



University of St Andrews Outcome Agreement 2019

1. Introduction

- 1.1. The University of St Andrews as Scotland's first university stands for research and teaching of the highest quality and the pursuit of knowledge for the common good.
- 1.2. Our fundamental goal is to attract and nurture the best staff and the most promising students to Scotland from around the world, and provide an environment in which they can produce their best work for maximum societal benefit.
- 1.3. We aim to make the St Andrews experience unique, to be a beacon for diversity and social responsibility, and to pursue the most effective ways to make a St Andrews education accessible to all who may benefit from it.
- 1.4. We are one of the world's most ancient universities, but we strive to be amongst the most modern and innovative. We have survived and flourished over six centuries because we are outward looking, international, and European; we will go on being so.
- 1.5. As a Scottish university, we are proud to be a substantial contributor to the economic, intellectual, cultural, and social wealth of our country; we recognise the benefits derived from being part of Scotland's knowledge and innovation economy and embrace our role in forging Scotland's future. As an institution, we will always be independent, ask challenging questions and speak truth to power as we see fit; this is how we have been part of Scotland's growth for over six centuries and how we are best placed to support the nation's future prosperity.
- 1.6. In 2016-17, for every £1 of public money received from the Scottish Funding Council, the University was able to leverage almost another £5 from other sources and have an impact of £12 on the economy overall. For every one person employed directly by the University, almost 3 further Scottish jobs were supported. The economic impact of the University on the Scottish economy increased by over £50 million between 2014/15 and 2016/17, an increase of 12%.
- 1.7. The geo-political context in which we now operate – the dismantling of traditional alliances, Brexit, the pace and scale of growth in international competition in higher education, the advancement of technology, and the increasing compliance burden, require successful global institutions to focus on quality, sustainability, and partnerships.
- 1.8. Brexit remains a significant concern for current and future access to research influence, funding and EU students. Uncertainty is created over immediate issues such as tuition fees, Erasmus funding, Horizon 2020 participation and medium to longer-term impacts of divergence between the UK and EU in key policy areas, which may lead to the exclusion of the UK from important frameworks and positions of influence. That uncertainty presents risks, both short and medium term: to the stability of institutions and courses in Scotland; to the opportunities for Scottish domiciled students; to the flow of skills and investment into the Scottish economy; to the enhancement of 'international outlook'; to Scotland's 'soft power'



relationships; and to efforts to address Scotland's demographic challenges. Decisions by Scottish Ministers within areas of devolved competence will be required to provide the sector with as much certainty and stability as possible given the cycles of student recruitment and study, and clarity on Scottish Government policy on key issues over the next five years will help the sector to plan effectively for significant change.

- 1.9. To catalyse plans, the University signed off its Strategy 2018-2023¹ at the start of this academic year. The Strategy addresses how we will act on our core qualities and key ambitions to grow in size, scale, and impact, and to consolidate our strengths in ways which respect and support our people, our values, the communities with which we engage and our environment. It expresses our ambitions across four distinct but equally important themes: World-Leading St Andrews, Diverse St Andrews, Global St Andrews, and Entrepreneurial St Andrews.
- 1.10. For the first time in six centuries the University of St Andrews has visibly placed social responsibility at the heart of its strategic plan. Social responsibility is a deep-woven thread which already runs through much of what we do. Within the Strategy we commit to acting ethically, transparently, sustainably, and for the wider public benefit at all times. This broad commitment will shape our policies, practices, and mind-set. We will involve our students, staff, trade unions, alumni, partners, suppliers, and our wider communities in developing and delivering the actions and strategies required to embed this in our day to day activities.
- 1.11. We encourage in our students and staff a culture of civic engagement and volunteering. Of the 160+ student societies affiliated with our Students' Association, most partake in fundraising events or activities throughout the year. We also have over 600 student volunteers volunteering locally and internationally. Of particular note is the role of our students alongside our researchers in supporting Dementia Friendly St Andrews: together as Town and Gown we are becoming a case study for community-based innovation in this vital area.
- 1.12. The University is a responsible civic partner and has long acted to ensure that the students who come to St Andrews do not change the character of the town beyond what is reasonable and positive for all. Almost half of current students are accommodated in University Halls of Residence, so not in private rentals or Houses in Multiple Occupation (HMOs), and the proportion of our students that the University takes responsibility for housing is one of the highest in the UK. We are working to maintain this proportion, even as student numbers gradually increase. We are actively engaged with local partners to manage the supply and use of housing in St Andrews and the wider region. By 2025 we plan to provide almost 5,000 units of student accommodation. We are also developing affordable housing offers for our staff and are supporting plans for more housing in St Andrews, 300 units of which will be affordable housing. In the light of our commitment to ensuring that our students are securely and affordably housed and that the town's growth is well-managed, the lack of progress on the zero growth policy on HMOs by Fife Council has been disappointing. For our students, a limited housing stock means higher rents. For the University, higher rents make it challenging to make a convincing competitive offer with the view to affordability to all students, especially those who come from disadvantaged backgrounds.

¹ <https://www.st-andrews.ac.uk/about/governance/university-strategy/>



- 1.13. Last year our students' charities campaign raised £87,000, with Save the Children, the Scottish Refugee Council, and Families First all benefitting from the proceeds, and we were nominated for the National Student Fundraising Group of the Year for 2018.
- 1.14. To enable our plans and those of our staff, students, and partners, over the next 10 years the University of St Andrews will catalyse the investment of over £300 million in our estate. We are already delivering a new home for the world-leading Scottish Oceans Institute and will address the requirements of STEM research and education at our campus. A collaboration with the local secondary school, which will see us provide them with a site for a new school in return for their current central St Andrews site, will provide a once-in-a-generation opportunity to establish a new international hub for teaching and research in management and the social sciences, as well as ensuring that our town's young people are served by new school facilities. To build economic resilience in our region the University is investing £24 million in the Eden Campus at Guardbridge to establish a regional focus for innovation. This is in addition to the £26 million allocated to infrastructure works through the Tay Cities deal supported by the UK and Scottish Governments. We are also investing locally in more accommodation for our students and staff, as well as cultural facilities including a new music centre and sports complex. The Scottish Oceans Institute will have a dedicated facility for engaging the public with its research and our university museum, MUSA, is being redeveloped to enable further public engagement with research and knowledge.
- 1.15. To support inter-generational prosperity in Scotland and beyond, we aim to build the best small university town in the world, and acknowledge the support of Scottish tax-payers and the SFC in realising this vision.
- 1.16. This Outcome Agreement summarises our contributions in line with the SFC Guidance for the Development of University Outcome Agreements (2019-20 to 2021-22)². Commitments in this document and the projections in the National Measures table supplied separately to the SFC are subject to the continuation of funding levels from Scottish Government and Scottish Funding Council. Should these change or once the consequences of the settlement on the UK's departure from the European Union are known, these commitments may have to be reviewed.

2. World-leading St Andrews

- 2.1. St Andrews is one of three Scottish universities ranked in the World Top 100, and UK rankings show us ahead of leading London universities and closing the gap on Oxbridge. Our student academic experience, already recognised by a Gold TEF award, was ranked top in the UK again this year and we continue to punch above our weight on the world stage, attracting highly skilled students and staff from over 140 countries to Scotland. Our staff lecture across the world and build research and teaching partnerships that expand Scotland's reach and reputation for excellence in every continent. In addition to the American Foundation we now have a Hong Kong Foundation and a German Foundation through which we link up with alumni, businesses and organise events world-wide.

² <http://www.sfc.ac.uk/publications-statistics/guidance/guidance-2018/SFCGD212018.aspx>



- 2.2. World Leading St Andrews places emphasis on quality and excellence, which are hallmarks of our University and essential to delivering economic and social impact. We cannot be complacent, however; expanding knowledge frontiers and increased international competition require that over the next five years the University build the number of areas in which we are unequivocally identified as world-leading.
- 2.3. Despite our relatively small size, we have the scale to make significant contributions to national priorities in areas such as the blue economy, advanced materials and photonics, health and the digital economy, and policy development. We recognise too the importance of investing in our ability to utilise information derived from data, where we are building notable expertise. Our great strength as a university also lies in our contributions to the humanities and to cultural understanding, where the work of our staff and our students has the capacity to shape values and ways of seeing across the world. We believe as abidingly in the importance to societies of – for example - philosophy, literature, history, and music as we do in the importance of the social, physical, and life sciences and of medicine. We also believe in the interactions that are possible across all these subjects.
- 2.4. Many of our academic Schools are already at the forefront of their disciplines, and we will grow the capacity and academic leadership that can shape the future of their subjects. We will support choices that strategically strengthen Schools and their position in important exercises such as the Research Excellence Framework. Where they demonstrably speak to our identity, we will also encourage the development of new areas of research activity, study, and impact.
- 2.5. Beyond our core subjects, we will engage in six priority areas for collaborative working across disciplines. These areas will enable us to create platforms for our research strengths and directly address challenges in a changing world: Peace, Conflict and Security; Cultural Understanding; Evolution, Behaviour, and Environment; Materials for the Modern World; Health, Infectious Disease, and Wellbeing; and Sustainability.

3. Diverse St Andrews

- 3.1. Also essential to excellence is the diversity of people, students and staff that we are able to attract to the University. The Diverse St Andrews theme in the Strategy sets out a clear commitment and agenda for enhancing our diversity further. As a truly international and world-class university, our ambition is to be a beacon of inclusivity. We will achieve this through an approach that empowers our whole community – through a combination of deliberate steps sponsored by the University’s leadership and a determined shift in culture that makes sure everyone is embraced, from students, academic and professional staff, to our alumni. Inclusivity informs and affect policy and practice across the piece and we will drive a data-based, transparent approach to change. An important step to assuring leadership and focus has been the appointment of an Assistant Vice-Principal for Diversity early in 2019.
- 3.2. As a resolutely outward-looking institution, we believe in the benefits of a diverse student and staff body to stimulate and enrich the academic environment. With students and staff from over 140 countries, and a third of our student body from outside the European Union, the national backgrounds of our students are strikingly diverse. We also aspire to ensure gender



equality and to increase the socio-economic and ethnic diversity of our student body. We are proud of the depth and breadth of our outreach and access programmes, and our ambition is to see equity of access to HE across the country regardless of socio-economic background. St Andrews celebrates and promotes the benefits that diversity of ethnicity, faith, gender and orientation brings to our community.

- 3.3. To support a fairer as well as more diverse Scotland, the University is actively engaged in national inclusion agendas, including Scottish Government initiatives on widening access. The Principal of the University chairs the Universities Scotland working group on widening access across the HE sector delivering on CoWA³, and the University has consistently delivered and exceeded widening access targets set for us. The University contributed to the work of the Access Data Group recommending additional markers of socio-economic disadvantage as part of CoWA commitments. Alongside this, maintaining a pipeline of suitably qualified applicants is critical to ensuring fair representation in HE. Unless there is continued targeted focus and investment into a growing pipeline, HE institutions alone will not be able to deliver on the CoWA target of 20% SIMD20 by 2031.
- 3.4. We believe that equality and excellence are entirely compatible and we aim to attract those who can flourish at St Andrews from Scotland and around the world regardless of their background. To facilitate social mobility we will work, including with our partners in Scotland as appropriate, to ensure that the experience of students from challenged circumstances who study at St Andrews match those typical of our student body.
- 3.5. We take an active approach to gender, in particular ensuring that more women come through in leadership positions across the University, gaining skills of use outwith academia as well as within. This work will continue and we will also engage with parents, carers, and part-time staff to ensure that their career paths are treated with fairness and flexibility.
- 3.6. We acknowledge as an institution that a priority for us in the next phase must be greater racial and ethnic diversity. While we already attract a greater diversity of students than reflects Scottish society, we will seek to address the experience of people from black and ethnic minority communities at all levels of the University, in order to make meaningful interventions in respect of recruitment, representation, curriculum reform and outcomes.
- 3.7. The University's support of LGBTQ+ is gaining recognition. We are the only Scottish university to have achieved LGBT charter recognition, and were shortlisted in the Public Sector Equality category for the 2018 Pink News awards. Pink News is the main site for news for the LGBTQ+ community.

4. Global St Andrews

- 4.1. St Andrews is a Scottish university with a global orientation rooted in European traditions. Our demographic profile is highly distinctive with over 45% of our students and staff coming from outside the UK. We are proud that the University is ranked among the top universities in the world for its international outlook; we are determined to maintain and extend this element

³ Commission on Widening Access



of our identity, contributing to Scotland's soft power through presence and partnerships around the world as part of Scotland is Now⁴ strategies.

- 4.2. Competition is increasing, with universities around the world making substantial investments in their global activities. As a sector leader in international engagement, we will develop strategic partnerships, as we consolidate our own position to achieve still more. This work will enable our Scottish students to build their international profile through establishing study abroad and internship opportunities that are global in orientation, as well as bringing the best international staff and students to St Andrews. We will also strengthen alumni networks and link them more effectively with supporting current students, our research and industry engagement, thus increasing impact and influence.
- 4.3. In line with our academic priorities, the University plans to develop further high-quality and innovative short programmes and summer schools in St Andrews. These programmes will draw on academic expertise from across the University and will enable us to strengthen our international links. We will also explore how innovative technologies and on-line learning platforms can enhance activities. While some short courses will have an important role to play in student recruitment, others, reflecting the changing times in which we live, will address the needs of established professionals, helping them to update and refresh their skills.
- 4.4. **UK's Departure from the European Union**
- 4.5. We are engaged with the Scottish and UK Governments on the implications of and potential mitigations for Brexit. Our Brexit Preparedness Group coordinates business continuity and contingency plans. Our key areas of concern relate to maintaining our reputation as a collaborator of choice for research and teaching partnerships; ensuring continued access to key EU sourced funding mechanisms (such as Horizon2020, ERASMUS+ and other infrastructure grants); retaining and attracting academic and professional services staff from the EU; and retaining and attracting EU students once the fee status position is clarified for academic year 2021 onwards.
- 4.6. In relation to research, we are concerned about the lack of clarity on Horizon Europe funding. Particularly troubling is the potential loss of ERC funding where St Andrews is very successful. If no alternative stream becomes available, external research grant funding will be significantly lost (estimated to be in the region of 15%) with concomitant longer term effects on research quality and volume.
- 4.7. We continue to identify priority partnerships in Europe and to strengthen key links. In addition, the University joined the Europaeum⁵ network of universities and work is underway to build relationships with members of the group.
- 4.8. Visiting European students and staff enrich our campuses, classrooms, and local communities. International students help to provide an enriched learning experience and international outlook amongst home students and graduates, and the development of an international network of alumni. That 'international outlook' has recently also been cited⁶ by the Strategic

⁴ <https://www.scotland.org/study>

⁵ <https://europaeum.org/>

⁶ <https://www.gov.scot/publications/working-collaboratively-better-scotland/>



Board for Enterprise and Skills as a strategic objective for Scotland as part of the development of its 'soft power'.

- 4.9. The Enterprise and Skills Strategy 'Working Collaboratively for a Better Scotland⁶⁷', identifies Exports as one of its key drivers and within that a reliance on a global mind-set. It notes that such a mind-set requires encouragement through the appreciation of the value of learning a foreign language, and significantly increasing the number of Scottish students who gain international experience. The Erasmus+ programme is a well-established mechanism which facilitates key aspects of the delivery effectively.
- 4.10. The absence of the critical financial support which Erasmus+ provides to students in the UK to undertake a Study or Work placement abroad, would undermine national efforts to widen participation to international opportunities. Social mobility, widening participation, and encouraging social inclusion are among the overarching aims of the Erasmus+ programme and funding can be used to support disadvantaged students to undertake international placement.
- 4.11. Almost all of our European academic partnerships (except Joint PhD agreements) exist within an Erasmus+ framework. We currently have 67 Erasmus+ partnerships, of which 36 involve Undergraduate exchange. This represents 52% of our total Undergraduate Exchange and Outbound Study Abroad partnerships internationally.
- 4.12. Our Erasmus+ Charter enables us to participate in European funded joint degree programmes and consortia activity, for example the current programmes in Dependable Software Systems and Crossways in Cultural Narratives and additional funding to provide relevant support for all initiatives.

5. Entrepreneurial St Andrews

- 5.1. The high quality of the research carried out at the University means that we see further opportunities for our work to have impact in society and the economy and the Entrepreneurial St Andrews theme in the Strategy will drive a culture shift to strengthen our engagement with industry, business, and Government by increasing our capacity for innovation and value creation.
- 5.2. Work skills and the transferable skills of our students will be brought into focus through learning and internship opportunities so that graduates are prepared to play a productive role in the economy and society. The new Scottish Graduate Entry to Medicine programme (ScotGEM), devised as a response by the universities of Dundee and St Andrews to current pressures on the Health Service in Scotland, provides an example of this in practice. We will also seek fresh approaches to education that re-engage workers across their professional lifetimes with new ideas, skills and research results, so that they can enhance their productivity and competitive edge.
- 5.3. Financially all Scottish universities are under pressure. Because domestic student numbers are capped, unlike in England, and because the cost of tuition is funded (but not covered) by the Scottish Government rather than the student, teaching funding is dramatically constrained. In addition, there has been an increase in match funding frameworks requiring institutions to



find additional funds. This places Scotland's HE providers at a disadvantage compared with institutions in England, where the HE funding system creates conditions for offering matched funding more readily. In addition, the recent funding settlement from the Scottish Government means that there is little additional resource for assisting with additional projects to support Government priorities as well as meet increased demands in relation to inflationary pressures and essential capital spending. This imposes constraints on the 15% of our income we receive from the Scottish Government.

- 5.4. To secure Scotland's sustainable prosperity, at the Eden Campus in Guardbridge we have a great opportunity to develop a new model and facility to bring together expertise, both internal and external, in an environment for experimentation with the aim of promoting the development of new approaches and ideas. On this brownfield site, the University is championing the creation of a resource of significant long-term value to the Tay Cities region that will build the foundations for a sustainable economic future in this area, as well as providing a biomass plant that delivers a sustainable source of energy. The Tay Cities Deal will enable the creation of a fairer and smarter region and establish resilience through building a visible local capacity for starting innovative companies and engaging with the region's world-leading knowledge infrastructure.
- 5.5. Across the University, and where it is right, we will enable investors, industry, and policy makers to work alongside researchers and students to deliver the kind of innovative thinking required to assemble disruptive ideas to overcome major challenges. Opportunities will be created for these ideas to be realised not only with existing private and public partners, but also through the formation of new companies; and we want more of our students to develop skills in entrepreneurship. Entrepreneurial St Andrews will share the approach catalysed at Eden Campus to embed an innovative model of engagement across the University.
- 5.6. **The Eden Campus**
 - 5.6.1. The Scottish and UK Governments have confirmed that the University is to receive over £26 million for transformative infrastructure works at our Eden Campus project at Guardbridge. This will be the single largest investment ever secured by St Andrews, and is a fundamental step to the realisation of our broader plans to create hundreds of new, high-value jobs and bring smart, sustainable industry to this part of Scotland, founded on a low carbon future.
 - 5.6.2. The announcement recognises that Eden Campus has 'untapped capacity to co-locate industry alongside academic expertise from across Scotland and open up the University's activities to the business community, wider public and entrepreneurs'⁷.
 - 5.6.3. It is our aim that up to 75% of the Eden Campus site will host a mix of science and technology-based industry and commerce activity underpinned by skills training services and mentoring programmes, access to high-speed network for research (Janet) and reliable upgraded power and renewable heating supplies.

⁷ https://www.parliament.scot/S5_EconomyJobsFairWork/General%20Documents/20181129-Tay_Cities_Region_Deal.pdf



5.6.4. The investment breaks down as follows:

- Up to £7 million to develop a dedicated infrastructure Primary Substation power upgrade providing all required power for Eden Campus at Guardbridge with full supply security, reliability and no risk of constraint;
- Up to £13.5 million for the Scottish Centre for Clean Energy Storage and Conversion which will address one of the world's most important technology challenges, whilst presenting a unique opportunity for this region and Scotland to build on strengths in low-carbon innovation; and
- Up to £4 million for the Eden Enterprise Hub which will be developed as an innovation hub, diversifying the regional economy by developing sectoral specialisms and capitalising on the region's universities by providing space for their spin-outs and start-ups. It will provide a range of business facilities as well as coaching, expertise and industry-specific guidance, and a dedicated Knowledge Transfer Centre.
- Of the total investment, the Scottish Government is committing £2.5 million. This contribution will be used to establish a commercially viable business incubator that caters for spin out and start-up companies from the region's Universities.

5.6.5. We are working closely with our partners at Fife Council and the Scottish and UK Governments to ensure we can move as quickly as possible to realise the benefits of this investment.

5.6.6. As the Campus becomes further populated, the University will be working closely with the local college network to develop apprenticeship and work experience schemes that are already successful within the Estates Department in St Andrews.

5.6.7. Eden Campus is a deep, long-sighted investment in the region.

Further detail addressing Scottish Government and SFC Policy Priorities 2019/20

6. Research and Innovation

6.1.1. World-leading research is at the heart of what St Andrews does, as evidenced by our performance in REF 2014 and our University Strategy 2018-2023. We continue to promote areas of world-leading research that provide international leadership and engage with big societal questions.

6.1.2. Our application of research to create substantial global impact was evidenced in the Impact element of REF2014, in which five of our Schools ranked in the UK top five. Of the 72 University of St Andrews impact case studies submitted, 80% were interdisciplinary, 30% benefited ODA countries and, overall, 59 named countries were beneficiaries.

6.2. Interdisciplinarity

6.2.1. Supporting collaborative and interdisciplinary work is key to achieving our goals. Research at the University of St Andrews takes place within and across our academic schools, with the University supporting a large number of cross-discipline or cross-institutional research Centres



and Institutes⁸ where collective endeavours are delivering added value. Our commitment to interdisciplinarity and collaborative research is enshrined in our Strategy.

- 6.2.2. We also promote and support cross-disciplinary research impact projects through mechanisms such as UKRI Impact Acceleration Accounts, Global Challenges funding and the University's internal KE & Impact Fund. We particularly welcome the SFC Global Challenges Research Fund award (GCRF). For example, since 2016, under the GCRF Official Development Assistance (ODA) remit alone, we have had more than 40 different projects that have benefited at least 58 countries, with more than half the projects involving at least one country on the Least Developed Countries (LDC) list.
- 6.2.3. The success of the joint submissions to REF 2014 by St Andrews with the University of Edinburgh in Chemistry and in Physics and Astronomy is a direct result of the Scottish research pooling initiatives. The Chemistry pooling initiative continues to benefit the training and development of postgraduate and post-doctoral researchers. We continue to investigate new and innovative ways to engage with researchers on a global platform.
- 6.2.4. The redevelopment of the leading Gatty Marine Laboratory⁹, a key facility for the Scottish Oceans Institute and the School of Biology will be completed in summer 2019. A world-class marine biology facility, a permanent base of the Scottish Oceans Institute, the Gatty Marine Lab will include the Sea Mammal Research Unit and the executive office of the Marine Alliance for Science and Technology for Scotland (MASTS)¹⁰. It will contribute to cementing Scotland's reputation as a leader in oceanic research and species protection.
- 6.2.5. Our commitment to research excellence is demonstrated by the establishment of a number of new, often interdisciplinary, research centres, including: the Centre for Minorities Research¹¹, the Centre for Poetic Innovation¹², the Centre for Anatolian and East Mediterranean Studies¹³, the Centre for Philanthropy and the Public Good¹⁴, the Centre for Exoplanet Science¹⁵, and the Centre for Landscape Studies¹⁶.

6.3. Open Research

- 6.3.1. The University of St Andrews is strongly committed to ensuring the widest possible access to its research and to supporting the opportunities that the move to open scholarship provides. We have had an open access policy¹⁷ in place since 2013 and a research data management policy¹⁸ since 2014, which has recently been reviewed and updated. The new University Strategy 2018-2023 has a commitment to making our research results as openly available as possible for the benefit of all.

⁸ <https://www.st-andrews.ac.uk/research/university/centres/>

⁹ <https://www.st-andrews.ac.uk/news/archive/2016/title,344202,en.php>

¹⁰ <http://www.masts.ac.uk/>

¹¹ <http://cmr.wp.st-andrews.ac.uk/>

¹² <http://poeticinnovation.wp.st-andrews.ac.uk/>

¹³ <http://caems.wp.st-andrews.ac.uk/>

¹⁴ <https://www.philanthropy.scot/>

¹⁵ <https://www.st-andrews.ac.uk/exoplanets/index.html>

¹⁶ <http://landscape-studies.wp.st-andrews.ac.uk/>

¹⁷ <https://www.st-andrews.ac.uk/library/services/researchsupport/openaccess/oapolicy/>

¹⁸ <https://www.st-andrews.ac.uk/staff/policy/research/researchdata/>



- 6.3.2. Our Open Research Working Group oversees the University's alignment with the evolving open research policy and cultural environment. The University's Research Committee¹⁹ has tasked this Working Group to develop and implement our open research roadmap. Priority areas for 2019 include engagement with principles on the responsible use of research metrics, e.g. DORA²⁰ or Leiden Manifesto²¹, working with the national and international community in response to Plans S²² and exploring options for OA monograph publishing.
- 6.3.3. The institution is closely monitoring compliance with the 'REF2021: Decisions on staff and outputs'. Our levels of compliance in Nov 2018 with both REF2021 and RCUK policies exceeded 90% and we continue to encourage open access for publications outside the scope of these policies.
- 6.3.4. As of October 2018, 15,000 open access outputs (articles, conference proceedings, theses, and datasets) have been logged in our institutional repository and are available from our public research portal²³. We will continue to support our authors in making their outputs as widely available as possible.
- 6.3.5. We provide 0.5TB of secure, resilient, centrally-managed data storage for all Principal Investigators with additional storage available at a highly competitive rate. We are a pilot institution in the £ 1m JISC Research Data Shared Service project²⁴, which aims to provide cost-effective research data management and digital preservation for the sector.
- 6.3.6. We monitor compliance with funder open data policies and have seen a steady increase in compliance for, particularly, EPSRC funded researchers from 42% in 2015 to 66% in 2018. Figures for open data compliance across all funders has also risen steadily from 40% in 2016 to 50% in 2018.

6.4. **Research culture**

- 6.4.1. The University is fully committed to ensuring that the highest standards of research integrity are adopted by our institution and by our researchers.
- 6.4.2. We are supportive of, and compliant with, the principles laid out in the 'Concordat to support research integrity', which provides a framework for continuing reflection and improvement²⁵. We will build on the significant improvements to our support for research integrity (new policies, webpages, mandatory initial training, optional additional training, and awareness-raising activities) that were delivered in 2018-19 by engaging with Directors of Research across all of our Schools to embed these improvements at ground level.
- 6.4.3. Our alignment with the principles of the Concordat has been recognised through our HR Excellence in Research Award²⁶, which was retained in 2018 following a 6-year progress review. Our development themes (based on data drawn from the 2015 and 2017 CROS²⁷ and

¹⁹ <https://www.st-andrews.ac.uk/research/environment/committees/>

²⁰ <https://sfedora.org/>

²¹ <http://www.leidenmanifesto.org/>

²² <https://www.coalition-s.org/>

²³ <http://risweb.st-andrews.ac.uk/portal/>

²⁴ <https://www.jisc.ac.uk/rd/projects/research-data-shared-service>

²⁵ <https://www.st-andrews.ac.uk/staff/research/policies/researchintegrity/>

²⁶ <https://www.st-andrews.ac.uk/staff/research/professionaldevelopment/hrexcellence/>

²⁷ Careers in Research Online Survey



PIRLS²⁸ surveys) will remain Induction, Principal Investigator development, Mentoring and Coaching, and Career Paths & Planning. Two emerging themes are Researcher Wellbeing and Community and Engagement.

- 6.4.4. The University recognises the need for greater understanding of research involving animals: we are committed signatories of the 'Concordat on openness on animal research', maintaining a website that contains a video for the public explaining the research involving animals carried out at the University and data for the public on the number of animals involved²⁹.
- 6.4.5. As a signatory of the National Co-ordinating Centre for Public Engagement (NCCPE)³⁰ manifesto for public engagement, the University recognises the importance of public engagement with research (PER) as a key aspect of research endeavour. All academic staff are supported by our PER team. The PER team also collaborates with the Centre for Academic, Professional and Organisational Development (CAPOD) to deliver a programme of training (the Public Engagement Portfolio) and holds significant grant funding for delivery opportunities and PER embedding activities such as the UKRI SEE-PER award.
- 6.4.6. The St Andrews research environment provides our postgraduate researchers with access to a comprehensive suite of development opportunities, which are regularly refreshed based on feedback from participants and supervisors, changes in the research environment, and strategic drivers. These include: face-to-face workshops and online courses (GRADskills³¹); tailored careers support via a postgraduate advisor in the Careers Centre; a single point of contact for postgraduate researcher development; a Research Student Development Fund³² for attending external or online events; a portfolio of public engagement training³³ which raises awareness and encourages practice of transferrable skills; and an Innovation Grant³⁴ to which students and staff can bid to develop their own transferable skills activities or resources.
- 6.4.7. The needs of continuing professional development of research staff are recognised by providing tailored and open programmes, which are reviewed regularly to ensure they reflect feedback, best practice, and changes in research environment. The Contract Research (CoRe) Skills³⁵ stream of support is specifically designed to improve the research and employability capabilities of our researcher staff, broadening their skill sets for careers both inside and outside of higher education. A wide range of workshops (mapped against Vitae's Researcher Development Framework), including a research staff version of the PE portfolio, events and activities is offered alongside online resources, mentoring and coaching programmes, funding opportunities, and the opportunity to gain a Development Award recognised by the Institute of Leadership and Management³⁶.
- 6.4.8. We are also a signatory of the Technician Commitment³⁷. The Commitment aims to ensure visibility, recognition, career development, and sustainability for technicians working in higher education and research, across all disciplines.

²⁸ [Principal Investigators & Research Leaders Survey](#)

²⁹ <https://www.st-andrews.ac.uk/about/animal-research/>

³⁰ <https://www.publicengagement.ac.uk/support-engagement/strategy-and-planning/manifesto-public-engagement>

³¹ <https://www.st-andrews.ac.uk/capod/students/pgresearch/gradskills/>

³² https://www.st-andrews.ac.uk/capod/funding/student_funding/researchstudentdevelopment/

³³ <https://www.st-andrews.ac.uk/research/support/public-engagement/support/public-engagement-portfolio>

³⁴ <https://www.st-andrews.ac.uk/capod/funding/innovation/>

³⁵ <https://www.st-andrews.ac.uk/capod/staff/researchstaff/>

³⁶ <https://www.st-andrews.ac.uk/capod/staff/researchstaff/rfpasport/>

³⁷ <http://technicians.org.uk/techniciancommitment/>



6.5. Funding

6.5.1. Research funding is important to our success. We welcome the announcement in the 2018 Autumn Budget of the aspiration to increase UK R&D spending over the coming years to 2.4% of GDP. Delivering on the promise of this increase will require strong support from the Scottish Government, including facilitating interactions with industry and ensuring that funders in the devolved nations receive an appropriate proportion of such funding. We will build on our existing excellence around our strategic priority areas, leveraging our collaborations and multi and inter-disciplinary research, to take full advantage of new funding opportunities, as we have done with GCRF³⁸. Securing increased research funding is likely to remain a challenge, with influencing factors including Brexit, the growth in the university sector, and the bedding-in of UKRI. Nonetheless, we hope to take advantage of any increased Government R&D spending to grow our UKRI income in absolute terms over the next 3 years.

6.5.2. Academic year 2017/18 has been a successful year for research grant awards which were up by 50% compared with the previous 3-year averages, against a challenging external context and operating environment. We also saw a 3.5% increase in underlying research income compared with last year.

6.6. Research Excellence Grant (REG)

6.6.1. REG funding is an essential part of core research funding underpinning our high quality research. Its recurring nature allows us to make significant capital investment decisions into research facilities, such as the world leading Scottish Oceans Institute facilities, and to maintain the level of high quality research activity despite the uneven nature of research income generated through competitive grants. A case study about our use of REG and the Scottish Ocean Institute is attached to this Outcome Agreement. We also use REG funding to ensure our research students are in receipt of the best possible facilities and experience. For example, the tuition fee that we receive for UK and EU PGR students, particularly for STEM subjects, is insufficient to cover laboratory costs. REG funding is used to supplement that.

6.7. Research Excellence Framework (REF)

6.7.1. The University is committed to participating in REF2021, recognising the value in terms of providing a standardised national-level comparative assessment of research outcomes spanning all disciplines.

6.7.2. Although the guidance on submissions, the criteria, and working methods for REF 2021 have only become available at the beginning of 2019, preparations for the next REF are already well underway at St Andrews. Establishing a Research Excellence Board, which oversees all issues of strategic research importance and also preparations for REF 2021, has put the University in a strong position to enhance our performance in this exercise. The University has established a specific institutional committee to oversee Equality and Diversity in the REF chaired by the Assistant Vice-Principal (Diversity).

³⁸ <https://www.ukri.org/research/global-challenges-research-fund/>



6.7.3. The University has taken on board the recommendations of the REF 2014 Equality and Diversity Advisory Panel. Our internal Equality, Diversity & Inclusion / Athena SWAN Committee is devising an institutional action plan to support the advancement of the careers of female academic and research staff. St Andrews has recently taken on the role of chair of the Scottish REF Manager group.

6.7.4. Our ambition is that, by 2025, all of our Schools will perform at or above the level of their peers in the Russell Group in terms of research indicators including REF performance.

6.8. **Effective knowledge exchange and innovation**

6.8.1. The St Andrews Knowledge Exchange Strategy³⁹ aims to deliver objectives under four themes:

- development and transfer for economic benefit from user-led ‘pull’ and university research ‘push’;
- translation into public policy and societal benefit;
- entrepreneurship;
- public engagement.

6.8.2. The University has implemented a number of policies to support these objectives. In addition, to support the creation and recognition of research impact across all disciplines, the following has been introduced: a ‘research and impact’ leave scheme⁴⁰; inclusion of research impact and Knowledge Exchange (KE) in promotion criteria for academic staff; an internal KE & Impact Fund⁴¹; a central Public Engagement team⁴² and Research Impact Team; and Directors of Impact in each of the academic schools through the nomination of existing academic staff.

6.8.3. We are embedding a culture of public engagement in our research lifecycle and in the University through coordinated flagship projects and removing barriers to engagement. The key aims are to collaborate, consult, inspire, and inform a range of stakeholders in relation to our research. An example is Cell Block Science, a Wellcome funded multi-institutional project including 4 core university partners, Fife College, and the Scottish Prison Service and recognised with a Herald Education Award for partnership. A further project, StAndEngaged has received a funding extension to work on embedding a culture of PER at School as well as at institutional and individual level. We are also influencing policy through collaboration with the National Coordinating Centre for Public Engagement and the Young Academy of Scotland to produce a guide and publications on best practice in the area of ethical considerations of public engagement with research.

6.8.4. The University’s Strategy is aligned with the Scottish Government’s Economic Strategy⁴³ as evidenced by the outcome of the Enterprise and Skills Review and its recommendations on innovation, regional partnerships, enterprise, business support, and international activities.

6.8.5. We adopt best practice in business-university engagement, through links across Scotland and the UK. We ensure research and KE support staff are well trained and attend courses from

³⁹ https://www.st-andrews.ac.uk/media/principals-office/planning/strategicplanning/universityoperationalstrategies/KE%20Strategy%202012-17_public.pdf

⁴⁰ <https://www.st-andrews.ac.uk/staff/bpd/leave/>

⁴¹ <http://impact.wp.st-andrews.ac.uk/research-impact/ke-impact-fund/>

⁴² <https://www.st-andrews.ac.uk/research/support/public-engagement/>

⁴³ <https://www.gov.scot/publications/scotlands-economic-strategy/>



PraxisAuril and ARMA to improve their skills. We have simplified business access to the University. This includes postings on University Technology Scotland, offering easy access IP, and, funded by the University Innovation Fund (UIF), providing a single point of entry for business and SME enquiries including supported access for SMEs through our Business Innovation Manager.

6.8.6. **University Innovation Fund (UIF)**

6.8.7. We have in the past year conducted an external review of our Knowledge Transfer Centre and are in the process of restructuring to deliver a more focused operation with a clear vision. Over the next year we will:

- review our patent portfolio to streamline the pathway to commercialisation;
- develop revised external work practices;
- consider carefully the University position on IP sharing with staff with a view to increasing activity;
- develop an industry engagement strategy.

6.8.8. St Andrews is engaged with each of the seven Outcome groups established through the Universities Scotland Research and Commercialisation Directors Group (RCDG) and is participating in discussions to implement collaborative, sector-wide initiatives. We are working with the other Scottish HEIs through representation on four sector groups (Innovation, Internationalisation, Entrepreneurship & Investment, and Inclusive Growth) to deliver the SFC UIF priorities. In addition, these sector groups contribute to the work of the cross-cutting group delivering on the objectives in relation to Equality & Diversity.

6.8.9. Entrepreneurialism: Entrepreneurial St Andrews is one of 5 key themes in our Strategy. All of our recent high technology companies have been founded on technology development funding from the research councils, UKRI, or Scottish Enterprise. Within the University, we have enhanced enterprise support to develop technologies closer to market, found spin-out companies, and promote a number of entrepreneurship programmes ranging from our own Ideas Explosion Competition to national schemes (Scottish Institute for Enterprise, Converge Challenge, and Enterprise Campus). The University will continue to expand an enhanced range of personal development courses providing enterprise, entrepreneurship, commercialisation, and impact skills training to research staff through CAPOD. Through the UIF sector group, we will offer to make these courses available to staff of other universities (both research and support staff) thus providing learning opportunities where none may exist, and promoting and supporting future best practice in enterprise and entrepreneurial support. To embed entrepreneurial behaviour, faculty Associate Deans have run academic fora and learning and teaching events across the University promoting the adoption and inclusion of the 5 principles of enterprise and entrepreneurship into undergraduate taught modules.

6.8.10. Promoting Scotland internationally: St Andrews as a global university contributes significantly in this area. We continue discussion with the Jiangsu Industrial Technology Research Institute (JITRI) to provide a collaborative innovation link between St Andrews and Jiangsu province (China) through the Eden Campus. The University of St Andrews is already working closely with and benefitting ODA countries. Of the 72 impact case studies submitted to REF 2014, 30% benefited ODA countries. We have recently launched the St Andrews Global Challenges



Forum, which will engage with three cross-cutting themes: Energy and innovation; Global health and inequality; and Sustainability and environmental change.

6.8.11. Supporting inclusive growth: this remains deeply embedded in the ethos at St Andrews. We will continue to work across the sector to determine how St Andrews might usefully contribute to and participate in collaborative activities under UIF for the benefit of St Andrews, the sector, and Scotland. We have nominated a St Andrews representative to the UIF sector group considering inclusive growth to ensure we promote and support best practice in relation to inclusion, equality and diversity.

6.8.12. Ensuring equality and diversity: through a new Equality and Diversity Steering Group, research will have strong links to the new Assistant Vice-Principal for Diversity. A key area for action is to develop processes around REF2021 that ensure that the diversity of our research and researchers is captured by the exercise, through our 'Code of Practice for REF' and initiatives to build (and promote) our research environment. From January 2019, the University will be putting in place significant enhancements to research integrity (good research conduct) provision in support of our researchers from all cultures and backgrounds, embracing our standards of excellence, honesty, rigour, openness, care, and respect.

7. Widening Access and Participation

7.1. In line with the University's long-term strategy and the recommendations set out in the Commission for Widening Access (CoWA) report, we seek to improve access to the University for those with a background of social and economic disadvantage, whether this is related to their place of education, family background, or home location.

7.2. Our Widening Access Commitments

- Maintain our outreach programme and the spending commitment at its current level;
- Carry out planned expansion of the First Chances Programme to enable greater impact and reach;
- Maintain our financial aid at the current levels of over £2,000,000 per annum along with the guarantee of £1500 per annum for all UK entrants with a household income of £34,000 or less;
- Maintain the guaranteed offer as stated in our pledge (see 7.3.9 below). We aim to ensure that no less than 2% of our Scottish domiciled entrant population will be students who meet the criteria for a guaranteed offer;
- Work to ensure that there is growth in socio-economic disadvantaged entrants, as defined by the percentage of full time undergraduate SIMD20 students, and meet recommendation 34 of the CoWA report with a strong sense of duty of care to the applicant at all times;
- We will embed the achievement of 10% of Scottish entrants who come from SIMD20 areas, and through our extensive programme and engagement across the sector, work steadily towards a fairer system in Scotland;
- Aim to have no less than 25% SIMD40 Scottish entrants, including 10% from SIMD20;



- Work to ensure that no less than 40% of entrants have at least one contextual admissions flag, using the current contextual indicators⁴⁴;
- Offer a full transition programme with taster days along with a first-year mentoring programme, for all students with access criteria;
- In line with recommendation 5 and 7 of CoWA, allocate a minimum of 15% of SFC funded places taken up by entrants with access indicators and domiciled in Scotland to the following programmes:
 - Gateway to Physics
 - Gateway to Computer Science
 - Gateway to Arts and Humanities
 - Gateway to Medicine
 - Access for Rural Communities
 - College to University Pathways
- Work to ensure that no less than 95% of students with access codes continue from each year of study to the next;
- Allocate a minimum of 20 places for students coming through FE routes and continue the work with our regional partners on articulation.

7.3. Progress with objectives

- 7.3.1. Over the past 7 years, the proportion of full-time undergraduate entrants from SIMD20 areas has risen from 2.8% (2012/13) to 10.3% (2018/19) as a direct result of our institution-wide strategy and targeted initiatives.
- 7.3.2. Our intake of access flagged entrants, as part of contextual admissions, for 2018/19 reached 50%, well above the 40% target we set for 2018.
- 7.3.3. We are engaged with and supportive of the Scottish Government's aim to close the attainment gap, which we see as the main barrier to accessing the University for those from areas of disadvantage.
- 7.3.4. We operate a whole programme of access and outreach work⁴⁵ that we see as critical to progressing with the delivery of our CoWA obligations post 2021. The main source of funding for our outreach programme comes from the University and its partners. Over £300,000, excluding staff costs, is committed on an annual basis. The staffing commitment with specific responsibilities for outreach within the Admissions Department is 5 FTE.
- 7.3.5. All our programmes of outreach contain aspects of attainment raising, in line with recommendation 16 of CoWA, and we work closely with the involved schools to ensure activities are aligned to the curriculum. An example is the successful and ambitious First Chances programme in Fife, where the University engages with pupils at the P7 stage (CoWA recommendation 15), working with them, their parents and the schools throughout their educational journey.

⁴⁴ <https://www.st-andrews.ac.uk/study/policy/contextual-data/>

⁴⁵ <https://www.st-andrews.ac.uk/study/access/>



- 7.3.6. Through the use of University core funds, partnership, financial support, and donations, we have expanded The First Chances Programme to include 5 Cluster Groups (Primary and Secondary Schools P7-S6) along with a further 7 Secondary schools (S3-S6). This has increased the impact and reach resulting in an increase in pupils involved in the programme from 422 in 2017/18 to 806 in 2018/19. Our partnership with the Robertson Trust also allows students involved in First Chances to access bursaries, internships and mentoring support whilst at university or college. The programme has formally welcomed Fife College to ensure the alignment of resources. Through this planned expansion, all secondary school pupils in Fife and an increased number of primary school pupils with an access background, will have full access to the project regardless of the school they attend. This will also meet recommendation 4 of CoWA on outreach programmes.
- 7.3.7. We put in place relevant support, including a student mentoring programme, to ensure that the risk of failing for students entering under our contextual admission system is minimised and continuation rates remain similar to our non-access cohort of students.
- 7.3.8. We maintained our commitment to provide financial aid each year with a guaranteed minimum bursary. In 2017/18, 72 entrants were in receipt of the St Andrews Entrant bursary. This increased to 157 entrants in 2018/19.
- 7.3.9. Our admissions policy offers a variety of flexible entry options and alternative entry routes for applicants with different circumstances. Our process continues to contextualise applications using access markers, and also includes a guarantee of an offer for certain qualified applicants - SIMD20 from low progression schools and those with in care experience - who meet the requirements for the course.
- 7.3.10. The embedded additional places for widening access have helped us to meet our guaranteed offer commitment. In 2018/19, a total of 24 Scottish domiciled students were enrolled on our Gateway programmes and 31 students followed a College to University pathway. In addition, 28 students were eligible for Access to Rural Communities funding.
- 7.3.11. We have an established dedicated route for those coming through local colleges. In 2018/19, 41 places were allocated for those coming with HNC, HND, and SWAP. We have set up an Articulation Group, chaired by the Vice-Principal Education to explore how we maximise existing articulation routes and explore new ones in order to increase the numbers (CoWA recommendation 9). Along with our part-time evening study programme we have found that age is less of a barrier for those wishing to study at a later stage in their life. We have also relaunched our MA Combined Studies⁴⁶ degree, which is designed specifically for those returning to education after a significant break. Delivered on a part-time basis in the evening, this course is ideal for those who may have other commitments which prevent them from undertaking full-time study.

⁴⁶ <https://www.st-andrews.ac.uk/subjects/combined-studies-ma/>



7.4. Working together across the sector

- 7.4.1. In line with recommendations 11 and 12 of CoWA and the recommendations within Working to Widen Access⁴⁷ report, the University now has three stated academic entry requirements, Standard, Minimum, and Gateway, which are clearly explained using a common language framework agreed across the sector in promotional materials and publications for 2020 entry. A new Entry Qualification Indicator tool⁴⁸ has been developed to assist prospective applicants from 2019 in identifying which of the three category of entry requirements they will be expected to meet. Future developments will see the results of the tool linking directly to the undergraduate decision-making and the advising systems.
- 7.4.2. We will work with the sector to create a consistency of core set of contextual indicators while being mindful of access issues specific to St Andrews. Within our contextual admissions process, we will put in place further contextual indicators to address these issues (CoWA recommendations 29, 30 and 31).
- 7.4.3. The University remains committed to a range of activities to support pupils, applicants and students with a background of being in care. In 2018-19, the University has 22 students registered with a declared care-experienced background. We are committed to the same high retention rate for all our students. In partnership with our Local Authority, we have embarked on a programme of student mentoring and support solely focused on looked-after children and the need to raise attainment. The University is a member of the Local Authority Corporate Parenting Group and contributes to its strategic plan. Further information on our Corporate Parenting plan and support for care experienced students is available on our website⁴⁹.
- 7.4.4. We support estranged students (where they are known to us) by prioritising 12-month University accommodation, discretionary funding, and other bursaries to support the students financially. We are aware and supportive of the Stand Alone Pledge⁵⁰.
- 7.4.5. We are committed to at least 20 places per year for students coming from FE. We work with regional colleges on curricular fit and have some concern about the effective portability of skills and knowledge across the same levels within the SCQ Framework between FE and HE. This is in particular evident in relation to transitions to research-led teaching environments. Through our close working relationship with our local colleges, we have created learning pathways which involve articulation where this is possible and where it is sought by the students involved. Such arrangements require careful development and our aim is to develop 1-2 partnerships per year over the next three years. We are in discussion with Forth Valley College in regard to a partnership agreement for Chemistry. While recognising that differences in curricula and process mean that 'one size does not fit all', we are also committed to working more intensively with regional HE and FE partners in Edinburgh and Lothian on plans for a 'Regional Learner Passport' that provides as much flexibility as possible.

⁴⁷ <https://www.universities-scotland.ac.uk/publications/working-to-widen-access/>

⁴⁸ <https://www.st-andrews.ac.uk/subjects/entry/academic-entry-explained/>

⁴⁹ [Care experienced students and Corporate Parenting](#)

⁵⁰ <http://www.thestandalonepledge.org.uk/>



7.4.6. Given our bridging position between two regions, we will also continue to work on collaborative arrangements with our partners on Tayside and with the Scottish Wider Access Programme⁵¹ (SWAP).

7.5. **Medicine – Health Outcomes**

7.5.1. In order to simplify the admissions process across all the medical schools in Scotland, the University of St Andrews and the members of the Scottish Medical Schools Admissions Group (SMSAG) have been working together to bring greater clarity and consistency to entry requirements. The following has been agreed and will be implemented for 2020/21 entry:

- A standard template for presenting entry requirements for SIMD20/care experienced candidates and the types of reductions made for publication for all Medical Schools;
- The approach to S5 grade requirements (AAABB) and/or a 10% increase to the UKCAT score, with St Andrews opting for both;
- To confirm S6 requirements for SIMD20 and for care experienced applicants and see whether these can be standardised. Due to subjects on offer in schools and the need to ensure candidates have the right subject mix for entry into medical school, conditions may be placed on achieving certain Highers in S6 (e.g. achieving a certain grade in specific science subject at Higher level). Medical schools will offer grades based on a mix of Highers and Advanced Highers depending on what the candidate's secondary school can offer. St Andrews will ask for 3 Cs at Higher and/or Advanced Higher. This represents a reduction from the standard requirements for A100 entry.
- To discuss the S5 and S6 requirements for Gateway programmes, and whether there is scope for alignment. The direct entry from S5 requirement for St Andrews will be ABBB over one year. Medical schools offer slightly different Gateway entry requirements but these are a significant reduction on the standard A100 requirements.

7.5.2. To increase the number of Scottish-domiciled applicants to medicine, the University of St Andrews is running a number of outreach programmes aimed at attracting students to medicine, including applicants from SIMD20 postcodes. Some of these programmes, such as the REACH initiatives, are delivered in collaboration with institutions across Scotland. The number of applications to medicine programmes at St Andrews doubled for 2018 entry compared with 2017.

7.5.3. 55 entrant students were welcomed onto the inaugural year of the ScotGEM programme, meeting the allocated target. Over 65% of the intake in 2018 were Scottish-domiciled students.

7.5.4. SCOTGEM should become a significant vehicle for the retention of more graduates of Scottish medical schools in Scotland and working for the NHS Scotland throughout their careers. Students on the ScotGEM programme are offered a 'return of service' bursary, a grant worth up to £16,000, in exchange for working in NHS Scotland for up to four years. We will report on the graduate outcomes for ScotGEM students from academic year 2022/2023 onwards, following the first cohort of graduating students. Most of the enrolled students on the Programme in 2018/19 took up the bursary and committed to staying in Scotland after graduation.

⁵¹ <http://www.scottishwideraccess.org/>



7.5.5. A core aim and benefit of the new ScotGEM programme is the relocalisation and advanced training of skilled individuals to Scotland, and potential to reverse the paucity of General Practitioners in remote and rural Scotland. We expect to encourage more of our young doctors to enter GP and other shortage specialities as a result.

8. Teaching, the Learner Journey, and Developing the Young Workforce

8.1. This section focusses on our high quality, research led and innovative teaching, the Learner Journey and our focus on Employability and Enterprise in the context of developing the young workforce.

8.2. World class teaching delivered by a research led community of experts lies at the heart of the St Andrews approach to pedagogy. We continue to recruit the most academically able students from a diverse array of backgrounds, and support them in fulfilling their potential as independent, analytical, productive and thoughtful contributors to society. Our taught curriculum is continually developed to reflect the high quality of our students, adopting advances in research evidenced teaching and pedagogical research methodologies. Our STEM provision is notably strong and supports the Scottish Government's objectives in this area, as outlined in the Scottish Government's STEM Education and Training Strategy⁵². We aim to have a least 45% of our Scottish Domiciled Undergraduate entrants enrolled on STEM programmes in line with the distribution of our funded places.

8.3. Growing our international reputation is a priority for the University of St Andrews as overseas income from teaching strongly underpins our teaching activity (see 5.3 for context). Development in this area also provides enhancement of the student experience through increased diversity, in both staff and student composition, as well as supporting sustainability both within and outwith the University.

8.4. Curriculum innovation development

8.4.1. We have invested major resource into developing the Gateway programmes to provide additional widening participation routes and places for students across the Arts, Social Sciences and Humanities; there are now available alternative entry routes to degree study for every discipline at St Andrews. These programmes have been very successful in aiding students who have lower than the standard minimum academic grade requirement, to progress from first year into second year of study. We will enhance this general provision by developing bridging material and credit accumulation possibilities, especially through evening study and distance learning, in specific subjects. Our initial plans focus on the most popular Arts and Social Science subjects (English, History and Management). SFC developments to provide more flexible student funding for mixed mode and variable intensity study would be helpful in facilitating student engagement with such approaches.

8.4.2. We have well-established policy and procedures for entry with advanced standing (for example, through entry with appropriate Advanced Highers or A-Levels) and for the

⁵² <https://www.gov.scot/publications/science-technology-engineering-mathematics-education-training-strategy-scotland/>



recognition of prior formal or experiential learning. We will enhance the visibility of these opportunities. We will also continue to support credit transfer to alternative institutions where this is requested by students, supplementing the formal exit qualifications we make available following each successfully completed year of undergraduate study.

- 8.4.3. While much of our extensive work focusses on the learner journey to the completion of a first degree, we are attending to the need to consider lifelong learning and adaptability in employment contexts where skills need to be continually adapted and enhanced. This means considering the postgraduate learner journey in new ways. Over the next three years, we will develop and grow structures and content to provide 'micro masters' qualifications – that is, smaller-scale short courses which can be studied as standalone entities, but can optionally be used to accumulate credit towards postgraduate certificates, diplomas and degrees. We will also respond to emerging Scottish Government initiatives to support specific sectoral needs in the postgraduate area, building on our successful experience with the ScotGEM programme.
- 8.4.4. Innovation at St Andrews is driven by a commitment to pedagogical excellence and imbued with a tradition of small group teaching which allows high quality classroom exchanges. For larger class sizes, technological innovation in teaching has allowed a more student-centred balance between scheduled teaching and guided learning, such that students learn to structure their study habits and to become independent and self-motivated learners.
- 8.4.5. The breadth of curriculum as a portfolio of subject disciplines and the modes and scheduling of teaching at St Andrews are monitored and adjusted as appropriate to the University's needs so that we respond to societal changes as well as reflecting the aspirations and abilities of our students.
- 8.4.6. We also seek to continue to expand internship opportunities within our degree programs, and to embed employability attributes such as entrepreneurship and enterprise capabilities into the curriculum wherever possible without compromising academic ambition. In addition, we also offer an outstanding suite of extracurricular avenues for the development of high-level professional skills.
- 8.4.7. In addition, we are implementing new ventures such as face-to-face teaching outwith traditional semesters, and delivery of learning by digital means particularly within the ScotGEM medical degree in which students will be based in remote and rural locations after their second year of study.
- 8.4.8. The high levels of National and International acclaim we enjoy, and our standing as regards student satisfaction are, in part, due to the University's willingness to embrace new teaching methods and technology. We operate a regime of academic monitoring linked to a range of opportunities for staff to enhance their teaching skills, and excellent teaching is encouraged and rewarded (see below).
- 8.4.9. The University's current teaching and learning strategy includes plans to refurbish and re-purpose teaching and other spaces throughout the University's estate. This review will be integrated into our developing strategy on Technology Enhanced Learning.



8.5. Teaching Priorities

- 8.5.1. The University sets priorities⁵³ for the approach to, and review of, teaching each year to ensure that our performance and processes are constantly challenged.
- 8.5.2. The emphasis we place on the post graduate experience is reflected in the recent creation of our Graduate School for Interdisciplinary Studies⁵⁴, which currently has three specific cross-disciplinary programs, and we are actively recruiting to a further two programmes for 2019 entry. Each of these and subsequent programmes will have a practical component; in some cases this will involve a tie-in with, e.g., an NGO such as Save the Children, providing vital social enterprise and leadership experience.

8.6. Teaching Quality enhancement

- 8.6.1. Our rolling programme of University-led Reviews of Learning and Teaching, together with our Academic Monitoring scheme and the activities of the Centre for Higher Education Research (CHER), ensure that all subjects have an opportunity to learn from most promising practice, as well as accounting for the ways in which they are assuring and enhancing the quality of Learning and Teaching. We also run a variety of events to enable discussion around good teaching, such as the Academic Open Forum, workshops, CPD courses for academic staff, a teaching development fund and the University's Teaching Excellence Awards. A renewed strategic emphasis on the recognition of teaching is now part of the University's approach to appointments and promotions with the implementation of a full career path for teaching focussed staff.
- 8.6.2. We rely on continued levels of investment in teaching excellence in Scotland, through the various funding streams, including the number of funded student places and levels at which funding price groups are set, to enable us to continue investing for the longer term into the development and quality of the learning, teaching and research environment and the student experience. This needs to be kept in line with requirements and is essential for maintaining our ability to compete effectively.
- 8.6.3. As a result of our institutional ethos and focused research-led initiatives, student satisfaction with their courses is the highest in the country, as demonstrated by our scores in NSS.
- 8.6.4. We aspire to maintain our position as the top university for student experience, so to ensure our teachers and students are performing to the highest possible standards we provide a very wide range of specialised teaching training both online and in person – for example, we now train all students in Good Academic Practice through CAPOD. In 2017-18, CAPOD trained 223 students to enable them to gain valuable teaching experience, and 267 members of academic staff attended one or more academic-related training events provided by CAPOD.

⁵³ <https://www.st-andrews.ac.uk/staff/teaching/strategypolicy/priorities/>

⁵⁴ <https://www.st-andrews.ac.uk/graduate-school/>



8.7. Innovative Approaches – ScotGEM

- 8.7.1. The University of St Andrews and University of Dundee established the joint ScotGEM programme in partnership with the University of the Highlands and Islands and relevant health boards NHS Fife and NHS Tayside, NHS Highland and NHS Dumfries and Galloway.
- 8.7.2. This is an entirely new approach with a move away from traditional hospital-based education, which fits with Scotland’s commitment to the fusion of Health and Social care: throughout their time on the four-year ScotGEM course, students will gain experience of primary care, social care, and rural care.

8.8. Employability, Enterprise and Graduate Apprenticeships

- 8.8.1. The University, in partnership with PricewaterhouseCoopers LLP⁵⁵ (PwC) offers a Graduate Apprenticeship in Data Science⁵⁴. The programme offers study for an Honours degree while gaining significant industry experience through working with PwC technology teams during multiple work placements, get fully funded tuition, gain a degree in Data Science, and receive a salary over the four-year course. At the end of the course, subject to performance, students will have the opportunity to join PwC full-time, with the potential to specialise in a chosen technology-related area. Six students enrolled on the programme for 2018/19, and we seek to recruit a further 10 for 2019 entry. In November 2018, we still did not have clarity on the availability of funding for 2019 entry, and this is likely to impact on our ability to recruit to the programme widely and support candidates from different backgrounds. Recruitment and impact of these opportunities could be enhanced further with an at least 4-year commitment to funding. This is relevant particularly for new programmes, as marketing and outreach need time to become established. The current application processes and timelines could be greatly simplified to make the introduction of such initiatives more viable and attractive.
- 8.8.2. At the University, enterprise skills and capabilities are both taught directly and developed through the encouragement of engagement with enterprise activities. The Students’ Association boasts 150+ student societies, including an Entrepreneurs Society that nurtures the growth and refinement of students’ entrepreneurship capabilities. Over 600 students engaged with the University’s Professional Skills Curriculum in 2017/18 delivered through CAPOD, with 83 achieving the PSC Award, endorsed by the ILM.
- 8.8.3. The Enterprise Champions network has been launched and a new suite of enterprise skills workshops has been incorporated into the Professional Skills Curriculum⁵⁶ for 2018/19. The needs for staff and students to develop and display enterprise skills is a key part of the Strategy. We have also introduced the ‘Enterprising Mind of the Year Award’⁵⁷, a joint collaboration between the Students’ Association and the Proctor’s Office, to recognise a student who has shown significant enterprise in and throughout their studies.
- 8.8.4. St Andrews Careers Service provides active support to find placements, summer jobs and internships, both within the UK and internationally and provides access to networking

⁵⁵ <https://www.pwc.co.uk/careers/school-jobs/jobs/flying-start-degrees/technology.html>

⁵⁶ <https://www.st-andrews.ac.uk/students/careermatters/professionalskills/>

⁵⁷ <https://www.st-andrews.ac.uk/staff/teaching/enterprise-entrepreneurship-education/enterprisingmindoftheyearaward2018/#d.en.2505841>



databases to connect students with alumni. Over 55% of students have internship experience during the time of their studies, one of the highest proportions in the UK.

- 8.8.5. To develop the University's career support network further, the University ensures that each School has a School-based Careers Link officer, whose remit is to enhance the existing links between the careers centre and the students, disseminate good practice between Schools, and ensure all Schools provide an equal opportunity for careers advice and support. This provision strengthens our student voice in the sector and enhances employability for our graduates.
- 8.8.6. **Graduate Outcomes**
- 8.8.7. Our exemplary retention rates are evident across multiple demographic cohorts (such as WP, gender-based, or mature students). The University is committed to maintaining this success. We maintain engagement and support throughout the student journey for applicants who have attended outreach programmes and those who have come through our contextualised admissions process. This allows for a proactive and effective approach.
- 8.8.8. St Andrews graduates are amongst the most active in their use of their university careers service of any of the top 30 UK universities according to the reputable third-party High Fliers survey. A high proportion of St Andrews students go on to further study (typically about 35%) and are well prepared to do so by their undergraduate years here. The unemployment rate for our full-time UK undergraduate students upon completion of their studies in summer 2017 was 3.8% (compared to 4.1% for all UK institutions). Of those who entered full-time employment, 79% were in graduate level positions (compared with 77% the previous year). St Andrews does not offer professional qualifications leading to direct employment such as teacher training, nursing, clinical medicine etc. At the same time, we have one of highest proportions of students who go onto further study at postgraduate level.
- 8.8.9. Through our Saints Leaders programme⁵⁸, we ensure we nurture and support an exceptional team of Saints Volunteers, who are committed to delivering both student sport and Community Engagement programmes. The Programme provides opportunities for our students to develop life skills, support the running of our sports clubs by upscaling committees, and to gain coaching and officiating qualifications during their time at University.
- 8.8.10. At an international level, in addition to the vast array of volunteering opportunities locally, our sector-leading projects take students from St Andrews to Lusaka - as part of the Wallace Group Volunteer Zambia⁵⁹ project and Volunteer Zambia Tennis programme⁶⁰ - and to Stellenbosch near Cape Town - with the Volunteer South Africa⁶¹ project. In preparation for their placements, students gain invaluable coaching experience working with young people in the local St Andrews area.

⁵⁸ <https://www.st-andrews.ac.uk/sport/volunteering/>

⁵⁹ <https://www.st-andrews.ac.uk/sport/volunteering/internationalengagement/wallacegroupzambia/>

⁶⁰ <https://www.st-andrews.ac.uk/sport/volunteering/internationalengagement/volunteerzambia-tennis/>

⁶¹ <https://www.st-andrews.ac.uk/sport/volunteering/internationalengagement/volunteersouthafrica/>



9. Equality and Diversity

9.1. Gender Balance

- 9.1.1. St Andrews has made important progress in equality in the last few years, for example through the development of inclusive recruitment practices; sponsoring 23 future female leaders on the Aurora programme, including 10 professional services staff; gaining Established Carer Positive Employer status; and achieving and renewing LGBT charter recognition (the only Scottish HEI to have that recognition). We have set ambitious aspirations⁶² for the future through our action plans on Gender, Equalities Outcomes, and Athena SWAN.
- 9.1.2. We published our Gender Action Plan (GAP)⁶³ in July 2017, which also outlined our commitments in support of the Scottish Government's ambition that by 2030 the proportion of male students studying at undergraduate level at university will be at least 47.5% and that no university subject will have a gender imbalance of greater than 75% of one gender. Whilst the University's Equalities Action Plan involves every school, in accordance with the SFC GAP criteria, the GAP focuses on the schools of Computer Science and Psychology and Neuroscience, both of which have an imbalance of greater than 75% for one gender for undergraduate Scottish domiciled students.
- 9.1.3. There are no overall imbalances in retention rates by gender, with 95% of both male and female Scottish domiciled undergraduate entrants being retained into year two. Analysis at subject level involves small cohort sizes, therefore differences in percentage retention rates by gender are often not meaningful. The University is absolutely committed to maintaining this success through support for individual students and through its policy of admitting students who have real potential to succeed. Working across Admissions, Student Services, the Scholarships team, and our Student Development Team, at St Andrews we maintain engagement and support throughout the student journey for applicants who have attended outreach programmes and those who have come through our contextualised admissions process. This allows for a strategic, proactive, and highly effective approach to supporting students, both financially and with study skills, leading to excellent retention rates for those most vulnerable to dropping out.
- 9.1.4. Our commitment to the Athena SWAN accreditation process led to the successful institutional application for Bronze renewal, awarded in May 2018, and has been central to our promise to ensure and enhance equal opportunity in all University activities. This includes (inter alia): enhancing diversity on committees across the University; working to remove gender pay gaps; and seeking to redress the gender imbalance at professorial level. We particularly welcome the emphasis on diversity in the new Scottish Code of Good HE Governance. We continue to support our Academic Schools in applying for Athena SWAN awards, with four successful applications to date in 2018. We shall continue to develop family friendly policies, building on achievements such as the opening of a Nursery early in 2017, and the implementation of our core hours policy across all Schools.

⁶² <https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/>

⁶³ <https://www.st-andrews.ac.uk/media/human-resources/equality-and-diversity/reports/St-Andrews-Gender-Action-Plan-Report-final.pdf>



- 9.1.5. We shall maintain our commitment to pay at least the 'real Living Wage' to all our staff and maintain close co-operation with the recognised trade unions on diversity and health and safety matters through the local consultative committee. The principles of fair work – effective voice, opportunity, security, fulfilment, and respect – will inform the development of the University's People Strategy as a key enabler of our Strategy 2018-23.
- 9.1.6. St Andrews is committed to effectively addressing the gender pay gap. As part of this commitment we have published a comprehensive data and information⁶⁴ in line with the UK Government requirements (from which Scottish universities are exempt). We have done this as a statement of our intent to confront inequalities wherever they exist and to be as transparent as we can be about the progress we are making. We have established a Gender Pay Gap Working Group with the local trade unions to deepen our understanding of this issue and contribute to the development of proposals for practical and positive change.
- 9.1.7. We have revised our promotion process⁶⁵ to provide better recognition of teaching, impact, research, and service, to the advantage of women leading in these areas, including our first professor promoted on the basis of teaching. The process also makes allowances for personal circumstances and, if applications do not reflect the gender profile of schools, the policy includes a mandatory requirement for an action plan to address the issue.
- 9.1.8. A new in-house mentoring programme for senior women, the Elizabeth Garrett programme⁶⁶, has been launched. It aims to support women in, or aspiring to, academic leadership roles, and to develop leadership capability. The programme is sponsored by the Principal. During the pilot of the Programme, a total of 20 partnerships were formed. During the second cycle, in line with plans to increase the capacity of the scheme, a total of 30 partnerships are being supported.
- 9.1.9. In addition to pedagogical training, St Andrews actively promotes awareness of Equality and Diversity issues and has provided extensive training to date for at least 2567 staff and 848 students in diversity (including modules on Recruitment, Unconscious Bias, Diversity in the Workplace and Student Diversity).
- 9.1.10. The University Court comprises 23 members, including representatives from senior management, academic staff, students, alumni, Fife Council, and non-executive members. There are currently 12 male court members, and 11 female members including the Senior Governor. Court has seen an increase in female representation from 26% in 2015-16 to 48% in 2018/19.
- 9.1.11. The University policy and guidance for supporting trans and gender diverse people⁶⁷ is reviewed regularly by the Gender Equality Working Group. The University recognises that there can be differences between physical/anatomical sex and gender identity/expression and, therefore, undertakes not to discriminate against transgender, transsexual or transvestite staff or students. The University will treat all trans staff and students with dignity

⁶⁴ <https://www.st-andrews.ac.uk/about/gender-pay-gap-report-2017/>

⁶⁵ <https://www.st-andrews.ac.uk/media/human-resources/grading-reward-and-conditions/Academic%20Promotion%20Procedures%202018.pdf>

⁶⁶ <https://www.st-andrews.ac.uk/staff/ppd/elizabethgarrettmentoring/>

⁶⁷ <https://www.st-andrews.ac.uk/staff/policy/hr/policyandguidanceontransstaffandstudents/>



and respect, and seek to provide a work and learning environment free from discrimination, harassment, or victimisation.

9.2. Equally Safe in Higher Education

- 9.2.1. We have established an Equally Safe in Higher Education (ESHE) working group to oversee the implementation of the ESHE toolkit and the University's commitment to a zero tolerance approach to sexual and gender-based violence. Membership includes representatives from Human Resources, CAPOD, Student Services, and the Students' Association.
- 9.2.2. The Working Group has developed an initial action plan which will provide the necessary framework to support the Equally Safe principles.
- 9.2.3. The University already has in place policy, guidance, support, and well-publicised contact points for reporting Sexual Misconduct for Students. We are developing similar guidance and support for Staff to underpin our whole University approach to Sexual Misconduct.
- 9.2.4. As part of our student orientation programme there is a range of information and events publicising our approach and points of support. This includes consent workshops for all new students which are run in conjunction with our Students' Association.
- 9.2.5. In October 2018, the University established a Gender-Based Violence Student Roundtable co-chaired by the Students' Association Director of Well-being and an Assistant Director from Student Services. The Roundtable includes representatives from a variety of student groups, including the Feminist Society, HeForShe, Saints Sports, StAnd Together, Wellbeing, among others. The group meets regularly to discuss relevant initiatives and draft recommendations to present to the Students' Association and the University.
- 9.2.6. The StAnd Together: Got Consent Committee – a joint University-Students' Association initiative to tackle gender-based violence (GBV) within the student community - runs workshops (Conversations about Consent) in the University's residences, as well as for Student Association, Society and Sports Club leaders, and any other student group on request.
- 9.2.7. Our Student Services team regularly meet with local organisations including Fife Rape & Sexual Assault Centre⁶⁸, and Fife Violence Against Women Partnership⁶⁹ to develop a collaborative approach to preventing and responding to gender-based violence. This is being expanded to include staff to ensure a university-wide approach is supported.
- 9.2.8. We currently have visible and accessible reporting systems for students who have or are experiencing GBV⁷⁰. GBV is addressed under the University's Non-Academic Misconduct Policy (Students)⁷¹ or the HR Discipline Policy (Staff)⁷². Work is underway to include specific wording on GBV and Sexual Assault.

⁶⁸ <http://www.frasac.org.uk/>

⁶⁹ <https://girfec.fife.scot/services/fife-violence-against-women-partnership-fvawp/>

⁷⁰ <https://www.st-andrews.ac.uk/students/advice/personal/sexual-misconduct/how-to-report/>

⁷¹ <https://www.st-andrews.ac.uk/media/student-services/documents/Non-Academic%20Misconduct%20Policy.pdf>

⁷² <https://www.st-andrews.ac.uk/staff/policy/hr/disciplinaryprocedures/>



9.2.9. Student Services currently use a case management system to record reports of GBV. The University's ESHE working group is exploring options for improving data capture, quality, and enhancing anonymous reporting options.

9.2.10. The University is developing a communication strategy to signpost the support for individuals experiencing GBV as well as ensuring that its zero tolerance stance is clearly communicated to all.

9.2.11. Training will be developed to ensure that adequate support is available across the University and that those involved in investigating Sexual Misconduct matters have appropriate guidance to support their decision making.

9.3. **Disability**

9.3.1. We are supportive of the objectives outlined in the recent Scottish Parliament report on Disabilities and Universities⁷³. St Andrews is committed to helping people realise their academic potential, and we are clear that disabilities, long-term physical or mental health conditions, or learning disabilities should not stand in the way of students being offered a place to study at St Andrews. We encourage applicants to make their needs known during the application process so that the University can best respond in terms of appropriate support and advice. The success of our approach is evidenced by 13% of our Scottish Domiciled Undergraduate Entrants in 2018-19 declaring a disability.

9.3.2. Our Student Services team actively engages with students who declare a disability in order to provide a personal support plan tailored to the individual needs of the student. Recent analysis of outcomes shows that students who have engaged with a personal support plan perform better than those who do not. Our Academic Monitoring Group receives an annual report detailing progression, retention, and outcomes for students with disabilities. Retention rates for students with disabilities are already in excess of the SFC aspiration, with 94% of SDUE with disabilities returning to study in year two.

9.3.3. We are working with the local trade unions to refresh and review our policies to support staff who declare a disability.

9.4. **Ethnicity**

9.4.1. The University is fully engaged with the Scottish Race Equality Network⁷⁴ forum, supporting its Head of Equality & Diversity in chairing the network, and actively championing good practice. We are members of the AdvanceHE Race Equality Charter⁷⁵, and are currently undertaking work to prepare an application for an institutional level award.

9.4.2. Student progression and outcomes across ethnic groups are monitored by the Academic Monitoring Group⁷⁶, and we are in the process of developing a statistical model to further enhance our understanding of the attainment gap for certain ethnic groups.

⁷³ https://www.parliament.scot/SS_Equal_Opps/Reports/EHRiCS052017R01.pdf

⁷⁴ <https://www.ecu.ac.uk/get-involved/your-equality-networks/>

⁷⁵ <https://www.ecu.ac.uk/equality-charters/race-equality-charter/>

⁷⁶ <https://www.st-andrews.ac.uk/staff/teaching/committees/>



9.4.3. The University is engaged with UUK's project⁷⁷ led by Baroness Amos to improve the attainment and university experience of black and minority ethnic students across the UK. This work aims to:

- Increase understanding of the barriers to BME student success;
- Identify initiatives that have been successful in addressing this;
- Share experiences and best practice of what works in narrowing the BME attainment gap.

9.4.4. The outcome of the UUK work was published in December to help inform policy and decision making within universities, as well as Government officials and parliamentarians. The University is considering approaches to enhancing the monitoring of outcomes, progression and the experience of our students from BME backgrounds. We expect to report back on any revised approaches in the summer of 2019.

9.5. British Sign Language

9.5.1. The University's British Sign Language Plan⁷⁸ has been developed in consultation with DeafAction, staff, and students, which was published on our website in October 2018. Specifically, the University is committed to:

- Promoting and supporting the use of BSL, including in its tactile form;
- Improving access to services for Deaf and Deafblind people;
- Involving BSL users in developing and providing feedback on our BSL plans;
- Implementing actions and providing updates on our progress;
- Contributing to the National Progress Report in 2020;
- Reviewing this plan, including identifying additional 'local' actions where relevant, following publication of the National Progress Report.

10. Mental Health and Wellbeing

10.1. Our mental health strategy⁷⁹ sits within the context of complex and increasing demands and a deficit in NHS support in the region. The national target for patients starting mental health therapy within 18 weeks is 90%, but the performance in Fife is 70.9%. Addressing this shortfall means that we have to prioritise care and support for students with the most complex needs and at highest risk including implementing additional measures identified in the Suicide Safer Universities⁸⁰ report. Access to services and working in collaboration with the local Community hospital in St Andrews is of vital importance to mental wellbeing of our staff and students.

10.2. Our broader mental health strategy needs to provide more support for those members of staff and students with mental health issues that are not in high risk categories, but whose lives are seriously affected. This strategy and focus will be enabled by the additional resources for counsellors that are indicated in the Minister's letter⁸¹. We would welcome early discussion on the implementation of these resources, so that we can implement a strategy. We will base this on the UUK framework, which includes (inter alia):

⁷⁷ <https://www.universitiesuk.ac.uk/news/Pages/tackling-gaps-in-bme-students-achievements.aspx>

⁷⁸ <https://www.st-andrews.ac.uk/media/human-resources/equality-and-diversity/disability/BSL-Plan-2018-Final.pdf>

⁷⁹ <https://www.st-andrews.ac.uk/students/advice/disabilities/mentalhealth/>

⁸⁰ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2018/guidance-for-universities-on-preventing-student-suicides.pdf>

⁸¹ http://www.sfc.ac.uk/web/FILES/AboutUs/Letter_guidance_Outcome_Agreement_Guidance_14_Nov_2018.pdf



- an expansion of counselling capacity, using the additional resources allocated through SFC;
- a continued expansion of mental health first aid training, including supporting more staff and student leaders to be accredited as trainers;
- and raising awareness and reducing stigma, including openness among senior management (such as the Vice-Principal Education) to sharing their own experience of mental health problems.

10.3. Although the University of St Andrews does not have an in-house medical facility, we have formed a close alliance with the two NHS medical practices locally who have many years of experience dealing with the student body and who now provide exclusive student clinic services, funded by the University. These include a new Student Health Hub at the Community hospital, Nurse Triage Clinics, Specialist Clinics, a Student Health App for downloading free through Android or iOS, and a telephone Student Health Helpline number.

10.4. **Healthy Working Lives**

10.4.1. The University of St Andrews has been recognised for good practice in its approaches to staff health and wellbeing. The NHS Scotland Healthy Working Lives initiative is designed to increase the health and wellbeing of employees across Scotland. Organisations are encouraged to work towards three levels of Healthy Working Lives awards Bronze, Silver, and Gold. In December 2013, the University began working towards the Healthy Working Lives Bronze award, which was achieved in December 2014. In November 2016, we achieved the Silver award and during 2018, we achieved Gold.

10.4.2. Work on the Healthy Working Lives award is coordinated by the University's Wellbeing and Engagement Group which includes members from CAPOD, Human Resources, Sports and Exercise, Occupational Health, Chaplaincy, Corporate Communications, Trades Unions, Estates, the Students' Association and other staff representatives. Overall, the Wellbeing and Engagement Group is a focal point for:

- Overseeing the Wellbeing & Engagement Group Strategy 2018-2021⁸²;
- Coordinating a programme of health and wellbeing initiatives throughout the year⁸³;
- Coordinating the dissemination of information about health and wellbeing;
- Coordinating a network of local Healthy Working Lives champions.

10.4.3. CAPOD also delivers the Passport to Health and Wellbeing Excellence⁸⁴ programme, which encourages staff to explore different aspect of wellbeing, including physical, mental, nutritional, and workplace wellbeing. This programme was shortlisted for a CIPD award and has been cited by NHS Scotland as an example of good practice.

10.4.4. The University participates in the Scottish Regional Wellbeing & Engagement Forum, an organisation supported by UHR⁸⁵ and UCEA⁸⁶.

⁸² <https://www.st-andrews.ac.uk/media/capod/staff/wellbeing/documents/Wellbeing%20&%20Engagement%20Group%20HWL%20Strategy%202018-21%20-%20signed%2031.01.18.pdf>

⁸³ [HWL Action Plan 2017-20](https://www.st-andrews.ac.uk/media/capod/staff/wellbeing/documents/HWL_Action_Plan_2017-20.pdf)

⁸⁴ <https://www.st-andrews.ac.uk/staff/wellbeing/healthandwellbeingpassport/>

⁸⁵ <https://www.uhr.ac.uk/>

⁸⁶ <http://www.ucea.org/>



11. Cyber Security

11.1. The University is engaged with the Scottish Government’s Cyber Resilience Strategy⁸⁷ and is one of the Cyber Catalyst organisations⁸⁸ implementing the recommendations of the strategy and developing a roadmap for other organisations. The University has achieved Cyber Essentials accreditation and is currently developing an approach to achieve Cyber Essentials Plus in 2019. Balancing our academic needs with the requirements of Cyber Essentials Plus will require the University to change established ways of working. Protecting our students, staff, and data assets from the variety of new threats that emerge daily and the continually increasing volume of activity remain a challenge.

12. Leadership in environmental and social sustainability

12.1. Sustainability and Climate Change

12.1.1. Sustainability is at the heart of our Strategy and several of our core activities at St Andrews. The University is working hard to take advantage of low carbon energy and undertakes world-leading research in fuel cells, batteries, energy and gas storage.

12.1.2. In addition to research into new solutions and the spread of this knowledge through teaching, the University believes that it should also act to influence a significant change in its own behaviours and performance. Our Sustainable Investment Policy⁸⁹ sets clear sustainability criteria for our endowment investments, and the University is a signatory member of the United Nations Principles of Responsible Investment (UNPRI)⁹⁰ initiative and to the Universities and Colleges Climate Change Commitment for Scotland⁹¹.

12.1.3. The University’s Sustainable Development Strategy 2012 to 2022⁹² and its supporting Carbon Management Plan 2017 - 2022⁹³ define a range of commitments intended to make significant reductions in the University’s own carbon emissions.

12.1.4. Carbon Targets

12.1.5. Our carbon targets are included within the University's Carbon Management Plan, and a summary of the three-year targets and performance are outlined below.

Table 1: Carbon Targets and Performance (2015/16 – 2020/21)

	Performance			Targets		
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Gross carbon footprint (tCO₂e)	30,598	25,854	22,778	21,907	21,055	19,717

⁸⁷ <https://www.gov.scot/publications/safe-secure-prosperous-cyber-resilience-strategy-scotland/>

⁸⁸ <https://www.gov.scot/publications/cyber-resilience-strategy-scotland-public-sector-action-plan-2017-18/pages/9/>

⁸⁹ <https://www.st-andrews.ac.uk/environment/importantinfo/sustainabledevelopmentpolicies/>

⁹⁰ <https://www.unpri.org/>

⁹¹ http://www.eauc.org.uk/universities_and_colleges_climate_commitment_fo2

⁹² <https://www.st-andrews.ac.uk/media/estates/SD%20Policy%202012-22.pdf>

⁹³ <http://www.st-andrews.ac.uk/environment/importantinfo/sdstrategy/>



Table 2: Carbon Performance by Scope (2015/16 – 2017/18)

Greenhouse Gas (GHG) Emissions CO2e tonnes		2015/16	2016/17	2017/18
Scope 1	Fossil fuels: Non-residential (tCO2e)	6,498	4,667	3,243
	Residential (tCO2e)	4,213	3,140	2,445
	Fleet Vehicles (tCO2e)	129	132	127
Scope 2	Non-Residential Electricity Purchased (tCO2e)	8,636	7,616	6,135
	Residential Electricity Purchased (tCO2e)	2,341	2,160	1,709
	Non-Residential Heat Purchased (tCO2e)		295	348
	Residential Heat Purchased (tCO2e)		225	304
Scope 3	Water & Sewerage (tCO2e)	282	319	268
	Waste sent to landfill (tCO2e)	320	411	388
	Waste recycled (tCO2e)	36	41	42
	Non-Residential Electricity Transmission	781	712	523
	Residential Electricity Transmission	212	202	146
	Business Travel (tCO2e)	7,150	5,933	7,104
	Total Scope 1 to 3 Emissions (excl Procurement)	30,598	25,854	22,788

12.1.6. The Scottish Government University Carbon Reduction Fund and Salix funding is being invested in an ambitious £4.9m program of energy demand reduction technologies, being delivered during 2019 via the Non Domestic Energy Efficiency Framework⁹⁴ and an Energy Performance contract⁹⁵. Amongst a variety of sub-projects being delivered via the Energy Performance contract, we are using smart and innovative building control and sensor technologies to detect occupancy and manage our energy use better. This will form the initial phase of a broader ‘Smart Campus’ initiative, which will exploit technology (sensors and controls) to improve energy use and space utilisation and reduce carbon. These initiatives will form part of our developing Estate Strategy.

Notes:

- Key constituencies or representatives across the relevant University functions have been consulted prior to the finalisation of this Outcome Agreement. The University of St Andrews embeds consultation with key stakeholders as a matter of course through all of its governance and committee structures. In addition to this regular engagement, both the Students’ Association and the Trade Unions through our local Joint Negotiating Committee were consulted directly on the development of this Outcome Agreement.

⁹⁴ <https://www2.gov.scot/Topics/Business-Industry/Energy/Action/lowcarbon/NDEE>

⁹⁵ <https://www2.gov.scot/Topics/Business-Industry/Energy/Action/lowcarbon/NDEE/Energy-Performance-Contracts>



University of
St Andrews | FOUNDED
1413 |



The Scottish Oceans Institute (SOI)

The Scottish Oceans Institute (SOI)

The Scottish Oceans Institute (SOI) at the University of St Andrews is an interdisciplinary research base combining expertise from the Schools of Biology, Mathematics & Statistics, Geography & Sustainable Development, and Earth & Environmental Sciences. Its new £16.5m building stands on the shores of the North Sea. It forms a key focus for research excellence in marine-related science, building on over 100 years of marine science excellence in St Andrews (*Nature*, 1896).

The SOI hosts the Directorate of the Marine Alliance for Science and Technology for Scotland (MASTS), a pooling initiative of the Scottish Funding Council with £18m funding (2010-2017), and the Sea Mammal Research Unit (SMRU), the largest marine mammal science group in the world. SMRU received the Queen's Anniversary Prize for Higher and Further Education in 2011 in recognition of the world-leading role played by its researchers in furthering our understanding and protection of the Oceans.

SOI is a founding partner in the European Marine Biology Resource Centre (EMBRC), a European Research Infrastructure comprising almost 30 of Europe's leading marine science organisations and the European Molecular Biology Laboratory (EMBL). The SOI marine instrumentation group pioneers developments in acoustic and animal-borne tag technology and provides these marine sensors for the international scientific community.

SOI's research interests range from the deep oceans to the coasts, and from the people who use and interact with the sea to the biological and physical processes that make the oceans function. Its members work in marine ecosystems worldwide from the polar regions to the tropics. Since 2017,¹ SOI has attracted a further £11m in funding from NERC, the European Union, the Ministry of Defence (UK) and the USA Office of Naval Research, as well as a private donation of US\$850,000.

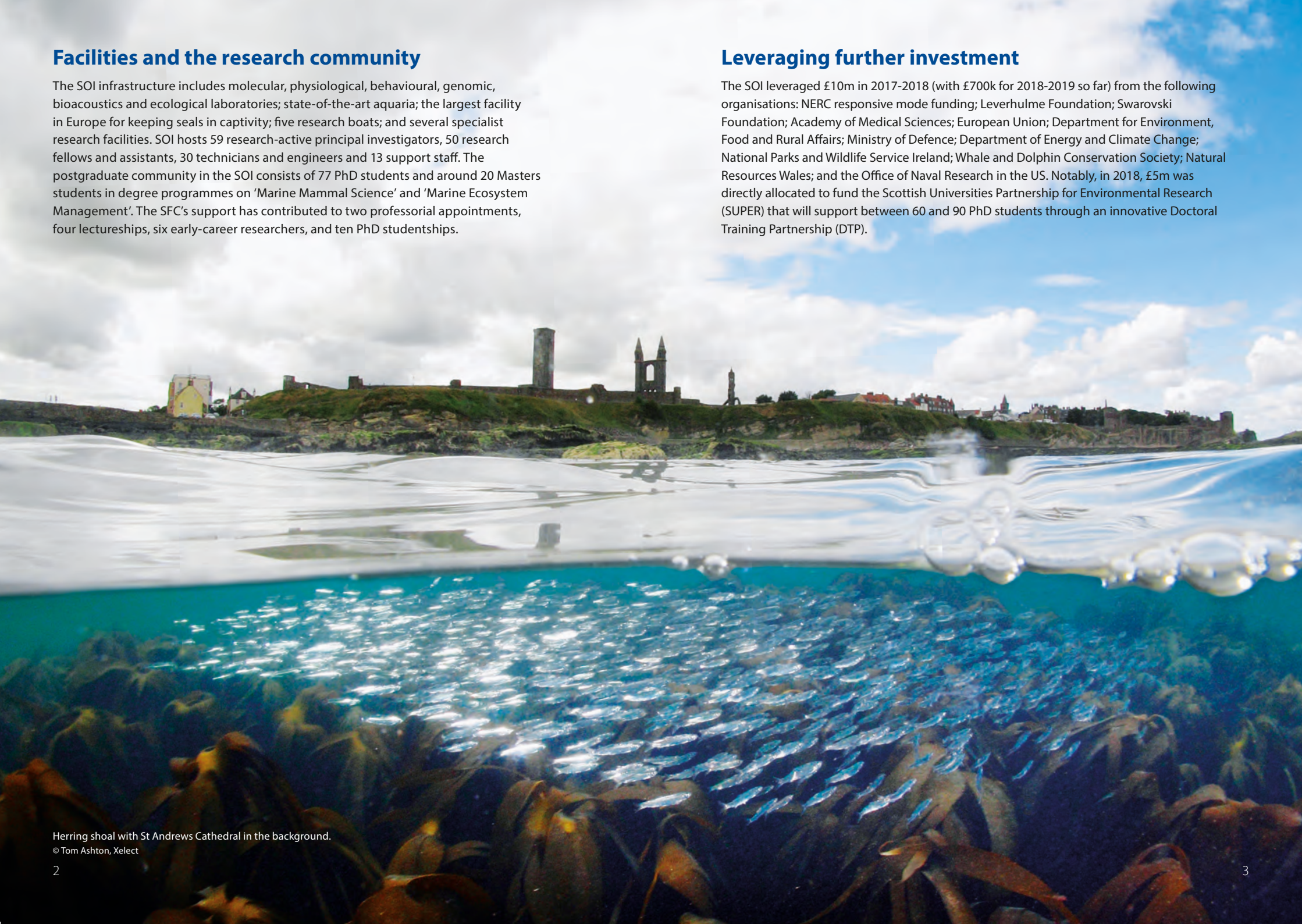
¹ In 2018-2019 the University of St Andrews received REG funding of £17,450,000. This case study describes one example of how REG funding contributed to our strategic support at the University of St Andrews.

Facilities and the research community

The SOI infrastructure includes molecular, physiological, behavioural, genomic, bioacoustics and ecological laboratories; state-of-the-art aquaria; the largest facility in Europe for keeping seals in captivity; five research boats; and several specialist research facilities. SOI hosts 59 research-active principal investigators, 50 research fellows and assistants, 30 technicians and engineers and 13 support staff. The postgraduate community in the SOI consists of 77 PhD students and around 20 Masters students in degree programmes on 'Marine Mammal Science' and 'Marine Ecosystem Management'. The SFC's support has contributed to two professorial appointments, four lectureships, six early-career researchers, and ten PhD studentships.

Leveraging further investment

The SOI leveraged £10m in 2017-2018 (with £700k for 2018-2019 so far) from the following organisations: NERC responsive mode funding; Leverhulme Foundation; Swarovski Foundation; Academy of Medical Sciences; European Union; Department for Environment, Food and Rural Affairs; Ministry of Defence; Department of Energy and Climate Change; National Parks and Wildlife Service Ireland; Whale and Dolphin Conservation Society; Natural Resources Wales; and the Office of Naval Research in the US. Notably, in 2018, £5m was directly allocated to fund the Scottish Universities Partnership for Environmental Research (SUPER) that will support between 60 and 90 PhD students through an innovative Doctoral Training Partnership (DTP).



Herring shoal with St Andrews Cathedral in the background.
© Tom Ashton, Xelect

Impact highlights

The SOI comprises researchers from several disciplines to promote excellence in marine research around general research themes and acts as the conduit through which research at St Andrews continues to contribute towards understanding and managing the future of our oceans. The following are examples of these themes:

Developmental and Evolutionary Genomics

This theme concentrates on understanding the molecular processes that underpin development, physiology and evolution. It includes work on teleost fish and how internal and external factors influence muscle growth and physiology, with direct applications to economically important farmed and wild-caught species.

The SOI also uses marine model species to understand biological processes such as regeneration and embryogenesis, to inform and influence biomedical advances, and to understand the processes involved with the evolution of morphologies and biodiversity.

The research has led to a spinout company, Xelect, which was funded in part from Innovate UK and a Scottish Enterprise SMART award to develop genetic markers for muscle fibre numbers in Atlantic salmon. The company, which employs 12 people, has since developed genetic markers to increase yields in both farmed salmon and tilapia. The financial value of the improved fish is £600 per tonne added for salmon, and £85 per tonne for tilapia. These improvements could add £100m to the value of farmed salmon in Scotland alone. The financial value of improving global production of tilapia for filets would be £76.5m and £609m for salmon filets.

Ecology, Fisheries and Resource management

By customising statistical methods for digital survey devices, SOI can exploit the new kinds of data that these devices generate, to survey previously inaccessible sea life populations and to greatly extend the range of surveys. This provides a stronger evidence base for conservation policy and actions. A recent example is SOI researchers' participation in the EU Life, project SAMBH (Static Acoustic Monitoring of Baltic Harbour porpoise), for which they designed the passive acoustic survey. The results, published in an EU report, led to Sweden proposing the country's largest marine conservation site, Natura 2000, with over one million hectares to protect porpoise populations. Natura 2000, the largest coordinated network of protected areas in the world, stretches over almost 6% of the EU's marine territory, offering a haven to Europe's most valuable and threatened species and habitats.

Global Change and Planetary Evolution

There is ever more pressure on providing solutions for the world's oceans. The SOI is investigating the crucial Earth materials necessary for manufacturing environmentally safe technologies and environmentally responsible exploitation of the marine Earth resources around which these technologies are being developed.

Loud underwater noise is produced by several industries, including the world's navies (where powerful sonar is used to hunt submarines), the oil and gas industry during seismic exploration (where 'air guns' set off mini-explosions underwater to allow mapping of undersea structures), and the marine renewables industry during wind-farm construction. Underwater noise may cause disturbance to marine mammals and other animals, resulting in changes in behaviour that may have chronic long-term consequences. In marine renewables, SOI methods for estimating spatial and temporal patterns of animal exclusion have been recommended to industry by Natural England and Marine Scotland. For the US Navy, SOI methods for estimating behavioural response to sonar were an integral part of the most recent US Navy environmental impact submissions. In addition, SOI work was an important component of the Deepwater Horizon marine mammal natural resources damage assessment.

Sea Mammal Research Unit (SMRU)

SMRU is one of the foremost institutions in the world carrying out research on marine mammals. The mission of SMRU is to carry out fundamental research into the biology and ecology of upper trophic level predators in the oceans and to provide advice to government in the UK and overseas about the management of seal and cetacean populations. For example, research and technology development being carried out at SMRU at St Andrews is providing an understanding of marine mammal interactions with tidal turbines, wind farms and other marine installations, which provides regulators with the evidence base upon which to make informed decisions during the consenting process for such projects. SMRU research is also providing important basic biological information about marine mammal biology, describing and monitoring marine mammal population sizes and identifying threats to these top predators.

Research excellence

World-leading research is at the heart of SOI and drives its excellence and outward-looking ethos. In the period 2017-2018 alone, SOI researchers produced 119 outputs, of which 74 were published with international collaborating institutions. SOI researchers publish in the leading publications, such as *Nature*, *Nature Communications*, *Science*, *Current Biology*, *PLoS Biology*, *PNAS* and the *Proceedings of the Royal Society B*. SOI's commitment to interdisciplinary research is represented by the diverse subject areas within which SOI publishes, for example Environmental Sciences, Physics and Astronomy, Social Sciences, Arts and Humanities, Medicine, Biochemistry and Molecular Science, Genetics, Earth and Planetary Sciences, and Agriculture.

Dolphins in the Tay © Monica Arso



University of
St Andrews

Research & Innovation Services

University of St Andrews, College Gate, North Street
St Andrews, Fife, KY16 9AJ Scotland, UK

T: 01334 467220

E: ris@st-andrews.ac.uk

Front cover photography © iStock.com/Chainarong Phrammanee.

Produced by Print & Design, University of St Andrews, April 2019.

The University of St Andrews is a charity registered in Scotland, No: SC013532.

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	
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					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	25.0%	10%	10%	10%	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	7.6%	10.0%	10.0%	11.0%	*
2b: Proportion of SDUEs from 40% most deprived postcode	19.8%	15.0%	15.0%	15.0%	
2c: Additional CoWA target: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones	7.5%	10.0%	10.0%	11.0%	
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)					
Proportion of SDUE from SHEP Schools	5.1%	5.0%	5.0%	5.0%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	41.1%	40.0%	40.0%	40.0%	
Female Proportion	58.9%	60.0%	60.0%	60.0%	
Under 21 Proportion	93.3%	95.0%	95.0%	95.0%	
21 and over Proportion	6.7%	5.0%	5.0%	5.0%	
Proportion – BME	7.7%	7.3%	7.3%	7.3%	
Proportion – Disability	19.2%	15.0%	15.0%	15.0%	
Proportion - Care Experience	0.7%	0.8%	0.8%	0.8%	*
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					
Proportion MD20 retained	96.8%	95.0%	95.0%	95.0%	*
Proportion MD20/40 retained	97.8%	95.0%	95.0%	95.0%	
Proportion of Males retained	96.7%	95.0%	95.0%	95.0%	
Proportion of Females retained	96.7%	95.0%	95.0%	95.0%	
Proportion of Under 21s retained	96.9%	95.0%	95.0%	95.0%	
Proportion of 21 and over retained	88.2%	95.0%	95.0%	95.0%	
Proportion retained – BME	93.3%	95.0%	95.0%	95.0%	
Proportion retained – Disability	94.7%	95.0%	95.0%	95.0%	
Proportion retained - Care Experience	100.0%	95.0%	95.0%	95.0%	*

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				
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	96.7%	95.0%	95.0%	95.0%
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	94%	90	90	90
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	49.0%	49.0%	49.0%	49.0%
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students	886	885	890	895
Measure 11: Total income from the UK Research Councils				
RCUK income	£17,495,000	£19,500,000	£20,200,000	£21,000,000
Measure 12: Total research income from all sources				
Research income	£41,274,000	£41,600,000	£43,100,000	£44,600,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	3	6	7	10
Follow-on IVs	0	1	2	2
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance				
Measure 14: Carbon - Gross carbon footprint				
Tonnes CO2e	22,784	21,907.00	21,055.00	19,717.00

*

On behalf of the University of St Andrews:

Signed:

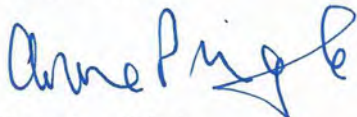


Print name: Professor Sally Mapstone

Position: Principal and Vice-Chancellor

Date: 6 August 2019

Signed:



Print name: Dame Anne Pringle

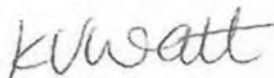
Position: Chair

Date:

6th August 2019

On behalf of the Scottish Funding Council:

Signed:



Print name: Karen Watt

Position: Chief Executive

Date: 2 August 2019

Scottish Funding Council
Apex 2
97 Haymarket Terrace
Edinburgh
EH12 5HD
T 0131 313 6500
F 0131 313 6501
www.sfc.ac.uk