University of St Andrews | FOUNDED 1413

University of St Andrews Outcome Agreement 2022-23

1. Introduction

1.1. The University of St Andrews, Scotland's first university, combines a commitment to academic excellence with the spirit to rise and meet the challenges and opportunities of today. It stands for world-class research and teaching, and for the pursuit of truth and scholarship for the common good. Our fundamental goal remains to attract and nurture the best staff and the most promising students from around the world and provide an environment in which they can produce their best work for maximum societal benefit.

1.2. Despite the increasing challenges of the last year, we maintained our position as a leading UK university and outperformed Oxford and Cambridge in the Guardian University Guide 2023[1],ranking top in the UK, something not achieved in a domestic league table by any other university outwith Oxbridge. This is the second time in two years that Scotland's oldest university has come ahead of its larger Oxbridge rivals to top a leading UK university league table. We are also placed as the UK's top university for the fourteenth time in the past sixteen years in the National Student Survey. St Andrews is ranked 96 in the world in the latest edition of the QS World University rankings.[2].

1.3. The sector continues to be impacted by the far-reaching effects of Covid-19, the economic impacts of Brexit, the mounting consequences of the war in Ukraine, and the ever more urgent need to intervene in the climate crisis. As a result, we will need to be even more resourceful and innovative to maintain our position and progress. Our staff and students are the lifeblood of our University and we will continue to support, provide for their welfare, and deliver an environment that enables them to do their best work. St Andrews has been defining for our local community over centuries notwithstanding our global standing and engagement; and as we plan ahead, we do this with a profound sense of social responsibility at all levels.

1.4. As a resilient and resolute institution that constantly moves forward, we refreshed and published our University Strategy for 2022-27[3]. It embraces five compelling themes - World-leading, Sustainable, Diverse, Digital, and Entrepreneurial - all of which, are underpinned by our firm commitments to social responsibility and contributing to economic recovery and social renewal.

1.5. This Outcome Agreement summarises our contributions for the year in line with the College and University Outcome Agreement Guidance for 2022-23[4].

2. Contributing to economic recovery and social renewal

2.1 Through the development of our research, education, and partnerships to advance a sustainable, socially responsible future, we contribute more widely to Scotland's economic recovery and more immediately, alleviate some of the pressures of the economic downturn that are affecting our students, our staff, and our community.

2.2 As one of the three largest employers in Fife[5], the University more widely supports the economy during this cost-of-living crisis. We directly employ around 2770 FTE (Full Time Equivalent), an increase of 8% compared with pre-pandemic levels in 2018-19. Our innovative Eden Campus, based in Guardbridge near St Andrews, now indirectly employs over 106 FTE (from 4 in 2018-19).

2.3 Recognising that lack of a skilled workforce is an area of concern for businesses, and a key target in the National Strategy for Economic Transformation (NSET)[6], we are committed to supporting businesses and employers in our region and across Scotland.

[1] *Guardian University Guide 2023*
[2] *National Student Survey*
[3] *University Strategy 2022-2027*
[4] *https://www.sfc.ac.uk/publications-statistics/guidance/2022/SFCGD232022.aspx*
[5] *Invest Fife*
[6] *National Strategy for Economic Transformation*

2.4   We are helping to create and shape a skilled workforce for tomorrow by actively championing and recruiting apprenticeship schemes. The University currently employs 33 apprentices, 6 of which are Graduate Apprentices and 27 Modern Apprentices.

2.5   We run a number of initiatives to enable students to kick-start their employability journey. Our intrapreneurship initiative *Your Future, Start Now*[7], is a unique, supportive training and development programme focusing on important soft-skills and knowledge required in the workforce which is open to our first-year students. The programme culminates in a micro-internship opportunity allowing students to put their new skills and knowledge into practice. We also run a Summer Internship Scheme[8] that places students into professional service units on campus to work on discrete projects. The open to all, *Employ Autism*[9] initiative is designed to support students on the autistic spectrum into local paid internships. Our *Work Shadowing*[10] programme allows all students in any year of study to shadow alumni, friends, and staff of the University at their place of work, helping student to explore their desired career path.

2.6   We are evaluating and refreshing our portfolio of programmes eligible for Upskilling funding to ensure that our suite of flexible courses focus on supporting 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. Within the Digital Theme of our University Strategy, we plan to develop an increasing portfolio of digital of courses to extend the reach of our education and training and increase the diversity of our learners.

2.7   Our Entrepreneurship Centre[11], which opened last year to stimulate start-ups from students and staff, continues to inspire creativity and innovation. Through the Centre and the wider aspirations at Eden Campus we aim to create opportunities that engender an entrepreneurial culture and help both industry and academia to innovate and bring to market workable solutions to tackle real world challenges.

3.   Cost of Living Crisis

3.1.   Recognising that although the University cannot solve the cost-of-living crisis alone, we nevertheless commit to taking the steps we can, as an institution and as one community, to provide practical support, financial help and information where it is most needed.

3.2.   The huge increases in fuel costs have impacted the budgets of our staff and students and are a concern for many who must travel to study or work. The University has negotiated a special deal with Stagecoach bus company. From November 2022, we have been offering everyone with our @st-andrews.ac.uk email address the opportunity to purchase Stagecoach tickets subsidised by the University at a 75% reduction.

3.3.   We are taking steps to ensure that all university buildings are open to staff and students to allow and encourage the use of communal warm spaces. We are creating dedicated web pages with an interactive map of our estate showing available communal and study spaces, shower rooms, and common kitchen areas.

3.4.   We are boosting our student discretionary funds to over £1.5 million this year. Typically, around 2000 students are supported by our Money Advice Team annually, and we anticipate an increase in the months ahead.

3.5.   We have uplifted our own postgraduate research (PGR) stipends in line with the recently confirmed national uplift to UKRI stipends and are reviewing provision and support for other postgraduate students not covered by the UKRI or University uplifts. In addition, we have established a ringfenced discretionary fund for postgraduate research students who have not received a university or UKRI-related stipend uplift, and whose annual PGR funding is less than £16,795.

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[7] *Your Future Starts Now*
[8] *Summer Internship Scheme*
[9] *Employ Autism*
[10] *Work Shadowing*
[11] *Entrepreneurship Centre*

3.6. Our Careers Centre[12] is working to highlight resources, bursaries, and support for finding employment, including part-time work and internships, and we are prepared to offer additional drop-in or information sessions relating to securing part-time work.

3.7. We recognise the extraordinary burden which the current crisis has placed on individual and family budgets. A £500 cost of living payment was made to all salaried staff in September. We have increased our Living Wage rates of pay for our staff on lower grades. Rates of pay are subject to collective national bargaining and St Andrews continues to advocate for settlements which are fair to staff, and sustainable for institutions.

3.8. Our University Community Fund[13] - designed to increase engagement between the University and the community - promotes knowledge exchange, participation, diversity, inclusion, environmental sustainability and celebrates the physical and cultural local heritage and provides financial support for projects that will deliver tangible benefits for our local community. This year the fund is specifically focused on supporting projects across Fife that directly help local people during the cost-of-living and energy crisis, reaching out to help those most in need.

4. Climate emergency

4.1. Recognising the urgency of the global climate and natural emergencies, our approach is founded on providing leadership and building partnerships in our regional, national, and global communities on sustainable change. As one of the five pillars in our University Strategy 2022-27, Sustainability is firmly embedded within our institutional framework enabling us to amplify, accelerate and integrate what we do.

4.2. St Andrews has established three pathways that underpin Sustainable St Andrews and will lead real and inclusive change - Carbon Net Zero, Sustainability Positive, and Climate Adaptive. Carbon Net Zero, foregrounds reductions in Green House Gas (GHG) emissions but as a research-led university we have a responsibility to develop the knowledge and technologies that will support a sustainable transition, and, equally, empower people with the skills to deliver this transition. Recognising that both the natural emergency and the climate emergency are equally in need of attention and resolute focus, our wider, high-impact activities, gathered under a pathway of work called Sustainability Positive, encompass our commitment to society to improve the environment. Under our third pathway, Climate Adaptive, we are developing our approach to sustaining our ability to operate in a rapidly changing climate.

4.3. The University continues to advance our Eden Campus as a hub for the development and real-life demonstration of low carbon technologies. Research and translation activities on hydrogen and batteries progress, as does work on carbon capture, storage, and reuse. We are currently examining the potential to bring together Hydrogen production and CO_2 capture to produce a range of synthetic hydrocarbons, such as sustainable fuels. Our Industry Club continues to attract SMEs from across the sector. We continue to utilise the Simulation facility to inform work and provide a forum for stakeholder engagement.

4.4. The inclusion of Sustainability in the University Strategy means that, as with our other strategic themes, an Action Plan for the delivery of objectives over the coming five years will be finalised this academic year. This plan will influence the distribution of university resources and ensure that progress is both shared with our community and stakeholders as well as evaluated within our governance structures.

4.5. A 15-year Action Plan for sustainability across our Estate has also been created and key actions have been integrated into our Estate Enabling Strategy. A baseline assessment of our planned capital development works has been completed, to understand impacts of planned developments and set priority areas of focus. A masterplanning approach has been adopted across all Estate areas to enhance and integrate decisions on sustainability and development.

4.6. Despite some of the constraints associated with our rural location, we collaborate to reduce carbon emissions, to improve local coherence and sustainability of provision, and be a part of place-based approach to economic recovery. We are utilising Mobility as a Service (MaaS) funding[14] in collaboration with Transport Scotland, Urban

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[12] https://www.st-andrews.ac.uk/careers/
[13] Community Fund
[14] MaaS Funding

Foresight, and Fife Council to provide a new way of developing interconnected sustainable travel options to St Andrews.

4.7.   Responsibility for the operations of the University biomass plant have been moved in-house. We are developing potential opportunities to extend the University's district heating network that engage with the planned release of funds over the next parliamentary session to support the roll-out of low emission heat networks across Scotland. A trial of energy flexibility trading called Project Fusion[15] has completed Phase 1 successfully, and Phase 2 will start this year with the addition of battery storage at Eden Campus, provided by Scottish Power Energy Networks (SPEN).

4.8.   Our innovative solution to building capacity in carbon sequestration will be delivered through a sector-leading nature-based St Andrews Forest. In addition to trees, we are looking at other nature-based options such as peatland restoration and this year will deepen the links between this work and our research community through the establishment of an academic advisory group.

4.9.   StACEES - the St Andrews Network for Climate, Energy, Environment and Sustainability[16], continues to build an institutional structure for ambitious, lasting research that positions the University and its partners at the centre of international engagement on climate change, energy research and environmental sustainability. As well as association to the United Nations Framework Convention on Climate Change (UNFCCC)[17], which gave us an active presence at COP26 last year, St Andrews has become the first UK university to gain association the UN Environment Programme (UNEP)[18]. Our academic community is now actively engaged in the development of the global Plastics Treaty that the UNEP stewards. We continue to build our successful Centre for Energy Ethics[19]. Sustainability has also become a theme under our interdisciplinary Engineering initiative, led by Professor Rebecca Goss[20], thus enhancing the contribution that our scientists and technologists are making to sustainability.

4.10.   We are continually embedding environmental sustainability into our curriculum. Training in Environmental Sustainability Action (TESA) is now in its third year, with every University student completing an online module on Environmental Sustainability. The sustainability content of all our education programmes has been mapped, enabling our students and academic advisors to see how sustainability can be engaged with through the lens of different disciplines. The Golden Dandelion Prize, also in its third year, provides an opportunity to celebrate the teachers who have pioneered education for sustainable development in their modules, and alongside this work, seminars are offered to support other teachers to introduce sustainability to their modules. The University continues to make an important contribution, through its experience, to QAA guidance on Education for Sustainable Development.

4.11.   Sustainability has been incorporated in staff inductions too, and we are enhancing the opportunities we provide to staff to advance their understanding of sustainability. Our academic promotion criteria this year will allow staff to demonstrate service through supporting the university to reduce GHG emissions.

4.12.   Most people in St Andrews move around on foot or by bike. We do our part to support this way of sustainable travel by running cycling and car share schemes, and by subsidising the cost of public transport for staff and students. Our Active Travel Champions St Andrews[21], brings together and celebrates the power of collective local action for active and sustainable travel solutions across our communities.

4.13.   We continue to recognise the importance of engaging students and the upcoming generation in our approach to sustainability. In response to a need expressed by our students, beyond the curriculum, we have developed support for eco-anxiety, embedding this within our overall approach to student wellbeing.

5.   People, Equalities, and Inclusion (including Fair Work)

5.1.   The University of St Andrews Strategy 2022-27 places Diversity at its heart and sets out our ambition to make St Andrews a beacon of inclusivity and create the environment in which all can flourish and realise their potential. We

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[15] *Project Fusion*
[16] *StACEES*
[17] *UNFCCC*
[18] *UNEP*
[19] *Centre for Energy Ethics*
[20] *Professor Rebecca Goss*
[21] *Active Travel Champions*

intend to foster an inclusive culture, make real progress in addressing inequalities and disadvantage, build greater diversity across our student community and support the physical, mental and emotional well-being of all. Our ambition will be delivered through visible and meaningful change.[22]

5.2.   We are setting out how we propose to achieve our strategic ambitions as outlined in our refreshed Strategy At the same time, the University continues to make important progress across multiple aspects of equality, diversity, and inclusion with ambitious aspirations articulated in our Equality Outcomes Action Plan 2021-25.

5.3.   Our actions not only comply with the Equality Act (2010), Public Sector Equality Duty (2011) and the Scottish Specific Duties (2012), but also aim for EDI accreditation, which acts as a self-evaluation of the University's EDI progress benchmarked against the rest of the sector. The Equality Outcomes Action Plan will deliver:

- an increase in the proportion of under-represented staff recruited;
- a University that is accessible, and which is recognised as encouraging diversity, and the appreciation of diversity, in our staff, students, and suppliers;
- a studying, visiting, and working environment where students, staff, and visitors feel welcome and supported, whatever their background and characteristics;
- systems of reward and recognition for staff and students that ensure fair treatment of all, whatever their background and characteristics;
- greater diversity in governance, management, and leadership.

5.4.   We hold numerous accreditations and awards including Athena Swan (a Bronze institutional award and 19 academic departmental awards - one Gold and two Silver), Carer Positive Employer award at the highest Exemplary level, LGBT Charter (Foundation and levels), the Stonewall Workplace Equality Index Silver award and we are a signatory to the Business in the Community Race at Work Charter.

5.5.   We are in the process of applying for a Silver Institutional Athena Swan award. We are also developing an application for Advance HE's Race Equality Charter. A significant undertaking requiring a comprehensive programme of self-assessment and development of specific targeted actions to advance race equality, the work is being undertaken over 18 months. Working groups are looking at race equality in relation to the Staff lifecycle, Student lifecycle, Curriculum and culture. An overarching self-assessment Team brings together staff and student representatives together from across the University to drive forward the agenda for change.

5.6.   The work of the Race Equality Charter builds on our existing activity to include funding and supporting BAME events, supporting the Staff BAME Network, encouraging staff to take part in the Advance HE Diversifying Leadership (BAME) programme and adding 'racism' as a specific category in Report and Support our online tool for reporting concerns.

5.7.   As a pilot institution we are now applying for full charter status for the Emily Test Gender Based Violence charter[23] and are working with the organisation to make the consent and bystander intervention module, developed by students and staff, available to other universities.

5.8.   To enable our students and staff to progress, deliver and thrive, our Mental Health Strategy confirms our commitment to mental wellbeing. A university-wide Mental Health taskforce monitors our mental health support provision and initiatives. Specific to the context and needs of the University of St Andrews, the initiatives also reflect the strategic themes put forward by Universities UK's Stepchange Framework for Mental Health in Higher Education[24]. Our Occupational Health service, and our Chaplaincy, which provides support irrespective of faith or philosophy of life, are also an invaluable resource for students and staff.

5.9.   We have launched a new Staff Disability Policy[25], which guides our staff and managers on making appropriate and proper adjustments. Our policy was developed with input from Occupational Health, HR Business Partners, HR Systems, HR Recruitment, staff supported on the Access to Work service, and all three recognised Trade Unions, and

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[22] *Delivering on diversity and inclusion*
[23] *Emily Test Charter*
[24] *Stepchange Mental Health*
[25] *Staff Disability Policy*

is inclusive of ACAS and EHRC guidance. Supported by the University, our 'Staff with Disabilities Network'[26] actively engages with the Staff Disability Policy.

5.10. Our Equality, Diversity and Inclusion Policy[27] is considerate of changing terminology, links to relevant external policies and guidance and ensures we publish and report to monitor the effectiveness of our EDI initiatives. We voluntarily publish this material as part of our commitment to:

- placing diversity and inclusion at the heart of the St Andrews experience for staff and students;
- being as transparent as possible about the extent to which our staff and student community is diverse;
- closing any identified gaps in participation, retention, progress and performance;
- providing an opportunity for the University community to engage with this information.

5.11. This is in addition to our Equality Mainstreaming Report[28] April 2021 (interim update to be published in April 2023). On publication by the SFC, we will utilise National Equality Outcomes Guidance for any updates to our Equality Outcomes Action Plan.

5.12. As part of our commitment to reducing the gender pay gap, we have chosen, and will continue, to publish[29] the more comprehensive information in line with the UK Government requirements. We are also in the process of reviewing our work on the Ethnicity Pay Gap to provide meaningful and actionable insights.

5.13. All our staff undertake mandatory training on diversity in the workplace and unconscious bias which is supplemented by modules addressing Recruitment & Selection, Embedding Gender-inclusive Language and Student Diversity. We also provide e-video-training on pronoun and gender-inclusive language. St Andrews requires new students to undertake a module in EDI as part of the pre-matriculation process.

5.14. The University is committed to Fair Work[30] practices and we work consultatively with the recognised trade unions to discuss staff-related issues as part of our wider Recognition Agreement (a biennial staff survey and, engagement with relevant staff networks on specific matters). Staff may also raise work related issues, anonymously if they wish, via our online Report and Support tool. Our HR policies are developed in consultation with campus trade unions, and there is trade union representation on the University Court.

5.15. Our vacancies are openly advertised, and staff are supported to apply for secondments to facilitate progression into other roles. Our comprehensive and open training and mentoring programmes provide an established framework of support. In addition, our annual review process supports the development and growth of our staff, and we are currently undertaking work on the development of a staff-wide competency framework. We are a signatory to the Technicians Commitment[31].

5.16. The University does not use zero-hour contracts but, to meet peak demands, does employ hourly paid staff. As part of our commitment to this cohort, we worked with the trade unions to build a new Graduate Teaching Assistant contract to further develop and support postgraduate students undertaking tutorial and teaching support work. Since 2016, the University has paid the Voluntary Living Wage and is committed to continuing to do so, implementing any changes in the month of announcement.

5.17. The wellbeing of our staff is a priority. We provide an 'in house' Occupational Health Service which includes access to Cognitive Behavioural Therapy, Health Surveillance, and Physiotherapy. Staff may self-refer to Occupational Health at any time. A comprehensive set of wellbeing support is provided via our website further enhanced by the introduction of Wellbeing Officers in all Schools and Units. Our wellbeing suite encompasses not only physical and mental wellbeing but also recognises the importance Health and Safety plays in the University environment.

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[26] *Staff with Disabilities Network*
[27] *Equality, Diversity and Inclusion Policy*
[28] *Equality Mainstreaming Report*
[29] *Gender Pay Gap Report*
[30] *Fair Work*
[31] *Technicians Commitment*

5.18.   The University is proud to have a diverse group of staff and openly ensures inclusivity and compassion are recognised not only in its strategy but via diversity networks, functions, and policy, ensuring that key issues are promoted to all staff.

6.   Widening Participation and Access

6.1.   In line with our long-term strategy and the recommendations set out in the Commission on Widening Access (CoWA) report[32] in 2016, we are committed to improving 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 support our students to succeed whilst they are part of our community.

6.2.   Over the past decade, the proportion of Scottish-domiciled full-time undergraduate entrants from SIMD20 areas in St Andrews has risen from 5% (2012-13) to 12.4 % (2022-23). Whilst recognising that our share of entrants from SIMD20 areas has fallen from 14.8% in 2021-22 to 12.4% this autumn, our absolute numbers have grown from 88 to 91. This coincided with an increase in Scottish entrants of almost a third. We intend to build on our successes of the last decade and plan for 13% SIMD20 entrants for 2023-24.

6.3.   At a sector level, there is a need to refresh the suite of Widening Access measures, to ensure they reliably identify those in most need of support to progress to higher education. These measures rely on access to robust information to help universities capture sufficient detail about individual disadvantage. We are contributing to the recently re-established Access Data Working Group chaired by Scottish Government, which is tasked with identifying appropriate and available individual-level data sources to be used alongside SIMD as part of widening access measures.

6.4.   Our admissions policy[33] offers flexible entry options and alternative entry routes for applicants with different circumstances. Our processes contextualise applications using access markers and include a guarantee of an offer for certain qualified applicants. Our Entry Qualification Indicator tool assists prospective applicants in identifying which of the three categories of entry requirements they will be expected to meet. These categories are reviewed annually to ensure the requirements are robust and clear.

6.5.   Our 2022-23 intake of access flagged (which takes into account a broader set of indicators than SIMD alone) Scottish-domiciled undergraduate entrants, as part of contextual admissions, reached 52.3%. This is above the 40% target we set in 2018.

6.6.   People with experience of care are supported to succeed. In 2022-23, the University has 98 students registered with a declared care-experienced background. Our proportion of entrant of care-experienced students at 2.7%, which is above the CoWA target of 2%.

6.7.   The University is a member of the local authority Corporate Parenting Group and contributes to its strategic plan. Further information is available in our Corporate Parenting plan[34].

6.8.   In alignment with the Stand-Alone Pledge[35], we support estranged students (where they are known to us) by providing named contacts to applicants and students as well as prioritising 12-month University accommodation, discretionary funding, and other bursaries to support these students financially.

6.9.   We continue to support students from widening access backgrounds in their transition to St Andrews as well as throughout their studies at the University. We offer a full transition programme with induction days along with a first-year support programme for all students on access or supported pathways routes.   In addition, our peer-led learning mentoring programme provides ongoing learning support. For those with a household income of less than £34,000 we provide a guaranteed Access bursary of £1,500 for every year of study rising to a package worth over £4,500 for each year of study for Care Experienced entrants and those with a household income of less than £20,999. Our full

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[32] CoWA report
[33] Admissions Policy
[34] Corporate Parenting Plan
[35] Stand Alone Pledge

suite of access scholarships is published on our website[36]. We are reviewing these thresholds in the context of inflationary pressures and available funding options.

6.10.   Our commitment to fair access extends beyond our undergraduate cohort. Our Doctoral scholarships continue this year with care experience as one of the eligible criteria (utilising donor funds). We also offer widening participation Masters and PhD studentships, with full tuition fee and stipend to eligible students, supporting a funded pathway from undergraduate to doctoral levels.

6.11.   We are initiating work to widen access to postgraduate study and to support this we have introduced a contextual information section into our PGT application form for UK domiciled students for 2023 entry.

6.12.   As a University of Sanctuary[37] in Scotland, we commit to supporting refugees and asylum seekers to come to St Andrews and provide a welcoming and inclusive community. The University launched a new Sanctuary Scholarship, specifically designed to support undergraduate and postgraduate applicants who are seeking sanctuary in the UK. Applicants are eligible if they have a forced migration background, as well as a relevant immigration status (such as Asylum seeker or refugee). Twelve scholarships were offered for 2022-23. Our Principal, Professor Dame Sally Mapstone is a member of the Universities of Sanctuary Senior Leaders national group.

6.13.   Prior learning is always considered as part of our admissions processes so our students can be offered the best pathway for them. Our Recognition of Prior Learning Officer provides guidance directly and the transitions and pathways available to students are fully supported and signposted.

6.14.   Our outreach and engagement with schools, SFC funded programmes and local communities ensure we can support successful pathways and effective transitions for students. We continue to work in partnership with schools, the SFC, charitable partners, donors and local communities within our Access projects to support successful pathways and transitions for students (First Chances Fife, SFC NSP (AHDP/REACH), ARC, Sutton Trust).

6.15.   Our work with our college partners to promote our FE-HE Pathways Programme[38] continues. This Programme provides a bespoke entry route for those studying Scottish Wider Access Programmes (SWAP)[39] and Higher National Qualifications (HNQ)[40] and supports students in their transition to university life and learning. We interviewed and offered a record number of places through our programme in 2022-23 (interviewed 245 of which 74 accepted) and our local colleges, Dundee and Angus and Fife College, are in the top five UK FE institutions sending applications to the University of St Andrews. In addition to maintaining entry from our local Colleges, this year we will be focusing on forging links with colleges beyond our local area. FE and Pathway students can articulate into year two or three of a programme; however, we often find that students seek to enter in first year in recognition of the excellent student experience available to them here at St Andrews.

6.16.   We are committed to increasing the number of SIMD20 students entering Medicine and have taken a series of steps to accelerate progress. We have appointed two additional dedicated admissions officers; we are investigating possible alternate routes into the A100 Medicine and our Gateway to Medicine programmes; we increased the bursary supported Gateway places; we established a summer Medicine Experience programme for widening access pupils jointly with NHS Fife; and we secured two research grants (one in collaboration with three other Scottish Medical Schools) to evaluate Scottish medical schools' admissions approach to widening participation, and to study the impact of contextualised admissions policies on academic attainment and progression for medical students from disadvantaged backgrounds.

6.17.   The main source of funding for our outreach programme comes from the University and its partners, with over £550,000 committed on an annual basis. The staffing commitment with specific responsibilities for Access and Widening Participation within our Admissions Department is 8.4 FTE with an additional 1.0 FTE specifically working in Access to Medicine.

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[36] Access Scholarships
[37] Universities of Sanctuary
[38] FE-HE Pathways
[39] SWAP
[40] HNQ

7. Outcomes for Students

7.1. High quality and coherent learning, teaching and support

7.2. Education at the University of St Andrews, delivered by a research-led community of experts, lies at the heart of the St Andrews approach to pedagogy. We recruit a diverse community of students, all with the potential to graduate with excellent degrees. We support their journey to graduate with a broad portfolio of attributes and experiences in addition to their academic ability, and appropriately prepare them for their future through a student experience recognised as being the best in the UK.

7.3. The 2022-23 academic year has enabled teaching to return in a manner dominated by the in-person experience of smaller, more interactive teaching formats, accompanied by lectures and experiential learning opportunities.

7.4. The pandemic necessitated a rapid digital transformation in our teaching and assessment. This learning and skill development will continue to influence our teaching delivery going forward. Whilst we are prioritising in-person teaching, we will retain those aspects of our teaching that are improved by the provision of digital tools and services. Our lectures remain digitally available the provision of which has demonstrably supported the closing of disability and BAME attainment gaps. Our digital learning and study resources (e-books, e-journals, learning software, VR teaching packages) will remain at pandemic levels. Where authentic online assessment is of benefit to students, it will remain part of our curriculum as will the use of digital tools to enable group work and peer learning.

7.5. Students are, and will continue to be supported (e.g., through loaned laptops or WiFi dongles) where there are issues of digital exclusion. A carefully targeted system of mitigation is in place to ensure that student outcomes are not negatively affected.

7.6. Our TELStA (Technology Enhanced Learning) Hive[41] facility and other additional training programmes provide resources and communities through which our teaching staff and postgraduate tutors can continue to enhance their teaching and maximise the potential of digital tools where pedagogically appropriate.

7.7. We continue to ensure there is rigour and quality in our heralded learning and teaching adhering to the well embedded and internationally recognised Quality Enhancement Framework which focusses on assurance, enhancement and student partnership. All monitoring and internal review processes (including seeking student feedback and periodic in-depth reviews of academic Schools and Service units) continue, ensuring our arrangements for quality assurance and enhancement exceed the standard expected by our students and our staff. In addition to internally driven enhancement activity, the university engages fully with the much-valued national programme of Enhancement Themes. Preserving these approaches for Scotland's universities is of critical importance.

7.8. We take an evidence-led approach to quality assurance and enhancement, which is informed and motivated by scrutiny of both quantitative data (including the NSS, module evaluation questionnaires, and student outcome data). We use long-term trend data analysis across a range of metrics to ensure the effects of any changes in School-based or institutional practice are well understood from the student's perspective. Analysis and consideration of the data and benchmarking is valuable, and it is complemented by receiving other sources of feedback including for example Student Staff Consultative Committees and School Presidents' Forum.

7.9. All of our students, regardless of background, are supported to ensure they can progress and transition successfully in pursuit of their award outcome. Our entrant and returning students are provided with a wealth of resources covering administrative, academic, support and student life topics, as well as reflective activities to prepare them for the commencement of studies. Tailored Undergraduate and Postgraduate Transitions Toolkits and Orientation Moodle courses are also available ensuring the transfer to work placements and partner institutions is well-supported. To ensure our Pathways students are prepared for their next steps after graduation and that they are equipped to access funded internship programmes and careers advice we are instigating a new Careers link.

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[41] *TELStA Hive*

7.10. St Leonards Community Scheme[42] aims to create a greater sense of collegiality within our postgraduate community by providing cross discipline buddies at both PGT and PGR level. The scheme runs twice a year, in October and February. It is primarily aimed at new students or students returning from fieldwork but is open to all postgraduate students. In 2021 we had 42 students engage with the scheme.

7.11. We are committed to ensuring students are supported in their mental health and wellbeing. Our Student Services unit is British Psychological Society (BPS)-accredited and wait times for services, including cognitive behavioural therapy, are on average no more than two weeks. Students declaring a mental health disability can meet with the disability team to discuss and put in place an academic support plan.

8. Partnership, participation and student experience

8.1. The University of St Andrews embeds consultation with key stakeholders as a matter of course through its governance and committee structures which specifically and by design include our students. We ensure students are enabled to participate to have their voices heard and valued, and to influence their experience. Via the student sabbatical officers and undergraduate and postgraduate student representatives in Schools, students are engaged at every level of decision making, from Departmental/School teaching committees up to the University Court at the apex of the institution.

8.2. Effective partnership arrangements exist between institutional leadership teams and student bodies. A new partnership agreement, which solidifies the cooperative and collaborative relationship between the Students' Association.

8.3. The Students' Association and the University's Student Experience Strategic Management Group are together enhancing how our Committees engage with students. This 'Reimagining Representation' project aims to optimise student impact, engage students as partners, and accommodate student representatives' interest areas. The review team, supported by Sparqs[43] and in consultation with relevant stakeholders, is taking forward the recommendations which include enhanced training and induction onto Committees, and governance structures, and increased support for submitting proposals.

8.4. Student input is continuously sought and greatly valued. This includes requests for regular student feedback (e.g., through Module Evaluation Questionnaires) and responses by staff to close the feedback loop. All our Academic Schools have a Staff-Student Consultative Committee. Student feedback is analysed alongside the results of the National Student Survey and presented to the relevant education committees to enable a data-driven approach to evaluating student progression and outcomes and associated decision making.

8.5. We provide extensive support to sabbatical officers and School presidents in advance of their taking up their roles. For 2022-23, School President and academic representation training was delivered by the Association's Academic Representation Coordinator, building on previous training developed by the University's Centre for Educational Enhancement and Development (CEED). Our Careers Centre provides training to School presidents in employability-related issues and Sabbatical Officers are offered coaching with Student Services. The initial training for Sabbatical Officers when they start in post was developed and delivered by CEED.

8.6. Service development is informed by student feedback. Our Careers Centre has collaborated with students to embed a School Presidents Advisory Group, providing feedback to Careers and shaping their support and partnership activities. Similarly, our Student Services team has a Participation and Engagement Group for service users, and an open forum for representatives of student clubs and societies.

9. Learning with impact

9.1. Our portfolio of programmes and additional activities provide our students with the opportunity to develop a range of transferrable and meta-skills prized by employers. We support the development of graduate attributes[44], encouraging our students to be socially responsible citizens, to value diversity, to discover their entrepreneurial

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[42] *St Leonards Community Scheme*
[43] *https://www.sparqs.ac.uk/home.php?page=291*
[44] *Graduate Attributes*

mindset, refine their leadership skills, and grow in global outlook. Students can monitor and track their development and progress through engaging with our graduate attribute portal. We appraise and review the value of the initiative by incorporating a self-evaluation on graduate attributes acquired, in our Module Evaluation questionnaires issued to students at the end of each semester.

9.2.   We strive to ensure our curricula are fit for purpose and are responsive to changing employer needs. Teaching and curricula are reviewed annually and through periodic reviews of School and Departments.

9.3.   Credit-bearing external work placements are offered, primarily for students in their Honours years, in Biology, Chemistry, Earth & Environmental Sciences, Computer Science, and Modern Languages. These placements are eligible for Turing Scheme funding where an institutional bid to support them is successful but may also be paid or supported by other scholarships. Their format and function vary depending on subject and programme contexts. They are credited and enrich the academic programme as well as provide the opportunity to build skills in the workplace and add to career-based skills, workplace experience, and to the other cultural integration and often linguistic benefits accrued by these sorts of opportunities. A new policy[45] was implemented in 2022 aimed at a generic framework to manage the diversity of work placements and to outline minimum student, school and host eligibility requirements expected by the University. This policy has been helpful in reviewing our current provision, and instrumental in guiding colleagues when considering and evaluating new placements.

9.4.   Since 2007, the University has also provided placements in local secondary schools for students seeking teaching experience and mentoring from a schoolteacher. These placements are integrated into the Communication and Teaching in Science (ID4001) and in Arts and Humanities (ID4002) modules. In academic year 2022-23, there were 51 students enrolled on these modules across multiple degree programmes.

9.5.   We are recognised as one of the top 10 institutions (6) in the UK for graduate prospects, with over 88% of students progressing to a positive graduate destination.

9.6.   Enterprise and entrepreneurial education are embedded throughout our core curriculum encouraging development on an entrepreneurial mind-set. Our engagement with industry has led to a successful industry-focused and industry-sponsored doctoral research programme in Computer Science. Additionally, we have a suite of co-curricular activities including our successful Summer Teams Enterprise programme, research internship programme, and a longitudinal resilience programme.

9.7.   Our comprehensive Careers Centre has been awarded the Association of Graduate Careers Advisory Services (AGCAS) quality standard[46]. The services we provide cover a range of learning styles, including desk-based resources on a newly redeveloped website and access to artificial intelligence driven CV checking software. In addition to a comprehensive range of work experience opportunities, students are provided with opportunities to meet alumni and to connect with employers and mentors. This includes our Coffee Connect initiative, our 'Summer Splash' week, which involved employer workshops; the 'Raise a Glass' events to celebrate success; Your Future Starts Now, a programme led by employers and alumni designed to support the development of intrapreneurial skills; and Career Catalyst, a suite of practical employer/alumni-led events and external programmes designed to support the development of an enterprising mindset. Our Careers Centre funds an Employability Bursary designed to provide financial support for students on supported pathways programmes and others in need, to facilitate access to employability experiences. The Bursary has contributed to travel costs, work-appropriate clothing, childcare, and more.

9.8.   We work closely with AGCAS Scotland as part of the Young Person's Guarantee to support Scottish-domiciled graduates into graduate internships across Scotland.

9.9.   Our Careers team has also increased its utilisation and understanding of labour market research to stay up to date with the needs of business and industry, and Scotland's economic recovery. Every Careers Advisor in our team is a member of the Institute of Student Employers[47] as well as AGCAS, and our Opportunities Team are active members of the North American 'National Association of Colleges and Employers' (NACE)[48].

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[45] *Work Placement Policy*

[46] *AGCAS Quality Standard*
[47] *Institute of Student Employers*
[48] *NACE*

10. Outcomes for Research

10.1. Research excellence, sustainability, and collaboration

10.2. World-leading research is fundamental to what St Andrews does, as evidenced by our performance in REF 2021 and through the ambitions of our University Strategy 2022-27. We continue to promote areas of world-leading research that provide international leadership and engage with big societal questions. More than 88% of research carried out by the University of St Andrews was considered world-leading or internationally excellent in REF 2021. The overall quality of research at St Andrews has increased by 5.7% (by GPA) since the last assessment exercise in 2014.

10.3. Our application of research to create substantial global impact was also evidenced in the Impact element of REF 2021, for which the University submitted 72 Impact Case Studies to 21 UoAs in which 12 UoA's received 100% 3* and 4* and 16 UoA's scored at minimum one 4* Impact Case Study. In all, 32% of our case studies scored 4*.

10.4. The University of St Andrews is a signatory to the Concordat to Support the Career Development of Researchers[49] and is committed to meeting its responsibilities as a signatory. The University of St Andrews has followed a thorough and consultative approach to considering the gaps in our provision for research staff. Examples include the independent research culture survey, and a recent consultation and review of the University Strategy. Our action plan for developing our staff focuses on four key development projects to address environment and culture, employment, and professional and career development. These four development projects are embedded in our People Enabling Strategy and the Diverse St Andrews theme of the University Strategy and include: Communications; PI and Line Manager Training; Career Pathways; and Recruitment and Induction.
- Communications – targeted communications and initiatives to support an open and inclusive research environment and culture through: increased awareness of the concordat measured through staff surveys; promotion of staff / manager development meetings through improved monitoring and collation of development needs and; promotion of individual development plans that will meet the 10 days of development and include opportunities for on-the-job, off-the-job, and near-the-job actions with reflective practice and links to career trajectory and alternative pathways.
- PI and line manager training – we are planning to invest in preventative wellbeing approaches and to achieve this through encouraging best practice in line management. This will be measured through line manager confidence, fewer complaints against line managers, and increased satisfaction and engagement scores.
- Career Pathways - made obvious through the implementation of University wide competency frameworks that tie the HERA (Higher Education Role Analysis) grading competencies to the research development framework, and through enhancing the visibility of career mobility potential across job families and across the institution.
- Recruitment and Induction – improved through transparent recruitment processes with competency-based interviews for researcher roles and closer evaluation of in-post induction processes at school level.

10.5. The University recognises that undertaking our strategic priority of world-leading research is dependent on a wide range of institutional, groups and individual factors that define the research environment, including crucially building and maintaining a positive research culture. A key aspect of our culture is to support research integrity, building on a baseline of compliance with the Concordat to Support Research Integrity, and our support for 'Trusted Research'. The Research Integrity Committee and the Trusted Research Working Group co-ordinate operational activity on those areas respectively, with oversight from the Research Integrity, Ethics and Governance Assurance Group (including members of Court and the Principal's Office).

10.6. Drawing on the University Strategy and enabling mechanisms our vision is to nurture an institutional research culture that supports and recognises collegiality, fairness, and transparency; equality, diversity, and inclusion; collaboration and interdisciplinarity; career development and work-life balance; integrity; open research and public engagement; and research impact and responsible innovation. In spring 2021, a research project at St Andrews was undertaken in which over 600 members of the University community responded to a survey regarding research culture. The results evidenced perceptions that the University is taking integrity seriously (67%.) An autumn 2022 visit from the now Department for Science, Innovation & Technology's Research Collaboration Advice Team commended the various interleaving provisions we have across our institution relating to trusted research support.

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[49] *https://www.st-andrews.ac.uk/staff/research/concordat/*

10.7. All of our postgraduate students are provided with integrity training, offered a range of workshops, and our induction processes embed continuous improvement activities aimed at culture-building, taking an academic-led approach. As an integral part of the research process, from academic year 2022-23 the university has introduced a requirement for all postgraduate students to complete a data management plan[50] as part of their required first year review. We provide dedicated training to students and supervisors.

10.8. We are committed to making our research results available as openly as possible, thereby encouraging international research collaboration, enabling capacity building, and ensuring our research is available to the widest possible audience. St Andrews is a sector leader for OA, placed 10 in the 2022 Leiden World Ranking for proportion of Open Access publications. We are also strengthening our Research Data Management policy to require data access statements, maximising reuse and reproducibility as part of our commitments to research integrity.

10.9. The success of the Chemistry joint submissions to REF 2021 by St Andrews with the University of Edinburgh 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, and this is evidenced through the success of our joint submission with the University of Edinburgh to UoA 8 which was ranked first in the UK based on the quality and breadth of its combined research in REF2021 (by Power, Times Higher Education (THE) methodology[51]). We continue to investigate new and innovative ways to engage with researchers on a global platform and 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. In the SFC's flagship Alliances for Research Challenges (ARCs) St Andrews will be the institutional lead in 'Energy transition and sustainability' and a partner in the 'Healthy ageing – improving the nation's brain health'. ARCs projects will each receive up to £600,000 over four years.

10.10. Within its Strategy the University has recognised the need to ensure the institution's research is robust and resilient. Our University Strategy enables and increases emphasis on interdisciplinary and impactful research. Our two internal catalyst funding schemes, the St Andrews Interdisciplinary Research Support (STAIRS)[52], and the St Andrews Leadership Initiative for Tailored Support (LIFTS)[53], are supporting seven interdisciplinary research projects in the 2022 cohort closely aligned to the University's strategic objectives, and five Principal Investigators have now received leadership support funds.

10.11. The University of St Andrews uses Research Excellence Grant (REG) funds in mechanisms that support researchers in a variety of ways; for example, by providing Research and Innovation Services, Libraries and Collections, and Organisational and Staff Development Services. A proportion of REG funds are directly distributed to academic schools as part of their operations budgets to support research, based on their REF performance following the SFC's distribution approach.

10.12. An important component of how we use REG funds involves alignment with our Research and Innovation cross-cutting theme as articulated in the University Strategy. Additionally, REG, alongside our SFC Research Postgraduate Grant (RPG), contributes to ensuring a vibrant and well supported PGR community.

10.13. REG as part of the dual funding mechanism for research is key to ensuring a vibrant research environment and resources that enable competitive funding applications. It enables us to partner effectively across the UK and globally, for the attraction of major funding including from overseas organisations. The long-term erosion of the baseline support provided through dual funding runs the risk of further developing the key funding gaps between Scotland and other parts of the UK, resulting in a lack of positioning and ability to win more of the share of research funding. Recent years have seen a decline in the share of Research Council funding won by Scotland's universities, from a peak of 15.7% of the UK total in 2012-13, to 13.4% in 2020-21. This is at a time when in England investment into QR funding has increased by quality-related research (QR) funding by 10.4% from £1,789 million to £1,974 million, rewarding success in the 2021 Research Excellence Framework. The increase in REG for Scotland amounted to 1.6% in 2022-23.

10.14. As requested, we include two case studies which utilise SFC Research Funding (including REG), with the additional studies included in appendix 2.

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[50] Data Management Plan
[51] Times Higher Education's methodology
[52] STAIRS
[53] LIFTS

Case study 1 – The Eden Campus

The Eden Campus in Guardbridge, is the University of St Andrews innovation centre and is at the forefront of the University's strategic goal to reach net zero emissions by 2035. It is a former paper mill site, which is being transformed into a stimulating environment for our researchers and is creating a location where industry, community and business are welcomed to engage with our research and together create a global research and innovation hub to help deliver a low-carbon future.

The Eden Campus plans have been strongly supported by both the UK and Scottish Governments as well as Fife Council with a combined investment of £29.8m – the largest single investment in the University's history. The funding came via the Tay Cities Deal and has led to further investment at the Campus from the Advanced Manufacturing Challenge Fund, the Low Carbon Challenge Fund and the Faraday Institute as well as loan finance from the Scottish Funding Council.

The work at the Eden Campus enables us to bring together University research with industrial collaborators. Our REG funding has enabled the development of the infrastructure that is needed on this Campus.

Our battery fabrication labs provide the UK's leading facilities for prototype fabrication and provide a direct route for the adoption of the latest research by industry. The solar array on site will allows us to develop technologies that are truly sustainable and show how the University can lead in the underlying science and technologies that will be required to provide a path for Scotland through the Climate Emergency. REG funding has supported us to compete successfully for strategic equipment funding; for example, it has recently enabled us to generate over £1.7M of EPSTC funding for the equipment that will be required to undertake the research needed for Scotland's future chemical industry.

The development of the Eden Campus involved the sensitive restoration and refurbishment of buildings to create state-of-the-art office space which includes a research library and browsing facilities. By autumn of 2022, the first phase was complete and refurbished buildings opened and fully occupied.

The Eden Campus site includes:

- *Dry Laboratory*: a specialised facility for the development of advanced battery and fuel cells. Demand is strong from industrial partners to access the capability that this facility will provide;
- *Maker's space:* an engineering workshop with skilled expertise to support the design and development of prototypes for innovators;
- *Design and Print studio*: an advanced facility with capabilities for printing materials required for fuel cell development and metal 3D printers;
- *Co-working space*: to allow researchers and collaborators from industry to have a permanent presence at the Eden Campus to work with the University. This facility will be open to an Industry Club of over 150 companies, specialists in low carbon technologies including district heating.

In May 2022, the Campus' one-megawatt ground solar photovoltaic development was unveiled by Cabinet Secretary for Finance and the Economy, Kate Forbes MSP. This development further reduces the University's overall carbon footprint by approximately 5%. With a planned extension of the district heating network – which already pipes hot water from Eden Campus biomass plant to 48 University buildings and 3000 student rooms in St Andrews – and the solar farm, the expectation is that Eden Campus will be a carbon-neutral working environment within the next five years. Eden Campus has created around 500 new jobs. A key part of the development is a café which has been open to the community as well as University staff.

The University of St Andrews is working in partnership with industry to reduce carbon impacts. For example, construction is underway at The Eden Campus to create one of the world's first carbon-neutral distilleries. The new distillery and visitor centre owned by Eden Mill is scheduled to open during 2023. Eden Mill is also working with the University to capture carbon from production processes that may be used to produce alternative fuels.

NPF: Communities/Economy/Education/Environment/Fair Work and Business
SDG: Quality education/Affordable and clean energy/decent work and economic growth/industry/innovation and infrastructure/sustainable cities and communities/responsible consumption and production/climate action/strong institutions

Case study 2 – University impact and Innovation funding

The University of St Andrews' Impact and Innovation Fund (IIF) is open to all academic staff, and targets projects which are based on research conducted solely or jointly at the University, and which enhance the institution's achieved impact.

Since 2016, £1.4m in internal funds have been invested in IIF and this has supported over 150 impact projects, with the average funding at £9,000 per project. The IIF prioritises activities that would not be eligible for or covered by other sources of impact funding, with Social Science, Arts and Humanities making up 57% of projects.

The IIF has helped to build capacity in impact, to seed small-scale projects, and give legitimacy to impact work which has subsequently leveraged further external funding.

The School of Geography and Sustainable Development, via funding from the IIF, supported a programme by the Scottish Universities Insight Institute (which provided additional funds) to explore sustainable land use and governance. The programme supported artists and makers to create an exhibition within Fife's Falkland Estate to engage the local community and other stakeholders in the debates over land and relevant UN Sustainable Development Goals.

This project deepened engagement with the community, raising awareness and inspiring wider audiences. It also produced thought-provoking art. Finally, it seeded this project sufficiently to allow one of the makers to apply for Creative Scotland funding to grow the work.

And, in the School of Classics, IIF funding for the Visualising War project allowed the production of a podcast series which enlarged the School's collaborator network and led to the production of a play. Visualising War brings together experts from a range of academic fields. The collective expertise of contributors covers all historical periods - from ancient Greece and Rome, through Late Antiquity, the Middle Ages, and the Early Modern period, to the 20th century and present day. It involves many different media and genres, including literary texts, theoretical treatises, epigraphy, journalism, art, drama, and music. The group secures interviews with a wide range of creatives and practitioners and has, so far, recorded nearly 50 podcast episodes, which are released weekly. Downloads from the podcasts have been made from over 50 countries and the project continues to grow.

NPF: Education/Culture/Communities/International
SDG: Good health and wellbeing/quality education/reduced inequalities/sustainable cities and communities/life on land

11. Knowledge exchange and innovation

11.1. We are focusing and prioritising our ambitious knowledge exchange and innovation activity on Scotland's economic and social recovery. The University is working closely with a wide range of Scottish entities and over 30% of actively licensed IP deals are with Scottish companies.

11.2. We are contributing to and are firmly supportive of the Scottish Government's innovation Strategy and in December 2020 the University voluntarily and proactively signed up to the KE Concordat principles. This commitment has translated into an increased focus on the importance of knowledge exchange and innovation at the University.

11.3. An additional enterprise facility will be created at the Eden Campus, a collaborative project with Fife Council and is supported by the UK and Scottish Governments as their contribution to Tay Cities development.

11.4. The University has the ability and confirms its commitment to utilise and match fund the UIF Platform Grant.

11.5. We are embedding entrepreneurial education throughout our educational offerings.

11.6. A Simulation facility is at the cutting edge of our new operations. It was funded through the Tay Cities Deal as a 'proof of concept' project. It enables clients to undertake cost effective scenario planning/modelling – for example, determining critical energy resilience in NE Fife, effective coastal defence systems, or even measurement of carbon sequestration from tree planting projects.

11.7. The Eden Campus facilities utilise government support and have leveraged private sector funding in excess of £30m. More information on our knowledge exchange activities can be found in the University Innovation Fund submission (see appendices).

Appendix 1: University of St Andrews University Innovation Fund (UIF) 2022 – 23

1. Background and Strategy:

1.1. The University has recently set out an ambitious five-year strategy encompassing the period 2022-27. The strategy identifies five distinct but equally important themes: World-leading, Diverse, Digital, Sustainable, and Entrepreneurial. The Entrepreneurial theme is one of three themes to be retained from the previous five-year strategy, demonstrating the significant value that the University continues to place on this area. The UIF funding, together with additional external and internal funding, is a critical enabler for the University to drive and accelerate our ambitions for the Entrepreneurial St Andrews strategic theme.

1.2. Entrepreneurial St Andrews will encourage a culture of innovation and create an inclusive entrepreneurial ecosystem to enhance our impact on society and diversify and grow our research funding streams. This ecosystem will be created through the interactions of students and staff, through enterprise and entrepreneurial education, and through strong engagement with business, government, the third sector, and other funders.

1.3. We have defined Entrepreneurial as the ability to see potential in existing and future activity and to translate that into enterprise for the benefit of wider society. Entrepreneurial St Andrews is rapidly gaining prominence as a mainstream activity in the University, enabling regeneration locally and transformation nationally. We will encourage our entrepreneurial ecosystem, securing increased funding for research, integrating entrepreneurial and enterprise education, and stepping up external engagement.

1.4. The University has the ability and confirms its commitment to utilise and match fund the UIF Platform Grant.

Outcome 1: Demand stimulation

1.5. In September 2020 the University launched the Entrepreneurship Centre. The Centre is a diverse and innovative space created to find and nurture the entrepreneurial spirit in students, academics, and staff from every academic school, course, and stage of development. The centre delivers a wide range of programmes designed to provide the tools, contacts, and confidence to enable participants to explore the full entrepreneurial journey, turn their research and expertise into a societal benefit, and grow their ideas into successful and sustainable businesses. We regularly engage with external stakeholders including the Research and Knowledge Exchange Committee (RKEC), Research and Commercialisation Directors' Group (RCDG), Converge and our UIF Collaboration Manager, to help shape our KE&I training and development. In AY 21-22 we invested in creating a new Industry Business Development Manager role. This successful recruitment, coupled with the expansion of our training offering, has enabled a step-change in our ability to increase both the frequency and quality of our industry engagement across the University.

1.6. In AY 21-22, over 190 participants successfully completed one of our Fastrack programmes run by our Entrepreneurship Centre. In AY 22-23 we plan to expand the number of courses and support further cohorts.

1.7. We are actively engaged in the discussion around the future of Innovation Centres and Interface. We are of the view that these infrastructure investments should be moved strategically closer to HEIs. This would enable greater access leading to increased demand.

2. Outcome 2: Simplification/Commercialisation

2.1. We have joined and positively engaged with the newly formed IP Commercialisation Peer Network. This group offers a strong platform for us to exchange ideas and best practice with our fellow Scottish HEIs. An expected outcome of this shared learning is an ability to deliver a more cohesive and simplified offering to businesses wishing to access to our expertise.

2.2. We continue to engage closely with RCDG and the various RCDG working groups as part of a coordinated effort to help shape our policies, processes and delivery towards simplifying and streamlining our contractual agreements.

3. **Outcome 3: Simplification/Greater Innovation**

3.1.   We engage with key stakeholders, including Innovate, SFC, Interface and the Scottish Government, to help shape policies which will enhance the opportunities for Scottish businesses to innovate. We also run a series of events[54] inviting local businesses to engage with the University in order to access our knowledge and facilities.

3.2.   We have welcomed the recent increased investment in Knowledge Transfer Partnerships (KTP). We plan to further utilise the KTP framework to increase our engagement with Scottish businesses. This engagement will help drive and deliver more local Innovation and impact.

4. **Outcome 4: Entrepreneurialism**

4.1.   A key objective in our Entrepreneurial strategy is to enable our staff and students to make the best of the ideas they generate by providing inclusive opportunities to engage with entrepreneurship through the core curriculum, co-curriculum, the Entrepreneurship Centre, and professional skills programmes. This firm commitment will underpin a transformative increase in entrepreneurialism at the University.

4.2.   We participate in the Enterprise Support Group (ESG), a formal subgroup of RCDG, which focuses on spinout and start up support and development in Scottish HEIs. The group meets quarterly to share best practice, deliver collaborative initiatives and engage with the latest strategy and policy from government. This engagement drives improved service delivery, increasing number and quality of new enterprises and leads to increased impact on regional and national economic growth.

4.3.   In AY 22-23 we have further invested in our entrepreneurial pathway by launching an Innovation Fellowship opportunity. The St Andrews Innovation Fellowship is a competitive internal opportunity that provides one year of buyout support from teaching commitments so that the fellow can focus on entrepreneurial activities.

4.4.   We will continue to engage with SFC and Scottish Government to contribute to the implementation of the Entrepreneurial Campus Strategy. We believe that delivery of the Entrepreneurial Campus Strategy will add significantly to our current entrepreneurial offering leading to additional training and opportunities for our students, staff, and alumni. It will also improve graduate outcomes and offer a further contribution to regional and national economic growth.

5. **Outcome 5: International**

5.1.   The theme of World Leading in the University Strategy intersects with our Entrepreneurial theme to provide a firm commitment to promote and engage Scotland internationally. We are engaging with Scottish Government on the development of the Innovation Strategy and anticipate this reinforcing the opportunity to further demonstrate the wealth and breadth of innovation across Scotland. We continue to work closely with RCDG, government agencies and other sector organisations to share both opportunities and best practice with the shared ambition to grow Scottish reputation globally.

5.2.   We have committed to developing our entrepreneurial identity underpinned by clear physical and virtual entrances to entrepreneurial activities at the University and supportive communications that effectively position the University's capability and entrepreneurial culture globally. We will also nurture and grow effective links with external stakeholders and supporters both nationally and internationally.

5.3.   We have also committed to establish networks which provide opportunities for friends and alumni actively to advise, mentor, and support entrepreneurs, and create opportunities for alumni and supporters to promote fledgling ventures in new markets.

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[54] *https://st-andrews.startuptree.co/*

6. Outcome 6: inclusive growth and social impact

6.1.   We have utilised the Tay Cities Deal[55] Funding of £26.5m to secure additional investment of almost £10m for Eden Campus as well as direct investment by an anchor tenant. The campus includes an award-winning biomass plant[56] and district heating scheme in addition to a 450-person professional services hub. In AY 22-23 we anticipate opening a rapid prototyping centre and a dry laboratory for research and testing battery cell technologies, which will be the first of its kind in Scotland.

6.2.   The campus recognises the need for physical estate and associated infrastructure that enhances external collaborations and community impact whilst also working towards a low carbon future. The site has allowed the University to accelerate our path to achieve our Net Zero targets and provides a strong base from which to support the green recovery. Our vision is to create a platform for innovative economic activity in North-East Fife with a focus on de-carbonising society. We are increasingly working with business, industry, government, and investors to create a place where green energy, innovation, academia, and entrepreneurship come powerfully together.

6.3.   Eden Campus is developing as an important site in the stimulation of Innovation activity and achieving impact from university research. The delivery of some of the first R&D facilities on site, is focused on innovation activity, particularly in the fields of materials chemistry, biochemistry, aquaculture and engineering-related activities. Innovation funds are proving to be an excellent vehicle to broaden the impact of research, in a way which is attuned to the needs of partner companies who are keen to work collaboratively with the University.

6.4.   The Entrepreneurship Centre delivers a range of activities focused on creating strong, scalable, and sustainable businesses that make a positive contribution to society. The space supplements this by nurturing a network of like-minded individuals to support each other and enhance opportunities. We continue to expand our educational offerings in our Fast Start training programme and will provide a course on Design Thinking in quarter one of 2023. This course will be available to a small number of individuals in the local community.

7. Outcome 7: Equality and Diversity

7.1.   As a truly international and world-class university, our stated ambition is to be a beacon of inclusivity. We will achieve this through an approach that empowers our whole community – through a combination of deliberate steps and a determined shift in culture that makes sure everyone is embraced, from students, academic and professional staff, to our alumni. The University has 20 Athena SWAN awards, including Athena SWAN Bronze for the Institution and 16 Schools, Athena SWAN Silver for two further 2 Schools and Athena SWAN Gold for one our Schools.

7.2.   We recognise that the UIF collaborative activities enable us to benefit from the diversity of the other Scottish HEIs. We will work closely with our colleagues in SFC and RCDG to identify core workstreams that contribute to the top priorities of an inclusive green recovery, wellbeing economy and a transition to a net zero carbon society.

7.3.   We fully endorse the delivery of an Entrepreneurial Campus Strategy that enables the levelling up of provision across our institutions, such that every student, staff member, and alumni, from every HEI can benefit from entrepreneurial opportunity.

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[55] https://news.st-andrews.ac.uk/archive/university-of-st-andrews-welcomes-vital-tay-cities-deal-funding/
[56] https://news.st-andrews.ac.uk/archive/award-winning-biomass-plant-commissioned/

Appendix 2: Additional Case Studies Utilising SFC Research Funding (including REG)

Case study 3 – University of St Andrews Interdisciplinary Research Support (STAIRS) funding

St Andrews Interdisciplinary Research Support (STAIRS) is a catalyst funding scheme that aims to support high-quality collaborative interdisciplinary research, closely aligned to the University's Strategic objectives.

Launched in May 2021 by the Vice-Principal for Research, Collections and Innovation, the scheme has been oversubscribed, receiving 44 applications totalling over £2m for a share of the £270,000 funding available per annum. To date, through a competitive process, a review panel has awarded funding to 10 projects totalling £535,000.

Importantly, this fund is pump-priming interdisciplinary research by only welcoming applications developed by independent academic research staff from a minimum of two Schools.

So far, STAIRS has enabled research addressing a wide range of interdisciplinary topics:

New data science methods from the Schools of Computer Science and School of Mathematics & Statistics, used in the School of Medicine's key research area of multimorbidity.

Expertise from the School of Geography & Sustainable Development to enable new insights regarding sociodemographic inequalities in disease trajectories.

A new collaboration between the School of Medicine and the School of Physics and Astronomy researching how to further develop the University's Binocular Indirect Ophthalmoscope – named the 'Holo' – a low-cost (£25) tool that enables not only diagnosis of eye disease, but also its treatment.

A project looking at political, economic, and societal barriers to the adoption of carbon-reducing technologies based on a case study of Scotland. The project actively engages with the planned activities at the Eden Campus surrounding carbon capture and green hydrogen. The interdisciplinary team harnesses the strengths of chemistry, political science, and management from conceptual frameworks to methodologies. The in-progress goal is to develop a survey instrument measuring key stakeholders' susceptibility to institutional pressures that can enable better-informed decisions at the level of policymaking and implementation.

NPF: Education/Communities/Health/Poverty/Environment
SDG: Good health and wellbeing/quality education/no poverty/strong institutions/affordable and clean energy

Case study 4 – Virtual Museums

The University's Virtual Museum Infrastructure was developed following research into mobile technologies by the School of Computer Science. The work empowered heritage organisations to create virtual reality and multi-modal digital content, including city-wide digital reconstructions, 3D digital artefacts and spherical media that could be viewed on websites, via mobiles, and in exhibitions via screens, projections, and audio headsets. The research, supported via the REG funded Centre for Archaeology, Technology and Cultural Heritage, has resulted in a resource that has become core to impact.

The research that led to Virtual Museums being developed had REG support in the form of salaries and impact funding, and the infrastructure has enabled over 30 museums in 21 countries to provide culturally educational content and articulate community heritage to local and global audiences via digital reconstructions and virtual worlds.

The need for Virtual Museums was underlined by the impact of Covid, and the success of the technology empowered online and 'Museum at Home' activities. Virtual Museums also offer resilience to the sector, such as for catastrophic events like the recent fire in the Brazilian National Museum[57] in 2020. During lockdown, 44 online Virtual Museums events reached 369,000 people and, to date, the work has produced over 320 reconstructions, 3D digital galleries and virtual tours; and has facilitated collaborations with more than 20 Scottish SMEs, including the Timespan, Shetland, Eyemouth, Perth and Taigh Chearsabhagh Museums; and major heritage sites such as Edinburgh Castle, St Andrews Cathedral, North Isles Landscape Partnership and Berwickshire Marine Reserve.

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[57] https://www.nature.com/articles/d41586-020-01990-6

The work has enabled engagement with heritage across 32 immersive exhibits, school workshops, 18 'museum without walls' apps and 67 virtual museums.

Because of the programme, communities around the world have been able to digitally engage with museums and heritage sites, allowing the outside world to be brought into people's homes during the pandemic, expanding public engagement and increasing educational opportunities.

NPF: Communities/Culture/Education/International
SDG: Quality education/reduced inequalities/good health and wellbeing/strong institutions

Case study 5 - Teaching British Children the Humanity of Refugees

In 2022, School of English lecturer Dina Nayeri, a former refugee, published a book entitled The Waiting Place, which takes an unflinching look at ten young people, aged 5-17, as they await processing in Katsikas, a refugee camp outside Ioannina, Greece. The book tells the story of how these real-life children cope in a refugee camp, showing how joyful, fun, and resilient children are. The book is a resource to encourage and enable children, schools, and families across the UK to talk about refugees and displacement.

As of 2020, there were 82.4 million forcibly displaced people globally and the number of people who will be forcibly displaced, due to climate change alone, is estimated to be from 200 million to 1 billion. The Waiting Place offers a reminder of the humanity found in refugee camps and offers a compelling argument for why we should change the way we talk to children about home and safety, reflecting the complex associations these words can have for others in our community.

The Waiting Place has resonated widely and was a finalist for the Boston Globe-Horn Book Award for Children's Nonfiction, one of the most prestigious honours in child and young adult literature. In its review of the book, The Wall Street Journal said that 'Ms Nayeri implores adult readers who have shared the book with children to do more to alleviate the suffering of people around the world who have been cruelly exiled to places not of their choosing.'

With support from the Tay Charitable Trust and the University of St Andrews' Impact & Innovation Fund, which receives REG funding, Dina has worked with two on-the-ground charities to visit schools across the UK, with a target of 100 in total, distributing free copies of her book and talking with children of all backgrounds about the experiences of people who could one day become their neighbours, fostering empathy for displaced people from an early age.

The book is accompanied by a guide that provides resources to ensure that discussion is handled sensitively, and in an age-appropriate way. Children are invited to think about and discuss complex topics, such as displacement and the refugee crisis, alongside more fundamental ideas such as welcome, empathy, and home. Dina's vital message has captured national and international interest with coverage by radio, podcast, television and print media.

NPF: Children/Education/Human Rights/International
SDG: Good health and wellbeing/quality education/reduced inequalities/peace

Case study 6 - Migration and the Scottish Constitution

Since 2014, research conducted by academics at the University of St Andrews School of Geography and Sustainable Development and underpinned via the REG funded Centre for Population Change (CPC) highlighted the distinctive demographic challenges that Scotland faces, compared with the rest of the UK.

The research, by Dr David McCollum and Professor Allan Findlay, examined Scotland's migration needs and the extent to which Government policy, potentially, could better respond to them. McCollum and Findlay argue in favour of a distinct Scottish migration policy and their findings have influenced political debates around immigration policy in the Scottish Parliament and UK Parliaments, informing citizens' understanding of the interface between migration and Scottish constitutional change.

The chief focus of this body of research has been to assess the pressing issue of migration and Scottish immigration policy in the context of constitutional change. With talk of a second referendum never far from the front pages, research by Findlay and McCollum will remain relevant for the foreseeable future.

The key insights that emerge from this work are that Scotland's experience of and attitudes towards immigration are distinct from the rest of the UK. Scotland faces specific demographic challenges, which will have considerable economic implications. Specifically, due to modest fertility rates, Scotland is much more reliant on immigration for demographic stability and growth. There is also somewhat less public hostility to immigration, and international students are more important to the financial sustainability of Scotland's tertiary education sector.

The research contends that immigration policies that are specifically suited to Scotland's needs are merited, and that there is qualified support for this amongst policymakers, practitioners and, to an extent, the public in Scotland.

Critically, given uncertainty over Scotland's future relationship with the UK, their research demonstrates that this is practical under various constitutional scenarios. It also finds that these issues are ever more pressing in the context of the demographic and economic vulnerabilities Scotland faces within a more restrictive UK immigration policy post-Brexit.

NPF: Communities/Education/Economy/
SDG: Quality education/decent work and economic growth/industry/reduced inequalities/justice/strong institutions

Case Study 7 – Wildlife Conservation in the Digital Age

Prof. D. Borchers and colleagues have developed new statistical methods for monitoring wildlife using camera traps and hydrophones, extending the reach of surveys into areas where human surveyors cannot gather data and surveying for longer periods than humans could sustain.

The research challenge was how to turn limited digital evidence, such as images of snow leopard fur patterns or sounds of harbour porpoise, obtained only at a few locations, covering only a fraction of the area of interest, into estimates of the abundance and distribution of the species over a much larger area. For snow leopards, this extends over twelve countries and from 540 to 5,000m above sea level.

The research underpinning these developments was done within the REG funded Centre for Research into Ecological and Environmental Modelling (CREEM), which specialises in the development of innovative statistical methods to address problems in ecology. Their research formed the basis for the Global Snow Leopard Ecosystem Protection Programme (GSLEP) to progress its aim of conserving snow leopards worldwide. Methods developed at St Andrews have since been used by an alliance of the twelve GSLEP countries Between 2017 and 2020, in consultation with St Andrews, surveys were conducted in Mongolia, Kyrgystan, India, Nepal, and Bhutan. These form part of the world's first global survey of snow leopards, known as the Population Assessment of the World's Snow Leopards (PAWS).

The St Andrews group provide analysis, support, and training, and have together produced new estimates of snow leopard distribution and abundance in these regions. It has also changed conservation policy in the Baltic, by using underwater digital-listening devices to survey harbour porpoises, finding a previously unknown Baltic harbour porpoise breeding site south of Gotland, Sweden and leading to the creation of a new Marine Protected Area covering over 1million hectares, to conserve this critically endangered population.

NPF: Education/International
SDG: quality education/sustainable cities and communities/life on land

Case Study 8: The Creation (and Re-creation) of Contemporary Female Heroines at the Centre of New Plays for the Theatre

Too often, Art shows one side of the story. Women have been under-represented in the theatre, in terms of the numbers of female playwrights whose work is staged, the number of main roles for women and the gender bias of the stories told. Women are excluded from the picture or, where included, the framing is women-specific rather than more universal. Professor Harris addresses these gender imbalances through innovative and artistic means. Since 2015, Harris has published six plays featuring women at the centre. Several of these respond to and update ancient and canonical representations of women.

Harris' plays have been translated into 11 languages and seen by audiences in 10 countries including the UK, Italy, Slovenia, South Africa, Sweden, and Turkey. This success has fostered a wider increase in women's representation in professional drama. This has even extended behind the curtain, with the Johannesburg production of Meet Me at Dawn being supported by an all-women design and production team. Several actors went on to win awards for their roles in the play, including

Pauline Knowles, who was awarded Best Actress at the 2016 CATS awards for her Clytemnestra in This Restless House. This global legacy has provoked debate about women's representation in theatre, influenced the programming practice of multiple major theatres and profoundly influenced British, Turkish, Kurdish and Iranian playwriting about women. They have created substantial roles for women actors, provide opportunities for women in their thirties and forties to take leading roles - when work typically starts to thin, and have been an important factor in efforts to address the gender imbalance found in theatre across the world.

NPF: Education/Human Rights/International
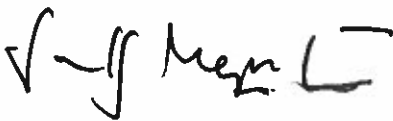SDG: quality education/reduced inequalities

University Outcome Agreement Impact Framework: Supporting Data

	Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
A	Number of Scottish-domiciled Undergraduate Entrants	733	511	549	569	728	698	653	620	734	
B	Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		10	5	11	17	19	19	47	34	
	Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		3	0	1	1	1	1	2	1	
	Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		30.0%	0.0%	9.1%	5.9%	5.3%	5.3%	4.3%	2.9%	
C	COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	35	25	30	42	76	73	64	88	91	
	COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	5.0%	5.1%	5.5%	7.5%	10.6%	11.0%	10.2%	14.8%	12.4%	
D	Number of Scottish-domiciled undergraduate entrants with care experience	3	4	2	4	11	7	11	15	20	
	Proportion of Scottish-domiciled undergraduate entrants with care experience	0.4%	0.8%	0.4%	0.7%	1.5%	1.0%	1.7%	2.5%	2.7%	
E	Total number of full-time first year SDUE	520	703	494	541	557	711	664	647	620	
	Number of full-time first year SDUE retained	506	679	475	523	538	684	653	620	588	
	Proportion of full-time first year SDUE retained	97.3%	96.6%	96.2%	96.7%	96.6%	96.2%	98.3%	95.8%	94.8%	
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	9.47	7.8	15.37	11.43	N/A	benchmarking methodology for 2022-23 survey not available to model
G1	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				351	248	273	Data not available fr	Student not yet surveyed	273	projected based on 2019/20
	The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				336	234	260	Data not available fr	Student not yet surveyed	260	projected based on 2019/20
	The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				95.7%	94.4%	95.2%	95.2%	95.2%	95.2%	projected based on 2019/20
G2	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				224	147	163	Data not available fr	Student not yet surveyed	163	projected based on 2019/20
	The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				160	109	123	Data not available fr	Student not yet surveyed	123	projected based on 2019/20
	The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				71.4%	74.1%	75.5%	75.5%	75.5%	75.5%	
H	Number of Scottish-domiciled Undergraduate Qualifiers	445	427	471	643	493	486	462	585	618	

Please note that 2018-19 and 2019-20 figures for measures G1 and G2, 2019-20 figures for measures F and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years.

Outcome Agreement between The University of St. Andrews and the Scottish Funding Council for AY 2022-23

On behalf of The University of St. Andrews

Signed:

Print name: PROFESSOR DAME SALLY MAPSTONE

Position: Principal and Vice-Chancellor

Date: 18 April 2023

Signed:

Print name: Prof Stuart K Monro

Position: Chair

Date: 19th April 2023

On behalf of the Scottish Funding Council:

Signed:

Print name: Karen Watt

Position: Chief Executive

Date: 26 July 2023