



# Abertay University



## **Outcome Agreement**

2019-20 to 2021-22

April 2019

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## INTRODUCTION

This draft outcome agreement for 2019-22 sets out the way in which Abertay University will continue to contribute to the national aims over the next three years. It builds on our existing outcome agreement for 2018-21 and has been developed in the context of our current Strategic Plan 2015-20 and associated operational plan. We are in the process of reviewing our strategic plan and expect to launch our new plan in 2019-20.

This document has been written prior to final confirmation of funding for 2019-20 and without any indication of future funding for 2020-21 or 2021-22. The assumption has been made that funding will continue at the same level throughout the three-year period therefore any change to that position will have an impact on our ability to meet the commitments set out in this document. Commitments for 2020-21 and 2021-22 are provisional and the document is in any case subject to review following the final 2019-20 funding announcement expected in April 2019.

We also wish to note that the UK is expected to leave the EU before the start of the period covered by this outcome agreement and that, at the time of writing in March 2019, the implications of this are still uncertain. This document will therefore need to be reviewed once the position becomes clearer.

This outcome agreement has been discussed with trade union representatives and with the Students' Association prior to formal approval by Court and submission to SFC.

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

- our commitment to widening access, with 26% of our 2018-19 undergraduate entrants coming from SIMD20 postcode areas or having experienced educational disadvantage, as recognised 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. This was implemented for 2017-18. IN 2018-19 8% of entrants receiving an offer adjusted to take account of their circumstances and 68 entrants would not have achieved the qualifications required to meet the terms of the a standard offer.
- the continued high levels of articulation with full credit into our undergraduate programmes, with 30% of our entrants articulating with full credit onto years 2 or 3 of an Abertay degree in 2018-19.
- our continued commitment to equality and diversity and in 2016 we were the first university in Scotland to achieve the Race Equality Charter Mark

## Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender balance

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 providing a range of routes to an Abertay degree and by supporting students and graduates to reach their full potential. Our dedicated Widening Access and College Recruitment Officer supports engagement with a diverse community of prospective students from disadvantaged educational backgrounds including engagement with community learning teams.

### Implementation of recommendations of the Commission on Widening Access (CoWA)

- **By 2021, students from the 20% most deprived backgrounds should represent at least 10% of full-time first degree entrants to every individual Scottish university.**

We consistently recruit more entrants from SIMD20 postcodes than the CoWA target. In 2017-18 19% of our Scottish-domiciled undergraduate entrants came from the 20% most deprived postcode areas. This was an increase both in both the absolute numbers and the proportion of students, reflecting improved recruitment processes and, most importantly, the introduction of our access thresholds. The provisional figure for 2018-19 indicates that, the proportion has dropped to 15%.

32% of our entrants were from the 40% most deprived postcode areas in 2017-18, remaining at the same level in 2018-19

We introduced a contextual admissions policy for students entering Abertay from 2014-15 onwards. This allows us to identify applicants who have experienced educational disadvantage prior to applying to Abertay. 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 2017-18, 16% of our entrants met the criteria to be eligible for a contextual offer, with only around a third of this group coming from SIMD20 postcodes. This has remained at a similar level in 2018-19 (17%). Note that in 2018-19, only 36% of contextual entrants are from an SIMD20 postcode, confirming that basing this measure on postcode alone does not capture the full range of disadvantage.

**Taken together, contextual entrants and SIMD20 entrants accounted for 27% of our Scottish-domiciled undergraduate intake in 2017-18 and 26% in 2018-19.**

National measure 2	2019-20 Aim	2020-21 Aim	2021-22 Aim
2a: Proportion of SDUEs from 20% most deprived postcodes	19%	19%	19%
Additional CoWA measure: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones	19%	19%	19%
2b: Proportion of SDUEs from 40% most deprived postcodes	35%	35%	35%

We aim to maintain the proportion of students from SIMD20 areas at 19%, noting that a planned increase in our number of Scottish students means that maintaining the same proportion will represent an increase in absolute terms. This will not be sustainable over the three years of the outcome agreement unless the current level of resource and number of funded places is at least maintained. In the current capped funding system, any increase in entrants from one demographic will have an impact on our ability to meet the overall demand for our programmes. We note that we have not received any additional funded places targeted at widening access and that additional places would enable us to continue to increase the number of students from disadvantaged backgrounds without displacing other students who also have the potential to undertake an Abertay degree and ensuring that we are able to guarantee places to applicants wishing to articulate from college.

Over a third of our entrants articulate into year 2 or 3 of a degree programme. (See page 6 for section on articulation.)

➤ **Ensuring that the retention of SIMD20, care experience and articulation students is comparable to the institution norm**

Ensuring a successful transition to Abertay and supporting students during the course of their degree are priorities for Abertay. 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 or a disability on their application or at 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.

We continue to improve the ways in which we support students, with a particular focus on proactively identifying students who may need additional support at various points in their journey. To support this, we have adopted an innovative approach to helping students to identify, and act on, their own support needs. This multi-strand approach involves:

- A psychometric tool, which allows students to consider their own scores relating to confidence, control, commitment and challenge and then to discuss the outcomes, if they wish, with a coach from student services.
- The introduction of Learner Analytics, a machine-learning system in which the student's engagement with the University (attendance, usage of learning technology, module grades, and so on) are analysed in order to enable identification of students who may require additional support or who are at risk of leaving. This is operating in tandem with a refreshed approach to attendance monitoring. These systems provide information to enable focused and targeted action to be put in place.
- A mobile-phone app called Study Goal allows students to see their learning activity, set targets, record their own study activity and share this with their peers.
- We have also appointed additional student advisors to support retention, using the output of the learner analytics system, or self-identification by students, and proactively contacting students to engage with them and ensure that they have access to appropriate support and information.

Provisional data suggests that a renewed focus on retention has led to some improvement in the retention rate and we expect that the implementation of these other initiatives from 2017-18 onwards will contribute to further improvement over the period of the outcome agreement.

➤ **Implement access thresholds by 2019**

Building on our existing commitment to offer opportunities to potential students from the widest possible range of backgrounds, and in response to the recommendations of the Commission on Widening Access, we introduced a revised approach to contextual admissions for 2017-18 entry. We undertook a comprehensive review of the entry requirements for all undergraduate programmes and identified the minimum entry qualifications, the 'access threshold' needed in order to undertake the programme successfully. Applicants who meet the criteria set out in our contextual admissions policy receive an offer

in line with the access threshold (unless their qualifications already exceeded this). In 2017-18, 10% of entrants received an offer adjusted in this way, and 66 of those entrants would not have achieved the qualifications required to meet the terms of a standard offer. In 2018-19, 8% received an adjusted offer, with 68 entrants needing this offer.

Our contextual policy applies to students articulating to year 2 or 3 of a degree as well as to year 1.

➤ **Implement the entitlement of an offer for care experienced learners who meet the requirements of the access thresholds.**

This has been in place since the introduction of our contextual admission policy in 2014. With the introduction of minimum access thresholds for 2017 entry, anyone who has spent significant time in care will automatically be made an offer at the threshold level. In 2017, 6 entrants had care experience and in 2018 this increased to 11.

➤ **Promote access thresholds to relevant schools, pupils, parents, local authorities and teachers**

We actively promote our access thresholds through local educational networks and via our website. All of our course information on our website encourages applicants who expect to pass three Highers to submit an application

*Example of course information page on our website*

**Not sure if you're eligible for entry?**

If you have the potential and motivation to study at university, regardless of your background or personal circumstances, we welcome your application.

We understand some people have faced extra challenges before applying to university, which is why we consider the background in which your academic grades have been achieved when making an offer.

We encourage you to submit an application, if you expect to receive passes in three Scottish Highers (grades A-C) and have either:

- Been in care.
- Participated in a targeted aspiration-raising programme such as LIFT OFF, LEAPS, FOCUS West or Aspire North.
- No family background of going to university.
- Attended a school or lived in an area where not many people go to university

The University wrote to all local schools in Tayside and Fife to explain our new approach to contextual admissions and to make it clear that we encouraged applications from students who had three Highers. We have also included specific information on access thresholds (or minimum entry requirements) in the 2020 prospectus. We regularly engage with local educational networks, including visits to schools and colleges, giving presentations and providing promotional material.

➤ **Evaluate their contextualised and wider admissions processes and entry requirements to ensure they meet the recommendations of COWA**

We undertook a fundamental review of our contextual and wider admissions processes prior to the introduction of the minimum access threshold for 2017 entry. We continue to monitor and review this on an annual basis. We are considering refining our criteria for contextual offers but need to consider how to balance the more detailed evidence this could provide against the difficulty in obtaining data (e.g. free school meals) at an individual level.

➤ **Report on the rate of the conversion of applications to offers to acceptances for SIMD20 and care experienced students and the use of adjusted offers.**

We routinely monitor our applications and admissions. In 2018-19 we noted that:

- 79% of applicants from SIMD20 areas received an offer and 47% accepting that offer.
- 81% of applicants meeting our contextual criteria received an offer and 45% accepted that offer.
- 82% of applicants from non-SIMD20 areas received an offer., 45% accepted

In the previous admissions cycle for 2017 entry, the proportion of applicants from SIMD20 areas and/or contextual backgrounds made an offer was slightly higher than the overall position. Therefore we do not believe that there are any significant issues to address but we will continue to monitor this.

➤ **Ensure that the expansion of articulation supports disadvantaged learners to progress to degree level study. (recommendation 9)**

In 2017-18, as in the previous year, over a third of our undergraduate entrants joined Abertay in year 2 or 3 of their degree programme. This reflects our commitment to articulation and to offering a range of routes to an Abertay degree. It also reflects the model of progression we operate with our partner colleges (Dundee and Angus College and Fife College), with the expectation that there are clear articulation routes to Abertay degrees for students passing their HNDs at partner colleges. 31% (350) of Scottish-domiciled undergraduate entrants in 2017-18 articulated to year 2 or 3 of a degree programme with full credit, with a further 6.5% (74) entering year 2 or year 3 with partial credit. 80% of our HN entrants to year 2 or year 3 of a degree in 2017-18 articulated with full credit for their HN qualification. Our provisional data for 2018-19 shows that 88% (348 of 396) of our HN entrants articulating to year 2 or 3 of a degree programme did so with full credit for their HN qualification.

National measure 1	2019-20 Aim	2020-21 Aim	2021-22 Aim
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	65%	65%	65%

Students articulated onto programmes in all of our academic schools and subject areas. In 2018-19, 60% of articulating students came from our partner colleges with the remaining 40% coming from colleges elsewhere in Scotland. 20% of our HN entrants in 2018-19 came from SIMD20 areas.

Our 2020 strategic plan commitment is to ensure that at least 30% of our intake each year is articulating with full credit to year 2 or 3 of a degree programme and we aim to achieve this in each of the three years of the outcome agreement. However, we believe there is scope to improve our articulation arrangements further and, if properly resourced, to increase further the number of articulating students

➤ **Bridging Programmes (Recommendation 7)**

We offer support to students both before arrival and while at the University. Examples include:

- The University Preparation Programme (UPP) is designed to build confidence in undergraduate students entering the University. In 2018-19, 62 students signed up to attend the programme. Students attending this programme are very often from disadvantaged backgrounds.
- The Abertay College Transition (ACT) programme supports college students coming to Abertay to understand the different learning styles involved in University study. In addition, staff highlight the skills college students have already acquired that will assist them in their studies. In 2018-19, 64 students attended the programme (around a quarter of all students entering from college, many of whom are from disadvantaged backgrounds).

- The University provides counselling and mental-health support. About 10% of the student population engage with the Counselling and Mental Health Service at some point in their studies.
- The University understands that funding can be an obstacle to students completing a degree, and provides supplementary financial support for living expenses and childcare. The University also works with philanthropic donors to secure bursaries to support disadvantaged students.

➤ **Identify how core funding is being used to support access. (recommendation 25)**

With a quarter of our students coming from areas of disadvantage and over a third from the 40% most deprived areas in Scotland, our focus is on providing appropriate support for all of our students on transition to Abertay and during their studies. Support is available to all students, but as outlined elsewhere in this document, can be tailored to provide the appropriate support that students from a range of backgrounds will need at different points in their academic journey.

➤ **Additional funded places**

We filled all of the additional places allocated to us in 2018-19 (and previous years) for articulation and work closely with Dundee and Angus College to support students on this route. The first two cohorts of students on these routes have now graduated.

➤ **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. Specific initiatives supported by WARF include:

- the development of learning analytics to identify students who require additional support;
- the appointment of student advisors to support retention;
- the introduction of a specific tool to identify student at risk of leaving to aid retention of articulating students,
- support for college students in preparation for transition to Abertay (ACT programme); and
- support for our AHEAD widening access programme

***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 2019-20 and subsequent years.** 61% of the students on the programme in 2017-18 progressed onto Abertay degree programmes in 2018-19.

**Updates on other priority areas**

**Care experienced students**

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. In addition to financial support which may be available from SAAS, the University also offers a Care Experienced Bursary of £1500 per academic year to care-experienced students. 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 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.

Abertay is a formal partner in Breakthrough- a charity supported by DC Thomson to support care experienced young people to achieve. We have agreed:

- We will promote opportunities for Abertay students and staff to become Breakthrough mentors (one hour per week during school term), particularly if they are care experienced themselves.
- We will liaise with Breakthrough on initiatives to encourage their care experienced young people to have ambitions to think of HE, specifically HE. We will do this through taster sessions/visit days to Abertay throughout the year.
- We will work with Breakthrough to promote our contextual admissions policy supporting guidance teachers to understand this to support enhanced careers advice to care experienced young people.

We have agreed that the Robertson Trust and Abertay University will support two Breakthrough students to attend Abertay with a full scholarship package (£4,000 per year of study plus additional support.)

### **Disabled students**

As with students from a care background who may require additional support, our support team also proactively contact students who declare a disability to ensure that they have the support they require. We have increased the number of advisers who have undertaken needs assessment training and are continually seeking to improve the service and support available. This includes providing advice to academic staff on how to adapt teaching styles to accommodate students' requirements.

### **Corporate Parenting Plan**

The University published its Corporate Parenting Report (2015-2018) and Plan (2018-21) ([link](#)) in March 2018. This confirms our commitment to supporting students with experience in care throughout their studies.

### **Estranged students**

The University currently offer Estranged students a bursary via the Discretionary Fund of up to £1500. Students are also offered support via Peer Mentoring in addition to that offered by one of the Student Advisors. Additionally, with University Residences, Student Advisors support access to accommodation if an estranged student has become homeless or accommodation deposits are required.

The University is reviewing the 'Stand Alone Pledge' to determine our approach to supporting this group of students.

### **Carers**

The University is committed to ensuring that students with caring responsibilities are supported in their learning and engagement with their academic studies. In November 2018 we launched our [Students With Caring Responsibilities Protocol](#) which outlines the support available to students during their academic journey. One of our Lead Voices groups (see Equality and Diversity section) focusses on students with parent/carer responsibilities. We are currently working with the Carers Trust to obtain accreditation.



As indicated in our 2017-18 outcome agreement, we have introduced the facility for staff to indicate whether or not they have caring responsibilities when updating their personal information in our new HR system. That facility has been promoted to staff. In 2018-19, taking into account information gathered about staff caring responsibilities, we are reviewing our position with a view to identifying any requirements for changes to policies and processes – and are developing guidance for staff carers.

### British Sign Language (BSL) Plan

Our [BSL plan](#) was developed during 2017-18 and was published in October 2018. A BSL version is also available on our website. A number of actions have already been implemented, e.g. details of the BSL interpreting service have been added to staff email signatures to improve opportunities for BSL users to communicate with non-BSL users. We will monitor the implementation of the action plan over the course of the outcome agreement period.

### Cybersecurity

In line with the Scottish Government's 2017 action plan, Abertay embarked on Cyber Essentials (Stage 1) to demonstrate a minimum level of cyber resilience. We achieved this level in November 2018 accredited by CREST - an independent and verifiable third party assessment body. We are now in preparation for achieving a high level of accreditation through Cyber Essentials Plus.

Abertay is also recognised for our academic expertise in cybersecurity, launching the world's first Ethical Hacking degree in 2006 which has become one of the UK's leading cybersecurity programmes and with our GCHQ provisionally certificated Masters programme. We are leading the development of a Cyberquarter in Dundee as part of the Tay Cities Deal (see page 20).

### Gender balance – students

We continue to monitor the profile of our undergraduate intake every year and table 1 shows the position for 2018-19.

We are addressing this through the actions set out in our [Gender Action Plan](#) and developed through our participation in the ECU project "Attracting diversity: equality in student recruitment in Scottish HEIs" with ECU. The latter focused on four subject areas: computing, computer games art and design, sport and food innovation, but we monitor the full range of subjects through our institutional planning processes.

TABLE 1 2018 SDUE by subject	Female	Male
Accounting, Finance and Economics	51.9%	48.1%
Business and Management	55.2%	44.8%
Computing and Mathematics	7.4%	92.6%
Cybersecurity	7.5%	92.5%
Food and Drink	81.0%	19.0%
Games and Arts	32.9%	67.1%
Law	65.3%	34.7%
Mental Health Nursing and Counselling	95.7%	4.3%
Natural and Built Environment	23.3%	76.7%
Psychology	82.9%	17.1%
Science	64.9%	35.1%
Sociology	77.4%	22.6%
Sport and Exercise Sciences	39.3%	60.7%
<b>Total</b>	<b>49.7%</b>	<b>50.3%</b>

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.

We also participated 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 our [Mainstreaming Report](#) sets out the range of activities taking place across the University and our priorities to 2021. During 2017-18, we launched a new approach with the establishment of our 'Lead Voices at Abertay' initiative. We have recruited volunteer staff members and students to act as general 'advocates' or 'lead voices' for particular protected characteristics; connecting the management with the wider student and staff community, but - crucially - acting in a peer-to-peer way and thus helping to articulate various staff and student views and share these with management, especially with respect to equality impact assessment of University policies and decisions. This is intended to provide a clear, structured approach to E&D engagement with more visible routes for input; named volunteers who will actively promote engagement across all protected characteristics; and increased visibility of E&D activities and best practice guidance across the staff and student population.

The University is committed to ensuring that Transgender and Non-Binary students are treated with dignity and respect and our Gender Identity Protocol for Students sets out the relevant advice, guidance and support available. Similarly, Transgender Staff Guidance outlines the University's commitment to ensuring that transgender employees are treated with dignity and respect and are not disadvantaged in the workplace. Both documents are published on our intranet.

### Gender Action Plan

In line with our strategic plan ambitions, the University has a range of activities intended to help advance gender equality. We developed and published our first [Gender Action Plan](#) in June 2017. This is in the process of being updated.

In November 2018, we received the Athena SWAN bronze award for the second time and our School of Science, Engineering and Technology also received a bronze award.

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 are incorporated into our 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.

### Gender balance – staff

47% of the members of our Senior Management Group are female as are 43% of academic staff. The number of female Professors has increased from 3 to 6, representing (as at January 2019) 33% of the total professoriate of 18. Our Mainstreaming Action Plan includes a priority and supporting actions to encourage and recognise a commitment to advancing the careers of women.

As at February 2019, 50% of the lay members of Court are female. Our advertising and recruitment for any Court vacancies which arise welcomes applications from women and from BME individuals

## **Gender-based violence**

The University is committed to the implementation of the Equally Safe in Higher Education Toolkit to address gender-based violence (GBV). This section demonstrates how we are responding to the guidance in this area.

The University is currently in the process of identifying relevant individuals to sit on a steering group taking into account the diverse nature of the student and staff at Abertay. To date two meetings with the SA have been held to assist the University in this regard. The matter is also subject to discussion with the recognised trade unions as part of the regular joint liaison meetings. In addition, a business case and project plan are also in development to ensure appropriate resources are put in place.

The Abertay Students' Association (SA) has employed an ESHE coordinator (seconded from WRASAC Dundee) to provide training and awareness raising among student officers, class reps and clubs and society office bearers.

The SA are also leading workshops at the Scottish Government's Equally Safe in Colleges and Universities 'Love Doesn't hurt' conference on Implementing the Toolkit.

The University currently enables reporting and support/referral in relation to GBV through its Complaints process (for students) and Grievance Procedure (for staff) supplemented by Bullying and Harassment Guidelines, Code of Discipline for students, and support services. These policies and the associated support will be reviewed as part of the development of a protocol (see below) to ensure effective handling of GBV, including ensuring visibility and accessibility.

The University is currently reviewing a number of cloud based systems to allow the reporting (including anonymised) of GBV incidents. This will provide a robust system for data capture as well as providing links to relevant information for any reporting GBV. The University is in contact with RCS to develop training for front line staff and responders to ensure support and referrals are dealt with appropriately. The University also has a member of Student Services staff in training with Lime Culture on their SVLO (Sexual Violence Liaison Officer) development programme.

The University is currently developing a protocol to address GBV. It is anticipated this will be published in time for the beginning of the academic year 2019/20. This will allow for better orchestrated publicity for all new and continuing students and staff. Any implementation of policies, procedures and protocols will have a full Equality Impact Assessment.

## **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 embedded into our overall Equality Action Plan, and which we will continue to implement over the period covered by the outcome agreement.

## **Veterans**

The University signed the Armed Forces Covenant in January 2016 and as such is committed to ensuring no member of the armed forces should suffer any disadvantage as a result of their service. We also received a Silver Award from the UK Government's Defence Employer Recognition Scheme in 2016. HR policies were updated at the time to ensure that they reflected the requirements of the Armed Forces Covenant

## **Mental Health Strategy**

Abertay has a range of policies and activities intended to support and promote the mental health and wellbeing of our students and staff. This includes the Student Mental Health Policy. Students have access to a range of support, which includes our Counselling and Mental Health Service available to all Abertay students.

For staff, these include our Mental Health & Wellbeing Policy for staff and our Healthy Working Lives strategy (see below). We are currently considering the development of an overarching strategy which would encompass all relevant policy and strategy in this area, with a view to putting this in place during 2019-20. 'Mental health in the workplace' training is provided for staff with line manager responsibilities. The University offers employees an independent, free and confidential counselling service to provide the opportunity for staff to discuss problems and receive support for mental health issues away from their work place.

Recent activity included a mental health promotion week in May 2018, with mainly on-line resources and the production of an [internal video](#) entitled "surviving or thriving". The concept was to open the conversations about mental health and to highlight that fluctuations affect us all.

The Students' Association are working with Think-Positive to develop a mental health agreement as per the guidance. We will be developing a small working group to deliver the agreement with the hope that there is a draft put to People, Health and Equality. The working group will be made up of Students and Staff. A final report will be submitted to Think Positive by mid-June.

Abertay Sport are signatories of the SAMH Charter for Physical Activity and Sport. As part of this we were required to create an action plan around using sport and physical activity to promote positive mental health and support those with mental health issues. Details on the charter can be found [here](#) and our action plan can be found [here](#).

## **Diet and Healthy Weight**

Abertay is a member of NHS Health Scotland's Healthy Working Lives Scheme and we have been Gold Award holders since 2016. This reflects our long-term commitment to promoting and developing healthy working lives. We also intend to join the UK Healthy Universities Network during 2019. Our Healthy Working Lives steering group, which includes staff representatives and those with expertise in the areas of physical activity, nutrition & mental health, develop strategy and action plans that offer staff the opportunity to participate in events or activities, which aim to improve or maintain wellbeing. This includes for example the Staff Health Fair, where both external and internal expertise comes together in a single interactive event for staff is an ideal opportunity to promote positive health behaviours to staff. This includes, among other things, the promotion of healthy eating and nutrition.

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

### Student satisfaction

The annual National Student Survey (NSS) provides us with feedback from final year students on their experience at Abertay. The results of the most recent survey (2018) were disappointing with a drop in the score for overall satisfaction from 84% to 79% which is four percentage points below benchmark. We are currently discussing the issues which emerged from the NSS across the University with a view to improving the student experience as a priority.

Over the period of this outcome agreement we aim to achieve and then exceed our NSS benchmark.

National measure 7	2017-18 baseline	2019-20 Aim	2020-21 Aim	2021-22 Aim
% satisfaction in National Student Survey	79%	83%	89%	89%

In 2017-18, we introduced a revised set of internal module surveys, modelled on the NSS, for undergraduate students on all stages of their degree programme and also for taught postgraduate students. This followed an internal review of previous practice and recognition of the importance of the surveys as a mechanism for gathering valuable information on students' learning experiences which can be used for both enhancement and assurance purposes. It also recognized the importance of closing the feedback loop by sharing the results and developing enhancement plans in a timely manner.

One way in which this is being addressed is through the creation of Division-level student voice forums which will take place in week 7 of each term. These are co-chaired by the School Academic Curriculum Manager and a nominated class rep for each Division. Heads of Division, Programme Leaders, Module Leaders are all required to attend and an open invitation is extended to all students from the Division. Class Reps are expected to attend and to encourage students in their class to attend. These meetings present an important opportunity for students to raise issues/ concerns/ areas of good practice from their modules so far that term and for staff and students to jointly discuss possible resulting in module actions.

### Retention

Ensuring a successful transition to Abertay and supporting students during the course of their degree are priorities for Abertay. We continue to improve the ways in which we support students, with a particular focus on proactively identifying students who may need additional support at various points in their journey

To support this, we have introduced a several initiatives which we will evaluate and continue to embed over the period of the outcome agreement. These include:

- The implementation of a learner analytics system in 2017-18 to enable identification of students who may require additional support or who are at risk of leaving. This is operating in tandem with a refreshed approach to attendance monitoring. The system is already providing useful information to enable focused and targeted action to be put in place and will continue to improve as it embeds and the algorithm is refined.
- The appointment of two student advisors to support retention, working with academic schools and

using the output of the learner analytics system to proactively contact students to ensure that they have access to appropriate support and information.

- The introduction of a psychometric tool, which allows students to consider their own scores relating to confidence, control, commitment and challenge and then to discuss the outcomes, if they wish, with a coach from student services. This was successfully piloted in 2016-17 and is now being rolled out more widely, with a particular emphasis on articulating students. This is another mechanism by which we can target appropriate support at students.

Provisional data suggests that a renewed focus on retention has led to some improvement in the retention rate and we expect that the implementation of these other initiatives from 2017-18 onwards will contribute to further improvement over the period of the outcome agreement.

### **Placements**

Our strategic plan states that we will offer every student the opportunity to undertake work-related experience, and provide entrepreneurial and other extra-curricular activities. A range of activity takes place across our academic schools and in 2016-17 we centralised support for placements within the University thus establishing one point of contact for placement queries with responsibility for the administration and processes surrounding work placements. The Placement Coordinator works closely with the Placement Tutors, who focus on the academic aspects of the placement, within each of the subject areas. We also offer a range of employment opportunities within the University to our students.

### **Student Enterprise**

As part of our new Student Enterprise Strategy, we have recently launched a new student enterprise programme, called Bell Street Ventures. (BSV). BSV provides pre-incubation space and support for nascent start-up ideas from our student population to allow them to explore and refine their ideas and maximise their chances of enterprise success- whether that be games companies, sports coaches, food technologists or counsellors. The programme will include a series of workshops, competitions, advice clinics and collaboration opportunities. BSV has also been supported by Santander Universities and through a legacy donation.

### **Modern Foreign Languages**

We continue to offer free modern language lessons in Spanish and Mandarin to our students and staff.

### **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.

### **Mental Health Nursing**

The University remains committed to its ambition to establish a Centre of Excellence in Mental Health. Our contribution to the national Nursing and Midwifery Outcomes is attached as annex B.

### **STEM strategy**

At Abertay, we educate and train the next generation of scientists, technologists and engineers and develop their ability to work across fields through interdisciplinary learning and collaborative working. We encourage the development of STEM (including digital) skills within all our graduates and STEM literacy more generally within the regional community. This we do through programmes of education, upskilling and reskilling, research, collaborative innovation and enterprise, outreach and public engagement. Our activity is informed by professional body and employer engagement, as well as sectoral, national, and regional strategies and frameworks.

In 2018-19, 53% of our Scottish-domiciled undergraduate entrants were to STEM courses and we aim to maintain at least 50% over the period of this outcome agreement. This is linked to our commitment to widen access to Abertay degrees for anyone who has the potential to benefit. We will adjust and adapt our STEM offer and curriculum in response to evidence of current and future labour market needs and the economy.

## Internationally competitive and impactful research

### REF 2021

We are committed to achieving an enhanced performance (overall score and number of staff submitted) in REF2021. This is central to our long-term plan to embed a research-led culture right across Abertay, underpinning everything we do in research, knowledge-exchange and teaching.

In REF2014, we achieved an overall score of 2.15, described as 'quality that is recognised internationally in terms of originality, significance and rigour'. Our overall score rose by almost 18% from our score of 1.83 ('nationally recognised' quality) in RAE2008 and represented a significant step-change for a university of our size. The overall improvement in REF2014 was particularly noteworthy as our explicitly collaborative and interdisciplinary research strategy potentially hampered success in a subject-driven assessment process. Abertay chose to submit more staff and to more subject panels than it did in RAE2008, reflecting our inclusive and growing research community. Overall, we submitted 30% more staff than in 2008, and submitted to seven Units of Assessment compared to six in 2008, including three first-time submissions (Sport and Exercise Sciences, Sociology, and Biological Sciences).

Our REF Steering Group governs our REF strategy and institutional support activity is coordinated centrally. The preparation of individual Unit of Assessment submissions is led by Unit Champion Leads supported by Unit Working Groups. The REF Code of Practice Working Group is currently developing the REF Code of Practice, which sets out the principles underpinning the University's approach to REF2021 and the fair and transparent processes for identifying staff and outputs to be submitted. This Code is intended to meet the funding bodies' requirements for REF2021 and to reflect their guidance. The REF Code of Practice has already undergone extensive consultation with the Abertay academic community and will be submitted to the UK REF team later this year.

### SFC Research Excellence Grant

Abertay received an increase in the combined REG and UIF allocation from 2017-18 to 2018-19, however our REG contribution reduced slightly from £703K to £697k over this period. Nevertheless, the modest REG investment received by Abertay has provided a vital, stable and predictable source of core funding permitting our support of both current and emerging research excellence, with economic, social and cultural impact, with local and global reach. This investment is central to our long-term strategy to embed a research-led culture right across Abertay and to enhance the competitiveness and international standing of our research.

Abertay is a compact and focused university with an established reputation for working well across traditional research boundaries, as well as within new and emerging disciplines and sectors. Our strategic plan confirms our ongoing commitment to quality research that delivers real impact for society, aligned with national and local priorities. Our Research and Knowledge Exchange Strategy R-LINCS (Research Led Innovation Nodes for Contemporary Society), integrates our research into a single Abertay-wide initiative designed to capitalise on our compact, focused and collaborative character, to address key local, national and international priorities, and to build on our existing areas of expertise and our industry-facing heritage. Our ambitions to further build capacity and drive interdisciplinary research and innovation is being stimulated by significant investment in staff (3\* and 4\* researchers and new professorial appointments), early career researchers with excellent track record, our Postgraduate Research Student community and the Graduate School.

Our research excellence is driving our innovation and partnerships with the private, public and the third sector and in key industry areas including sectors identified in the new UK Industrial Strategy, Scotland's



Economic Strategy and the Tay Cities Regional Economic Strategy 2017-2037. In particular, our reputation for working in partnership with, and delivering for, industry has facilitated our engagement with UKRI ambitions and funding opportunities. We have built upon our strengths and have focused our engagement with some, rather than all opportunities and initiatives, to leverage in additional competitive funding for research and innovation in Scotland.

The Abertay University led Innovation for Games and Media Enterprise (InGAME) project, builds on the world-class expertise of Abertay, the University of Dundee and the University of St Andrews, and is funded by the AHRC Creative Industries Clusters programme and the Scottish Funding Council (£3.6m project funding for Abertay). InGAME will establish a dedicated research and development centre for the Dundee video games cluster with a view to driving product, service and experience innovation across the industry. The project will offer a high-level resource to local, Scottish and UK games companies by involving academic researchers, students, industry experts and business leaders. InGAME will take a highly collaborative approach, with artists, designers and creative writers co-located with technologists and business specialists. SME games studios will have access to the partners' expertise, engaging in creative experimentation, utilising new and emerging games technologies, exploring new audiences, and forming interdisciplinary working relationships. With the ability to rapidly prototype and test ideas, InGAME will also develop experimental processes for the generation of original creative content, while promoting the diversification of new products and markets.

The Research Excellence Grant (REG) 2018-19: illustration of impact for Abertay University report submitted to SFC in December 2018 provided evidence of progress and example case studies. This is attached as an annex D to this agreement.

### **Concordat on Open Research Data**

Abertay is committed to complying with the principles of the Concordat on Open Research Data. Our Research Data Management Policy received major revision in June 2018. The policy aims to ensure that our research data management practices meet the highest standards and are aligned with the UKRI Research Council Common Principles on Data Policy, the Concordat on Open Research Data, our GDPR for Research Policy and Privacy Statement for Research Participants. The policy sets out the University's expectations so that all stakeholders recognise their responsibilities and obligations and can contribute to data being maintained and preserved as identifiable, discoverable, retrievable and reusable assets. An evolutionary approach is being taken to implementing the policy with a target date of 2022 set for full implementation. A research data roadmap will help the University achieve this goal and progress is being reviewed regularly. Initially, priority is being given to ensuring funder requirements are met and/or to research where the results have potential for publication. For funded projects, the requirements of this policy are mandatory from the date of this policy onwards (a compliance audit will be conducted in 2019). The University expects all research data with potential long-term value will eventually be managed to the same standards, but recognises that extending the scope of this policy beyond those engaged in funded research will be a longer-term endeavour. In light of the pace of change in this field, this policy will be reviewed 12- months from the date of approval. All academic staff and Postgraduate Research Students receive a condensed training on the Concordat on Open Research Data, our Research Data Management Policy, our GDPR for Research Policy and Research Data Management Planning.

Our Open Access Publications' Policy is designed to maximise the visibility, citation usage and impact of research outputs and to help researchers comply with external requirements. The University supports both Gold and Green Open Access publishing and the University's Research Portal in PURE continues to serve as a single point of public access to all of the University's research outputs whether full-text or as a citation depending on the relevant publisher policies. Our compliance with this policy and with REF2021 requirements is monitored and reported quarterly to the University Research and Knowledge Exchange Committee.

## Research training and development

The University is committed to embedding a culture where diverse researcher talent is nurtured and developed, by providing a high-quality environment for researcher training and professional development. 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 offers an integrated training and professional development programme to enhance research excellence, impact and individual employability. It also supports the Abertay Research Community in the development of research and professional careers. This includes a calendar of events and training for researchers, one-to-one support and development, access to the Vitae Research Development Framework and on-line provision. Staff and Research Students have opportunities to share research expertise, access to development programmes, as well as networking and facilities, through our membership of the inter-University Scottish Research Pools (SAGES, SICSA and SIPR) and Graduate Schools (SGSAH and SGSSS). Staff and Research Students receive advice and support to develop their research into impact or into businesses through the Graduate School, our Academic Enterprise leaders and Business Engagement Team, and our newly launched business development hub - Bell Street Ventures.

### CASE STUDY

Abertay's entrepreneurial infrastructure has received significant investment through the collaborative offer of the Graduate School, our Academic Enterprise Leaders and our newly launched business development hub - Bell Street Ventures. Our aim is to maximise the benefit of our approach to intellectual capital through an enhanced enterprise-focussed environment. Three Royal Society of Edinburgh Enterprise Fellowships were awarded to Abertay staff and students in June 2018, including one in the 'Scotland Can Do Unlocking Ambition' category, open to global applicants. One such RSE Enterprise Fellowship awarded to an R-LINCS funded PhD student Tayyaba Nafees will support the commercial development of her business, CyberShell Solutions. Combining her academic expertise and industry experience as both a software engineer and a cybersecurity specialist, she is applying 'Anti Pattern' techniques normally used in software engineering in a new way to tackle the computer security vulnerabilities which can be unwittingly caused by software developers who are untrained and unprepared for the sophistication of today's hackers. Her solutions build security in from the ground up, by capturing information about cyber attacks and applying appropriate security mechanisms as the code is developed. Tayyaba is one of four Abertay business projects in the Converge Challenge Top 30, which showcases the most innovative ideas emerging from Scottish Universities. She scooped third place in the Ready Steady Pitch event, and won a place on the specialist cybersecurity business accelerator programme HutZero in London.

Our Strategic Plan 2015-20 affirms our commitment to developing and sustaining an inclusive and supportive culture, welcoming and retaining students and staff from a diverse range of backgrounds and inspiring our students, staff and graduates to achieve their full potential. We are mainstreaming equality and diversity across all of our activities.

We were the first Scottish university to achieve the Race Equality Charter Mark. In 2018, we received a renewed Athena SWAN bronze award for the institution and a new bronze award for the School of Science, Engineering and Technology.

## Research collaboration

Collaboration and multi/interdisciplinary working are central to our R-LINCS Research Strategy (see above, our REG Report 2018/19 and UIF Report 2018/19). Researchers have opportunities to share research expertise, access to development programmes, as well as networking and facilities, through our

membership of the inter-University Scottish Research Pools (SAGES, SICSA and SIPR) and Graduate Schools (SGSAH and SGSSS).

Abertay has received collaborative research funding for projects that align strongly with the UK Government's Global Challenges Research Fund (GCRF) but as yet have been unsuccessful in securing GCRF. We will continue to apply for GCRF, British Council and Newton funds.

Abertay has had positive engagement with the Digital Health Care Institute (two PDRAs jointly funded with Macmillan Cancer, exploring Machine Learning and Games Technology to develop a decision support tool for service provision), the Industrial Biotechnology Innovation Centre (a PhD studentship through the BBSRC CTP Scheme) and Data Lab (collaborative support for two Abertay run Data Fest events - this years event is a collaboration between Dundee City Council, Wittin and Abertay; and we are working with Data Lab to highlight Dundee as a vibrant, digital city focussed on the creative industries and wider software development - resulted in a ministerial visit to Dundee (NCR, High School of Dundee, Abertay, Warracle, Ninja Kiwi and V&A)).

### **Concordat to support research integrity**

Abertay is committed to complying with the principles of the UK Concordat to support research integrity. This has informed the development of our Research Code of Conduct, which was revised in 2018 to align with our new GDPR for Research Policy and Privacy Statement for Research Participants. All staff, students and visiting researchers must adhere to the highest standards of integrity in the conduct of their research as set out in the Research Code of Conduct. All breaches of the Research Code of Conduct are reported through the University Research and Knowledge Exchange Committee (zero in 2018). In 2018, we developed and introduced a bespoke on-line Research Ethics Management System through which all proposed research is scrutinised and considered for approval by the Research Ethics Committee and its representatives. All academic staff and Postgraduate Research Students receive a condensed training on the Research Code of Conduct, our Research Ethics and GDPR for Research Policy

## Effective knowledge exchange and innovation including excellent collaboration between universities and industry

### **Tay Cities Deal**

The Tay Cities Deal Heads of Term Agreement has identified funding up to £11.7m from the Scottish Government and UK Government to be invested in the cyberQuarter, a joint initiative between Abertay University and the Scottish Business Resilience Centre. The cyberQuarter will be a cluster of academic-commercial activity - a co-location space for academia and industry, expertise in applied research and access to a range of public sector support located within the Tay Cities region to exploit the existing expertise of Abertay University in ethical hacking and the digital industries ecosystem of Dundee city.

### **University Innovation Fund**

The University's plan for use of the University Innovation Fund (UIF) is attached as annex C to this document. Our 2019-20 plan is continued proactive engagement with the UIF agenda and should be read with our comprehensive 2016-17, 2017-18 plans and 2018-19 plans as a logical development of our services in the spirit of continuous improvement and enhancement, and collaboration. We have built upon our strengths and given the funding framework, have focused our engagement with some, rather than all of the outcomes. These are set out in detail in the UIF plan.

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

### **HE Governance (Scotland) Act 2016 implementation**

The Governance & Nominations Committee is overseeing a programme of work to implement the necessary changes arising from the 2016 Act. We are working with the Scottish Government Legal Department to produce a new governing order; and are working on new governance arrangements to meet the Act. Court endorsed the changes required to the governing order at its meeting in December 2017 and it is anticipated that the new governing order will be in place for the start of academic session 2019-20. Court has also approved a change to the legal name of the University from “University of Abertay Dundee” to “Abertay University”. Consent to this has been provided by the Privy Council and will be reflected in the new governing order.

### **Living Wage**

The University has matched the Living Wage rate since 2015 and continues to do so. Our pay structures are underpinned by job evaluation to ensure fair pay and we offer good occupational benefits such as enhanced pay for sickness absence and parental leave, along with first-rate pensions. We endeavour to provide good jobs and opportunities for development for all our staff, as well as promoting a positive and respectful working environment.

We are in the process for applying for accreditation as a Living Wage Employer.

### **Leadership in Sustainability**

The University intends to develop a new sustainability strategy that is centered on the UN Sustainable Development Goals. Working with support from EAUC we intend to develop a holistic approach to sustainability that will continue our work on existing priorities, such as carbon reduction and embedding sustainability within the curriculum but will also broaden the scope of our activity to look at the wider range of goals articulated in the UNSDG. Our new sustainability strategy will be developed over the summer of 2019 for implementation early in academic year 2019-20.

## Health outcomes report for the University of Abertay : 2019 Cohort

### Actions

SFC Objective	Baseline 2017 Cohort Data	Actions in AY2019-2020	2020-21 target
To increase the retention and completion rates in nursing and midwifery.	88% year 1-2 retention; 66% completion rate for Honours	<p>We will continue to implement a range of activities, at both institutional and divisional level, to promote student retention. This includes:</p> <ul style="list-style-type: none"> <li>the Study Goal App to track attendance and to initiate student support processes within the university;</li> <li>enhanced early screening of candidates by the Division to ensure suitability to the Mental Health Nursing programme prior to enrolment; and</li> <li>additional support mechanisms at programme level with the programme team tasked with following up (and liaising with appropriate services) student engagement issues.</li> </ul> <p>There is a higher non-completion rate at 4<sup>th</sup> year and staff have negotiated part-time contracts with the local Health Boards to ensure that students can access employment while completing their Honours stage. Feedback on this initiative has been very positive.</p> <p>We are also reviewing the structure of our programme with a view to improving completion of year 4.</p>	<p>1% increase on completion rates (or number)</p> <p>Retention of new entrants at &gt;90%.</p>
To improve the gender balance across all fields of nursing	11% male in 2017	In 2018-19 the proportion of male entrants dropped to 4% (2 of 48). Our 2020-21 target therefore needs to be viewed in the context of the current position not the 2017 position. As previously indicated in our 2019-20 outcome agreement, our aim is to increase this by 5 percentage points in 2019-20 (i.e. to 9%, which is 5 of 55 entrants). In 2019-20 we will continue to encourage applications from male students and will ensure that male students and staff are visible in promotion materials, applicant and recruitment events. Our aim is to recruit at least 6 male entrants in 2020-21. Assuming that there is no change to our intake target, this would	increase the number of male entrants by 1

		represent 11% of entrants, reversing the recent drop and, as a result of the increased intake, is 1 student more than in 2017.	
To increase collaboration with Scotland's Colleges to strengthen access and articulation into pre-registration programmes	4.7%	<p>The University is committed to articulation and works closely with its partner colleges to facilitate this. In particular, the Division of Mental Health Nursing and Counselling has a history of enabling HNC Care and Administrative Practice students at Dundee and Angus College to articulate to our nursing programmes. In recent years, with mental health nursing being the sole programme the number of articulating students have ranged from 2-4 students. The current (2018-19) position is 6.3% (3 entrants to stage 2 of total 48 entrants). An increase of 1 would bring the proportion to 8%, but with the increase in our intake target in 2019-20 to 55, this would represent 7.2%.</p> <p>The Division is currently exploring an articulation route from Fife College's HNC Care and Administrative Practice programme.</p>	Aiming for 8%

## Comprehensive Equality Impact Assessment (CEIA)

### Details of document

Document title	Outcome Agreement 2019-20 to 2021-22
Document owner	Director of Strategic Planning
School/Service	Strategic Planning

### Aim of the document

What are the aims and objectives of the document?

The outcome agreement is a high-level document agreed between the University and the Scottish Funding Council (SFC). In return for the funding the University receives from SFC, we are required to set out the contribution we will make to Scottish Government priorities and specific national outcomes. It is a condition of SFC funding that we have a satisfactory outcome agreement in place.

How important is the document in terms of equality in the University? Does it relate to an area with known inequalities or where equality objectives have been set by the University?

The outcome agreement covers a wide range of the University's activities. It describes the way in which the University is taking forward its commitment to equality and diversity and how it is responding to relevant SFC/Scottish Government priorities. This includes commitments to monitoring, and where appropriate improving, the gender balance of students across all subject areas, improving the gender balance of staff, particularly the proportions of women in senior academic roles, and a range of measures related to widening access to our degree programmes, including specific aims for each of the protected characteristic groups.

Who is affected by the document and how have they been involved in the development of it?

The outcome agreement is part of our planning framework and as such it provides a guide for detailed planning by our academic schools and professional services.

During the development of the outcome agreement staff trade union representatives and student representatives (Students' Association) have had an opportunity to input to the document.

Are any persons affected by the document likely to benefit from it and in what way?

The outcome agreement confirms our commitment to maintaining and, where appropriate, expanding access and also ensuring that we have the appropriate levels of support in place for students during the course of their studies. It is hoped that all students will benefit from this commitment.

Is there any evidence or concern that any of the protected characteristic groups have different experiences, issues or needs in relation to this document? (Please provide details in the box below)

Age		Race	
Disability		Religion or Belief	
Gender Reassignment		Sex	



Pregnancy & Maternity		Sexual Orientation	
Marriage & Civil Partnership			
Further details: In line with the guidance from SFC, the outcome agreement contains specific aims for the proportion of students recruited and subsequently retained from each of the protected characteristics groups.			

How does the document fit into the broader strategic aims of the University?
The outcome agreement sets out, within the context of our strategic plan, how we will contribute to the national priorities. It is a requirement of SFC funding that we have a satisfactory outcome agreement in place.

### Consideration of available data

*(Consider what data is available. Data can include surveys, focus groups, analysis of complaints made, feedback received, consultations, etc.)*

What do we know from existing data already held by the University?
We already monitor our student and staff populations by protected characteristic and by other characteristics, e.g. contextual entrants. The outcome agreement sets out the specific subject areas where there is a significant gender imbalance. These have already been highlighted in our gender action plan.

What do we know from existing data which is available externally?

Are there any apparent gaps in knowledge?

### Impact of document

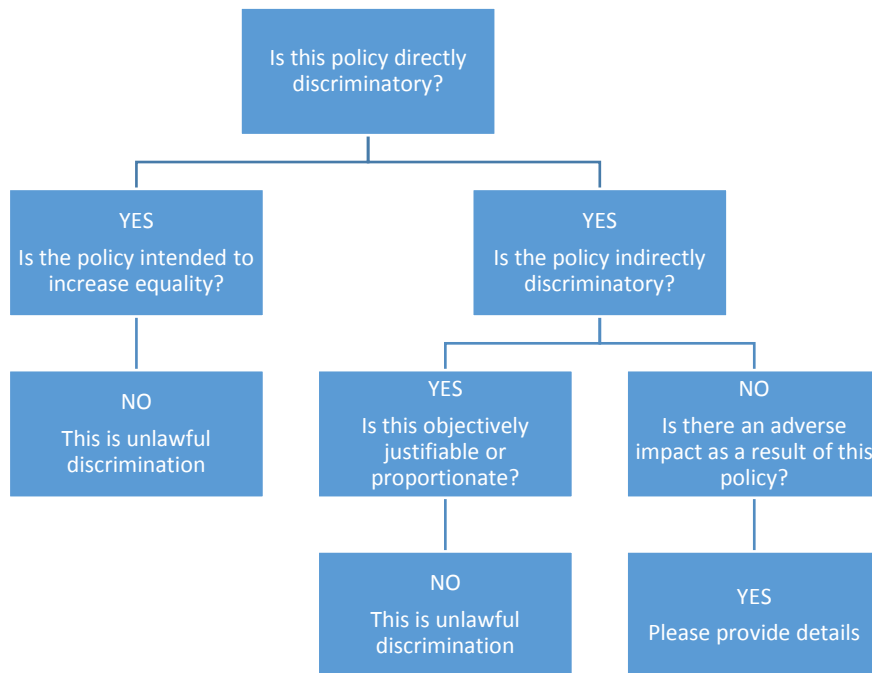
Could this document lead to any positive, negative, intended or unintended impact on the University or any of its stakeholders?
The outcome agreement will be published by SFC in due course along with the agreements for all other Scottish universities. It is possible that there could be a negative impact if our contribution to national outcomes is significantly less than other universities, however we do not expect that to be the case.

Could there be a differential <sup>1</sup> impact on any protected characteristics? Could any differential impact be adverse?
The outcome agreement, along with our existing operational plan and equality mainstreaming actions, is intended to support our strategic plan commitment to 'developing and sustaining an inclusive and supportive culture, welcoming and retaining students and staff from a diverse range of backgrounds.

Please consider the following:

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<sup>1</sup> Differential impact = where the positive or negative impact on one particular protected characteristic is likely to be greater than on another.



**CONSIDER:** Is this document unlawfully discriminatory? If you find that it is you must decide how the University will act lawfully.

### Consultation

What did this equality analysis conclude?

The outcome agreement is a high-level document which confirms the University's existing commitment to equality and diversity, as articulated in the Strategic Plan, Mainstreaming Report, Gender Action Plan and elsewhere.

Is any action required to be taken in response to the findings from the consultation?

What is the recommendation for this document following consultation?

Reject the document		Approve and publish the document	
Amendment required		Other (please provide details below)	X

Approve the document for submission to SFC.

### Declaration

I confirm that this equality analysis represents a fair and reasonable view of the implications of the document for all protected characteristic groups, and that appropriate actions have been identified to address the findings.

Caroline Summers

**CEIA owner**

	<b>Line manager</b> (if appropriate)
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**Committee approval**

Which Committee has this document gone before for approval?
Date of Committee meeting:

Following Committee consultation, what is the decision for this document?			
Reject the document		Approve and publish the document	
Amend the document		Other (please give details below)	

If the Committee requires that the document be amended, please list amendments below.

## Annex A: SFC Outcome Agreement Targets for 2019-20 to 2021-22

\* denotes priority measure

\*\* denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
<b>Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance</b>					
<b>Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing</b>					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	61.7%	65.0%	65.0%	65.0%	*
<b>Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes</b>					
2a: Proportion of SDUEs from 20% most deprived postcodes	19.1%	19.0%	19.0%	19.0%	*
2b: Proportion of SDUEs from 40% most deprived postcode	33.2%	35.0%	35.0%	35.0%	
2c: <b>Additional CoWA target:</b> proportion of <b>full-time first degree</b> SDUEs entrants from the 20% most deprived data zones	19.1%	19.0%	19.0%	19.0%	
<b>Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)</b>					
Proportion of SDUE from SHEP Schools	4.8%	5.0%	5.0%	5.0%	
<b>Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers</b>					
Male Proportion	52.0%	52.0%	52.0%	52.0%	
Female Proportion	47.9%	48.0%	48.0%	48.0%	
Under 21 Proportion	63.0%	63.0%	63.0%	63.0%	
21 and over Proportion	37.0%	37.0%	37.0%	37.0%	
Proportion – BME	6.0%	6.0%	6.0%	6.0%	
Proportion – Disability	16.6%	14.0%	14.0%	14.0%	
Proportion - Care Experience	0.5%	1.0%	1.1%	1.1%	*
<b>Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two</b>					
Proportion MD20 retained	86.3%	84.9%	84.8%	84.6%	*
Proportion MD20/40 retained	86.6%	84.9%	84.9%	84.9%	
Proportion of Males retained	85.9%	93.7%	85.0%	85.1%	
Proportion of Females retained	90.4%	85.1%	85.0%	85.0%	
Proportion of Under 21s retained	87.6%	85.0%	85.0%	85.0%	
Proportion of 21 and over retained	88.6%	85.0%	85.0%	85.0%	
Proportion retained – BME	89.3%	85.5%	85.7%	85.7%	
Proportion retained – Disability	88.8%	84.7%	85.1%	84.8%	
Proportion retained - Care Experience	50.0%	81.8%	83.3%	86.7%	*

<b>Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy</b>				
<b>Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two</b>				
Proportion retained	87.9%	85.1%	85.0%	85.0%
<b>Measure 7: Satisfaction- students satisfied with the overall quality of their course of study in the National Student Survey</b>				
% Satisfaction	79.0%	83.0%	89.0%	89.0%
<b>Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses</b>				
Proportion of SDUE to STEM courses	55.7%	50.0%	50.0%	50.0%
<b>Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations</b>				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
<b>Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations</b>				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
<b>Scottish government priority: internationally competitive and impactful research</b>				
<b>Measure 10: The number of research postgraduate students</b>				
RPG students	87	90	90	90
<b>Measure 11: Total income from the UK Research Councils</b>				
RCUK income	£269,000			
<b>Measure 12: Total research income from all sources</b>				
Research income	£1,316,000	£1,400,000	£1,400,000	£1,400,000
<b>Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry</b>				
<b>Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs</b>				
Innovation Vouchers (IVs)	3	5	5	5
Follow-on IVs	0			
<b>Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance</b>				
<b>Measure 14: Carbon - Gross carbon footprint</b>				
Tonnes CO2e		25,000.0	45,000.0	56,000.0

\*



## Outcome Agreement between Abertay University and the Scottish Funding Council for AY 2019-20

### On behalf of Abertay University:

Signed: *N. A. Seaton*  
Print name: N. A. SEATON  
Position: Principal and Vice-Chancellor  
Date: 29/7/19

Signed: *Mukraji Shaw*  
Print name: MUKRAJI SHAW  
Position: Chair  
Date: 29/7/19

### On behalf of the Scottish Funding Council:

Signed: *KWatt*  
Print name: Karen Watt  
Position: Chief Executive  
Date: 29 July 2019