



Interim Outcome Agreement 2020-21

1. Introduction

- 1.1. St Andrews is Scotland's first university and the third oldest in the English-speaking world. Its Homeric motto expresses the determination of staff and students to move forward with purpose, integrity, and success: Ever to Excel. The University is an ancient yet modern institution, resolutely outward-looking and international with staff and students from over 130 countries and with opportunities for engagement across the world.
- 1.2. The University stands for research and teaching of the highest quality and the pursuit of knowledge for the common good. Our fundamental goal is to attract excellent staff and the most promising students from around the world, and to provide an environment in which they can produce their best work for maximum societal benefit. We aim to make the St Andrews experience unique, to be a beacon for equality, diversity, and inclusion as well as social responsibility and to pursue the most effective ways to make a St Andrews education accessible to all who may benefit from it.
- 1.3. St Andrews continues to punch above its weight. We have demonstrated this again during pandemic disrupted times. Our NSS results improved on the previous year, with overall satisfaction at 95.5% in 2020 compared with 94.0% in 2019. This placed us top within the mainstream multi-faculty institution in the UK. The University is named UK University of the Year in 2020, an award conferred by the Times and Sunday Times Good University Guide, and it is the second time we have done so. The Guardian University Guide 2021, places us second in the UK, and we continue to break the duopoly of Oxford and Cambridge that traditionally dominates this ranking.
- 1.4. The dynamic relationship between research and teaching is important, and our intellectual life is founded on a strong research culture. The 2014 Research Excellence Framework (REF) ranked the University top in Scotland and 14th in the UK for the quality of our research publications across Science, the Arts, Divinity, and Medicine. 100% of our research is internationally recognised, while 80% is world-leading or internationally excellent. REF 2021 submissions are happening against the backdrop of disrupted research, reducing funding, and a post-Brexit environment. Maintaining our leadership in areas of research excellence and associated reputation will present a notable challenge in the immediate future.
- 1.5. That a university of our size can achieve such success speaks to the quality of the students and staff at St Andrews, and the determination with which the University sets its own direction. Essential to this is our University Strategy 2018-2023¹, which remains relevant and ambitious. Our community is poised to build back better and as our new Environmental Strategy illustrates, build back sustainably. This year we set ourselves the ambition of becoming 'net zero' by 2035, reducing our emissions of greenhouse gasses whilst we enhance biodiversity, reduce waste and support a just transition.
- 1.6. In the latest available independent economic impact assessment (2016-17), for every £1 of public money received from the Scottish Funding Council, the University has leveraged almost

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



another £5 from other sources and had an impact of £12 on the economy overall. For every 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 pandemic, pace of climate change, new economic and political alliances, speed of change catalysed through digital technologies, growth in international competition in higher education, and the increasing compliance burden – require successful global institutions to focus on re-building, quality, sustainability, and partnership. To deliver this, new long-sighted funding is essential. Scotland needs its universities for its prosperity.
- 1.8. Delivering for Scotland is even more important to St Andrews now. Contributing to the post pandemic recovery in our region is key. We will continue to develop our research, education, and partnerships to advance a sustainable future here. We have directed our upskilling effort to support business and employees in our region. Our Eden Campus and Eden Enterprise Centre establish a powerful resource for the region, with readiness to roll out a holistic programme of entrepreneurship, with new curricular and extra-curricular entrepreneurship education opportunities, an entrepreneurship boot camp supported by facilities including a ‘sandpit’ for ideas generation, flexible workspaces, and a zero carbon incubator community.
- 1.9. Success in entrepreneurship relies on our leading the research agenda, and we plan to invest more in our core areas of academic strength, as well as in developing a programme of interdisciplinary research which transcends the boundaries of traditional disciplines.
- 1.10. This Outcome Agreement summarises our contributions in line with the interim SFC Guidance for the Development of University Outcome Agreements (2020-21 to 2022-23)². Commitments in this document and the projections in the priority National Measures table supplied separately to the SFC are adjusted to reflect the impacts of the pandemic and are subject to the continuation of income and funding levels from Scottish Government and Scottish Funding Council.

2. Supporting our community during the pandemic in 2020-21

- 2.1. As the pandemic continues to impact on the lives and work of members of our community, St Andrews remains an active responder in the international effort to overcome its immediate and long-term implications. Uncertainty continues at this stage of the second wave of the pandemic, and we expect that this will remain the case for the immediate future.
- 2.2. As the academic year progresses and with the more transmissible variant of the virus, the safety of our students, staff, and community remains our overriding priority, whilst continuing with the delivery of our teaching and research and ensuring the University emerges from Covid-19 in a strong and stable position.

² <http://www.sfc.ac.uk/publications-statistics/guidance/2020/SFCGD252020.aspx>



- 2.3. At the start of the new academic year, our focus moved to recovery planning and, in particular, (a) implementing safely the initial easing of lockdown measures; (b) putting in place plans for the new academic year, the new cohort of students, and the dual delivery of learning; (c) resilience measures to manage any infections and keep the community safe; and (e) longer term scenario planning.
- 2.4. The University continues to be successful in maintaining a low rate of infection and there remains no evidence of in-classroom or student-staff transmission, with most of the low levels of transmission cases presenting in private accommodation. With the new more transmissible variant of the virus, significant restrictions are again in place. In advance of the commencement of semester 2, students were advised to stay at home until advised that in-person teaching is to resume³. Excluding a small number of exempt categories (students studying medicine and final year science lab-based project students), we do not expect in-person teaching to start before 1 March 2021, and in practice we think it is likely to be later. We have committed to giving each student at least two weeks' notice of any resumption of in-person teaching.
- 2.5. The University acknowledges the very positive collective effort being undertaken by all staff in the circumstances. We recognise that working during coronavirus, whether this is at home or as an essential worker, will pose difficulties for everyone, but especially those with home schooling and other caring responsibilities.
- 2.6. Our advice for staff remains that they must work from home if possible and we support as many of our colleagues as possible to remain working at home and avoiding travel, while maintaining services which are essential to student and staff wellbeing, and campus safety. Safe provision for staff who cannot work from home is in place. We have also supported staff by putting in place furlough arrangements and flexibility with working arrangements.
- 2.7. Although the view of government, and expert scientific advice, is that our existing workplace and classroom safety measures are sufficient to mitigate the risk of the new variant of Covid, we have reviewed and where necessary strengthened our risk assessments to ensure that anyone who is required to be on site to meet our commitment to maintain essential services is more than adequately protected.
- 2.8. To support our students, the University launched the 'Can Do'⁴ initiative to provide safe, in-person education-based activities and events. The initiative was launched in the Autumn of 2020 and was also a support lifeline for those members of our community who had to remain in St Andrews over the Christmas vacation. Our events included the Can Do Book club, craft workshops, mindfulness sessions, and we offered free food to members of our community in partnership with the Students' Association during the inter-semester break. The initiative provides Covid-safe common areas within our "Can-do Marquee" as study space, and for other education related activities, adjusted to be within government guidelines at any time. The initiative exists in response to the needs of our community for interaction and structured activity during the pandemic and it remains responsive to changes in need, guidance, and law.

³ <https://www.st-andrews.ac.uk/coronavirus/semester-2/>

⁴ <https://www.st-andrews.ac.uk/coronavirus/can-do/>



- 2.9. Overall strategic co-ordination continues to be exercised by the Principal's Office with regular engagement of the University Court. Timely and clear communication continues to be at the heart of our approach led by the Principal and her Senior Management Team.
- 2.10. Our Covid Rapid Response Team (CRRT) continues to operate and provides a dynamic source of advice, support, and response to any suspected incidence of Covid amongst students and staff. The CRRT also oversees the operation of our Asymptomatic Test Centre, which in the period from end of November 2020 to end of January 2021 has conducted over 7500 tests. This includes c5750 tests prior to the Christmas vacation, covering 3566 individual students, and a further c1750, covering 820 students at the time of writing. We intend to keep the test centre open until 31 March 2021, subject to DHSC continuing the scheme. We would welcome the opportunity to enable the regular testing of relevant staff through the Test Centre and are working with Scottish Government to find a way to progress this.

3. UK's Departure from the European Union

- 3.1. In the context of the UK's departure from the European Union, whilst it is welcome news that an in principle agreement on the future relationship between the UK and the EU was announced in December 2020 avoiding a 'no deal' exit, uncertainty and concerns remain in a number of key areas such as: future access to research influence and funding; the sustainability of student mobility and exchange programmes; data transfer; the retention and recruitment of staff; and student recruitment
- 3.2. We continue to engage with the Scottish and UK Governments, the SFC, Universities UK and Scotland on the implications of and potential mitigations for Brexit and associated settlements. We are looking to address short and medium term issues around the stability of institutions and courses; the opportunities for Scottish domiciled students; the relevant flow of skills and investment into the Scottish economy; and exploring ways to enhance our international outlook and Scotland's 'soft power' relationships.
- 3.3. Within the University, as part of our response to the challenges posed by Brexit and the rapidly changing international political environment, we appointed a Strategic Adviser on External Relations and Professor of Practice in International Relations. This strategic appointment is designed to enhance our engagement with Holyrood, Westminster and further afield in the context of Brexit, the Scottish constitutional question and the University's ambitions under the Global pillar of our Strategic Plan. Our Brexit Preparedness Group coordinated business continuity planning whilst the risks and challenges are being monitored via our routine strategic risk management framework. We continue to offer significant support to our community of staff and students via our dedicated Brexit Helpdesk⁵ and via a range of communication channels⁶.

⁵ <https://www.st-andrews.ac.uk/brexit/helpdesk/>

⁶ <https://www.st-andrews.ac.uk/brexit/>



4. SFC Focus Area: The Learner

4.1. 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. In this section, focussing on the SFC and Scottish Government priorities, we describe how we provide a nurturing environment for learners of all backgrounds, supporting applicants and students in fulfilling their potential as independent, analytical and productive contributors to society.

4.2. Widening Participation and the Commission on Widening Access

4.3. In line with our long-term strategy⁷ and the recommendations set out in the Commission on Widening Access⁸ (CoWA) report, we seek to improve access to the University for those with a background of social and economic disadvantage, whether this relates to their place of education, family background, or home location. We will continue to progress the actions set out by the Commission on Widening Access.

4.4. Progressing Widening Access

4.5. Over the past 8 years, the proportion of Scottish-domiciled full-time undergraduate entrants from SIMD20 areas in St Andrews has risen from 4.1% (2012/13) to 11.0% (2019/20) as a direct result of our institution-wide strategy and targeted initiatives. Whilst in 2020/21, our intake was below our SIMD20 percentage target, due to the pandemic and the larger than planned entrant cohort, we plan to maintain our focus to ensure that we embed the successes of the last decade and continue to grow the numbers of entrants with a socio-economic disadvantage as a percentage of full-time undergraduate SIMD20 students while having a strong sense of duty of care to the applicant and meeting recommendation 34 of the CoWA report. We will adjust our objectives to reflect this.

4.6. Through our guaranteed offer scheme⁹, we commit to making an offer to all applicants who declare a care experienced background. The same guaranteed offer scheme is applied to SIMD20 applicants who attend a school which has 30% or lower progression to higher education, provided that the desire to study the subject is demonstrable, the minimum asking rates within all specified required subjects are met, and, if relevant, there is success in external testing or interview.

4.7. Our 2020/21 intake of access flagged Scottish-domiciled undergraduate entrants, as part of contextual admissions¹⁰, reached 48.2%. This is above the 40% target we set in 2018. We plan to work towards a target of 45% of our Scottish domiciled entrants having at least one contextual admissions flag, using current indicators.

⁷ <https://www.st-andrews.ac.uk/study/access/>

⁸ [A Blueprint for Fairness \(CoWA report\)](#)

¹⁰ <https://www.st-andrews.ac.uk/subjects/entry/contextual-admissions/>



- 4.8. We operate a programme of access and widening participation initiatives. We see these as critical to progress 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, with over £530,000 committed on an annual basis. The staffing commitment with specific responsibilities for Access and Widening Participation within the Admissions Department is 9.5 FTE. We provide financial aid each year with a guaranteed minimum bursary
- 4.9. All our Access and Widening Participation programmes 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 Fife programme, where the University engages with P7 pupils (CoWA recommendation 15), working with them, their parents, and schools throughout their educational journey. We employ 1.0 FTE Principal Teachers from Pupil Equity Funding to support pupils academically.
- 4.10. Through the support of University core funds, partnership, financial support, and donations, the First Chances Fife programme¹¹ now includes 8 Cluster Groups engaging in our P7 to S2 programme and 14 Secondary Schools engaging in our S3 to S6 Programme. This has increased the number of pupils involved in the programme from 806 in 2018/19 to 1,226 in 2020/21. 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. First chances has expanded to include Fife College and Access to High Demand Professions Programme (REACH). We also plan to continue the expansion of the First Chances programme to work with pupils in all secondary schools in Fife, as well as 10 cluster primary areas. We also support students from outside Fife through other initiatives such as the Sutton Trust Summer School and Access to Rural Communities projects supporting recommendation 4 of CoWA.
- 4.11. 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 includes a guarantee of an offer for certain qualified applicants. We will work with the sector to create a consistent 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 (CoWA recommendations 29, 30 and 31).
- 4.12. The University remains committed to a range of activities to support pupils, applicants, and students with a background of being in care. In 2020/21, the University has 23 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 provide a programme of student mentoring focused solely on looked-after children and the need to raise attainment. We have also used our First Chances Fife Programme as a vehicle better to support care-experienced students throughout Fife. 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 website¹².

¹¹ <https://www.st-andrews.ac.uk/study/access/projects/first-chances-fife/>

¹² [Care experienced students and Corporate Parenting](#)



- 4.13. In alignment with the Stand Alone Pledge¹³, we support estranged students (where they are known to us) by prioritising 12-month University accommodation, discretionary funding, and other bursaries to support these students financially.
- 4.14. In line with recommendations 11 and 12 of CoWA and the recommendations within the Universities Scotland 'Working to Widen Access'¹⁴ report, the university now has three stated academic entry requirements¹⁵, Standard, Minimum, and Gateway. Each of these is clearly explained using a common language framework, agreed across the sector, in promotional materials and publications for 2020 entry. A new Entry Qualification Indicator tool¹⁶ has been launched to assist prospective applicants in identifying which of the three category of entry requirements they will be expected to meet. The tool as well as further details can be accessed from the webpage of every undergraduate course and are signposted in our printed prospectus. Schools across Scotland have also been notified.
- 4.15. We continue to support students from a widening access background in their transition to St Andrews as well as throughout their studies at the University now also through digital means. We offer a full transition programme with taster days along with a first year mentoring programme for all students with access criteria such as socio-economic disadvantage, attendance of a low progression school or a background of being looked after/in care, and for those with a household income less than £34,000 provide a bursary of £1,500 for every year of study.
- 4.16. Once a student from a widening access background is at the University, our extensive student mentoring programme with academic, study skills, and pastoral support, to ensure that for students entering under our contextual admission system the risk of failing is minimised. We aim to ensure that no fewer than 95% of students with access codes continue from each year of study to the next in line with all other students.
- 4.17. As the number of students from widening access backgrounds increases, we recommend that the SFC's Widening Access Retention Fund be integrated into the core teaching grant for all institutions as a more effective way of embedding ongoing support and enabling monitoring for this demographic of students who require significant additional support.
- 4.18. **FE to HE Pathways and articulation**
- 4.19. We have set up an Articulation Group, chaired by the Vice-Principal Education, to maximise existing articulation routes and explore new ones in order to increase capacity (CoWA recommendation 9).
- 4.20. Our dedicated approach for those coming through local colleges has been established. In 2020/21, 42 places were allocated for those coming with HNC, HND, and SWAP qualifications.
- 4.21. Concerns remain about the effective portability of skills and knowledge across the same levels within the SCQ Framework between FE and HE. This is particularly evident in relation to

¹³ <http://www.thestandalonepledge.org.uk/> and <https://www.st-andrews.ac.uk/study/apply/estranged/>

¹⁴ <https://www.universities-scotland.ac.uk/publications/working-to-widen-access/>

¹⁵ <https://www.st-andrews.ac.uk/subjects/entry/indicator>

¹⁶ <https://www.st-andrews.ac.uk/subjects/entry/indicator>



transitions to research-led teaching environments. Through our close working relationship with our local colleges, we have created learning pathways involving articulation where this has been possible and where it is sought by the students. Such arrangements require planned development and our aim is to develop 1-2 further partnerships per year over the next three years, recognising that differences in curricula exist.

- 4.22. We committed to at least 20 places per year for students coming from FE, in line with recommendations 5 and 7 of CoWA to strengthen transitions into HE for entrants with access indicators and domiciled in Scotland.
- 4.23. We continue to strengthen our regional partnerships through the development of articulation routes and continue to work on curricular fit. Our agreement with Forth Valley College is awaiting approval and the agreement with Dundee and Angus College will come into place with 2020 entry.
- 4.24. The trial articulation agreement with Forth Valley College will be for students on their HND Chemical Process Technology or Applied Chemical Science programmes. More success in bridging the curriculum gap has been possible in terms of creating a full articulation pathway for those in Dundee and Angus College studying an HNC Social Science. Students will be able to ease their transition into year 2 on our MA Combined Studies by taking a module offered in the evenings while they are still at college.
- 4.25. 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 transparency and flexibility for students. We are active in the steering group and feed into both the Curriculum Pathways work-stream and the Admissions and Referrals work- stream.
- 4.26. With the demographic decline and colleges as well as universities being interested in holding onto or recruiting the same students, not all FE-HE partnerships are able to support a growing pipeline of students transferring to HE. We will operate an appropriate variety of options with flexibility that supports students as well as our partners to achieve the best outcomes.
- 4.27. Following the successful launch in July 2019 of our MA Combined Studies degree, which is designed specifically for those returning to education after a significant break, 59 students have entered on this route. This programme is delivered on a part-time basis in the evening. Individual modules from the programme can also be studied on a non-graduating basis allowing for upskilling of those already in or seeking employment. Learners on the programme also have the option of studying some of their modules with the Open University (COWA recommendation 10). The Programme has compulsory modules in Psychology, English and IT thus helping to increase confidence in literacy, numeracy and IT skills.
- 4.28. Our location means we can also work on collaborative arrangements with our partners in Tayside. We welcome applications from students on the Scottish Wider Access Programme¹⁷ (SWAP) adding regional diversity.

¹⁷ <http://www.scottishwideraccess.org/>



4.29. **Medicine – Health Outcomes**

- 4.30. Together with other universities in Scotland we have also recruited additional medical students as a result of the cancelled examinations due to the pandemic. While times are challenging to deliver medical training and experience, our students and staff are clear that this is a way to make a positive contribution to fighting the pandemic now as well as longer term. The commitment to funding the students and their clinical placements from the Scottish Government and the SFC has been helpful in this context.
- 4.31. In order to simplify the admissions process across all the medical schools in Scotland, the University of St Andrews as part of the Scottish Medical Schools Admissions Group (SMSAG) continues to work in partnership to bring greater clarity and consistency to entry requirements. The following were implemented for 2020/21 entry:
- A standard template for presenting entry requirements for SIMD20/40/care experienced candidates and clarity on the types of reductions in entry requirements made for publication for all Medical Schools;
 - A new way of considering S5 grade requirements (AAABB) and/or a 10% increase to the UKCAT score - St Andrews implemented both;
 - Consideration of potential for alignment of S5 and S6 requirements for Gateway programmes - for St Andrews the direct entry requirement from S5 is BBBB over one year, representing a significant reduction on our standard A100 requirements.
 - Review of S6 requirements for SIMD20/40 and for care experienced applicants and potential for standardisation. Due to the subjects on offer in schools and the need to ensure candidates have the right subject mix for entry into medical school, 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 asks for 2 Bs at Higher and/or Advanced Higher, a reduction from the standard requirements for A100 entry.
- 4.32. To increase the number of Scottish-domiciled applicants to Medicine, the University of St Andrews continues to offer 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.
- 4.33. Following the intake of the second cohort to the ScotGEM programme, 110 students are currently enrolled, with 51% of the students domiciled in Scotland.
- 4.34. ScotGEM is a significant vehicle for increasing the number of medical graduates retained in Scotland and working for NHS Scotland throughout their careers. A core aim and benefit of the new ScotGEM programme is the provision of advanced training and the relocation of skilled individuals to Scotland. This has the potential to reverse the paucity of General Practitioners in remote and rural areas. We will encourage more of our young doctors to become GPs, or enter other shortage specialities. 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. Most of the enrolled students on the Programme across both entry cohorts took up the bursary and are committed to staying in Scotland after graduation.



- 4.35. We will report on the graduate outcomes for ScotGEM students from academic year 2022/2023 onwards, following the first cohort of graduating students.
- 4.36. **Support for Mental Health and Wellbeing**
- 4.37. During these unprecedented times, the University acknowledges the significant contribution of all our staff, and the potential for increased pressures. As outlined in Section 2, we have put in place additional resources and support for our staff and student community, and continue to offer flexible solutions to enable staff to balance their workloads with any additional caring responsibilities they may have.
- 4.38. Our whole-university Mental Health Strategy¹⁸ confirms the University's commitment to our community's mental health and wellbeing. While specific to the context and needs of the University of St Andrews, it also reflects the strategic themes put forward by Universities UK's Stepchange Framework for mental health in higher education¹⁹. We established a task force for implementing the strategy across the University, ensuring appropriate reporting, and sharing best practice. The task force will also coordinate a whole-university campaign to destigmatise mental health issues and to promote a positive working environment for all.
- 4.39. Our mental health strategy sits within the context of complex and increasing demands, and a deficit in NHS support in the region. The national target for patients starting psychological therapy within 18 weeks is 90%, but the performance in Fife is 66.2%²⁰. Addressing this shortfall means that we have to prioritise care and support for students with the most complex needs and those at the highest risk, including implementing additional measures identified in the UUK Suicide-Safer Universities report²¹. Access to services and working in collaboration with NHS partners are of vital importance to mental wellbeing of our staff and students. We have invested substantial resources to supporting our strategy and this shortfall despite the constrained funding environment.
- 4.40. We have increased our mental health and disability provision for both staff and students and extended our Matched Care Model into staff support.
- 4.41. To implement the Scottish Government funded Mental Health and well-being programme²² we advertised for two mental health counsellors in the autumn expecting that additional staff would be in post for Semester 2 of 2019-20. However, we were unable to recruit sufficiently qualified candidates.
- 4.42. At the same time as re-advertising the positions, to mitigate for the longstanding difficulties in recruiting suitably qualified counsellors and Cognitive Behavioural Therapists (CBTs), we launched a scheme to 'grow our own' accredited CBTs. The scheme quickly provides support to students in distress and addresses a need for low intensity CBT in the short term. In the medium to long term, this approach will help address a skills shortage in counselling and

¹⁸ Footnote to be added when available post-Christmas

¹⁹ <https://www.universitiesuk.ac.uk/policy-and-analysis/stepchange/Pages/framework.aspx>

²⁰ <https://www.gov.scot/publications/nhsscotland-performance-against-ldp-standards/pages/psychological-therapies-waiting-times/>

²¹ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2018/guidance-for-universities-on-preventing-student-suicides.pdf>

²² <https://www.gov.scot/news/more-mental-health-support-for-students/>



acknowledges a continuing increase in the need for mental health support. We are keen to build CBT resources based on research showing its effectiveness for a wide range of problems helping students tackle their problems by harnessing their own resources.

- 4.43. We also plan to utilise the SFC funding for a ringfenced/dedicated external service for student sexual violence survivors provided by a local agency (FRASAC).
- 4.44. As part of the Scheme, we recruited two graduate Trainee Psychological Therapists from an applicant pool of 91. They are successfully delivering light intensity CBT under supervision, as planned. In addition to gaining work experience while qualifying for a PG Diploma in Cognitive Behavioural Therapy, delivered with NHS Lothian and NHS Greater Glasgow & Clyde in collaboration with QMU School of Health Sciences, our trainees will assist with the development of our wider university Mental Health services, in particular in the delivery of our Student Mental Health Agreement²³ with the Students' Association. We were disappointed not to agree with the Funding Council that we can deploy the Scottish Government funding to recruit two more trainees to address the continuing demand in mental health and meet the skills shortage.
- 4.45. We have additional staff, two critical responders, in place to provide urgent support outside of normal working hours. This is a recognition of the increase in situations which need an immediate response and assistance to liaise with NHS or other emergency services and reflects the challenges of our location and access to emergency NHS facilities. We have also recruited two Clinical Supervisors to provide additional support for any member of staff working with people who have emotional or mental health difficulties.
- 4.46. Our Counselling, Wellbeing and Mental Health service for students was accredited²⁴ in January 2019 by the Royal College of Psychiatrists in partnership with the British Psychological Society. We are the first Scottish service of any kind to achieve this award.
- 4.47. **Equality and Diversity**
- 4.48. The University of St Andrews continues to make important progress in gender equality with ambitious aspirations²⁵ through our action plans on Gender, Equalities Outcomes, and Athena SWAN. In April 2019, we published an update on progress²⁶ since the last Mainstreaming Report was published in April 2017. It provides an overview of our ambitions and activities aimed at: the elimination of discrimination; advancing equality of opportunity; and fostering good relations between staff, students, and other stakeholders across all categories of equality, diversity, and inclusion.
- 4.49. In March 2019, the University's first Assistant Vice-Principal for Diversity was appointed. This senior level role is a high-profile demonstration of the University's determination to place equality, diversity and inclusion at the heart of the St Andrews experience.

²³ <https://www.st-andrews.ac.uk/student-services/strategy/>

²⁴ <https://news.st-andrews.ac.uk/archive/recognition-of-student-support-at-st-andrews/>

²⁵ <https://www.st-andrews.ac.uk/hr/edi/equalityschemeandpolicies/reports/>

²⁶ <https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/reports/Equality-Mainstreaming-Interim-Report-30April2019-Final.pdf>



- 4.50. We published our Gender Action Plan (GAP)²⁷ in July 2017. This 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. In 2019, we published an updated action plan²⁸ for tackling gender under-representation at subject level. Whilst the 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.
- 4.51. 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 (see 4.4 – 4.17).
- 4.52. Our commitment to the Athena SWAN accreditation process led to the successful institutional application for Bronze renewal in May 2018, and has been central to our promise to ensure and enhance equal opportunity in all university activities. This includes: 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 Scottish Code of Good HE Governance²⁹. We continue to support our Academic Schools in applying for Athena SWAN awards. Fifteen of nineteen academic schools currently hold either a bronze or silver award, and all-but-one school has now submitted an application (with the remaining school doing so imminently).
- 4.53. The University continues to strengthen its activities to address gender imbalance and eliminate the gender pay gap. A commitment to ensuring progress in this area is laid out in the University’s Strategy 2018 –2023, and its enabling strategies are being developed to support this.
- 4.54. Gender pay is openly and regularly discussed within the University, and a working group has been established with the local Trade Unions to build a greater understanding of the drivers behind the pay gap and identify further actions to address it. As part of this commitment we have published for the second time comprehensive information³⁰, in line with the UK Government requirements (from which Scottish universities are exempt). We will continue to do 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.
- 4.55. The following actions are supporting our commitments to:
- review recruitment and promotion procedures to encourage applications from women and other underrepresented groups; ensure no single sex shortlists for advertised

²⁷ <https://www.st-andrews.ac.uk/media/human-resources/equality-and-diversity/reports/St-Andrews-Gender-Action-Plan-Report-final.pdf>

²⁸ <https://www.st-andrews.ac.uk/media/human-resources/equalitydiversity/School-AS-Action-Plans-tackling-Gender-underrepresentation.pdf>

²⁹ <https://www.scottishuniversitygovernance.ac.uk/>

³⁰ [Gender Pay Gap Report 2018](#)



academic posts without intervention; provide mandatory unconscious bias and diversity training for recruitment and promotion panel members;

- improve our understanding of other pay gaps, and to understanding the impact of intersectionality when addressing the gender pay gap;
- embed professorial and senior staff pay banding and a more structured salary review for senior staff;
- review our family friendly policies and implement of core meeting hours across all schools allowing flexible start and finish times to support employees with caring responsibilities;
- create Carers Support Network³¹ to provide a forum for engagement and to support the University's engagement with Carer Positive;
- continue the Elizabeth Garrett mentoring programme³² to support women in, or aspiring to, academic leadership roles with 59 women participating as mentees and 68 as mentors since its start; with another cohort due to commence new partnerships in February 2021.
- Embed the Gender, Diversity and Inclusion Research Fund provided by the University, currently supporting 14 projects. The aim is to generate further evidence to support good practice and incentivise new research projects that challenge us to think about a range of factors within our culture and practices that may play a role in producing the current pay gap;
- Continue support for the Advance HE Aurora Programme. Since 2014, 110 women have participated in this programme, with a further 14 future female leaders participating in 2020/21.

4.56. The university has committed to growing the pipeline of leadership and expertise among our community of staff, students, and alumni³³. For example, there has been an increase in the representation of females within the Principal's Office within a year to October 2019 from 15% to 50%. The University supports the recent Gender Representation on Public Boards (Scotland) Act 2018, requiring public boards, such as the University Court, to have 50% of non-executive members who are women. The University keeps the composition of Court under continuous review to encourage diversity in all appointments, including those covered by the Act, whilst recognising the challenges posed in percentage compliance terms by the relatively small numbers of posts covered by the definitions of the Act. As of 1 April 2020, three of the eight co-opted members of the University's Court are women. Two of the most senior positions in the University – the Senior Lay Member, and the Principal and Vice-Chancellor – are filled by women; In addition, the University Court comprises 23 members, including representatives from senior management, academic staff, students, alumni, Fife Council, and non-executive members. There are currently 14 male court members, and 9 female members including the Senior Lay Member. The University is also committed to increasing the involvement of other underrepresented groups and reducing barriers to their participation.

4.57. The University policy and guidance for supporting trans and gender diverse people³⁴ 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,

³¹ <https://www.st-andrews.ac.uk/hr/edi/carers/staff-network/>

³² <https://www.st-andrews.ac.uk/staff/ppd/elizabethgarrettmentoring/>

³³ <https://www.st-andrews.ac.uk/about/governance/university-strategy/diverse/>

³⁴ <https://www.st-andrews.ac.uk/staff/policy/hr/policyandguidanceontransstaffandstudents/>



undertakes to treat with dignity and respect and not to discriminate against transgender, transsexual, or transvestite staff or students.

4.58. The University's British Sign Language Plan³⁵ has been developed in consultation with DeafAction, staff, and students, and was published on our website in October 2018. The University is committed to its implementation.

4.59. **Equally Safe in Higher Education (ESHE)**

4.60. Our Equally Safe in Higher Education (ESHE) working Group is well established and focused on the implementation of the Equally Safe Toolkit with a university-wide approach including staff and students.

4.61. The StAnd Together: Got Consent Committee – a joint University-Students' Association initiative to tackle gender-based violence (GBV) within the student community – launched a GBV prevention campaign to coincide with the start of the 2019/20 academic session. Our 'Got Consent' workshops were a compulsory part of the Student Orientation programme for entrant students. These workshops provide guidance to students about Student Policy on GBV³⁶ and highlight points of contact for reporting GBV and relevant support. Every student is required to confirm that they have read and understood the policy at matriculation. Support cards and information stickers are also distributed around the University.

4.62. Student Services has three staff members who have been trained as Sexual Violence Liaison Officers (by LimeCulture) and students are able to book appointments.

4.63. A Gender Based Violence Policy for Staff³⁷ has been developed to support and signpost staff who are either approached by someone experiencing GBV or is a victim. This dovetails with the Student Sexual Misconduct Policy³⁸. In summer 2020, we revised our sexual misconduct disclosure procedures, and updated staff training accordingly, including Wardenial staff in residences. All Student Services wellbeing, counselling and mental health staff have also undertaken Trauma training.

4.64. An online university training programme has been developed for all staff in relation to GBV, and additional face-to-face training is offered in collaboration with Rape Crisis, who are providing different levels of training opportunities this academic session for a range of staff across the university. We are working with AMOSSHE Scotland to develop an online training module for all staff in 2020. Our Student Services team is engaged with local organisations including Fife Rape & Sexual Assault Centre³⁹, and Fife Violence Against Women Partnership⁴⁰.

³⁵ <https://www.st-andrews.ac.uk/media/human-resources/equality-and-diversity/disability/BSL-Plan-2018-Final.pdf>

³⁶ <https://www.st-andrews.ac.uk/students/advice/personal/sexual-misconduct/>

³⁷ <https://www.st-andrews.ac.uk/policy/staff-employee-relations-dignity-and-respect/gender-based-violence.pdf>

³⁸ <https://www.st-andrews.ac.uk/students/advice/personal/sexual-misconduct/>

³⁹ <http://www.frasac.org.uk/>

⁴⁰ <https://girfec.fife.scot/services/fife-violence-against-women-partnership-fvawp/>



- 4.65. We have visible and accessible reporting systems for students who have experienced or are experiencing GBV⁴¹. GBV is addressed under the University's Non-Academic Misconduct Policy (Students)⁴² or the HR Discipline Policy (Staff)⁴³.
- 4.66. Student Services currently use a case management system to record reports of GBV. The University's ESHE working group, working closing with the ESCU research Network⁴⁴ to launch an anonymous Report and Support⁴⁵ service. Report and Support is an online tool where staff, students and members of the community can report issues of bullying, discrimination, abuse, assault or harassment of any sort anonymously, or by reporting with contact details so an adviser can provide support. Report and Support is also home to information about internal and external support. Every negative experience matters, and Report and Support ensures we capture every opportunity to learn and to signpost help and resources. The initiative also demonstrates our commitment to the Equally Safe framework. The Report and Support website has been developed with support and engagement from a large consultation group, including student representation, our BAME network and the Mental Health Task Force, AVP Diversity and the University Equally Safe Group.
- 4.67. **Student Health, Safety, and Behaviour**
- 4.68. In addition to the specific activities relating to our equalities initiatives, the University has developed a joint approach with the Students' Association and Athletic Union to raising awareness of expectations of behaviours within the University and the broader community. We continued to build on this while managing the consequences of the pandemic.
- 4.69. Positive behaviour from our students, together with the safety measures put in place, have been key to ensuring the University's ability to keep our overall number of Covid cases and transmission rates relatively low.
- 4.70. A well-attended, professional performance-based Student Life Induction event is held on the first day of Orientation Week to introduce new students to key non-academic aspects of student life, discussing a range of issues such as mental health, sexual assault, drugs and alcohol, and equality, diversity, and inclusion.
- 4.71. The majority of undergraduate entrants, when based in St Andrews, are housed in university halls of residence where they can access advice and support from Student Services via their resident warden and team of assistant wardens. Each residence hosts a Warden's talk at the beginning of Orientation Week to outline expectations with regards to behaviour and identify mechanisms to report and seek support in the event of bullying, harassment, or assault. In addition, the University distributes 'Support/Report' cards with associated details of sources of advice and support.

⁴¹ <https://www.st-andrews.ac.uk/students/advice/personal/sexual-misconduct/how-to-report/>

⁴² <https://www.st-andrews.ac.uk/media/student-services/documents/Non-Academic%20Misconduct%20Policy.pdf>

⁴³ <https://www.st-andrews.ac.uk/staff/policy/hr/disciplinaryprocedures/>

⁴⁴ <https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/>

⁴⁵ <https://reportandsupport.st-andrews.ac.uk/support/what-is-report-and-support>



- 4.72. We collaborate with GP and Primary Care to deliver student focussed services. As part of that exclusive student clinic services are provided, funded by the University. Input on design of sexual health services is ongoing and in line with public health priorities.
- 4.73. Our Mental Health Strategy identified collaboration with local third-sector organisations as key. As part of our regionally connected work relating to public health outcomes, we engaged in the Fife Partnership delivery groups – Communication and Young Persons - which drive forward the Fife Suicide Prevention Action plan. The University has actively contributed to the Suicide Prevention Local Action Plan and is sharing resources such as training and promotional materials. We supported the national campaign for Suicide Prevention Day with the Students' Association. We continue working jointly and exploring ways to increase effectiveness.
- 4.74. There is consistent representation by the University on the local North East Fife Health & Social Care Locality Planning Forum
- 4.75. The University follows the Universities UK guidance on 'How to Handle Alleged Student Misconduct Which May Also Constitute a Criminal Offence', also known as the Pinsent Masons Guidance⁴⁶.

5. SFC Focus Area: The System

- 5.1. This section responds to the SFC and Scottish Government system-based priorities, focussing on our high quality, research-led, and innovative teaching. We cover the learner journey, skills, our engagement with Secondary and Primary Schools, and employability in the context of developing the young workforce. We also outline our approach and commitment to addressing the climate change emergency and how we incorporate sustainability into our curriculum.
- 5.2. 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 Strategy⁴⁷. We aim to have at least 45% of our Scots/EU undergraduate entrants enrolled on STEM programmes in line with the distribution of our funded places, while encouraging a growth in uptake from Scottish-domiciled students.

5.3. Upskilling

- 5.4. While until now the University's upskilling provision has relied on more traditional qualifications and degree courses, in 2020/21 we reviewed our approach and are directing our portfolio more specifically toward the post pandemic recovery. The pandemic has had a devastating impact on businesses across Fife and Scotland. Businesses in Fife have been particularly hard hit, as many rely on tourism for their survival and the hospitality industry is a significant employer in the region. Our intention is to offer a portfolio of courses to help these businesses and their employees in our region and beyond.

⁴⁶ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/guidance-for-higher-education-institutions.pdf>

⁴⁷ <https://www.gov.scot/publications/science-technology-engineering-mathematics-education-training-strategy-scotland/>



- 5.5. Our upskilling portfolio is a suite of flexible courses and the funding available is targeted at people out of work, those concerned to return or remain in work, or recent arrivals into the area who are looking for work, including refugees and asylum seekers. Our planned additional portfolio items contain three types of course:
- 5.5.1. A selection from 3 applied, skills-oriented modules, SCQF Level 7, 20 credits each in Statistics; Sustainable Development and Macroeconomics. These modules are all offered by distance learning with materials accessible digitally. In addition, students will be offered scheduled tutorials and on-line contact, with assignments and an on-line examination at the end of each module. Students taking these modules, will also receive an induction to HE, whether they are returning after a significant time away or taking an HE course for the first time. They will have access to University resources (Library, student services etc.) and a support network. On successful completion, students will receive a credit transcript and an attendance certificate.
- 5.5.2. A selection of Evening Language courses of 5 credits each will allow learners to communicate with others and better understand cultures and people from around the world. With our changing relationship with the EU, the ability to speak the language of partner organisations is becoming an ever more critical skill. The priority languages the British Council has identified for enhancing the UK's future prospects and influence are all taught as evening language courses at St Andrews: Spanish, French, Mandarin, Arabic, and German - and the list is even longer. At the end of the course, students who complete successfully will receive a credit transcript and an attendance certificate.
- 5.5.3. Microsoft Expert certification and course support for Excel, Access and Word (MOS certificates). These courses are online, externally certified with materials and data for learning and practice provided as part of the course. They are targeted at individuals who are currently out of work with upskilling opportunities relevant to their business or sector. Those who complete the course successfully will receive a certificate of accreditation directly from Microsoft.
- 5.6. We are also looking into opportunities to offer postgraduate level, credit bearing courses as micro-credentials.
- 5.7. In the summer of academic year 2020/21, we will review the success of our offerings, and feed this into our strategy on upskilling provision in subsequent years. This work will be owned by the Education Strategy Management Group chaired by the Vice Principal for Education. The planning and quality of our upskilling provision is overseen by the Associate Dean for Education (Science) at undergraduate level and the Director of the Graduate School at postgraduate level. We plan to expand the range of modules/courses available and to explore whether a combination of such modules/courses – for example, Languages with Macroeconomics - would present an even more meaningful offer for employers and employees as the country emerges from the pandemic and focuses on recovery. We will keep the SFC informed of our findings and evolving plans.



- 5.8. **Skills Alignment in the curriculum for degree seeking students and Employability**
- 5.9. In this section, we describe our commitments and activities in support of the SFC objective to achieve greater innovation in the economy. We make a system-wide contribution, from our engagement with local primary and secondary schools, our skills-focused curriculum, our emphasis on enterprise and employability, and our commitment to lifelong learning.
- 5.10. Our portfolio of programmes and graduate attributes provide our students with the opportunity to develop a range of transferrable and meta-skills prized by employers through a mixture of curricular, co- and extra-curricular and self-development activities.
- 5.11. In 2020/21, the university introduced Vertically Integrated Project⁴⁸ modules into the curriculum. These create capacity for students and staff to work together in multidisciplinary and multigenerational teams in ongoing research projects for credit. As such, they enable students to develop a range of highly valued transferrable skills such as communication, teamwork, entrepreneurial, creativity, and project management. Three existing applied research projects have been identified as offering vertically integrated projects for students: the 'InGAME' research initiative funded by the AHRC Creative Economy Programme in partnership with researchers at Abertay University and the University of Dundee; molecular biology for participation in iGEM; a project with Computer Science creating virtual reality exhibits and 3D historical reconstructions (e.g. the Cathedral) for museums and other learning environments.
- 5.12. Through our Employability Working Group⁴⁹, chaired by the Dean of Science, we are developing a method of recording student reflection on our newly developed graduate attributes. This survey will be available to students at the point of course work submission. We plan to reflect the attributes acquired by students on their HEAR transcript.
- 5.13. The Students' Association now have elected employability class representatives in every School. These students work closely with School-based academic Careers Links to develop awareness of career opportunities and organise events together with employers and alumni. This fosters deeper engagement of each individual School with employers and students.
- 5.14. The University has created a new Department of Chinese Studies within our School of Modern Languages, which will offer intensive instruction in Mandarin and a range of modules in Chinese cultural studies. This will encourage a global mind-set and enable our graduates to operate more effectively in East Asia, broaden the University's global reach, support interdisciplinary research, and contribute to the Enterprise and Skills Board's Strategy⁵⁰.
- 5.15. The first cohort of entrant undergraduate students to new Chinese joint honours programmes is planned for academic year 2021/22. In addition to Chinese, these students will take modules from the schools of Modern Languages, International Relations, Management, Art History,

⁴⁸ <https://www.st-andrews.ac.uk/education/vip/>

⁴⁹ <https://www.st-andrews.ac.uk/policy/academic-policies-learning-and-teaching-employability-strategy/employability-strategy.pdf>

⁵⁰ <https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2018/10/working-collaboratively-better-scotland/documents/00542105-pdf/00542105-pdf/govscot%3Adocument/00542105.pdf>



History, and Economics. We plan to expand the offering to interdisciplinary programmes in the Faculty of Science and to programmes at postgraduate level. Ideally we would want to admit Scottish students to this programme without taking places away from Scottish students on other programmes. We request 32 additional funded places for home funded undergraduate students on this new programme, and starting funded places from 2021/22 entry with 8 FTE for 4 years.

5.16. Our commitment to lifelong learning includes the MA Combined Studies degree⁵¹, 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. In addition, our staff also benefit from significantly discounted tuition fees across all of our programmes.

5.17. **Regional Engagement**

5.18. Our engagement with local schools also supports the development of our students' employability skills. Since 2007, the University has provided placements in local secondary schools for our students seeking teaching experience and mentoring from a schoolteacher. These placements are integrated into the Communication and Teaching in Science and in Arts and Humanities modules.

5.19. To support local primary schools with implementing the Scottish Government's level 1 + 2 Language Policy⁵², Fife Council and the School of Modern Languages started up a Primary School Partnership⁵³, whereby our undergraduate students are teamed up with local schools to support language teaching and learning during weekly visits.

5.20. After piloting the partnership during 2018/19, a win-win situation evolved for everyone involved: our undergraduates who have spent their Year Abroad as teaching assistants have the opportunity to build on their teaching experience in a different setting; other Modern Languages students, get valuable insights into what teaching at primary school level entails; pupils enjoy the rapport with students and learn with greater ease; and teachers gain practical help and feel better supported. Given the overall positive feedback from teachers, pupils, and our undergraduates, this project will be expanded from the current 8 primary schools and 15 participating undergraduates. Structured feedback from participating schools and undergraduates gathered during 2019/20 was very positive and we plan to embed the activities within the Partnership into our School of Modern Languages' outreach programme.

5.21. The University is an active member of the Fife STEM strategy Hub which has as its remit the development of a pipeline for STEM students from primary school to employment. This group has a number of working groups focussed on different aspects of the pipeline development such as inspiration for young children (primary school onwards), employer links and curriculum development. Our Employability group has an external business expert as a member, who is very active in start-up investment in the Fife area.

⁵¹ <https://www.st-andrews.ac.uk/subjects/combined-studies-ma/>

⁵² <https://education.gov.scot/improvement/learning-resources/a-1-plus-2-approach-to-modern-languages>

⁵³ <https://www.st-andrews.ac.uk/modern-languages/outreach/primary-school-partnership/>



- 5.22. In addition to the credit-bearing language modules and degree programmes offered by the School of Modern Languages, our International Education Institute (IE) delivers a suite of evening language courses for circa 350 students and members of the local community each semester. These courses are offered from beginner to upper intermediate or advanced⁵⁴ levels. Our portfolio includes nine languages in the current academic year; Arabic, French, German, Italian, Japanese, Mandarin Chinese, Portuguese, Russian, and Spanish; aligned with the top ten languages of economic importance to the UK in the British Council's 2017 'Languages for the Future' report⁵⁵.
- 5.23. Our students also have access to a range of internship opportunities:
- An internal undergraduate academic research internship programme in every School;
 - 25 places annually on the externally funded Laidlaw Scholarship programme⁵⁶, combining research and leadership training;
 - The popular Santander Small and Medium Sized Enterprises Internship Scheme⁵⁷ co-funded by Santander and the businesses themselves offering a variety of paid work placements for up to 20 undergraduates and postgraduates during vacation times;
 - A work shadowing programme with opportunities with alumni, friends, and staff of the university. Last year, 468 opportunities were available to students;
 - A summer internship programme run by our Careers Centre for over 20 students in schools and professional service units across the university.
- 5.24. **The University's engagement with the Skills Action Plan for Rural Scotland⁵⁸.**
- 5.25. The ScotGEM programme is one of the examples of collaboration across Scotland, aimed at upskilling and relocalisation (see paragraph 4.34)
- 5.26. Access for Rural Communities (ARC) is a pioneering approach aimed at supporting and enabling young learners from these communities on their journey into university. Working with S4 to S6 pupils, it provides a platform for exploring opportunities in higher education in the following local areas: Argyll and Bute, Highlands, Eilean Siar (Western Isles) and Shetland and Orkney. This support primarily revolves around our residential summer schools in St Andrews where pupils are introduced to a range of different subjects, are encouraged to develop their investigative and analytical skills by completing a group project, and are given the opportunity to network with other pupils from across Scotland.
- 5.27. Our academic schools run work-based learning projects throughout the university, examples include a Psychology and Neuroscience in-house publication written and edited by students. The School of International Relations provides opportunities to work on policy at postgraduate level. Music students get opportunities to work as external examiners and performers as part of their programme, and the Department of Film Studies uses lectures to create collaborations which lead to potential publications.

⁵⁴ levels A1 through to B2 on CEFR (the Common European Framework of Reference for Languages)

⁵⁵ <https://www.britishcouncil.org/research-policy-insight/policy-reports/languages-future-2017>

⁵⁶ <https://www.st-andrews.ac.uk/students/involve/laidlaw/>

⁵⁷ <https://www.st-andrews.ac.uk/careers/jobs-and-work-experience/internships-and-work-experience/vacancysources/uk/santanderinternships/>

⁵⁸ <https://www.skillsdevelopmentscotland.co.uk/media/45683/skills-action-plan-for-rural-scotland-summary-report.pdf>



- 5.28. Our Vertically Integrated Projects provide team working and project development experience along with the opportunity to publish work, as outlined in paragraph 5.11.
- 5.29. **English as a Foreign Language**
- 5.30. The University demonstrates a commitment to English for Speakers of Other Languages (ESOL) through several areas of IE's work.
- 5.31. Firstly, IE offers a range of International Foundation Programmes and Pre-sessional Courses that prepare international students who do not use English as a first language to engage fully with their degree programmes equipping students with language skills. Additionally, IE delivers four credit-bearing undergraduate modules (English as a Foreign Language A and B in Y1; Academic English 1 and 2 in Y2), also developing language skills. These modules are primarily taken by exchange students. IE also offers an Academic English Service, which provides a range of free workshops, tutorials and online materials for all students in St Andrews who use English as a second or additional language.
- 5.32. As well as working to develop directly the English language skills of St Andrews students, IE also delivers a range of postgraduate MSc and PGCert programmes in TESOL (Teaching English to Speakers of Other Languages). These programmes, which utilise the expertise of IE staff as researching TESOL practitioners, demonstrate a broader commitment to ESOL through the development of teachers (both of English and of other subject areas) who are attuned to the learning needs of students who use English as a second or additional language. Programmes are offered both on-campus and through online distance-learning, with September and January entry points each academic year. Students of a range of nationalities enrol on these programmes, and graduates have moved on to work in the area of ESOL in Scotland, the UK and overseas.
- 5.33. **Gaelic**
- 5.34. In the last year, the University has supported Gaelic language classes run through Fife Council with rooms and technical back-up. Dr Peter Mackay in our School of English is an expert in Scottish and Irish literature from 1800 onward with a specialism in Gaelic literature. His collection of poems *Gu Leòr / Galore* was shortlisted for the Saltire Scottish Poetry Book of the Year. He is also a frequent broadcaster on Radio 3 and BBC Radio nan Gàidheal.
- 5.35. **Sustainability in the Curriculum**
- 5.36. In response to the declaration in 2005 by the UN that the following ten years would be a Decade of Education for Sustainable Development, the University of St Andrews set up its first interdisciplinary undergraduate degree in Sustainable Development. Eleven Schools, including Geography, Earth Sciences, Management, International Relations, History and Biology, came together to create a ground-breaking programme at a time when only a handful of universities worldwide offered undergraduate Sustainable Development degrees.
- 5.37. Beyond the dedicated Sustainable Development programmes at both undergraduate and postgraduate levels, sustainability-related learning and teaching is underway across all of our



Academic Schools. A recent survey identified 194 modules in our portfolio relate to sustainability across undergraduate, post-graduate, executive education and public outreach provision.

5.38. ‘Sustainability’ was made a Vice Principal (Educations)’s priority for 2019/20. This includes the establishment of a Sustainability in the Curriculum working group and dedicating Academic and Teaching Practice fora to the theme of sustainability. This work is integrated with our strategic response to the climate change emergency.

5.39. **Response to the Climate change emergency**

5.40. Sustainability is at the heart of our Strategy and core to activities at St Andrews⁵⁹. To respond to the Climate Emergency with the scale and pace required, in January 2021 the University approved a new Environmental Strategy centred on the vision that St Andrews be ‘Net Zero by 2035’. Our vision is set in advance of the Scottish Government’s net zero target so that we can provide the knowledge and skills needed to enable Scotland's transition.

5.41. Reaching net zero, for ourselves and so that we can support a global transition to net zero, requires a whole-institution response. The University’s Environmental Sustainability Board (ESB) brings members from across St Andrews together so that work is integrated. The ESB is chaired by Professor Sir Ian Boyd, who served as Chief Scientific Adviser for the UK Government’s Department for Environment, Food and Rural Affairs until 2019⁶⁰.

5.42. The Environmental Strategy is underpinned by a set of approaches and priorities which address research, learning and teaching, our Estate, our operations, and community engagement. A Carbon Management Plan, Climate Adaptation Plan and Travel Plan, aligned with the strategy, will be launched over 2021, as will an Implementation Plan for the strategy as a whole. In 2020 we became the first University in Scotland to extend the reporting of our carbon emissions to include procurement and student travel and have made robust carbon accounting an institutional priority so that we can transparently measure progress.

5.43. Carbon Performance (2017/18 – 2019/20 - with extended Scope 3 figures backcast from 2017/18)

Scope 3 (extended)	2017/18	2018/19	2019/20
Construction (tCO ₂ e) *	7,859	13,023	10,000
Procurement (tCO ₂ e) *	23,777	20,725	25,000
Staff daily commuting (tCO ₂ e)	2,145	2,103	1,240
Student daily commuting (tCO ₂ e)	728	720	450
Student semester commuting (tCO ₂ e)	19,744	19,531	19,851
Total institutional Scope 1 to 3 Emissions	77,036	78,198	73,809

⁵⁹ <https://www.st-andrews.ac.uk/environment/importantinfo/sustainabledevelopmentpolicies/>

⁶⁰ <https://www.gov.uk/government/news/defra-chief-scientist-departs-after-seven-years-in-post>



- 5.44. 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. Our Eden Campus development is a major part of our plans for our contribution to addressing the climate change emergency; and provides a Living Lab platform for activities that deliver net zero. In addition, in 2021 we launched a carbon sequestration project that will combine research insights with operational innovations to provide an ethically sound offsetting capacity for the University. Educational programmes are being developed alongside so that skills in carbon management can be acquired by our students.
- 5.45. In addition to research into new solutions and the spread of this knowledge via research-led teaching, the University believes that it should also act to influence a significant change in its own behaviours and performance. Our Sustainable Investment Policy⁶¹ sets clear sustainability criteria for our endowment investments, the University is a signatory member of the United Nations Principles of Responsible Investment (UNPRI)⁶² initiative and to the Universities and Colleges Climate Change Commitment for Scotland⁶³.
- 5.46. Environmental sustainability is now factored into our Estate planning at a strategic level, and we take a life cycle approach to buildings. The University is using smart and innovative building control and sensor technologies to detect space occupancy and manage energy use better. This will form the initial phase of a broader 'Smart Campus' initiative, which will exploit this technology to improve energy use and space utilisation and reduce carbon. Designs for large scale renewables and both ground source and water source heat pumps are being investigated. These initiatives form part of our Estate Enabling Strategy.
- 5.47. The Scottish Government University Carbon Reduction Fund and Salix funding are being invested in an ambitious £4.9m programme of energy demand reduction technologies, via the Non-Domestic Energy Efficiency Framework⁶⁴ and an Energy Performance contract⁶⁵. This will deliver a district heating network in the centre of the town connecting five main buildings initially with the view to expanding building numbers.

6. SFC Focus Area 3: Research and Innovation

6.1. In this section, we describe our commitment to world-leading research excellence and innovation, knowledge transfer for global, national and local societal benefit.

6.2. Research Excellence

6.2.1. World-leading research is at the heart of what St Andrews does, as evidenced by our performance in REF 2014⁶⁶ and through the ambitions of our University Strategy 2018-2023. We continue to promote areas of world-leading research that provide international leadership and engage with big societal questions.

⁶¹ <https://www.st-andrews.ac.uk/policy/financial-matters-donations-and-investments/sustainable-investments.pdf>

⁶² <https://www.unpri.org/>

⁶³ http://www.eauc.org.uk/universities_and_colleges_climate_commitment_fo2

⁶⁴ <https://www2.gov.scot/Topics/Business-Industry/Energy/Action/lowcarbon/NDEE>

⁶⁵ <https://www2.gov.scot/Topics/Business-Industry/Energy/Action/lowcarbon/NDEE/Energy-Performance-Contracts>

⁶⁶ <https://www.st-andrews.ac.uk/research/quality/>



- 6.2.2. Our application of research to create substantial global impact was evidenced in the Impact element of REF 2014, 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.
- 6.2.3. 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 Institutes⁶⁷ where collective endeavours are delivering added value. Our commitment to interdisciplinarity and collaborative research is enshrined in our University Strategy.
- 6.2.4. Establishing a Global Challenges Forum has been key to strengthening our international research collaboration. In its first year the Forum has overseen 49 projects in 48 ODA countries. In developing our GCRF activities, we are fulfilling a key University objective to promote areas of world-leading research that provide international leadership and engage with big societal questions. We are committed to making our research results as openly available as possible for the benefit of all, therefore encouraging international research collaboration. The CWTS Leiden ranking⁶⁸ of 2019 placed the University of St Andrews second in the UK and 21st in the world for the proportion of publications that have been co-authored by two or more countries.
- 6.2.5. The University has within its Strategy recognised the need to ensure the institution's research is robust and resilient. The entrepreneurial pillar of the Strategy will bring about a change in approach enabling and increased emphasis on interdisciplinary and impactful research. The formation of the Global Forum has also led to increased translational funding and is leading to new opportunities. For example, the recently announced Industrial Strategy Challenge Fund (ISCF)⁶⁹ of £12m for sodium ion battery research is being led by the University of St Andrews.
- 6.2.6. 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 and also work closely with other Scottish institutions, such as the Royal Conservatoire for Scotland, focussing on interdisciplinary research, and the James Hutton Institute, for impactful research, with several joint appointments across both institutions.
- 6.2.7. 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. Preparations for submission to REF 2021 are reaching their final stages with robust oversight by the institutional Research Excellence Board. The University was encouraged by gaining external approval of our REF Code of Practice in August 2019 without requirement for any corrections.
- 6.2.8. The uncertainty that remains in relation to the UK's exit from the EU and the economic recovery required at the point where we begin to emerge from the pandemic leaves HE, including St

⁶⁷ <https://www.st-andrews.ac.uk/research/university/centres/>

⁶⁸ <https://www.leidenranking.com/>

⁶⁹ <https://www.ukri.org/innovation/industrial-strategy-challenge-fund/>



Andrews, vulnerable and without access to the resources that our English or European partners are investing in growth. Amplifying this situation, our QR and REG funding for research has steadily decreased, eroding our ability to maintain the quality of our research infrastructure and stay at the forefront.

6.2.9. Research Excellence Grant (REG) funding is an essential part of core research funding underpinning our high-quality research and infrastructure. Its recurring nature allows us to make significant capital investment decisions into research facilities, such as the world-leading Scottish Oceans Institute, and to maintain the level of high quality research activity despite the uneven nature of research income generated through competitive grants. We also use REG funding to ensure our research students are in receipt of the best possible facilities and experience. REG allows strategic co-funding arrangements with external partners, in particular, UKRI funded programmes and in addition, is crucial to providing institutional support for our world-class research and impact. A case study on how REG funding supports our delivery of high quality research is attached to this Outcome Agreement, and our previous case study referencing the Scottish Oceans Institute, is available via the SFC website⁷⁰.

6.2.10. The University meets all key principles of the 2008 Concordat⁷¹ to support the Career Development of Researchers regarding recruitment, selection and retention of researchers, gender equality, development of generic and flexible skills, encouragement of personal and career development, regular review of progress, and promotion of equality and diversity. The University has signed up to the new 2019 Concordat⁷². Our current Early Career Academics' Mentoring Scheme is a collaborative programme with the University of Dundee and a representative example of how we provide a high quality environment for researcher training and development, and enhance the development and diversity of our early career researchers and academics. Following a pilot in 2005, the scheme has been offered annually, making this one of the most established and successful mentoring programmes in UK higher education. Full details are provided in a case study in appendix 2⁷³. The University of St Andrews is a holder of the European Commission HR Excellence in Research Award, which was first obtained in 2012. The Award was subsequently retained at the 2, 4, and 6-year review points. The University offers a comprehensive staff development programme for researchers, such as the Public Engagement Portfolio⁷⁴, and our Elizabeth Garrett Mentoring Programme⁷⁵ for mid-career academic women. The University of St Andrews is a signatory of the Technician Commitment, and is working to ensure visibility, recognition, career development and sustainability for technicians working in higher education and research, across all disciplines.

6.2.11. Since 2014, our Centre for Academic, Professional and Organisational Development (CAPOD) has provided a development programme specifically targeted at research staff called the 'Passport to Research Futures'⁷⁶. This is open to all research staff across the University and focuses on career development and employability, encompassing a range of non-research-related themes including personal and career development planning, entrepreneurship,

⁷⁰ http://www.sfc.ac.uk/web/FILES/outcome-agreements-1920/University_of_St_Andrews_Outcome_Agreement_2019-20.pdf

⁷¹ <https://www.vitae.ac.uk/policy/vitae-concordat-vitae-2011.pdf>

⁷² <https://www.vitae.ac.uk/policy/concordat/essential-info-for-institutions-concordat.pdf/view>

⁷³ See page 33

⁷⁴ <https://www.st-andrews.ac.uk/osds/staff/researchstaff/publicengagementportfolio/>

⁷⁵ <https://www.st-andrews.ac.uk/staff/ppd/elizabethgarrettmentoring/>

⁷⁶ <https://www.st-andrews.ac.uk/capod/staff/researchstaff/rfpasport/>



personal effectiveness, and alternative career paths. This programme has external recognition through the Wellcome Trust and is being developed further in collaboration with the University of Dundee to promote cross-institutional working.

- 6.2.12. The University has recently formed a new Global Office, a visible commitment to our international standing, with an increased emphasis on strategic research collaboration. We have increased our international engagement in Europe but also worldwide. Recent examples include strategic academic collaboration with the University of Bonn in Germany and Emory University in the USA. The University is also a member of the Europeum⁷⁷, a network of leading European universities working in the in the Humanities and the Social Sciences. We participated in the well-attended 'Going Global 2019' conference in Berlin - a high profile event for leaders in international education – with Connected Scotland.
- 6.2.13. 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 policy⁷⁸ in place since 2013 and a research data management policy⁷⁹. The CTWS Leiden ranking in 2020 has put the University of St Andrews as fifth in the world for the proportion of our research publications that are open access.
- 6.2.14. In the context of the pandemic, the University is responding to the two major new one-off sources of external funding to support research: the Scottish Funding Council (SFC) confirmed £5.3M of additional restart research funding, and UK Research and Innovation (UKRI) has provided a Covid-19 grant extension allocation of £1.2M.
- 6.2.15. In September 2020, we launched the University of St Andrews Restarting Research Fund (SARRF) and the Restarting Interdisciplinary Research Fund (SARIRF) to strategically manage the funding through targeted funding streams. These streams include:
- 6.2.16. Stream 1 - Support for PG(R) Students: This stream is enabling support for PGR students in relation to agreed extensions required due to disruption caused by the COVID pandemic. 'Discounted time' continues to be awarded in line with our policy, In recognition of the often severe effects which all PGR students have faced due (in part) to reduced access to physical resources (e.g., fieldwork, laboratories and physical archives), funded extensions for 3 months are also being awarded to PGR students regardless of their stage in the PhD. Students on our widening participation scholarships are automatically eligible for 6 month funded extensions, to safeguard the progress for these students. We do not discriminate between students funded by different sources and include St Leonards Postgraduate College funded, School funded students, as well as students co-funded by external stakeholders who cannot afford to contribute further. In this way, we seek to avoid inequality of opportunity across protected characteristics while supporting the most vulnerable. Students who are self-funded are not required to pay tuition fees during their discounted time and are eligible to apply for support, appropriate to their needs, from our discretionary fund.

⁷⁷ <https://europaeum.org/>

⁷⁸ <https://www.st-andrews.ac.uk/library/services/researchsupport/openaccess/oapolicy/>

⁷⁹ <https://www.st-andrews.ac.uk/staff/policy/research/researchdata/>



- 6.2.17. Stream 2 - Restarting Research Fund: This stream is already providing funding for supporting research which has been interrupted due to COVID-19 and supporting researchers. The stream is being managed through an internal competitive bids process, overseen by a COVID Research Funding Committee chaired by the Vice Principal (Research and Innovation). Support is broad based, with the expectation that the full fund will be committed in financial year 2020/21 with no recurring elements, and includes extensions for research staff, consumables, equipment, access to research facilities or research leave for academic staff. An open call attracted 124 proposals from across the University. More than 60 individual proposals have been accepted and have commenced.
- 6.2.18. Stream 3 - The COVID Pandemic: This stream provides support directly for research associated with the COVID-19 pandemic. Proposals being considered for funding include studies on the disease itself and treatment alongside work in understanding the impact of COVID-19 on the Scottish economy and wider society.
- 6.2.19. Stream 4 - Interdisciplinary and Collaboration Research Fund: Within this stream we are supporting interdisciplinary and challenge-led research, including projects which are designed to work collaboratively with partners from other research institutions / industry based in Scotland. These projects support world-leading research developments aligned with economic regeneration and growth, and associated social, cultural and health policy as appropriate. This funding is being used to pump-prime new interdisciplinary research and collaborations aligned to our institutional strategy, with a clear direction to future external funding and growing collaborations. Where possible, applications focused on environmental sustainability, developing a low-carbon economy, development of engineering capacity, and which include future aspirations for translational activities at the University's Eden Campus, are being encouraged.
- 6.2.20. Stream 5: Research Infrastructure, Strategic Reserve and Review: With a view to planning the long term future of research in key strategic areas, within this stream we will provide support for research infrastructure projects which would otherwise have been cancelled or significantly delayed due to COVID-19. Such spending will underpin and expand our world-leading research facilities. The remaining funding will be held in strategic reserve. A review of the streams will be conducted in association with the SFC reporting schedule, overseen by the Principal's Office Covid Research Committee. This will ensure that both SFC requirements and maximum value for money are being achieved across the targeted funding streams.

6.3. **Effective knowledge exchange, public engagement, and innovation**

- 6.3.1. The University has a dedicated central team overseeing our Public Engagement with Research (PER). This is the result of winning and delivering a UKRI Strategic Support to Expedite Embedding Public Engagement with Research (SEE-PER)⁸⁰ award driving the embedding of engagement institutionally. We are signatories of the Concordat for Engaging the Public with Research⁸¹. Our activities are underpinned by comprehensive training through our public engagement portfolio⁸² - introduced in 2018 as part of the SEE-PER award. This is the first

⁸⁰ <https://www.publicengagement.ac.uk/news/strategic-funding-awarded-12-institutions>

⁸¹ <https://www.ukri.org/files/legacy/scisoc/concordatforengagingthepublicwithresearch-pdf/>

⁸² <https://www.st-andrews.ac.uk/research/support/public-engagement/>



training offering of its kind in UK higher education, and the first to request accreditation from the National Co-ordinating Centre for Public Engagement. Produced in collaboration with CAPOD, it comprises three programmes of development activities specifically focused on different aspects of public engagement with research for students and staff.

6.3.2. The University is fully committed to ensuring that the highest standards of research integrity are adopted by our institution and our researchers. We are supportive of, and compliant with, the principles laid out in the Concordat to Support Research Integrity⁸³, which provides a framework for continuing reflection and improvement. We will continue to embed consideration of research integrity by increasing our training offering across all cohorts of researchers taking into account the most recent revisions to the concordat. We have a focus on nurturing a research environment in which all staff, researchers, and students feel comfortable to report instances of misconduct. We have web pages focussing on research integrity where our Annual Research Integrity Statements are available⁸⁴.

6.4. University Innovation Fund (UIF)

6.4.1. The University has completed a full review of how we support technology transfer and innovation in line with our ambitions as outlined in the University Strategy 2018-2023. We have recruited a new Technology Transfer team to lead on the delivery of UIF outcomes at both a University level and in collaboration with the sector.

6.4.2. We are in the process of reviewing our patent portfolio to streamline the pathway to commercialisation. We are also enhancing the support for academic staff and developing revised external work practices with the aim of increasing engagement with business.

6.4.3. The University is in the process of establishing new governance arrangements to drive and oversee changes in the way the University supports engagement with industry. The group will also support developments at the Eden Campus.

6.4.4. The University is engaging through the Universities Scotland Research and Commercialisation Directors Group (RCDG) in discussions to implement collaborative, sector-wide initiatives.

- In November 2019, the University participated in a technology marketing practitioners workshop with other institutions to review business access to commercialisation opportunities via existing platforms. We will continue to work with colleagues across the sector to better exploit knowledge and intellectual property to stimulate the demand and quality of engagement with businesses and the public sector.
- We are expanding our mentoring and training programmes delivered collaboratively with partners in the sector to include connecting academics and enhancing collaboration with industry.

⁸³ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/research-concordat.aspx>

⁸⁴ <https://www.st-andrews.ac.uk/research/integrity-ethics/research-integrity/>



- The University will remain a partner in many of the sector-wide collaborative activities and initiatives that are coordinated through the UIF Collaborations Manager and underpin our delivery of high-quality high impact UIF activities under the seven key UIF outcomes.
- 6.4.5. The University is encouraging engagement of academic staff with business via inclusion of research impact and Knowledge Exchange in promotion criteria.
- 7.4.6. In 2019-20 the University's internal KE and Impact Fund has resulted in funding for 35 projects and has allowed our academic staff to carry out activities and knowledge exchange leading to impactful outcomes. This fund has been particularly useful in supporting activities, particularly in Arts and Humanities and Divinity, that would not be eligible or covered by follow-on grant funding, UKRI Impact Accelerator Accounts (such as EPSRC, STFC) or other similar sources of funding such as SFC GCRF.
- 6.4.6. To support individuals and small teams turning their enterprising ideas for new business start-ups, social enterprise or projects into viable opportunities the University will continue to provide Ideas Explosion awards to successful applicants.
- 6.4.7. To support our staff and students in establishing new start up or spin out companies we encourage applications to, for example, Royal Society of Edinburgh Fellowships and the Converge Challenge⁸⁵. A University of St Andrews project, F-Sense, was announced as the Kirkstart 2020 winner⁸⁶. F-Sense founded by a senior research fellow from the School of Physics and Astronomy, aims to address the pressing global issue of pesticide contamination of drinking water.
- 6.4.8. The University was awarded two Innovation vouchers this year that have helped to support collaborations with SMEs.
- 6.4.9. The University is also actively supporting researchers to engage with the Industry Challenge Research Fund (ISCF) through focussed collaborative ISCF activities and events.

6.5. Driving Innovation: The Eden Campus

- 6.5.1. The University of St Andrews has secured and invested, c £60 million to date to redevelop the Eden Campus at Guardbridge. This includes an award-winning biomass Energy Centre and district heating scheme and a 450-person professional services hub that includes a main library store with 15 kilometres of shelving for books and library materials. This investment is additional to the £29.8 million allocated to infrastructure works through the Tay Cities Deal supported by the UK and Scottish Governments and Fife Council.
- 6.5.2. In September 2020, the University received confirmation from both the UK and Scottish Governments, that the full business case for the Eden campus had been endorsed.
- 6.5.3. At Eden Campus, we are creating a platform for innovative economic activity in North East Fife with a focus on de-carbonising society. We will be seeking to work with business, industry, government, and investors to create a place where green energy, innovation, academia, and

⁸⁵ <https://www.convergechallenge.com/>

⁸⁶ <https://www.convergechallenge.com/university-of-st-andrews-project-crowned-kickstart-2020-winner/>



entrepreneurship come powerfully together. This will accelerate the process of transfer of knowledge from the lab to the real world.

- 6.5.4. We are developing a new model that will bring together expertise, internal and external, into an environment for experimentation, for the development of new approaches, and consideration of their impact on public policy. The aim will be to create a network that enables others to work with our expertise and create opportunities for:
- Researchers – the translation of their knowledge and understanding into solutions for investors, industry, and policy makers;
 - Investors, industry, and policy makers – the innovative thinking required to assemble disruptive ideas to overcome major challenge;
 - Teachers and students – opportunities to enrich learning, giving students practical opportunities to apply their learning quickly and grow their enterprise;
 - Government and funders – an environment in which meaningful ideas can be explored and transformed into practical applications
- 6.5.5. Funded in large part through City Deal, we will provide a space where companies can access University and industrial expertise, engage with other companies, build business-to-business collaborations, and develop and experimentally test innovative new approaches to the development of low-carbon energy systems.
- 6.5.6. A significant investment of equipment from Rolls Royce has been recently confirmed together with approximately £1m funding for additional equipment and technical support via the Advanced Manufacturing Challenge Fund. Scottish Power Energy Networks have also confirmed a major upgrade of the local NE Fife network and an investment of £4m to create a new primary sub-station at Eden Campus. This development will provide a nucleus for increased impact-related activities for some disciplines.
- 6.5.7. It is our aim that the remainder 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. The power supplies are in the process of being augmented by a 1.5MW solar PV installation funded (50/50) by external investment and a loan from SFC, adding a source of clean energy to the existing biomass district heating network (DHN). The DHN has been operational for two years and plans are being assembled to extend the provision and increase resilience with thermal storage and a backup boiler system. Currently, the DHN provides heat to over 3,000 student rooms and 41 University buildings. The University was awarded ‘spend to save’ funding of £2.3m from the SFC to develop the solar PV project. This funding has been matched with a further £2.3m of private investment and £600k from the Vacant and Derelict Land Fund.
- 6.5.8. Following a slight delay caused by the pandemic, Walter Bower House, a newly restored building designed to house all the University’s core services within one modern flexible work space for the first time in 600 years, has been brought into operation. As restrictions lift, it will offer workspace for up to 450 staff and amenities to staff and the local community. The remainder of the Campus is designated for commercial use. With the support of the Tay Cities Deal another dozen buildings are being restored.



- 6.5.9. Work is underway to secure further inward investment to realise the growth potential. There is a pipeline of companies, working with academics, wanting the opportunity to establish short and longer-term operations at Eden Campus. There is also a pipeline of start-ups and spin-outs seeking space.
- 6.5.10. The Eden Campus will also be the place for the commercialisation of ideas. Entrepreneurs will have access to professional support, investment opportunities, shared equipment, and each other. Some will fail and some will try again. Others will succeed and build out their businesses. Eventually they may move, leaving a legacy of success. For example, we are in discussion with representatives of both the Michelin Scotland Innovation Park and the Mercury Programme and are proposing the formation of an alliance between the three organisations to engender collaboration and accelerate innovation and jobs in the Tay region.

6.6. Our wider commitments to our community

- 6.6.1. We believe that social responsibility is a deep-woven thread which already runs through much of what we do, and the University of St Andrews has placed social responsibility at the heart of its Strategy⁸⁷. We recognise that our day-to-day activities and plans for growth have a profound impact locally. We have committed to ensuring all our project boards, planning discussions and activities are ‘community aware’.
- 6.6.2. We commit to working with local businesses wherever possible, and to consider the impacts of our growth and activities on the sustainability of businesses in St Andrews, Fife, and further afield. The University of St Andrews is one of the largest levy payers to the St Andrews BID (Business Improvement District) totalling £150k over five years. In addition, within the same period, the University’s in kind support value added up to £100,000. As a key member of the BID, our fees will enable a range of activities planned in 2020/2021 including a brand-new local art trail from the makers of the organisers behind the ‘Oor Wullie Bucket Trail’⁸⁸, the roll out of a local St Andrews gift card as well as the continued development of the successful St Andrews Day celebrations, Christmas lights campaign and the work of the Clean and Green team.
- 6.6.3. We encourage in our students and staff a culture of civic engagement and volunteering. We have over 600 student volunteers who do so both locally and internationally. The St Andrews Voluntary Service (SVS) tasks itself with assigning volunteers from the student body to local projects in and around St Andrews. Saints Sport prides itself on being involved with and giving back to the local community and provides many opportunities for students to volunteer during their time at the University. In addition, our Student Associations Charity Campaign raises thousands of pounds each year for three nominated charities; one international, one national, and one local..
- 6.6.4. Our local community relationship development includes the local military community in Leuchars and is in alignment with the Armed Forces Covenant⁸⁹. As one of the largest local employers in the region, we have several Veterans in our employment. We recognise the

⁸⁷ <https://www.st-andrews.ac.uk/about/governance/university-strategy/university-social-responsibility/>

⁸⁸ <https://www.oorwullie.com/about/>

⁸⁹ <https://www.armedforcescovenant.gov.uk/>



achievements and are keen to offer wider support to the Veteran community. We expect to deepen our engagement by working in partnership with the Leuchars Military base in our sporting activities, through potential opportunities in our Museums, and with our School of International Relations.

- 6.6.5. Due to the high number of requests for support and engagement from our community, we are establishing a community fund to benefit residents in the St Andrews area. The purpose of this tailored, flexible fund will be to support the improvement of the cultural, social, economic, and environmental resilience of our local communities.
- 6.6.6. We recognise the pressing need to develop our residential capacity to support our impact on the town, we are planning to develop Albany Park with 791 additional beds, taking our total residential capacity to 5000+ beds in late 2022. Alongside this, the University is seeking further development of accommodation in the North Haugh area of the town.
- 6.6.7. The University, along with golf, is synonymous with St Andrews. Our Residential and Business Services offer quality accommodation at competitive rates to visitors, conferences, and B&B options throughout the summer. We are working with the Links Trust and the R&A to explore ways of ensuring that our offer to the local and international community in regards to tourism is sustainable and entrepreneurial.

7. Engaging Students and other stakeholders in the development of the Outcome Agreement

- 7.1. Key constituencies and representatives across the relevant University functions have been consulted prior to the finalisation of this Outcome Agreement. Our Outcome Agreement is a report on our achievements, plans and activities. The University of St Andrews embeds consultation with key stakeholders as a matter of course through all of its governance and committee structures which include our students by design. In addition to this regular engagement, both the Students' Association and the Trade Unions, through our local Joint Negotiating Committee, were consulted directly and regularly on the development of this Outcome Agreement.



Appendix 1: Research Excellence Grant Case Study: The St Andrews Global Fellowship Scheme

In 2019-2020, the University of St Andrews received Research Excellence Grant (REG) funding of £17,282,000. This case study describes one example of how REG funding contributed to enhancing our research support, culture and impact at the University of St Andrews. This should be read in conjunction with the distinctive case study on the Scottish Oceans Institute⁹⁰ provided last year, to which REG funding also continues to contribute.

The St Andrews Global Fellowship Scheme provides prestigious awards to enable talented scholars from around the globe to spend between one week to a month at St Andrews interacting with staff and students and participating in scholarly activities. These visits provide a platform for engagement across Scotland as well enhancing reputation and developing collaborations. The Global Fellowship Scheme is aimed at both emerging and established scholars who are making a considerable impact on their respective field of study, and who have, or are developing, a distinguished research record.

The scheme seeks to:

- Enable academics across the globe to undertake a programme of research and study within the unique scholarly community at the University of St Andrews;
- Provide an opportunity for Fellows to contribute to and participate in the vibrant academic life of the School where they are hosted and the wider University;
- Create opportunities to develop and foster long-term collaborative partnerships with colleagues at St Andrews;
- Enable academics from around the world to engage with St Andrews' research themes outlined in the University Strategy⁹¹ and explore together areas that engage with some of the biggest societal questions facing the world today;
- Develop lasting links with scholars around the world.

We launched the Global Fellows scheme in January 2019. Over 170 eligible applications were received from Asia, North America, Europe, Africa, the Middle East, Central and South America and Oceania. Visits are taking place from July 2019 to the end of May 2020. For 2020-2021, the scheme has two strands Senior Global Fellows and Global Fellows. Senior Global Fellows are established world leaders in their field, with an international reputation for research excellence and a considerable record of achievements, leadership, and publications. Global Fellows are in an established academic position as emerging leaders who have made a contribution to original research that extends the frontier of knowledge.

Testimonials from 2019/20 Global Fellows:

Professor Glen MacDonald, University of California, Los Angeles. *Hosted by the School of Geography and Sustainable Development*

“During my time at the university I was able to utilize the superb library resources to develop the environmental, historical and archaeological context for a research project I am undertaking on the role of wetlands and moor development on Scottish history and prehistory. The ease of getting to the National Library of Scotland in Edinburgh was an additional benefit. My fellowship also afforded me the

⁹⁰ http://www.sfc.ac.uk/web/FILES/outcome-agreements-1920/University_of_St_Andrews_Outcome_Agreement_2019-20.pdf

⁹¹ <https://www.st-andrews.ac.uk/about/governance/university-strategy/>



opportunity to visit an important potential field site for future work. Through various meetings and seminars I was able to gain insights and establish collaborations for future research that would simply not be possible without such person-to-person contact. Finally, being situated in St Andrews allowed me to contemplate, present and write a large article on climate change and its impacts. Discussions and reviews of this work by a number of colleagues at St Andrews has improved it immeasurably. Being part of the scholarly community at St Andrews was an extremely beneficial and intellectually energizing experience that I will never forget!"

Professor Kenneth Falconer and Dr Jon Fraser, School of Mathematics and Statistics, hosted Professor Pablo Shmerkin,

"It was an honour and a delight for the Analysis Group of the School of Mathematics and Statistics to host world-leading and award-winning mathematician Pablo Shmerkin. During his visit Pablo collaborated on projects on the geometry of fractals and measures and on number-theoretic problems relating to fractals, which has led to several joint papers. He played a full part in the life of the School, giving several seminars, a mini-course on entropy methods in fractal geometry, and a talk to our undergraduate mathematical society. He took great interest in the work of our postdocs and research students, holding informal discussions and making valuable suggestions for their research.

The Global Fellowship enabled Pablo to come to St Andrews, but was also key in leveraging other funding: from the Edinburgh Mathematical Society for a one-day workshop, from the London Mathematical Society to enable Pablo to give seminars in Edinburgh and Manchester, and from the Royal Society to extend the length of his visit. Pablo's visit was inspirational at the time, but also has the longer term benefit of seeding collaborations for the future."



Appendix 2: Teaching, Research and Academic Mentoring Scheme (TRAMS)

In 2005, the Universities of St Andrews and Dundee launched a cross-institutional mentoring programme for early career researchers and academics (the Early Career Academics Mentoring Scheme). Since the initial pilot, the scheme has been offered on an annual cycle during each successive year, making this one of the most established and successful mentoring programmes in UK higher education.

One of the unique qualities of this programme is its cross-institutional dimension, which extends the scope of potential partnerships through a wider pool of available mentors and provides the invaluable opportunity for academic and research staff to be matched with a mentor either from their own institution or from another. Successful mentoring partnerships benefit from some 'distance' between the mentor and mentee – based on two independent people who work together to progress the developmental goals of the mentee. Within a single institution this is achieved by matching outwith the department/school or even faculty or discipline, but even then, existing collaborations and work relationships can intervene. Where the opportunity exists to go beyond the boundaries of the home institution, the relationships benefit from real experiential distance, as well as distance in physical proximity while the likelihood of communicating within the same or cognate discipline is increased. This ensures that the mentee and mentor have different perspectives and institutional experience to bring to the partnership, often to the benefit of both.

Scheme evolution

During its life the scheme has evolved and most recently the scheme was renamed the **Teaching, Research and Academic Mentoring Scheme (TRAMS)**⁹² with the deliberate intention of expanding the remit from early careers academic to all career stages on both teaching and research career tracks. This has seen a significant increase in the number of mid-career stage mentees joining the programme.

Management of the scheme was migrated to the SUMAC⁹³ online mentoring platform developed at the University of St Andrews and designed to reflect our previous experience with mentoring schemes. This benefitted participants by making the application process simpler, and benefitted scheme coordinators by streamlining administrative processes. This innovation has helped build capacity to manage larger schemes at a time when demand for mentoring support among academic and research staff is increasing. The scheme grew from around 30 partnerships during the first few years, to around 50 in 2012-13 and to over 100 during the current academic year.

The scheme has also expanded to include other institutions beyond the original partners, aided by the SUMAC platform. The Universities of St Andrews and Dundee remain the senior partners and owners of the programme, but membership now extends to the Glasgow School of Art, Abertay University, and the James Hutton Institute, with conversations taking place with other institutions about their potential participation. What we have created is a latent pan-Scotland mentoring programme for academic and research staff, with well-trying and tested processes, practices, scheme management, training and support, and with consistently positive feedback and positive outcomes.

As far as we know, a collaborative mentoring program of this scale and scope is still unique in the sector and is an excellent example of how institutions can work collaboratively to support career development for research staff. For both leading institutions, this scheme has been part of our HR Excellence in Research action plans and has supported the Athena Swan agenda, with around 60% of all mentees

⁹² <https://www.st-andrews.ac.uk/osds/staff/coachingandmentoring/mentoring/researchstaffmentoring/>

⁹³ <https://sumacmentoring.co.uk/>



being women, while also demonstrating our commitment to the principles of the Concordat to Support the Career Development of Researchers

As an exemplar of best practice the scheme was used as the model at the University of Strathclyde, as a case study in the Equalities Challenge Unit publication '*Mentoring: progressing women's careers in higher education*' (2012) and was cited in the Vitae publication '*HR Strategies for Researchers: A review of the HR Excellence in Research Award implementation activities across Europe*' (2013).⁹⁴ It has also been showcased during workshops, posters and Special Interest Groups at successive Vitae Researcher Development International conferences since 2012 up to the most recent conference, enabling us to share best practice and the benefits of collaborative mentoring schemes at international level.

Demonstrating tangible outcomes

Mentoring can help research staff to gain clarity and confidence about their career path, career goals and how to achieve them, can expand professional networks and lead to a variety of other positive outcomes.

Our evaluation activities have demonstrated a range of qualitative benefits and concrete outcomes that are attributed, at least in part, to the mentoring experience. Case studies are available from our website⁹⁵.

⁹⁴ <https://www.vitae.ac.uk/vitae-publications/reports/vitae-hr-strategies-for-researchers-report-2013.pdf>

⁹⁵ <https://www.st-andrews.ac.uk/osds/staff/coachingandmentoring/mentoring/researchstaffmentoring/>

University Outcome Agreement Impact Framework: Supporting Data

Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21
A Number of Scottish-domiciled Undergraduate Entrants	733	517	557	569	732	654
B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes	16	7	3	4	0	27
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	6	3	0	1	0	2
Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing	37.5%	42.9%	0.0%	25.0%		7.4%
C COWA measure: Total number of Scottish-domiciled full-time first degree entrants	706	494	541	558	715	650
COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	35	25	30	42	76	62
COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived areas	5.0%	5.1%	5.5%	7.5%	10.6%	9.5%
D Number of Scottish-domiciled undergraduate entrants with care experience	3	4	2	4	11	11
Proportion of Scottish-domiciled undergraduate entrants with care experience	0.4%	0.8%	0.4%	0.7%	1.5%	1.7%
E Number of Scottish-domiciled full-time first year entrants	520	703	494	541	557	672
Number of Scottish-domiciled full-time first year entrants returning to study in year 2	506	679	475	523	538	645
Proportion of Scottish-domiciled full-time first year entrants returning to study in year 2	97.3%	96.6%	96.2%	96.7%	96.6%	96.0%
F The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	1	6	6	8	9.5	7.8
G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey	0	0	0	351	0	not yet available
The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination	0	0	0	336	0	not yet available
The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				95.7%		not yet available
G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment	0	0	0	241	0	not yet available
The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment	0	0	0	160	0	not yet available
The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment in professional employment				66.4%		not yet available
H Number of Scottish-domiciled Undergraduate Qualifiers	445	427	471	643	493	not yet available