate support for students' transition to Abertay, at whatever point they enter.
- Improving sign-posting and communication
- Reviewing our approach to timetabling and scheduling

Skills development

In 2016 we established a new Business Engagement team who will work closely with academic colleagues to support new course development through identification of sector trends/ skills gaps/synergies with industry bodies. This will include a more systematised approach of using labour market information and industry advisory committees to support new programme development and market assessment. The team will also support:

- our engagement with key stakeholders in the business/public sector/third sector communities;
- company engagement through internships and placements;
- financial and business development bids (e.g. Tay Cities Deal).

We are also engaging with Skills Development Scotland on the development of Graduate Apprenticeships which appear to align closely with our ambition to develop the knowledge, skills,

confidence and attributes in our graduates which ensure they will succeed in the working world beyond Abertay.

In 2017-18 we will continue to implement a range of actions arising from a review of our approach to employability in 2016. These will include:

- the introduction of an 'Inspire' programme to enhance student confidence, perseverance, ambition, and mobility.
- the opportunity for every student to benefit from an e-portfolio/reflective log, and associated development advice on the Abertay Attributes and intellectual skills.
- the refresh of the teaching and learning strategies for all programmes to embed work-related service learning opportunities into the curriculum so that every student can benefit from these.
- a centralised model for identifying, sharing, and administering work-related opportunities and career development advice for students.

In addition to these university-wide activities, each of our academic schools has actions in their plans for 2017-18 and beyond to address issues in their subject areas. These depend on the specific context, for example there are particular challenges in the nature of employment available to our computer games graduates, who are in high demand but who have career paths which do not necessarily fit within the traditional routes reported in HESA statistics.

We recognise also that the majority of our students come from within Scotland, with 53% from the immediate local area (Dundee City, Angus, Fife) and this is mirrored in the map of their employment locations on leaving Abertay. We know that for many of our students, their personal circumstances mean that they wish to remain in the local area and therefore we recognise the importance of working with partners across the area to contribute to the economic development of the region and to grow opportunities for those choosing to live here. For example, during 2016-17 we have been working with local partners to develop several initiatives which are being considered as part of the Tay Cities Deal.

STEM

The proportion of our Scottish-domiciled undergraduate entrants to STEM courses continues to be above the Scottish average. In 2016-17, 46% of our Scottish-domiciled entrants registered on a STEM course **and we aim to maintain this in 2017-18 and beyond.**

Mental Health Nursing

The University remains committed to its ambition to establish a Centre of Excellence in Mental Health Nursing and has made progress towards this with the appointment of a Professor of Mental Health Nursing (jointly with NHS Fife) and the successful launch of our new MSc in Mental Health Nursing in 2016-17. We continue to work in partnership with local Health Boards, through a number of joint appointments and are planning a number of new CPD events in 2017-18.

Gaelic

As outlined in our previous outcome agreements, following discussion with Dundee University, we are currently directing any students interested in this to the Gaelic evening class provision offered by Dundee. We are also ensuring that Gaelic art is incorporated into our ongoing programme of cultural activities as appropriate.

Modern foreign languages

As part of Abertay's internationalisation strategy to create a more international community in the university and in line with our aim to foster students to be "globally conscientious" (part of our Abertay Attributes), the Abertay Language Centre has been running Beginners Spanish and Beginners Chinese classes since 2014-15. These modern languages classes also offer encouragement and

support to students who may be considering a period of study abroad. **We intend to continue this in 2017-18.**

Additional funded places for taught postgraduate students

Recruitment to taught postgraduate programmes showed some signs of improvement in 2016-17 but remains challenging. Future recruitment will also be influenced by changes in funding arrangements and postgraduate student support. Recruitment to the MProf Games Development (Skillset) improved and remains a priority programme for 2017-18 recruitment. Recruitment to the additional funded places for the MSc Food and Drink Innovation improved but remains below target levels. We have invested in outstanding new food and drink teaching and research facilities, opened in early 2017, which we anticipate will help with future recruitment.

Priority 3: World-leading research – world-leading universities, nationally and internationally connected with a global reputation for their research

The results of REF2014 outcomes were very encouraging for the University and our overall score represented a step-change in the University's performance from the previous RAE 2008. In 2017-18, we will continue to implement our long-term strategy to embed a research-led culture right across Abertay, underpinning everything we do in research, knowledge-exchange and especially teaching. Our strategic plan confirms our ongoing commitment to align our research innovation and knowledge exchange strategy and activity with national and local priorities.

Our activity is focussed around four themes: creative industries; environment; security; and society. These serve as a focus for interaction and development and are led by experienced research academics committed to fostering and supporting RKE activity and excellence

In 2015-16 both research income and citations increased.

Our Graduate School, launched in 2014, now plays a key role at Abertay. All Abertay postgraduate students and researchers are given membership of the Graduate School and have access to our dedicated study and social spaces – a forum in which they can meet, work and learn with other researchers and postgraduates from across the University. The Graduate School provides training and professional development opportunities to our postgraduate community, and offers help with funding applications, placement opportunities, teaching support, public engagement and outreach activity. The Graduate School supports the Abertay Research Community in the development of research and professional careers.

Priority 4: Greater innovation in the economy – a national culture of enterprise and innovation leading to a more productive and sustainable economy

University Innovation Fund

Abertay is well placed to contribute to Scotland's priority economic sectors and the national programme (innovation improvement agenda) of structural change, process improvement and or university cultural change which have been framed for the period 2017-20.

Our University Innovation Fund (UIF) submission (January 2017) for 2017-18 set out our plans in detail and described a proactive engagement with the UIF agenda. These are summarised below and should be read alongside our full submission and our comprehensive 2016-17 UIF plan.

Abertay punches above its weight in terms of the innovation improvement agenda and flow of resources from the SFC. We receive a baseline platform grant of £250k per annum which we match fund in order to provide a stable, predictable core of funding for innovation support and knowledge exchange. In addition to this we receive in 2016-17 a £45k per annum UIF outcome grant.

We have built upon our strengths and given the funding framework, have focused our engagement with some, rather than all of the outcomes. As an institution we have signed up to participate in the sector groups for outcomes 1 and 4.

1. Demand Stimulation

To help increase the demand and quality of engagement from business and the public sector for university services.

We established a new business engagement team in 2016-17 (see p7) who will lead our activity in this area.

By the end of 2017-18, we will have made measurable progress towards:

- Abertay becoming the first port of call for private, public and third sector partners in key industry areas.
- Our students and graduates being known to possess the right mix of skills, confidence and attributes for their employers, now and in the future.

2. Simplification / Commercialisation

To simplify business access to the knowledge and expertise in Scottish universities.

We have recently launched a new consultancy framework to encourage our staff to use their knowledge and expertise to solve real-world problems and to make a positive impact on the world around us. This will support the attraction and development of the best staff, recognising and rewarding them for the contribution they make to our success, to enrich the lives of staff by offering opportunities for new experiences and to encourage and support entrepreneurial activity by our staff.

3. Simplification / Greater Innovation

To make strategic use of sectoral knowledge to promote greater innovation in the economy.

The Business Engagement team will provide a valuable additional layer of expertise which can be applied to filter ad hoc opportunities or ideas, and support those which progress to the next stage.

Early examples of these include the Tay Cities Deal and the development of Graduate Apprenticeships.

Food and Drink - we will continue to lobby for more flexible Scottish interventions for innovation led growth that don't assume one size fits all and encourage traction in high growth sectors such as Food and Drink, where R&D spend has historically been low but sector growth projections are high. In anticipation of the new

Scotland Food and Drink Strategy 2017-30 we will continue to work in collaboration with SRUC and QMU to look at the alignment of resources focused on collaborative academic capacity building. We will further develop this partnership and engagement with the Food and Drink Industry via our joint work with the liaison group.

4. Entrepreneurialism

To make a significant and positive change in the way that entrepreneurial opportunities are promoted and delivered to students, HEI staff and business.

We need teaching and experiential learning opportunities inside and outside of the curriculum to be as real and up to date as possible to ensure the Abertay Attributes resonate with employers and industry sectors. We will work to demonstrate that course content reflects industry and sectoral requirements and work experience mirrors current ways of working. We will use research and insights to identify sectors with higher rates of business start-up, self-employment, freelancing and contracting, e.g. creative industries, sports, IT.

The future of work for Abertay graduates may not be 'jobs' as we know them today – micro enterprise, portfolio careers and the threat of automation to certain roles will inform our work around enterprise. Key skills and behaviours around enterprise, business start-up and self-employment will be reflected in a new enterprise strategy with the associated delivery embedded across all Schools, embraced by the University community and offering practical support to student entrepreneurs

We will build on the success of our existing initiatives such as The Innovation for Global Growth (IGG) event consists of students and companies working together to find solutions to current business challenges. Organisations involved have ranged from the Scottish Blood Transfusion Service, BT, Royal Bank of Scotland; Michelin; Scottish Enterprise; Perth & Kinross Council and bodies representing small businesses such as Scottish Seafood.

Feedback from students shows that the event has a huge effect of their confidence and their aspirations post study. Companies have been delighted and surprised by the quality of the ideas they have received with many taking the student ideas to implementation. A prime example of this was the work with BT, who came back after the event to work with a subset of students and invited 5 students down to London to meet with the Chief Executive (Business) to present their ideas.

5. International

To pool knowledge, networks & shared good practice to promote and engage Scotland internationally.

Abertay and Perfect World Education (a subsidiary of China's leading entertainment and creative enterprise Perfect World Investment & Holding Group) have agreed a strategic partnership to develop and nurture new talent to meet the demands of the international computer games industry and to provide a platform for collaboration and cultural exchange in computer game education. China has a rapidly expanding games development sector, and is now the second largest market for UK game exports. As Europe's leading university for computer games education, we are ideally placed to foster university-business links in this area, and we are confident it will prove to be a great success for both the UK and Chinese creative industries.

Abertay is undertaking a Centre of Expertise for Waters (CREW) funded independent evaluation of the Integrated Water Resource Management – Southern Malawi project on behalf of the Scottish Government. Abertay secured this project on the basis of their experience over 15 years of undertaking audits and experience in knowledge exchange and capacity building in Africa in the context of water resources and environmental protection.

6. Inclusive Growth and Social Impact

Contribute to society through public engagement with a research base with impact beyond pure economic terms.

The Dundee Cultural Strategy (2015-2025) has made a commitment to ensuring that Dundee is known as an International City of Design and Creativity through a process of cultural-driven regeneration. Through an internal and external programme of activities Abertay can make a valuable contribution to this ambition and in turn can reap the benefits in recruitment of students by positioning Dundee as a creative and vibrant city which is a good place for students to live.

The University's onsite cultural centre delivers a programme of exhibition and events. This provides an invaluable platform to share the creative work produced by students and staff, and also a place to showcase relevant cultural activity that can stimulate our research and teaching. A stakeholder research engagement exercise (internal and external stakeholders) is planned for completion by February 2017 with recommendations on the way forward for the gallery's role, brand and location, to maximise the return for Abertay.

An enhanced events strategy which will support our brand enhancement and reach with potential stakeholders (the business community, potential students and their parents, local stakeholders like the Chamber of Commerce, Rotary clubs, City Council and cultural partners.) An Events Lead has been recruited who has been tasked with professionalising the events programme.

Priority 5: High-performing institutions – a coherent system of high-performing, sustainable institutions with modern, transparent and accountable governance arrangements

The University is fully aware of our obligations to address our impact on the environment and to embed sustainability and carbon reduction in our operations. Our Strategic Plan explicitly states our commitment to sustainability. At the heart of our plans to achieve this commitment will be a refresh of our Carbon Management Plan over the coming months after the conclusion of our previous plan, which resulted in the University achieving its carbon reduction target of 30% over the period of the plan. Although the majority of our carbon emissions result from the operation of our estate and travel, we are also mindful of the need to raise awareness of climate change and sustainability in our academic work. The University is engaged in research in the areas of sustainability and climate change and there has been a strong emphasis on providing environmental and sustainability content across the undergraduate curriculum. The University was nominated in the best newcomer category in the 2016 Green Gown Awards.

We will aim to agree our refreshed Carbon Management Plan in the early part of 2017-18 and to begin to implement it thereafter.

We continue to improve our approach to planning and to improve the way in which our business units provide support to the academic schools. We are currently developing a high-level three-year integrated plan for the University setting out the priorities and activities for 2017-20, supported by clear School and Service plans. This is informed by a review process during 2016 which considered the priorities for the University over the next 3-5 years and what actions we needed to take to ensure that we remained on track to achieve our 2020 Strategic Plan goals.

The longer-term operational planning is underpinned by our new financial strategy and a new financial model to allocate resources to schools and services.

We are making significant investment in our infrastructure including the science and food and drink laboratories, a new collaborative learning suite (opened in 2016) and our planned re-development of the library in summer 2017. We continue to invest in our corporate information systems including a new HR management system (planned to go live during 2016-17) and extension of business intelligence tool, to provide accessible information on student numbers

We regularly review our Court and Senate membership. Working with Governance and Nominations Committee and solicitors to ensure that we will comply with the new legislative requirement which will come into effect in 2017-18 and, as appropriate, review standing orders

**ABERTAY UNIVERSITY - OUTLINE OUTCOME AGREEMENT 2017-18
SFC NATIONAL MEASURES**

National Measure	SFC data		Abertay data		2017-18 AIM	NOTES
	2014-15	2015-16	2016-17 AIM	2016-17 prov		
Measure 1: Articulation - The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing						
Proportion of Scottish-domiciled HN entrants articulating with Advanced Standing	60.0%	88.0%		85.0%	88.0%	
Abertay measure: proportion of SDUE articulating with advanced standing	27.0%	34.0%	30.0%	30.0%	30.0%	In addition to the 30% articulating with advanced standing, another 5% articulated into year 2 as advanced progression. We expect this to continue at similar levels.
Measure 2: Deprivation - The number and proportion of Scottish-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes						
Proportion of SDUEs from 20% most deprived postcodes	15.7%	15.0%	16.0%	15.0%	16.0%	Expect to maintain at similar level in 2017-18 but to increase slightly in future reflecting enhanced approach to contextual admissions.
Proportion of SDUEs from 40% most deprived postcodes	34.4%	35.0%	35.0%	32.0%	35.0%	Expect to maintain at similar level in 2017-18 but to increase slightly in future reflecting enhanced approach to contextual admissions.
Measure 3: SHEP Schools - The number and proportion of Scottish-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)						
Proportion of SDUE from SHEP Schools	3.7%	4.2%	7.0%	4.3%	7.0%	Aim to increase this in 2017-18 as a result of enhanced approach to contextual admissions.
Measure 4: Protected Characteristics - The number and proportion of Scottish-domiciled undergraduate entrants by different protected characteristic groups and care leavers						
Gender						
Male Proportion	53.5%	52%		53%		
Female Proportion	46.5%	48%		47%		
Other Proportion	0.0%					
Age						
Under 21 Proportion	63.1%	61%		62%		
21 and over Proportion	36.9%	39%		38%		
Ethnicity						
Proportion - White	93.7%	94%		94%		We do not propose to set detailed targets for the breakdown of student population by protected characteristic. As in previous years, we will continue to monitor the position and will review this as necessary.
Proportion - BME	5.2%	6%		6%		
Proportion - Other	1.1%					
Disability						
Proportion - No Known Disability	85.5%	88%		85%		
Proportion - Disability	14.5%	12%		15%		
Proportion - Not known/refused	0.0%					
Care Leavers						
Number - Care Leaver	2			4		
Number - Not a Care Leaver	887					
Proportion - Care Leaver	0.2%					

National Measure	SFC data		Abertay data		2017-18 AIM	NOTES	
	2014-15	2015-16	2016-17 AIM	2016-17 prov			
Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scottish-domiciled entrants from different characteristic groups returning to study in year two							
Deprivation							
Proportion MD20 retained	88.7%	84.7		70.1		We do not propose to set detailed targets for retention of protected characteristics groups but to continue to monitor retention for all groups with the aspirations that (i) we improve retention across the university as a whole and (ii) that we take further action where there appears to be lower retention for particular groups. Our expectation is improvement in all groups to at least current university average of 83% but that this average should improve significantly (measure 6 below).	
Proportion MD20/40 retained	88.2%	86.7		75.5			
Gender							
Proportion of Males retained	89.5%	85.2		79.5			
Proportion of Females retained	91.4%	89.1		83.7			
Age							
Proportion of Under 21s retained	92.1%						
Proportion of 21 and over retained	86.6%						
Ethnicity							
Proportion retained - white	90.0%	86.7		81.1			
Proportion retained - BME	95.2%	93.3		87.5			
Proportion retained - Ethnicity not known	100.0%						
Disability							
Proportion retained - No Known Disability	90.2%	87.1		81.2			
Proportion retained - Disability	91.5%	86.9		83.2			
Proportion retained - not known/refused							
Care Leavers							
Proportion retained - Care Leavers	0.00%			--			
Measure 6: Retention - The number and proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in year two							
Proportion retained	90.30%	87.1	93%	82.7%	93%	Aim maintained at 2016-17 level although there has been a decrease in retention in the most recent academic year.	
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	86	88	87		89	Aim to continue to improve NSS results and for overall satisfaction score to remain above benchmark.	
% Benchmark	85	85					
+/-	1	3					
Measure 8: STEM - The number and proportion of Scottish-domiciled undergraduate entrants to STEM courses							
Proportion of SDUE to STEM courses	53.9%	51%		46%	50%	Aim to ensure that at least half of our Scottish-domiciled entrants are to STEM programmes.	
Measure 9a: Graduate Destinations - The number and proportion of Scottish-domiciled graduates entering positive destinations							
Proportion of graduates in positive destinations	93.7%	92.80%	93%		93%		
Measure 9b: Graduate Destinations - The number and proportion of Scotland-domiciled graduates entering professional occupations							
Number of graduates entering professional occupations	TBC	68.5	new		70%		

National Measure	SFC data		Abertay data		2017-18 AIM	NOTES
	2014-15	2015-16	2016-17 AIM	2016-17 prov		
Measure 10: The number of research postgraduate students	85	111		78		We propose to continue with our internal target to increase the research postgraduate intake each year.
Research postgraduate intake (FTE)	32	36	26	12	35	
Measure 11: Total income from the UK Research Councils	£115k					We do not propose to set a separate target for research council funded income but to continue to focus on our overall research income target (measure 12) as in previous years.
Measure 12: Total research income from all sources	£1,099k	909k				2020 target is £1.4m. Propose to retain this as our outcome agreement target as in previous years.
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs and H2020 IVs						
Innovation Vouchers (IVs)	20	21	at least 2015-16 level		20	propose to maintain at similar level
Follow-on IVs	0					
H2020	0					
Measure 14: UIF - Individual HEI UIF progress measures and sector wide reporting	TBC					In line with our UIF submission. Awaiting feedback from SFC.
Measure 15: Carbon - Gross carbon footprint (3-year period)	TBC					still to be developed



Scottish Funding Council
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Outcome Agreement between Abertay University and the Scottish Funding Council for AY 2017-18

On behalf of Abertay University:

Signed: *N. A. Seaton*
Print name: Professor Nigel Seaton
Position: Principal
Date: *4/7/17*

Signed:
Print name:
Position: Chair
Date:

On behalf of the Scottish Funding Council:

Signed: *[Signature]*
Print name: John Kemp
Position: Interim Chief Executive
Date: *6th July 2017*

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