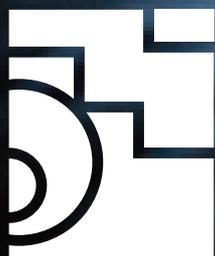


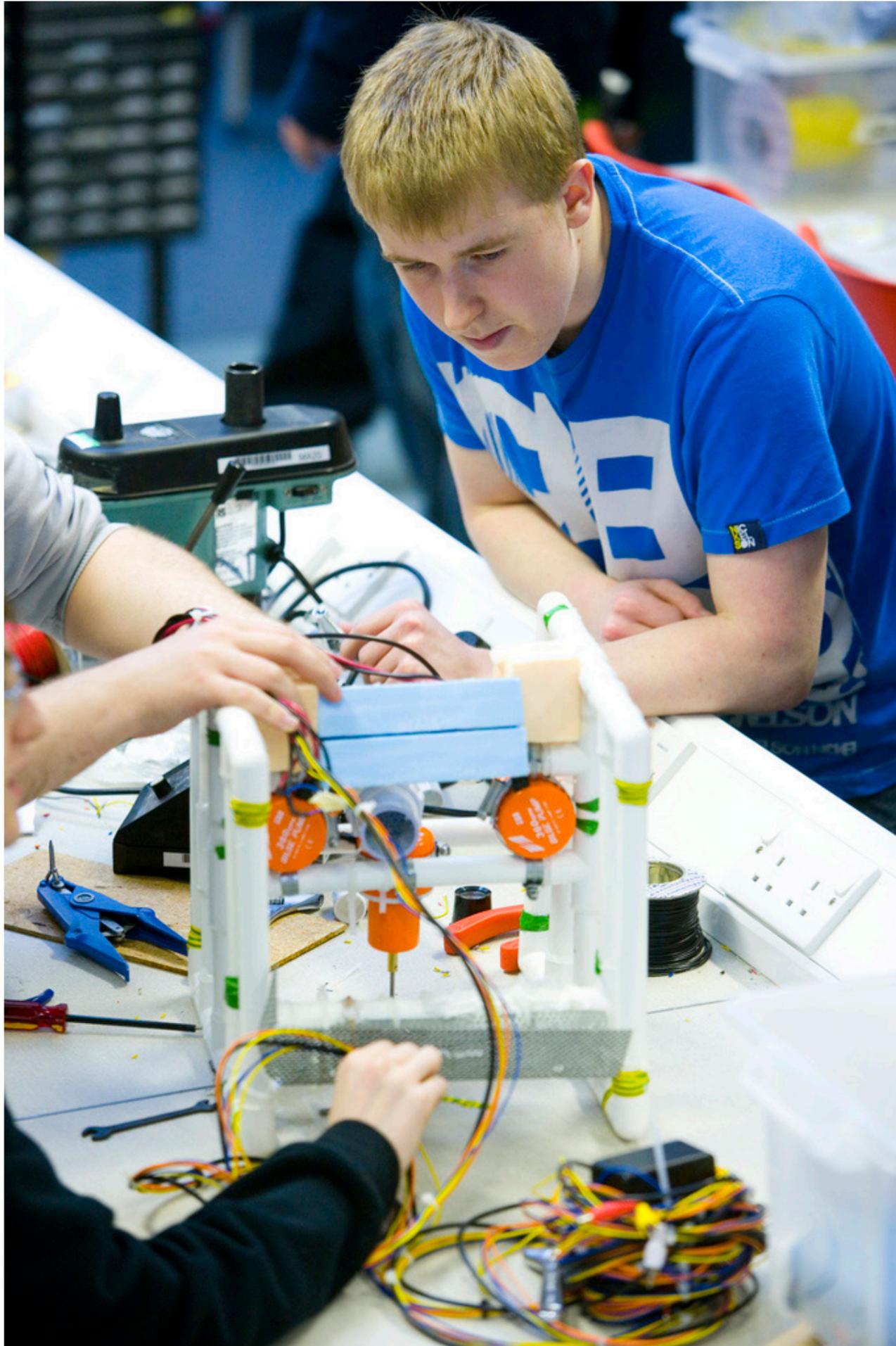
DELIVERING FOR SCOTLAND: THE THIRD ROUND OF OUTCOME AGREEMENTS FOR HIGHER EDUCATION

Universities
Scotland



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PREFACE



I strongly believe that everyone involved with our institutions - students, staff, stakeholders and Scotland as a whole - benefit if we as institutions approach challenges in different and innovative ways.

It would make for a dull sector if this process had the effect of making us identikits of one another. Universities Scotland will continue to work with the Scottish Funding Council (SFC) to ensure that the Outcome Agreements process evolves in a way which supports our diverse contributions and initiatives.

This is also the third summary in a little over eighteen months. It is no exaggeration to say the new process between institutions and the SFC has moved with some pace; negotiations on the second round of agreements started within weeks of signing off the first. What this means is that despite being the third summary this document does not reflect a full three years of activity. There are some early results for academic year 2012/13, both at an institution and sector level, and where the data are available we have shown these.

This is the third summary of the Outcome Agreements that Universities Scotland has produced.

Once again this demonstrates the collective depths and breadths of Higher Education Institutions' (HEIs') ambitions for Scotland. It is just as challenging this year to summarise what 19 diverse HEIs are doing across much of their portfolio of activities. Each new round of Outcome Agreements has included further action by the sector in areas which are vital to our nation's success, including:

- Strengthening research and improving the student experience;
- Widening access and improving retention;
- Improving employability and encouraging entrepreneurship;
- Creating innovative partnerships and knowledge exchange routes with business;
- Reducing carbon emissions, both as organisations in our own right and by helping others through our research.

I am struck by just how much is going on (so much that a summary needs to run to 30 pages in order to convey a real sense of it) and also pleased to see that the process now allows for institutions to define their aims and their contribution to national outcomes in ways that are appropriate to their institutional missions.

Looking ahead, the plan is to move to triennial reporting and reviews. Having now embedded the process, this is the right step to take. It will make the Outcome Agreement process less bureaucratic and allow staff at all levels to focus on delivery. Three years is a much better timeframe for reporting; as data becomes available this will give institutions, the SFC and the Scottish Government a chance to see how new initiatives are enabling HEIs to promote Scotland's wellbeing and success.

Professor Pete Downes

Convener of Universities Scotland
Principal and Vice Chancellor of the University of Dundee

INTRODUCTION

Introduced in 2012, Outcome Agreements are a new framework for the relationship between the SFC and Scotland's higher education institutions. This year's agreements look ahead with ambition for the coming academic year in September and beyond.

For the first time they also offer a chance to reflect on outcomes that have already been delivered as institutions are starting to see the early impact of their efforts since 2012.

This year's agreements also reflect the work done by the sector and the SFC to develop and implement a more structured framework to the agreements process. This aims to connect strategic aims to measures at the national and institution level, recognising that each institution's contribution is distinct, reflecting the richness of 19 diverse missions.

Outcomes delivered and ambitions for the future

This is the third round of Outcome Agreements to be published for all 19 of Scotland's higher education institutions since November 2012. The previous two sets of agreements have focussed strongly on the future: on intended actions and goals to strive for. This set of agreements offers the first opportunity to review some of those actions and early evidence of the impact that these actions are having. As a result, this summary document covers progress as well as focussing on institutions' ambitions and goals for future years.

All three rounds of outcome agreements have been negotiated in very quick succession from one another. Negotiations for the second round started just two months after the first process concluded. Therefore institutions have had eighteen months, rather than three years, of activity on which to report.

Strategic developments at a national level such as the establishment of additional funded places for widening access and articulation, coupled with institutions' own ambitions, are already starting to deliver increased levels of achievement. But it will not be until the next couple of years, as formal monitoring data is collected and published, that the full impact will be evident. New places announced for students starting their studies in September 2013 will show up in sector-level widening access data published in the spring of 2015.

Data for 2012/13, which is available now, predates the announcement of additional places so will not reflect the impact of this policy. At a national level it can take a year to eighteen months for data to be collected, checked and published. Where it is possible to show early achievements at a national or institution level for 2012/13 this document will aim to do so confident in the knowledge that further progress will become evident in data still to come. Even without the ability to show data that captures the impact of this policy, the direction of travel for 2012/13 is positive across a wide range of measures.

National ambitions and diverse institutional impacts

A key development this year has been the introduction of a more structured framework for agreements by the SFC.

A three-layer framework connects the desired "outcome" as set by the Scottish Government and SFC to "national measures" which are data that are generally collected and available nationally and to "institution measures".

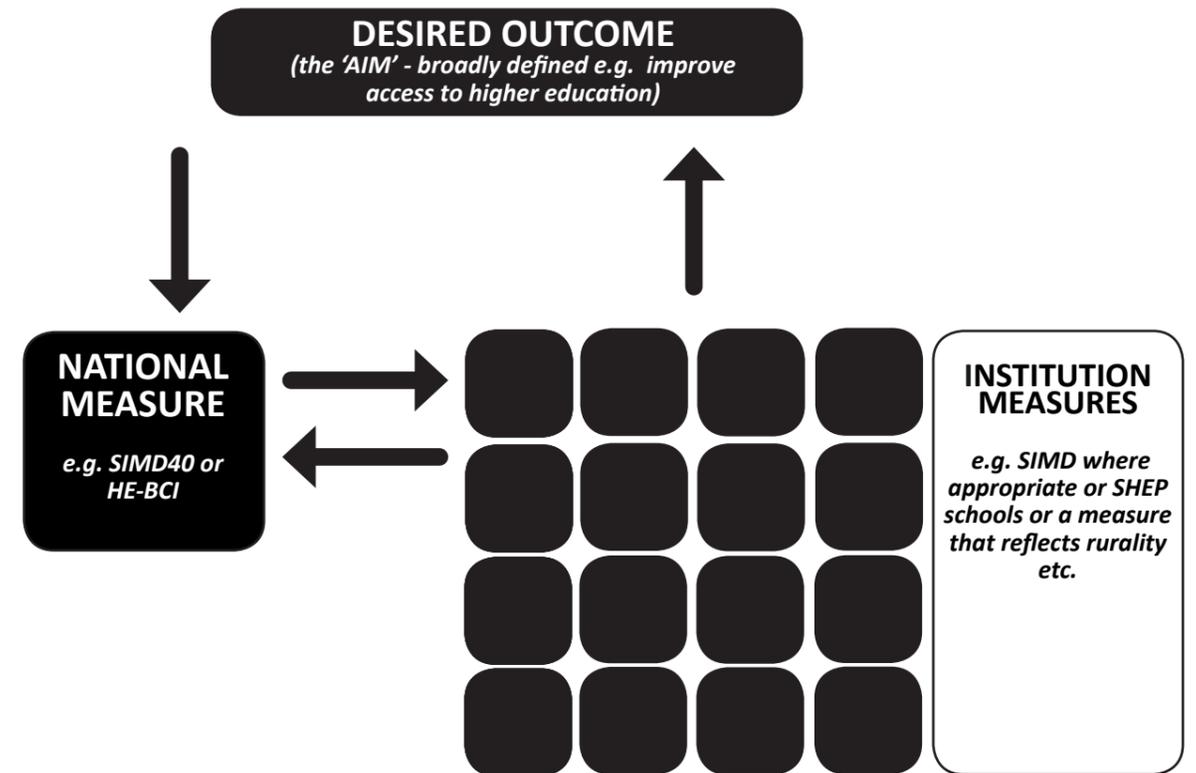
The institution measures recognise:

- that not every national measure is an appropriate indicator for every institution;
- that institutions might have ways of working toward the desired outcome that better suit the locality or region than the national measure is able to and would therefore be recorded on a different measure;
- that not all data are collected at a national level (data on care leavers for example).

The illustration opposite illustrates the relationship between sector level impacts, and institution level outcomes and outputs as we see it.

This summary of Outcome Agreements for 2014/15 reflects this new layered framework. It reports on progress against the national measures where this is possible but also captures a sense of what institutions are looking to do, in the context of their unique missions, towards the intended outcome.

UNIVERSITIES SCOTLAND'S INTERPRETATION OF THE INTERRELATION OF THE DESIRED OUTCOMES OR "AIMS" WITH "NATIONAL MEASURES" AND INSTITUTIONAL MEASURES:



Next steps?

Outcome Agreements are still a new process for institutions, for the Scottish Government and for the SFC. Their place at the heart of the funding relationship with Government has driven rapid refinement of the process to establish an effective way of working together to produce agreements that represent a good return on the public investment in institutions. The agreements support institutional ambition whilst simultaneously respecting the autonomy of 19 very different higher education institutions with their own missions, strategic priorities and goals.

Now the process has largely bedded-in, higher education institutions and the SFC plan to move to triennial agreements with annual review and adjustment. Agreements will be aligned to institutions' strategic planning cycles to support the greatest possible contribution to the commonly held ambitions.

SUMMARY

The full set of outcome agreements for all 19 higher education institutions runs to 30 pages as it covers such an extensive range of activities and reports on achievements as well as planned action.

This document takes the following approach to summarise all of this material as effectively as possible:

1. The grid opposite gives an overview of progress against broad aims set by the Scottish Funding Council (SFC) at a sector or national level. It uses 2011/12 as the baseline as this year's data pre-dates the Outcome Agreement process and provides an update using data for 2012/13 which is the first year the Outcome Agreement process had a partial ability to influence. Data for 2012/13 is also the most recent available for almost all measures.
2. A series of infographics on the following pages give a snapshot of both progress and actions at an institutional level. They cover many of the SFC's broad aims.
3. Full data sets and detailed information about institutions' achievements and future plans can be found in the four sections that follow. The themes set out in the SFC's Outcome Agreement Guidance are covered in four separate sections:
 - Opportunity;
 - Innovation;
 - Employable and Enterprising Graduates; and,
 - Sustainable institutions.

The grid overleaf tracks progress against the national measures within a number of the SFC's key strategic aims. It is intended to give an at-a-glance view of performance across the sector. The indicators show positive change against the vast majority of measures with performance levels maintained in a few others.

As already noted, the most recent public data for many indicators covers 2012/13 and, whilst there is already a positive trend evident, the impact of many initiatives taken under outcome agreements will only become evident when data for the current and future academic years is published.

Delivery

The measures show progress across the board with the vast majority of measures moving in the right direction.

Widening access: All measures for widening access have improved whether performance is measured using the Scottish Index of Multiple Deprivation (SIMD), the number of students articulating from college or the number of students that start university from a school that has traditionally low levels of participation in higher education.

As already noted, we can expect to see further progress on widening access measures when data for academic years 2013/14 onwards is available.

Research and knowledge exchange: Higher education institutions have increased their income from research and development and commercialisation activities; a proxy for levels of activity. Looking ahead, institutions are focussed on improving their performance in the Research Excellence Framework with results expected in January 2015.

Employability & entrepreneurship: The proportion of graduates going into positive destinations within six months holds steady on last year's performance. Scotland still outperforms the rest of the UK on this measure. The publication of this data set lags behind the others with data for 2012/13 not due until June 2014. A change to the methodology behind its collection means data for 2011/12 is not comparable with previous years.

Sustainability: This is a new addition to the Outcome Agreements process. Measures of financial and environmental sustainability either hold steady or marginally improve on last year.

DELIVERY AGAINST NATIONAL MEASURES

	DIRECTION OF TRAVEL	BASELINE YEAR	FIRST ROUND OF OUTCOME AGREEMENTS
		2011/12	2012/13
IMPROVING ACCESS, HIGH QUALITY LEARNING & THE LEARNER JOURNEY			
The proportion of Scottish-domiciled undergraduate entrants from 40 per cent most deprived postcodes (SIMD40).	↑	28.6%	29.0%
The proportion of Scottish-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education).	↑	4.3%	4.5%
The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing.	↑	3,000	3,500
The proportion of Scottish-domiciled UG entrants by different protected characteristics:			
• Proportion of students with known disability.	↑	7.9%	8.3%
• Proportion of students of black and/or minority ethnicity. ¹	↑	5.57%	5.72%
WORK-READY STUDENTS			
The proportion of full-time, first year Scottish-domiciled entrants returning to study in year two. ²	●	89.4%	N/A
The proportion of full-time, first year Scottish-domiciled undergraduate entrants returning to study in year two. ³	●	89.4%	N/A
The difference between the Scottish figure from the UK benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey. ⁴	→	+1%	+1%
Percentage of <i>full-time</i> students at Scottish HEIs satisfied with the overall quality of their course.	→	86%	86%
Percentage of <i>part-time</i> students at Scottish HEIs satisfied with the overall quality of their course.	↑	83%	86%
Percentage of Scottish-domiciled graduates entering positive destinations. ⁵	●	92.8%	Out in June 2014
WORLD-CLASS RESEARCH			
Total research grants and contracts secured.	↑	£609,886	£639,225
STRENGTHENING TIES WITH INDUSTRY			
Total value of KE contracts with businesses and other organisations.	↑	£387.9m	£435.6m
Number of SFC Innovation Voucher Contracts with Scottish SMEs.	↑	167	170
FINANCIAL SUSTAINABILITY AND CARBON REDUCTION			
Notional energy emissions (kg CO ₂) per student FTE.	↓	27,018	24,677
Non-SFC income as percentage of total income.	→	65%	65%
Continued investment in the sector's estate: total capital expenditure.	↑	£286.0m	£377.3m

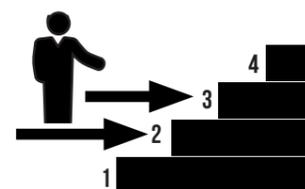
AIM 1: IMPROVE ACCESS TO HIGHER EDUCATION

AT A NATIONAL LEVEL:

- **290** ADDITIONAL STUDENTS FROM THE 40 PER CENT MOST DEPRIVED POSTCODES IN SCOTLAND ENTERED HIGHER EDUCATION IN 2012/13.⁶
- THIS TAKES THE NUMBER OF SIMD40 ENTRANTS TO UNIVERSITY TO **4,982** IN 2012/13.
- OF ALL ADDITIONAL ENTRANTS TO UNIVERSITY IN 2012/13 - **HALF WERE FROM THE 40 PER CENT MOST DEPRIVED AREAS.**
- SIMD40 STUDENTS INCREASED marginally, AS A PERCENTAGE OF ALL ENTRANTS TO UNIVERSITY, FROM 28.6 PER CENT TO 29 PER CENT BETWEEN 2011/12 AND 2012/13.
- AN ADDITIONAL **500** STUDENTS 'ARTICULATED' INTO UNIVERSITY FROM COLLEGE IN 2012/13 COMPARED TO THE PREVIOUS YEAR.⁷ THIS MEANS THAT CREDIT AND QUALIFICATIONS ALREADY ACHIEVED WERE RECOGNISED AND ENABLED THE STUDENTS TO ENTER DIRECTLY INTO THE SECOND OR THIRD YEAR OF UNIVERSITY.
- RETENTION ALSO MOVED IN THE RIGHT DIRECTION. THE PROPORTION OF STUDENTS RETURNING TO YEAR TWO OF THEIR STUDIES INCREASED FROM 89.4 PER CENT TO **90.3 PER CENT.**⁸

AT AN INSTITUTIONAL LEVEL:

THE ROYAL CONSERVATOIRE OF SCOTLAND WILL INCREASE THE NUMBER OF PLACES ON ITS NEW TRANSITIONS 20/40 PROGRAMME FROM 40 IN YEAR ONE TO 108



GLASGOW CALEDONIAN HAS EXCEEDED ITS TARGET OF **670** ARTICULATING STUDENTS IN PART DUE TO ITS CREATION OF A NEW LEVEL TWO ENTRY ROUTE FOR NURSING STUDENTS

 **EDINBURGH UNIVERSITY** IS TO LAUNCH A SUMMER SCHOOL FOR 120 STUDENTS FOLLOWING A SUCCESSFUL PILOT IN 2012/13

AT UWS SCOTTISH ENTRANTS FROM DISADVANTAGED POSTCODE AREAS IS GREATER THAN IN THE WIDER POPULATION - **26% FROM MD20 & 48% FROM MD40**



DUNDEE AND ABERTAY'S NEW ACADEMY OF SPORT HAS TARGETED 4 SECONDARY SCHOOLS AND THEIR CLUSTER PRIMARIES, GIVING A TOTAL "CATCHMENT" OF AROUND **6,200 PUPILS**

STRATHCLYDE RECRUITED 62 STUDENTS INTO THE ENGINEERING ACADEMY FROM COLLEGE IN 2013/14 WITH 80 EXPECTED IN EACH SUCCESSIVE YEAR

DUNDEE UNIVERSITY IS LOOKING TO INCREASE THE NUMBER OF SIMD40 ENTRANTS BY 30 PER CENT IN FOUR YEARS

 **NAPIER'S** ARTICULATION PLANS WITH COLLEGES WILL SEE AN **18% INCREASE** IN THE NUMBER OF ARTICULATING ENTRANTS IN 2015

UHI IS COMMITTED TO DEVELOPING MEASURES OF RURAL DEPRIVATION IN 2014/15 FOR WELL-TARGETED WIDENING ACCESS

ABERDEEN IS LOOKING TO OFFER A THIRD MORE FLEXIBLE ENTRY ROUTES FOR STUDENTS BY 2015 BY INCREASING THE NUMBER OF ARTICULATION ROUTES

ROBERT GORDON UNI HAS INCREASED THE NUMBER OF STUDENTS FROM MD20 POSTCODE AREAS BY **41%** BETWEEN 2010/11 - 2013/14

ST ANDREWS WILL SUPPORT MORE MATURE STUDENTS THROUGH ITS EVENING DEGREE.



HERIOT WATT HAS INCREASED THE NUMBER OF SIMD20/40 STUDENTS FROM 200 TO 280 A YEAR MAJOR PROGRESS TOWARDS THE MEDIUM-TERM TARGET OF 25% OF ALL SCOTTISH DOMICILED STUDENTS

THE NUMBER OF PARTICIPANTS ON GLASGOW UNIVERSITY'S TOP UP PROGRAMME HAS RISEN BY OVER 20 PER CENT TO OVER 1,500 SCHOOL PUPILS IN 2013



THE OPEN UNIVERSITY IN SCOTLAND IS EXTENDING ITS PARTNERSHIP MODEL WITH FIFE COLLEGE TO THREE MORE COLLEGES IN 2013/14

STIRLING UNIVERSITY EXCEEDED

ITS TARGET FOR SIMD40 ENTRANTS IN 2012/13 FILLING OVER 190 ADDITIONAL STUDENT FTES



GLASGOW SCHOOL OF ART WILL INCREASE THE % OF ENTRANTS OF SCOTTISH DOMICILED LEARNERS FROM THE 20% AND 40% MOST DEPRIVED POSTCODES BY 11%

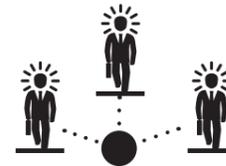
QUEEN MARGARET WILL EXPAND ASSOCIATE STUDENT STATUS FROM HOSPITALITY & TOURISM DEGREES TO INCLUDE BUSINESS MANAGEMENT PROGRAMMES

AIM 4: DEVELOPED WORKFORCE & SKILLS

AT A NATIONAL LEVEL:

- THE NUMBER OF FIRST-DEGREE QUALIFIERS INCREASED TO **34,585** IN 2011/12.⁹
- **93 PER CENT** OF FIRST-DEGREE GRADUATES WENT ON TO **POSITIVE DESTINATIONS** OF WORK OR FURTHER STUDY WITHIN SIX MONTHS.¹⁰
- THE NUMBER OF SCOTS STARTING SCIENCE, TECHNOLOGY, ENGINEERING OR MATHS DEGREES AT UNDERGRADUATE LEVEL INCREASED TO **35 PER CENT** IN 2012/13 - UP FROM 32.8 PER CENT THE YEAR BEFORE.¹¹
- THERE IS EVIDENCE OF A CULTURE CHANGE AMONGST STUDENTS AROUND ENTREPRENEURIALISM. THERE WAS A **20 PER CENT** INCREASE IN THE NUMBER OF **GRADUATE START-UPS** IN 2012/13 TO 152 NEW COMPANIES.¹²

AT AN INSTITUTIONAL LEVEL:



DUNDEE UNI HAS CREATED A ONE-STOP **ENTERPRISE & EMPLOYABILITY HUB** ON CAMPUS TO GIVE GREATER FOCUS FOR UNDERGRAD & POSTGRAD START-UPS

STRATHCLYDE LAUNCHED A NEW **INTERNATIONAL 'RISING STAR'** COMPETITION SUPPORTING NEW, ENTREPRENEURIAL GRADUATE BUSINESSES

THE UNIVERSITY OF GLASGOW WILL EXPAND ITS INTERNSHIP PROGRAMME **CLUB 21** BY GROWING EMPLOYER MEMBERSHIP FROM 200 TO 300 BY 2016 GENERATING 180 MORE INTERNSHIPS



OVER ONE THIRD OF STUDENTS AT **GLASGOW CALEDONIAN** SAID THEY HAD UNDERTAKEN **WORK PLACEMENTS** SINCE STARTING AT GCU

ABERTAY UNIVERSITY PROGRAMMES ALL INCLUDE **WORK-RELATED LEARNING OPPORTUNITIES** FOR STUDENTS

THE GLASGOW SCHOOL OF ART IS TO CREATE A CREATIVE **ENTERPRISE SOCIETY** TO SUPPORT STUDENT **BUSINESS START-UPS & STUDENT ENTERPRISE**



QUEEN MARGARET UNI'S BUSINESS GATEWAY ENGAGES 5 STUDENTS PER MONTH AND HAS ALREADY ATTRACTED 3 GRADUATE **BUSINESS START-UPS**

UNIVERSITY OF THE HIGHLANDS & ISLANDS WILL IMPLEMENT THE 'UHI FOR WORK & ENTERPRISE' FRAMEWORK TO INCREASE EMPLOYER ENGAGEMENT, EMPLOYER-INFORMED CURRICULUM DEVELOPMENT AND OPPORTUNITIES FOR **WORK-BASED LEARNING**

STIRLING AIMS TO MAINTAIN HIGH LEVELS OF POSITIVE GRADUATE DESTINATIONS & WILL ENHANCE ITS **ALUMNI MENTORING PROGRAMME**



ST ANDREWS IS WORKING TO ESTABLISH A 'FIRST ABROAD' SCHEME WHICH FOCUSES ON SUPPORTING STUDENTS FROM NON-TRADITIONAL BACKGROUNDS & OTHERS TO STUDY ABROAD

THE CONSERVATOIRE'S EMPLOYABILITY-FOCUSED CURRICULUM IS ALREADY DELIVERING; TWO PROFESSIONAL COMPANIES HAVE EMERGED FROM ITS **INTERDISCIPLINARY 'BRIDGE WEEK' PROJECTS**

HERIOT-WATT IS DEVELOPING ITS **ENGINEERS OF THE FUTURE** PROGRAMME WITH FORTH VALLEY COLLEGE; THE STUDENTS ARE SIMULTANEOUSLY EMPLOYED BY PARTICIPATING ENGINEERING FIRMS AS **MODERN APPRENTICES**

AT EDINBURGH UNI 247 STUDENTS DID A WORK-BASED PROJECT NOT A DISSERTATION AS PART OF **MAKING THE MOST OF MASTERS** UP FROM 80

WEST OF SCOTLAND IS INTERNATIONALISING THE STUDENT EXPERIENCE WITH A SIGNIFICANT EXPANSION OF **STUDY ABROAD OPPS**

ROBERT GORDON IS CREATING A **NEW SME HUB** FOR 2014/15 WITH FSB, SCDI & ABERDEEN & GRAMPIAN CHAMBERS **EXPECTED TO CREATE OVER 250 WORKBASED EXPERIENCES** FOR STUDENTS WITHIN SMES



APPROX 1,216 FULL-TIME LEARNERS AT SRUC ARE UNDERTAKING SUBSTANTIAL WORK PLACEMENTS DURING 2013/14. THIS WILL BE EXPANDED FURTHER FROM 2014/15

80 STUDENTS COMPLETED ABERDEEN'S STAR AWARD ASSESSMENT IN 2013 & THIS WILL INCREASE IN 2014

70% OF STUDENTS AT THE OPEN UNIVERSITY IN SCOTLAND ARE ALREADY IN WORK. IN THE LAST YEAR THE OU HAS LAUNCHED AN OPEN EDUCATIONAL RESOURCE ON RURAL ENTREPRENEURSHIP

EDINBURGH NAPIER AIMS TO INCREASE **OUTWARD MOBILITY** FROM 107 IN 2011/12 TO 140 IN 2015/16



AIM 6: UNIVERSITY - INDUSTRY COLLABORATION

AT A NATIONAL LEVEL:

- THE SECTOR'S INCOME FROM RESEARCH GRANTS AND CONTRACTS INCREASED FROM £609.8 MILLION TO **£639.2 MILLION** BETWEEN 2011/12 AND 2012/13.¹³
- IN COMMERCIALISATION ACTIVITY, THERE WAS A **17 PER CENT INCREASE** IN THE NUMBER OF NEW SPIN-OFF COMPANIES CREATED BY SCOTTISH HIGHER EDUCATION INSTITUTIONS BETWEEN 2011/12 AND 2012/13.¹⁴
- THE VALUE OF KNOWLEDGE EXCHANGE CONTRACTS UNIVERSITIES ARE ENGAGED IN WITH BUSINESS OR THIRD SECTOR ORGANISATIONS **INCREASED BY MORE THAN 10 PER CENT** BETWEEN 2011/12 AND 2012/13 TO **£435 MILLION**.¹⁵
- **170 INNOVATION VOUCHERS** WERE AWARDED IN 2012/13 WHICH HELP UNIVERSITIES TO HELP SCOTTISH SMES. THE NUMBER IS UP FROM 167 THE YEAR BEFORE.

AT AN INSTITUTIONAL LEVEL:

STIRLING UNI

IS A MAJOR PARTNER IN **SPORTING CHANCE** WHICH HAS DEVELOPED **528 BUSINESS IDEAS** ACROSS 445 SMES IN SPORT, LEISURE, HEALTH & WELLBEING.



GLASGOW CALEDONIAN AIMS TO INCREASE INCOME FROM **CONTINUING PROFESSIONAL DEVELOPMENT** FROM £2.17m IN 2011/12 TO **£3 MILLION** IN 2014/15

THE VALUE OF **SRUC'S CONSULTING** WORK NOW STANDS AT APPROX

£20M PER ANNUM. THE MAJORITY OF THIS WORK INVOLVES ENGAGEMENT WITH

SMEs



THE ROYAL CONSERVATOIRE CONTINUES TO EXPAND ITS COLLABORATIONS. 2014 SAW A **TOUR OF INDIA** HELPING TO ESTABLISH ARTISTIC, SOCIAL & ECONOMIC LINKS



DUNDEE UNIVERSITY'S INCUBATOR

FOR SMES IS OPERATING AT **NINETY-EIGHT PER CENT CAPACITY**



THE UNIVERSITY OF EDINBURGH SUPPORTED THE CREATION OF **32 NEW COMPANIES** DURING 2012/13

HERIOT-WATT IS PART OF THE ROBOTARIUM

- A COLLABORATIVE RESEARCH PROJECT IN ROBOTICS INVOLVING RESEARCHERS FROM 16 CROSS-DISCIPLINARY GROUPS, **2 UNIVERSITIES & 30 INDUSTRIAL PARTNERS**

ST ANDREWS UNIVERSITY EXPECTS TO GROW ITS INCOME FROM ALL KNOWLEDGE EXCHANGE ACTIVITIES BY 10 PER CENT MORE THAN 2012/13 LEVELS TO **EXCEED £10 MILLION** IN 2014-15

GLASGOW UNI

IS ESTABLISHING ITS OWN KNOWLEDGE TRANSFER ACCOUNT WORTH **£900K** OVER 3 YEARS TO FUND PRE-PROOF OF CONCEPT PROJECTS, FEASIBILITY STUDIES, COLLABORATIVE PROJECTS...

ROBERT GORDON UNIVERSITY AIMS TO INCREASE THE VALUE OF ITS KNOWLEDGE TRANSFER PARTNERSHIPS

BY 53% OVER THE PERIOD 2011/12 TO 2016/17.

EDINBURGH NAPIER LEADS THE CONSTRUCTION INNOVATION CENTRE; A NEW ONE-STOP SHOP FOR KE SUPPORT FOR SCOTLAND'S **31,000 CONSTRUCTION BUSINESSES**



THE UNIVERSITY OF THE HIGHLANDS AND ISLANDS WILL DEVELOP ITS RESEARCH CAPACITY FOCUSING ON LIFE SCIENCES & ENERGY

STRATHCLYDE HAD A PORTFOLIO OF 23 **KNOWLEDGE TRANSFER PARTNERSHIP AWARDS** IN 2013



UNI OF THE WEST OF SCOTLAND HAD KE PROJECTS USING MORE THAN 25 INNOVATION VOUCHERS IN 2012/13

QUEEN MARGARET UNIVERSITY AIMS TO INCREASE THE NUMBER OF SMES IT SUPPORTS BY ALMOST 1/3 **FROM 120 TO 159** OVER THE NEXT 3 YEARS

ABERTAY WILL EXPLORE KNOWLEDGE EXCHANGE OPPORTUNITIES IN SECURITY & SOCIETY

THE OPEN UNIVERSITY IN SCOTLAND CREATED AN ONLINE OPEN ACCESS COURSE WITH **COMMUNITY ENERGY SCOTLAND**

ABERDEEN UNI RUNS AN INTERNAL COMPETITION TO PROMOTE NEW RELATIONSHIPS WITH INDUSTRY & **PUMP-PRIME** NEW PROJECTS

GLASGOW SCHOOL OF ART TARGETS **A 25% INCREASE** IN RESEARCH INCOME

AIM7: SUSTAINABLE INSTITUTIONS

AT A NATIONAL LEVEL:

- THE SECTOR'S GROSS **CARBON FOOTPRINT REDUCED** BETWEEN 2010/11 AND 2011/12.¹⁶
- THE SECTOR MAINTAINED THE PROPORTION OF ITS **INCOME FROM SOURCES** OTHER THAN THE SCOTTISH FUNDING COUNCIL AT **65 PER CENT** OF TOTAL INCOME.¹⁷
- IN TERMS OF FINANCIAL SUSTAINABILITY THE SECTOR MARGINALLY IMPROVED ITS RATIO OF DAYS NET LIQUIDITY TO TOTAL EXPENDITURE TO **81.8 DAYS**.¹⁸
- ALL OF SCOTLAND'S HIGHER EDUCATION INSTITUTIONS HAVE A **FIVE-YEAR CLIMATE CHANGE ACTION PLAN**. LOWERING EMISSIONS IS PART OF THIS FOR EVERY INSTITUTION.¹⁹

AT AN INSTITUTIONAL LEVEL:

ABERDEEN INTRODUCED SERVER VIRTUALISATION AT ITS DATA CENTRE. THE AIM IS TO REACH **80% VIRTUALISATION** BY THE END OF 2013-14, GENERATING SAVINGS OF **£690,000**



STIRLING UNI'S NEW COMBINED HEAT & POWER PLANT WILL DELIVER A SIGNIFICANT REDUCTION IN UTILITY CONSUMPTION & REDUCE **CARBON EMISSIONS BY 2,944 TONNES PER ANNUM**

WEST OF SCOTLAND HAS SET AN INTERIM TARGET OF A **20% REDUCTION** IN CARBON EMISSIONS BY '14



DUNDEE UNIVERSITY WILL DEVELOP ITS COMBINED **HEAT & POWER** AND DISTRICT HEATING SYSTEM & TARGET FURTHER REDUCTIONS IN CARBON TO 20.2 TONNES



ST ANDREWS AIMS TO BE **CARBON NEUTRAL** FOR ENERGY BY 2016. IF ACHIEVED, THIS WILL BE A FIRST FOR A UNIVERSITY IN THE UK. THIS VISION IS BEING DELIVERED THROUGH A RANGE OF MEASURES E.G. A 12MW WIND FARM

GLASGOW UNIVERSITY IS COMMITTED TO THE REPLACEMENT OF ITS EXISTING STEAM HEATING SYSTEM. THIS WILL REDUCE THE **UNIVERSITY'S CARBON FOOTPRINT**

EDINBURGH IS THE FIRST UNIVERSITY IN EUROPE TO HAVE BECOME A SIGNATORY OF THE UNITED NATIONS' PRINCIPLES FOR RESPONSIBLE INVESTMENT



EDINBURGH NAPIER TOPS THE PEOPLE & PLANET GREEN LEAGUE TABLE IN 2013. CARBON EMITTED FROM NAPIER HAS ALREADY **REDUCED BY 25%**

GLASGOW CALEDONIAN HAS COMPLETED ITS **£5 MILLION INVESTMENT** IN A COMBINED HEAT & POWER SYSTEM. THIS WILL SUPPORT INITIATIVES SUCH AS **SUSTAINABLE GLASGOW**

ALL OF SRUC'S FARMS WILL PARTICIPATE IN AN INITIATIVE CALLED **'FARMING FOR A BETTER CLIMATE'** WHICH AIMS TO CUT EMISSIONS FROM THE AGRICULTURAL SECTOR

ENERGY-SAVING INITIATIVES AT THE CONSERVATOIRE INCLUDE VARIABLE SPEED DRIVES ON MOTORS & UPGRADES TO THERMAL REDUCTION VALVES



ABERTAY'S CARBON MANAGEMENT PLAN SETS OUT A VISION FOR A SIGNIFICANT REDUCTION IN THEIR CARBON FOOTPRINT & A SPECIFIC TARGET OF A **REDUCTION OF 30 PER CENT** OF 2008 LEVELS BY 2016



QUEEN MARGARET UNI IS WORKING TO REDUCE CURRENT GREENHOUSE GAS EMISSIONS BY OVER **50 PER CENT** TO 1,180 TCO2E PER YEAR

IN 2013 **HERIOT-WATT'S SCHOOL OF THE BUILT ENVIRONMENT** SECURED DESIGNATION BY THE ROYAL ACADEMY OF ENGINEERING AS ONE OF FOUR UK CENTRES OF EXCELLENCE IN SUSTAINABLE **BUILDING DESIGN**

THE OPEN UNIVERSITY'S GO GREEN PROGRAMME WILL ACHIEVE FINANCIAL & ENVIRONMENTAL SAVINGS BY EMPOWERING STAFF TO TAKE ACTION ON **ENERGY, WASTE, WATER & TRAVEL**



STRATHCLYDE'S CONSOLIDATION OF ITS ESTATE RESULTED IN A **14% REDUCTION** IN ITS CARBON FOOTPRINT

OPPORTUNITY

Where do we start from?

Widening access is a key part of each Scottish higher education institution's (HEI's) mission. Whilst diverse institutions, they hold in common a commitment to give learners opportunities to achieve their potential, regardless of their background or current circumstances. This is reflected in the relationship with individual students through to a commitment to national policy and outcomes. Quite simply, Scotland needs to make the best use of the talents of all its citizens in order to compete in the global skills-based economy.

Our HEIs are key to achieving this in partnership with schools, colleges, other universities and the Scottish Government. Raising aspirations and closing the attainment gap between groups of school pupils²⁰ is a formidable challenge and initiatives focussed on young pupils can take a generation to deliver results. Although universities cannot deliver this alone they are getting on with opening opportunity across Scotland's communities.

The principle of accessibility based on ability rather than means is a long-standing one within the higher education sector in Scotland. It goes back to the founding principles of many of our institutions.²¹ Reinforcing this belief, in 2012 every one of Universities Scotland's member institutions signed up to the following commitment:

“University should be equally open to any learner with the appropriate academic potential to benefit, regardless of their social or economic circumstances. It is of equal importance that those learners are properly supported to complete their studies successfully and fulfil their potential.

“Each university is able to point to its own distinctive and considerable achievements already made in widening access and retention and each is committed to delivering further progress. Principals share the determination that universities should play the fullest role possible in the pursuit of these goals, working in partnership with schools, colleges and others.”

There are many pathways to university study. Learner journeys encompass nursery and school education as well as college and the world of work. The recent Universities Scotland report *Access All Areas*, published in late 2013, reflected these diverse pathways.²²

It noted universities' holistic approach, running initiatives to widen access and support learners whatever their stage of life. It showcased some of the many initiatives that Scottish HEIs are running to raise aspirations and encourage and support potential applicants and students from widening access backgrounds. Some of these initiatives have been in place for ten or twenty years whilst other projects have been developed very recently to address new or specific needs.

What do the outcome agreements say?

National impacts and ambition

The Outcome Agreements describe the varied ways in which institutions are widening access and supporting students to succeed. These include:

- goals for a growth in the proportion of students from areas of deprivation whether that is using the Scottish Index of Multiple Deprivation (SIMD)²³ or 'low progression' schools or protected characteristic groups;
- building strong links with the college sector and an increase in the number of students entering institutions with advanced standing from college study;
- the development, in every institution, of 'contextualisation'²⁴ of admissions processes;
- a focus on support for learners, retention and success rates;
- a deepening relationship with schools, through continuing access programmes with 'low progression' schools and strategic, structural relationships such as the provision of advanced higher level study on campus; and
- a focus on support for learners with care backgrounds, with institutions attaining Buttle Trust recognition.

At a national level:

Published data and institutions' targets for coming years demonstrate a commitment to, and progress in, widening access.

Scottish Index of Multiple Deprivation

The percentage of Scottish-domiciled undergraduate entrants from the 40 per cent most deprived postcode areas (SIMD40) is increasing and is expected to continue to grow in future years as data are released showing the impact of the ambitions that institutions have set out in their outcome agreements. See table two.

The percentage increase shown in table two equates to an increase of 290 entrants from SIMD40 areas between 2011/12 and 2012/13.

Whilst an important policy tool, SIMD has limitations. It considers areas, not individuals. For rural areas in particular, where postcode areas can be relatively large, individuals may face significant deprivation but not reside in one of the 40 per cent most deprived areas in the country. The current Outcome Agreement guidance recognises this, inviting institutions to use measures suited to the institution's circumstances such as setting out the number of entrants from schools with historically low participation rates. See table three.

Universities Scotland is also working with the SFC to identify other potential measures that can better consider circumstances of applicants and students at an individual level.

Articulation

The Outcome Agreements also demonstrate how higher education institutions are working with colleges to support students to make the transition between HN-level study at college into university study. The number of students articulating from college to second or third year of university with advanced standing has grown by 500 students in one year. See table four. Further growth can be expected in future years as data is released to show the impact of the ambitions that institutions have set out in their outcome agreements for academic years 2014/15 onwards.

More broadly, the National Articulation Database also shows a consistent growth in the number of Scottish domiciled students articulating with advanced standing and advance progression²⁵, a trend that the outcome agreements show will continue in the coming years. See table five.

	Baseline year	First round of OA
	2011/12	2012/13
National aggregate SIMD40*	28.6%	29.0%

* *Scottish Index of Multiple Deprivation: 40% most deprived postcodes*
SOURCE: *Scottish Funding Council*

	Baseline year	First round of OA
	2011/12	2012/13
Percentage of entrants from SHEP schools	4.3%	4.5%

Source: *Scottish Funding Council*

	Baseline year	First round of OA
	2011/12	2012/13
National aggregate Number of students	3,000	3,500

Source: *Scottish Funding Council*

	Baseline year	First round of OA
	2011/12	2012/13
Number of articulating students	3,660	4,199

Student retention

Students' success in their studies is also an important outcome. This has to go hand-in-hand with activity to widen access.

The Outcome Agreements show a positive trend for the proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in year two from historically high levels. Rates can be expected to improve further in future years as data are released showing the impact of the ambitions that institutions have set out in their Outcome Agreements:

	Baseline year	First round OA
	2011/12	2012/13
Proportion of Students	89.4%	90.3% <i>(estimate)</i>

At the Institutional level

AIM: Improve access to HE for people from the widest possible range of backgrounds.

The table below takes one example of planned action or delivery at each of the 19 higher education institutions in Scotland. It serves only to illustrate the range of action underway. It is not an exhaustive list. This is available in institutions' individual Outcome Agreements for 2014/15.

The University of Aberdeen will admit the first cohort of 10 students from Edinburgh College via articulation routes in 2015/16.		Dundee and Abertay's new Academy of Sport has targeted 4 secondary schools and their cluster primaries, giving a total "catchment" of around 6,200 pupils.	Dundee is refining its contextual admissions processes, which ensure that offers are adjusted to mitigate any disadvantage in accessing HE. The University is committed to increase the total proportion of Scottish-domiciled undergraduate entrants from the most deprived 40% of Scottish postcode areas to 33.6% by 2014/15, representing an increase of around 150 entrants from these areas since 2010/11.
Edinburgh University will launch summer schools for around 120 pupils from widening participation backgrounds during 2014/15 (following a successful pilot which took place in 2012/13).		At least 107 additional funded students have been recruited at Colleges for their 2013 entry to articulate through to Edinburgh Napier with guaranteed progression in 2015.	The University of Glasgow set a target of 180 entrants by 2014/15 for entrants via its Top-Up Programme, which prepares pupils from low progression schools for the transition to university. This represents a 12.5% increase since 2011/12, and provisional figures indicate that this has already been exceeded in 2013/14. Glasgow Caledonian University is committed to continuing to admit proportionate numbers of entrants from all areas; i.e. with 20% of its Scottish-domiciled undergraduate entrants from MD20 and 40% from MD40 areas of deprivation. Meanwhile, initiatives like the on-campus Advanced Highers Hub raise aspiration among young people at low progression schools.
Glasgow School of Art will increase the proportion of entrants of Scottish-domiciled learners from the 20% and 40% most deprived postcodes by 11%.		Heriot-Watt is implementing and monitoring a new contextual admissions policy. The last year has seen steady progress towards the university's 3-5 year targets of admitting 10% of its Scottish domiciled undergraduate entrants from MD20 areas and 30% from MD40 areas.	Existing definitions of zones of deprivation do not produce appropriate results in rural areas. The University of the Highlands and Islands is committed to developing measures of rural deprivation in 2014/15, as the basis for well-targeted future work on widening access. The Open University in Scotland's campus-based pilot model of partnership with Fife College was extended to three further colleges in 2012/13, with North East Scotland, Ayrshire and West Lothian Colleges joining in 2013/14. This unique model provides students who have completed their HND, the opportunity to continue to use the college as the study base for their OU degree.
As part of its four academies programmes, Queen Margaret University Edinburgh aims to be recruiting and supporting 10 young people drawn from the SIMD20 quartile from each participating school by 2016/17.		The Royal Conservatoire's Transitions 20/40 initiative provides fully-funded specialist training for talented individuals from MD20/40 postcode areas to prepare them for applications to higher education courses in dance, drama, music, production and screen. The Conservatoire aims to increase its recruitment from these areas by up to 37% in the next three years.	Robert Gordon University is further developing its contextual admissions system as introduced in 2012/13. The University has increased overall numbers of students from MD20 postcode areas by 41% between 2010/11 and 2013/14. SRUC aims to recruit 76 students with advanced standing in 2014/15, an increase of 153% on 2012/13 levels. A new departmental structure, introduced in 2013, will facilitate internal articulation between SRUC's FE and HE programmes.
In addition to expanding numbers of entrants from MD40 areas and low progressions schools, St Andrews University will continue to support and encourage more mature students through its Evening Degree. This has 134 students at present and is supported by needs-based scholarships.		The University of Stirling aims to fill 125 additional places per year for entrants from MD40 areas, an increase of 34% on 2011/12 levels, and is working towards full membership of the LEAPS programme, which works with low progression schools.	In partnership with six partner colleges, the University of Strathclyde has established the Engineering Academy, an entirely new approach to articulation across multiple degree programmes. 62 entrants were admitted to the Academy via partner colleges in 2013/14. The number of Scottish-domiciled entrants to the University of the West of Scotland from disadvantaged postcode areas is more than proportionate to the wider population; 26% from MD20 and 48% from MD40. UWS aims to maintain these levels for 2014/15.

INNOVATION

Where do we start from?

As demonstrated in the last Research Assessment Exercise, all of Scotland's universities produce world-leading research. The Scottish sector attracts £640 million of funding annually from non-SFC sources such as the UK Research Councils, EU research funds, UK and EU government contracts and industry and charitable organisations and is significantly outperforming expectations for a country of Scotland's size. The impact and efficiency of this research is also exceptional, producing more citations per researcher, per research paper and per £1 invested in higher education than any G8 country, and far outstripping all competitor nations in the number of research papers produced relative to GDP.

This internationally-excellent research base contributes substantially to the Scottish economy, and in multiple ways. In the academic year 2011/12, Scotland's universities worked with nearly 27,000 organisations to commercialise research and provide consultancy or high-level CPD. Of these organisations, more than 17,000 were Scottish companies and 12,000 Scottish small and medium sized enterprises (SMEs) – this broadly matches the enterprise agencies' estimation of the total population of Scottish SMEs that can benefit from university-based innovation. The Scottish higher education sector and its staff also created 225 spin-out companies, primarily graduate start-ups, which was the highest figure within the nations in the UK.

What do the Outcome Agreements say?

The Outcome Agreements describe the work that institutions are doing to:

- further develop Scotland's research excellence with institutions looking towards the Research Excellence Framework outcomes with confidence;
- maintain Scotland's strong performance in competition for research funding from the UK Research Councils, research charities and EU and government funding;
- drive a step change in the engagement of business and industry, through significantly enhanced HEI/industry collaborations including the establishment of Innovation Centres in sectors important to Scotland's economy;
- continued success in creating new companies;
- maximise the potential for leverage of further investment at the UK and European level to further enhance HEI/industry collaboration, particularly for SMEs; and
- increase the number of institutions and departments securing Athena Swan awards.

At a national level:

Published data shows that institutions are continuing to compete strongly for research income in an UK and international context. See table seven.

This is also reflected in the sector's continuing strong performance in securing competitively-won income from the UK Research Councils. See table eight.

Excellence in research is vital for the sector's links with industry and for the creation of successful 'spin-out' companies.

The most recent data from the Higher Education and Business Community Interaction Survey (HE-BCI) shows:

- a 17% increase between 2011/12 and 2012/13 in total number of new spin-off companies from Scottish higher education institutions including over 150 graduate start-ups (a 20 per cent increase on the previous year).
- a growth in the total number of active spin-out companies in the year to 2012/13 to 689 employing over 5,200 people.

The most recent data from the SFC's Knowledge Exchange Metrics shows a more than 10 per cent increase in the value of external contracts between 2011/12 and 2012/13 to a total of £435 million.

Since their introduction in 2009, Scottish SMEs have supported over 500 projects with Scottish higher education institutions using SFC innovation vouchers, with 170 being awarded in 2012/13 alone.

Table 7:
Scottish HEIs' total research grants and contracts income, all sources (£'000s)

	Baseline year	First round of OAs
	2011/12	2012/13
Income (£000s)	609,886	639,225

Source: Higher Education Statistics Agency

Table 8:
Scottish HEIs percentage share of UK competitively won research council income

	Baseline year	First round of OAs
	2011/12	2012/13
Percentage (%)	15.2%	15.7%

Source: Higher Education Statistics Agency

At the Institutional level

AIM: A step-change in the engagement of business and industry with universities.

The table below takes one example of planned action or delivery at each of the 19 higher education institutions in Scotland. It serves only to illustrate the range of action underway. It is not an exhaustive list. This is available in institutions' individual Outcome Agreements for 2014/15.

<p>Aberdeen University runs an internal competition using a proportion of their Knowledge Transfer Grant funding to promote new relationships with industry, pump-prime new projects, and support new CPD events.</p>		<p>Abertay University will explore knowledge exchange opportunities in security and society.</p>	<p>Since the 2012 Outcome Agreement, Dundee University's Innovative Medicines Initiative has established a major new pharmaceutical drug discovery initiative at BioCity in Lanarkshire in partnership with the University. The development will bring at least €19 million (£16.3 million) of research funding to Scotland.</p>	<p>Edinburgh University supported the creation of 35 new companies during 2012/13, and 107 licences were signed, including 50 commercial, 16 embedded (as part of a research agreement), and 41 easy access/open technologies.</p>
<p>Edinburgh Napier University was cited as an exemplar of best practice because of its investment strategy to support business engagement in the 2012 Report Analysis of the Knowledge Transfer Grant Strategies commissioned by SFC and produced by Public and Corporate Economic Consultants.</p>		<p>Glasgow University is establishing its own Knowledge Transfer Account worth £900,000 over three years which will fund a variety of Knowledge Exchange activities, including KT Fellowships, pre-Proof of Concept projects, feasibility studies, collaborative KE projects and secondments. Outcomes from this will include new industry partnerships, more industry aligned research, licenses and spin-out companies. It is expected that this will support approximately 50 separate initiatives.</p>	<p>Glasgow Caledonian University aims to increase its income earned from continuing professional development from £2,177,000 in 2011-12 to £3,000,000 in 2014/15.</p>	
<p>Glasgow School of Art targets a 25% increase in research income and a 16% increase in the number of research partnerships by 2014/15, relative to its 2011/12 baseline.</p>		<p>As part of support for the "Eight Great Technologies", £7.2 million funding from the UK Government was announced in 2013 for a cutting-edge research facility in robotics to be established jointly between Heriot-Watt and Edinburgh Universities. The Robotarium incorporates 50 world-leading researchers from 16 cross-disciplinary research groups in the two universities, with the collaboration of 30 industrial partners.</p>	<p>UHI will use European Structural Investment Funds to continue to develop research capacity with a particular focus on life sciences and energy. The university also intends to apply for research degree awarding powers during 2014/15.</p>	<p>Using Innovation Vouchers, the Open University in Scotland has developed collaborative activity with a broad range of organisations such as Burns Stewart Distillery, The Princess Royal Trust for Carers, and Community Energy Scotland, with whom the University has developed an online open access course for individuals and communities developing their own energy efficiency and generation measures.</p>
<p>Queen Margaret University Edinburgh aims to increase the number of small and medium-sized enterprises it provides with advice or supports by almost a third, from 120 in 2012/13 to maintaining a projected level of 159 over the next three years, thus establishing its position as a significant provider of Knowledge Exchange to the key sector of Food and Drink.</p>		<p>The Royal Conservatoire of Scotland continues to expand its role as a hub for the performing arts and its collaborations with leading arts organisations, including the BBC, Scottish Ballet, Scottish Opera, and the National Theatre of Scotland. One recent highlight was the 2014 joint tour of India by RCS students and the BBC Scottish Symphony Orchestra with James Macmillan and Nicola Benedetti, helping to establish artistic, social and economic links between Scotland and India.</p>	<p>Robert Gordon University had the second highest number of Knowledge Transfer Partnerships in Scotland in 2012/13 and aims to further increase the value of this activity by 53% over the period 2011/12 to 2016/17.</p>	<p>The value of SRUC's consulting work now stands at approximately £20m per annum. The majority of this work involves engagement with small and medium-sized enterprises.</p>
<p>St Andrews University expects its income from CPD, licensing, consultancy and other KE activities to exceed £10m in 2014/15, an anticipated increase of approximately 10% on 2012/13 levels.</p>		<p>The University of Stirling is a major partner in the Sporting Chance Initiative (SCI), which to date has supported the development of 528 new business ideas across 445 SMEs in sport, leisure, health and wellbeing.</p>	<p>The University of Strathclyde is fourth in the UK for KTP engagement, with a portfolio of 23 Knowledge Transfer Partnership awards in 2013.</p>	<p>In 2012/13, University of the West of Scotland had more than 25 Innovation Vouchers. The University aims to at least maintain this level in 2014/15 and to grow Research and Knowledge Exchange income by 10%.</p>

GRADUATES: EMPLOYABLE &

Where do we start from?

Scotland's universities are committed to maintaining coherent and relevant provision of the highest quality in a world where the demands of the labour market are ever changing. Every institution equips its graduates with relevant skills for employment and supports them in their own entrepreneurialism.

Graduates from Scotland's universities make a crucial contribution to the economy and society and experience high levels of success. Over 90 per cent move quickly into employment or further study.

Last year Universities Scotland published a report on graduate employability: *Taking Pride in the Job*,²⁶ which set out examples of the measures already in place to ensure that students develop the skills that employers need and a strategy for the further development of graduate employability. Institutions already demonstrate:

- extensive engagement with employers to ensure the relevance of their provision, often benefiting from synergies across educational and knowledge exchange work;
- 'work-related' learning and teaching methods that promote transferable graduate attributes such as team-working and problem-solving alongside particular professional or discipline-specific skills;
- work placements and internships, within or in addition to the student's degree programme;
- career mentoring;
- opportunities to gain international experience; and,
- support for student and graduate entrepreneurship.

In introducing that report, Universities Scotland's Convener, Professor Pete Downes summarised the sector's commitment to its graduates:

"Universities have many responsibilities but none can be as important or evoke as much pride and satisfaction as the job of producing talented, skilled and motivated graduates who have confidence in themselves and in their ability to forge a successful and rewarding career – whatever shape that takes.

That is our ambition for every university graduate and we will keep striving to help every graduate achieve it."

What do the Outcome Agreements say?

Institutions have used the outcome agreements as an opportunity to illustrate the continuing commitment to the quality and relevance of their provision. Links with employers are strong, both through course specific professional bodies and with the economy more broadly.

Course content reflects the current and future skill requirements of employers and many projects are focussed on growing the opportunities for work placement as a part of study.

Institutions are focussed strongly both on the satisfaction of students with their studies and with their transition to work or further study. The agreements focus on the proportion of graduates in work or further study six months after graduating, and of those in work, a reduction in the proportion in Non-Graduate (as opposed to Graduate) occupations, where these proportions appear to be significant.

Additional strategic places from the SFC have supported institutions in growing numbers of students studying Science, Technology, Engineering and Maths (STEM) courses and courses focussed on specific key industries for the Scottish economy.

ENTERPRISING

At a national level:

The sector continues to deliver increased numbers of first degree qualifiers, enhancing the life choices of these individuals and their contribution to the Scottish economy. See table nine.

High proportions of graduates from Scottish institutions secure employment or progress to further study. The most recent published data for 2011/12 show that over 93% of those graduating from a first degree course were employed or pursuing further study. (Source: HESA Destinations of Leavers from Higher Education Survey).

Institutions have focussed on growing the numbers of places in the STEM subjects. See table ten.

Further places were made available for STEM courses by the Scottish Funding Council in AY2013/14 and these will be reflected in data for that year when it becomes available.

	Baseline year	First round of OAs
	2011/12	2012/13
Number of first degree qualifiers	34,585	N/A*

* Data for 2012/13 has not yet been produced. SFC data for 2010-11 shows that there were 33,130 first degree qualifiers from Scottish HEIs. Source: Scottish Funding Council

	Baseline year	First round of OAs
	2011/12	2012/13
Proportion	32.8%	35.0%

Source: Scottish Funding Council

At the Institutional level

AIM: learners who have the skills, knowledge and entrepreneurial spirit to get a job and progress their career.

The table below takes one example of planned action or delivery at each of the 19 higher education institutions in Scotland. It serves only to illustrate the range of action underway. It is not an exhaustive list. This is available in institutions' individual outcome agreements for 2014/15.

<p>Aberdeen University will extend 'Making the Most of Masters' (MMM) network building on the partnership of three universities and three research pools. The aim is to place 80 postgraduate taught students in curriculum-based work placement projects secured through the SFC-funded MMM project in 2013/14, building on this further in 2014/15.</p>		<p>All Abertay University programmes include work-related learning opportunities for students at appropriate stages of study.</p>	<p>Building on its existing successes in this area, Dundee has established in 2013/14 an on campus 'Employability and Enterprise Hub' which brings together all of the relevant professional support services and provides a 'one-stop-shop' for enterprise and employability activities</p>	<p>In 2012/13, 247 students from the University of Edinburgh participated in Making the Most of the Masters project, undertaking a work based project in place of a traditional dissertation – up from 80 in 2011-12</p>
<p>Edinburgh Napier will use its successful bid for Regional Coherence funding to set a target of increasing outward mobility from a baseline of 107 in 2011/12 to 140 in 2015/16. Work under the bid includes consideration of language skills and real and perceived barriers.</p>		<p>The University of Glasgow has invested to expand its flagship internship programme, the Club 21 Business Partnership Programme. It aims to grow the employer membership by 100 per year over the next three years and thereby to generate an additional 180 internships locally, nationally and internationally by 2016.</p>	<p>In recent institutional research, 34% of students stated that they had undertaken work placements since starting at Glasgow Caledonian University.</p>	<p>Glasgow School of Art has developed a new Student Employability and Enterprise Strategy and appointed a Student Enterprise and Employment Manager. Among other initiatives, the art school will create a Creative Enterprise Society to support business start-ups.</p>
<p>Heriot-Watt is developing its Engineers of the Future programme with Forth Valley College, where the students in the College/University are simultaneously employed by participating engineering firms as Modern Apprentices.</p>		<p>University of the Highlands and Islands will implement the 'UHI for Work and Enterprise' framework, aiming to increase employer engagement, employer-informed curriculum development, and opportunities for work-based and work-related learning.</p>	<p>The Open University in Scotland has a strong focus on upskilling the workforce with 70% of its students already in work. Activity over the last year has included an expansion of collaborations with trades unions, the creation of an online Work and Learning Evidence Hub, and the launch of an open educational resource on Rural Entrepreneurship.</p>	<p>As a result of additional funded places from SFC, Queen Margaret University Edinburgh recruited 60 associate students in partnership with Edinburgh College in 2013/14 in the areas of Hospitality and Tourism and Events Management. These students will articulate into year three of the programme at the University.</p>
<p>The Conservatoire's innovative, employability-focused curriculum, introduced in 2012/13, is already bearing fruit: two professional companies have emerged from its interdisciplinary 'Bridge Week' projects.</p>		<p>Robert Gordon University aims to create an additional 500 work-based experiences for students with SMEs over the 2014/15 and 2015/16 academic sessions, through an SME hub, developed with partners including the Federation of Small Businesses, Aberdeen and Grampian Chamber of Commerce and SCDI.</p>	<p>An estimated 1,216 full-time learners at SRUC are undertaking substantial work placements during 2013/14 academic year. SRUC will further expand this provision between 2014/15 and 2016/17.</p>	<p>The University of St Andrews is working to establish a 'First Abroad' scheme which, in the context of support for all students, will put particular impetus into supporting students from non-traditional/ widening access backgrounds to study abroad.</p>
<p>The University of Stirling aims to maintain already high levels of positive graduate destinations and to further increase the rate of employment in graduate-level work. The University is developing a new employability award, enhancing its alumni mentoring programme and expanding work placements.</p>		<p>The University of Strathclyde launched a new 'International Rising Star' competition, supporting new, entrepreneurial graduate businesses.</p>	<p>The University of the West of Scotland is implementing a new initiative to internationalise the student experience, promote higher aspirations and encourage volunteering and citizenship activities. This includes significant expansion of study abroad opportunities, broadening of language provision and a new Transition Preparation and Support Programme for schools.</p>	

SUSTAINABLE INSTITUTIONS

Where do we start from?

Scotland's higher education institutions make a vital contribution to national outcomes for sustainability:

- reduction of the local and global environmental impact of consumption and production;
- provision of well-designed, sustainable places used by the university and wider community; and,
- protection and enhancement of our built and natural environment.

This contribution is reflected in research, teaching and knowledge exchange outcomes and, importantly, in institutions' overall strategy, operations and governance.

All of Scotland's universities have committed to address the challenges of climate change and reduce their carbon footprints by signing the *Universities and Colleges Climate Commitment for Scotland*, a programme delivered by the Environmental Association for Universities and Colleges and funded by SFC. Signatories produce and publish a 5-year Climate Change Action Plan which will be incorporated into established improvement processes, with the aim of achieving a significant reduction in emissions.

Sound governance and financial management are key to modernisation of the sector's estate as this can only be achieved through institutions' own funding of capital programmes predominantly from their own reserves and from competitively-won funding. Institutions' capital programmes focus on maintaining an estate that supports excellence in research and teaching and learning. Whilst operational success brings challenges in reducing the sector's overall energy needs, for instance in the creation of new laboratories or major computing facilities, the sector is deploying the latest design and technology to enhance efficiency and sustainability.

What do the Outcome Agreements say?

The outcome agreements describe how institutions are:

- investing in their estates and deploying new sustainable energy technologies, forming partnerships with local partners and communities where this will be to mutual advantage; and
- continuing to demonstrate effective, sound governance ensuring financial sustainability.

At a national level:

Gross carbon footprint

Year	Notional energy emissions (kg CO2) per student FTE
2011/12	24,677
2012/13	NA

Source: HESA Estates Management Statistics. UHI, SRUC and RCS are excluded as they did not return data across all years.

Financial sustainability

			2011/12	2012/13
Operating surplus/deficit as % of total income (median)	→		3.20%	3.26%
Non-SFC income as % of total income	→		65%	65%
Current assets: current liabilities ratio (median)	↑		1.12	1.28
Days ratio net liquidity to total expenditure (median)	↑		72.97	81.80
Total income (£) (sum)	↑		£2,842m	£3,022.8m
Continued investment in the sector's estate: total capital expenditure (£)	↑		£286.m	£377.3m

At an institutional level:

Aim: Ensure high quality of governance and management for institutions delivering long-term financially and environmentally sustainable interactions.

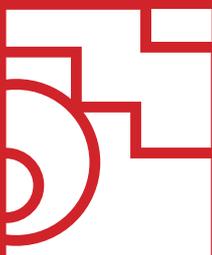
The table opposite takes one example of planned action or delivery at each of the 19 higher education institutions in Scotland. It serves only to illustrate the range of action underway. It is not an exhaustive list of actions undertaken by institutions. This is available in institutions' individual outcome agreements for 2014/15.

<p>Aberdeen University introduced server virtualisation at its data centre. Over 40% of the server inventory was virtualised in the course of 2011/12, creating savings of £270,000 in that year alone. The aim is to reach 80% virtualisation by the end of 2013/14, generating savings of £690,000 per annum.</p>		<p>Abertay University's Carbon Management Plan sets out a vision for a significant reduction in their carbon footprint and a specific target of a reduction of 30% of 2008 levels by 2016.</p>	<p>Dundee will further develop its sector-leading Combined Heat & Power and district heating system. Dundee will target further reductions in carbon to 20.2 tonnes per annum by 2016/17.</p>	<p>Edinburgh University has established a new department for Social Responsibility and Sustainability and is the first university in Europe to have become a signatory of the United Nations' <i>Principles for Responsible Investment</i>.</p>
<p>Edinburgh Napier University is the best-performing Scottish University in the People and Planet Green League table 2013. Carbon emitted from Edinburgh Napier reduced by 25% between the 2006/07 and 2012/13 academic years.</p>		<p>The University of Glasgow is committed to the replacement of its existing steam heating system. This will reduce the University's carbon footprint.</p>	<p>Glasgow Caledonian University has completed their £5 million investment in a Combined Heat and Power system. This will support initiatives such as Sustainable Glasgow, a partnership formed to help Glasgow become one of the most sustainable cities in Europe by reducing carbon emissions by 30 per cent within 10 years.</p>	
<p>In 2013 Heriot-Watt University's School of the Built Environment secured designation by the Royal Academy of Engineering as one of four UK Centres of Excellence in Sustainable Building Design.</p>		<p>The Open University in Scotland's <i>Go Green</i> programme achieves environmental and financial savings across the University by empowering staff to take action on energy, waste, water and travel. As part of this, the university aims to achieve a 5% reduction in carbon emissions year on year.</p>	<p>Current greenhouse gas emissions at Queen Margaret University Edinburgh have been calculated at 2297.0 tCO₂e per year. The actions described within the institution's Climate Change Action Plan are projected to reduce emissions to 1,180 tCO₂e per year, a reduction of 51.4%.</p>	
<p>The Royal Conservatoire has completed a number of energy-saving initiatives such as the introduction of variable speed drives on motors and upgrading thermal reduction valves on radiators. Wood waste will be reduced through a new facility for the workshops, allowing storage and re-use of stage flats.</p>		<p>SRUC's Carbon Management Plan targets a reduction in carbon emissions of 15% from 2012/13 levels by March 2018. All of SRUC's farms will participate in 'Farming for a Better Climate', an initiative to cut emissions from the agricultural sector.</p>	<p>St Andrews aims to be carbon neutral for energy by 2016. If achieved, this will be a first for a university in the UK. This vision is being delivered through a range of measures including the development of a 6MW biomass energy centre and a recently approved 12MW wind farm at Kenly.</p>	
<p>The University of Stirling's new Combined Heat and Power (CHP) plant will deliver a significant reduction in utility consumption and reduce carbon emissions by 2,944 tonnes per annum. The University has a carbon reduction target of 38% by 2020 (from a 2007/8 baseline).</p>		<p>The University of Strathclyde won match-funding from the SFC for a Combined Heat and Power District Energy Network investment, which is now under development. The University's recent consolidation of its estate also resulted in a 14% reduction in its carbon footprint.</p>	<p>The University of the West of Scotland has set an interim target of 20% reduction in carbon emissions by 2014 based on a 2010 baseline.</p>	

END NOTES

- 1 As context to the HE ethnicity figures, 4 per cent of Scotland's population was black and minority ethnic in 2011.
- 2 Drawn from HESA Performance Indicators non-continuation rate after first year. Latest data available is for academic year 2011/12.
- 3 Drawn from HESA Performance Indicators non-continuation rate after first year. Latest data available is for academic year 2011/12.
- 4 Universities Scotland has adapted the language of the Scottish Funding Council's 'National Measure' for this metric for the purpose of this summary document. The Scottish Funding Council's language is: "*the difference from the individual institution's UK benchmark figure for students satisfied with the overall quality of their course in the National Student Survey*" to that which appears in the table on page five. In both 2012 and 2013 Scotland outperformed the UK average score by one percentage point. The 86 per cent score shown in the table is students' agreement with the statement: "*Overall I am satisfied with the quality of the course*" as posed in the national Student Survey.
- 5 Higher Education Statistics Agency Destinations of Leavers of Higher Education (DLHE) six months survey. This survey captures the destinations of all UK and EU-domiciled students not just Scottish domiciled. This cannot be disaggregated by Universities Scotland.
- 6 Scottish Funding Council (2014) *Participation Indicators for Scottish Higher Education Institutions*
- 7 Scottish Funding Council
- 8 HESA Performance Indicators (2014) *Non-continuation rates*.
- 9 Scottish Funding Council
- 10 HESA (2013) *Destinations of Leavers of Higher Education (2013 for academic year 2011/12)*.
- 11 Scottish Funding Council
- 12 HESA (2014) *Higher Education Business and Community Interaction Survey*.
- 13 HESA Finance record
- 14 HESA (2014) *Higher Education Business and Community Interaction Survey*.
- 15 Scottish Funding Council, *Knowledge Exchange Metrics*.
- 16 HESA Estates Management Statistics
- 17 HESA Finance Record
- 18 Scottish Funding Council
- 19 Environmental Association for Universities and Colleges
- 20 Save The Children Policy Briefing *Better Odds at School* & Sutton Trust (2013) *The Reading Gap*
- 17 Universities Scotland (2013) *Scottish Higher Education: Our Values and Our Value Added*
- 18 Universities Scotland (2013) *Access All Areas*
- 9 The Scottish Index of Multiple Deprivation
- 10 Contextualised admissions is data used by the universities and colleges which puts attainment in the context of the circumstances in which it has been achieved. Currently such data are mainly educational, geo-demographic and socio-economic. See: www.spa.ac.uk/information/contextualdata for more information.
- 11 Advanced Standing refers to a student entering the second year of an undergraduate degree having completed an Higher National Certificate (HNC) or year three of a degree having completed an Higher National Diploma (HND). This is also known as 'Advanced Entry'. Advanced progression refers to a route where students receive partial credit for their HNC/D study. A good example of this is a student that leaves college with an HND and enters university into year two rather than year three.
See: www.elrah.ac.uk/articulationwhatdoesitmean.htm
- 12 Universities Scotland (2013) *Taking Pride in the Job*
- 13 www.scotland.gov.uk/About/Performance/scotPerforms

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