

OUTCOME AGREEMENT 2017/18–2019/20



**ROBERT GORDON
UNIVERSITY ABERDEEN**

Principal's Foreword

Reflecting the university's strong commitment to close collaboration with the Scottish Funding Council, and mindful of the general educational and policy landscape in Scotland, I am pleased to confirm RGU's commitment to the delivery of the targets and initiatives set out in our Outcome Agreement for the next three-year period. This builds on our record of high performance against Outcome Agreement measures to date.

The Outcome Agreement reflects our determination to align our strategy and practice with the Scottish Government's key priority areas, with key examples being our sustained achievements in the areas of widening access; development of skills for the regional and national economy; employability; delivery and development of translational research; innovation and enterprise; and sustainability of our finances and environmental impact.

One theme that runs through the document is that of partnership. In our work to ensure the smooth transition from college to university and to give credit for HN qualifications, we have a long-standing and formal partnership with North East Scotland College, which has resulted in our leading the field in the number of advanced articulation routes. In tackling widening participation, we work with schools and local authorities at strategic and operational levels. In order to develop our students' employability skills and promote knowledge transfer, research and consultancy, we work with businesses across geographies and sectors from micro- to international. In our desire to respond to the skills needs of the region and beyond, we have worked in partnership with Skills Development Scotland to develop and introduce the first validated Graduate Apprenticeships in Scotland. We are a partner in the delivery of the Aberdeen City Region Deal. There are many other examples, and we are indebted to all of our partners for their contribution to our success.

The coming academic year will see the launch of a new university strategy, which will underpin our efforts to provide an excellent educational environment for learners, to deliver contributions to society, to find solutions for challenges and opportunities, and to meet our desire to be innovative and entrepreneurial. All of these ambitions will touch on the delivery of our Outcome Agreement.



Professor Ferdinand von Prondzynski

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Introduction

The university's Outcome Agreement with the Scottish Funding Council demonstrates the close alignment of the university's strategic focus and achievements to the Scottish Government's five strategic objectives to create a more successful country, with opportunities for all in Scotland to flourish through increasing sustainable economic growth.

In particular, this Agreement provides specific evidence of the alignment between the university's outcomes and the Scottish Government's key priority areas in the areas specified by the SFC's Outcome Agreement guidance. Key examples of the university's work in these areas are:

Widening access

- A sustained, positive track record of performance in widening access for disadvantaged groups;
- A sustained, positive track record of performance in advanced articulation;
- Strong strategic and operational relationships with local councils; and
- A coherent series of engagements through secondary school complementing ASPIRENorth's regional activity and the national SHEP schools programme.

Skills for the regional economy and employability

- Consideration of the Skills Development Plans are a core element of curriculum planning;
- Provision of graduates who are in high demand by employers, particularly in respect of professional level employment;
- Proactive engagement with business and industry in the design and delivery of courses at under-graduate and post-graduate level means that courses are of direct relevance to industry;
- An enviable track record of placements and work-related projects being embedded within courses across the university's entire portfolio means that students get subject-specific real life work experience as part of their course – a significant aid to employment prospects;
- The creation and continuous enhancement of My Career Toolkit, which provides an area to record skills and experience, pick up top tips for CV building, assessment centre and interview techniques and a place to assess individual strengths and weaknesses through psychometric test tools with evaluation and feedback;
- The ongoing development of 'soft' skills embedded into the curriculum of every subject area; and
- The ongoing development of innovation and entrepreneurship amongst the staff and student body.

Commission for Developing Scotland's Young Workforce

- The university is the first in Scotland to confirm its new Graduate Level Apprenticeships, which have been established with funding from Skills Development Scotland (SDS) to address the national digital skills shortage.

Development of focused research strategy

- Research strategy focused around translational research in key areas of relevance to the regional economy and the Aberdeen City Region Deal, namely: Energy (including oil and gas), Big Data, Remote Healthcare and the Creative Industries.



University innovation

- The second highest delivery of Knowledge Transfer Partnerships in Scotland;
- A significant growth in the number of SFC-funded Innovation Vouchers during the 2016/17 academic session and further growth planned over the period of this Outcome Agreement;
- A significant track record of provision of and income from bespoke CPD to businesses in Scotland and globally;
- Creation of a digital incubator, supported by Aberdeen City Council's Accelerate Aberdeen Programme. The incubator is open to student entrepreneurs and micro businesses;
- Management of the MAKE digital fabrication laboratory based in the city centre, linking its services with schools, students and businesses;
- Supporting student participation in the Converge Challenge; and
- Active student support to businesses, particularly SMEs, through work-based experiences and placements.

One significant characteristic of the North East Scotland region is the highly effective partnership between the North East Scotland College (NESCol) and the university. For example, the number of '2+2' articulation arrangements that allow seamless transition from HND programmes at college to year 3 of degree programmes at university is far higher in this region than in any other part of Scotland. This success is rooted in a shared approach to curriculum planning and development that has streamlined pathways and allowed wider participation in degree level study, as well as more efficient use of resources by avoiding duplication and unnecessary competition. The inter-institutional collaboration has also covered Developing the Young Workforce, the Regional Skills Assessment and Regional Skills Strategy and apprenticeship routes up to and including advanced apprenticeships. The same SFC Manager oversees the Outcome Agreements for both NESCOL and RGU. Both institutions have invested in the same Labour Market Intelligence software to facilitate this activity in the light of the Aberdeen City Region Deal and the volatility of the oil and gas sector. More information about the depth of the partnership and how it works in practice to benefit the North East region is provided below. RGU, NESCol and the University of Aberdeen continue to work together to explore the development of shared services.

The university played a leading role in developing the innovation section of the Aberdeen City Region Deal, and is integral to its implementation, leading in the oil and gas and the big data elements, and partnering the University of Aberdeen in the biopharmaceuticals and the food & drink themes. The university has a major stake in the Oil and Gas Technology Centre, with two seats on the Board.

The targets for the national performance measures are noted in the relevant sections of text and are available in summary format in the Annex, as per SFC guidance.



Priority 1: Widening Access

Introduction

The university has demonstrated a longstanding commitment to provide opportunities to widen access to higher education.

Sector-wide data for Scotland in the year 2014/15 demonstrates RGU's positive track record in relation to widening access and demonstrates that the university has:

- the third highest number of students articulating with advanced standing and the fourth highest proportion;
- the ninth highest number of Scottish domiciled undergraduate students from the 20% most deprived postcodes, despite there being a relatively small number of these postcodes in the North East of Scotland;
- the tenth highest number of Scottish domiciled undergraduate students from the 40% most deprived postcodes, despite there being a relatively small number of these postcodes in the North East of Scotland; and
- the highest number of Scottish domiciled undergraduate entrants from SHEP schools in the North East of Scotland, along with a significant number of SHEP school pupils entering the university via College, ensuring a smooth learner journey from school to degree level study;

Partnerships at a strategic and operational level with stakeholder organisations across the North East region have been vital to our achievements, including our formal partnership with North East Scotland College (NESCol), both local authorities and Head Teachers. A Memorandum of Agreement also exists between the university and Dundee and Angus College. These partnerships will be enhanced as the university continues to widen access to its provision.

The progress that the university has made in the areas of recruitment and retention of under-represented groups from protected characteristic groups and those who are care experienced has been made possible by the SFC's allocation of the Wider Access and Retention Fund. The details of the activity that this Fund has supported are given in the sections below.

Maximising opportunities for progression from College

The university is proud of its longstanding commitment to articulation with advanced standing and its record of working closely with colleges to develop and support articulation routes with guaranteed places for learners. As noted above, the university has a formal relationship with NESCol, which is designated as an Associate College. We also have a Memorandum of Agreement with Dundee and Angus College.

The results of this sustained commitment can be seen in the year on year growth of the number of Scotland-domiciled students who have entered the university with advanced standing as a result of the guaranteed places scheme from 292 in 2011/12 to 493 in 2016/17 (with the additional 75 funded places being in addition). In



2014/15, the university had fourth highest number of Scotland-domiciled undergraduate entrants enrolling with advanced standing and had the highest proportion of entrants with advanced standing out of those top four institutions. The university will seek to sustain this level and to develop further advanced articulation routes, although these are now in place locally for all subject areas apart from Art and Design (see actions below).

The SFC's Additional Funded Places scheme has added further value by providing an additional 75 places within NESCol for new cohorts of students in each year since 2014/15. Alongside the additional student numbers, this scheme has led to university and college staff and students developing shared approaches to teaching and learning, further cementing the joint working relationship. The university is delighted that the funding for these places is to continue and looks forward to involvement in any longer term review planned for this provision.

The university is currently in discussion with SWAP East regarding becoming a partner institution, in order to enhance our ability to reach adult learners. The Director of SWAP East has visited the university to discuss entry from SWAP Access courses, particularly with regard to nursing. In addition, RGU, the University of Aberdeen and NESCol are in discussions with SWAP East to develop a SWAP Access programme for adult learners in the North East of Scotland.

The relationship with NESCol also ensures that there is close work between ourselves and the College to ensure progression routes for students completing a Foundation Apprenticeship.

The key developments in this area for the period of the Outcome Agreement are the:

- development of articulation routes in the Art and Design subject area;
- the introduction from May 2017 of the Graduate Level Apprenticeships in two subject areas in computing (see further detail below) – a model that will be rolled out to other subject areas;
- promotion of greater awareness and uptake of the pathways into higher education with groups that are traditionally under-represented, e.g. MD20 and by protected characteristic group (as relevant, depending on the subject area); and
- consideration of the development of a number of pathways with other Colleges outside the region in certain subject areas.



MEASURE 1: The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing

Performance 2011/12 – 2016/17 and targets 2017/18 – 2019/20

	Academic session									
	Performance							Targets		
	11/12	12/13	13/14	14/15	15/16	16/17		17/18	18/19	19/20
Target						Actual				
SDUE articulating with advanced standing	292	347	427 + 75	459 + 75	415 + 75	400 + 75	493 + 75	400 + 75	400 + 75	400 + 75
SDUE HN entrants	496	537	681	695 + 75	684 + 75	549 + 75	711 + 75	593	593	593
Proportion	58.9%	60.6%	62.7%	66.0%	60.7%	65.1%	66.5%	67.5%	67.5%	67.5%

Promote access to high demand courses and professions (AHDP)

Our formal involvement with AHDP is through the ACES programme, which operates with Gray's School of Art and the Scott Sutherland School of Architecture and the Built Environment. The number of MD20 and MD40 entrants to these Schools has risen steadily over the period 2011/12 to 2016/17, with a peak in 2015/16. Access to the ACEs courses is focussed on those from protected characteristic groups and, in line with the SFC's national aspirations for widening access, this will continue with a particular emphasis on applicants from an MD20 background.

More generally, the majority of the university's courses are in high demand from applicants. The contextualised admissions process (see below) ensures that individual circumstances are taken into account for eligible applicants.

Identifying and addressing under-representation from protected characteristic groups

The university's annual monitoring of equalities data includes the analysis of the proportion of Scottish domiciled undergraduate entrants by different protected characteristic groups. This shows that the:

- proportions of entrants aged under 21 and 21 and over has broadly followed the Scottish HEI sector trend;
- university's proportion of BME entrants has increased steadily from 5.2% in 2012/13 to 6.9% in 2015/16, which is higher than the proportion of the BME population within the region;
- proportion of disabled entrants has increased significantly from 6.3% in 2009/10 to 13.2% in 2014/15; this is significantly above the Scottish HEI sector average of 10.8%; and
- proportion of male and female entrants has remained broadly similar over a 5 year period, at around 36% male and 64% female. This imbalance relates to the course portfolio. The university has completed an SFC funded research project into the causes and potential ways of addressing extreme gender imbalance on courses and further details about the outcome of this and the actions that the university has put into place are given below.



Identifying and addressing under-representation from socio-economic groups

The university is proud of its longstanding commitment to widening access and has an established track record of prioritised support for students from MD20 and MD40 neighbourhoods. The university has increased the proportion of MD20 entrants steadily from 6.6% in 2012/13 to 7% in 2016/17. MD40 entrants have increased from 17.7% in 2012/13 to 19.3% in 2016/17, which marks the university's highest proportion of MD40 students to date. Our strategic commitment to increasing the level of widening participation is measured not only through our performance against Outcome Agreement targets, but is also an institutional Key Performance Indicator and as such is monitored by the Board of Governors (see Priority 5 for additional information about KPIs).

Significant resources have been allocated to target, track and improve performance in this key area. In the context of a small pool of MD20 and MD40 learners in Aberdeen City and particularly in Aberdeenshire, the university is proud to have exceeded its MD20 to MD40 and MD40 targets in 2016/17, missing very narrowly the target for MD20 students by 0.5%.

It is important to note that the introduction of SIMD 2016 has decreased significantly the potential pool of entrants in the North East (particularly in the Aberdeen City Council area) and this will make targets for MD20 enrolments extremely challenging to meet, although the university has agreed to retain a stretch target of 8% by 2019/20. The Commission on Widening Access (CoWA) report acknowledges "...the particular challenge that the use of SIMD as a marker for deprivation presents to institutions in the north east of Scotland."

Targeted work with MD20 learners in partner schools and colleges will remain a focus with the development of specific activities and support to ensure that those from the 20% most deprived backgrounds have every chance to progress to and succeed in higher education.

The range of activities undertaken is summarised in the following paragraphs.



MEASURE 2A: The number and proportion of Scotland-domiciled undergraduate entrants from the 20% most deprived postcodes

MEASURE 2B: The number and proportion of Scotland-domiciled undergraduate entrants from the 20-40% most deprived postcodes

Performance 2011/12 – 2016/17 and targets 2017/18 – 2019/20

	Academic session								
	Performance						Targets		
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Number of MD20	142	154	149	163	171	160	154	167	180
Number of MD40	358	412	387	394	416	440	423	436	449
Total SDUE*	2192	2332	2317	2238	2259	2279	2245	2245	2245
Proportion MD20 (2A)	6.5%	6.6%	6.4%	7.3%	7.6%	7.0%	6.9%	7.4%	8.0%
Proportion MD40 (2B)	16.3%	17.7%	16.7%	17.6%	18.4%	19.3%	18.8%	19.4%	20%

*NB. This figure will be lower in this table than in others due to entrants with no known postcode.

Strategic relationships with schools

The development and enhancement of strategic relationships with Aberdeen City Council and Aberdeenshire Council is underpinned by operational relationships with each of the university's 8 partner schools. The Head Teacher of each school is involved actively and each school has a lead teacher who links with DELTA. Our partner schools include all of the SHEP schools in the region and are:

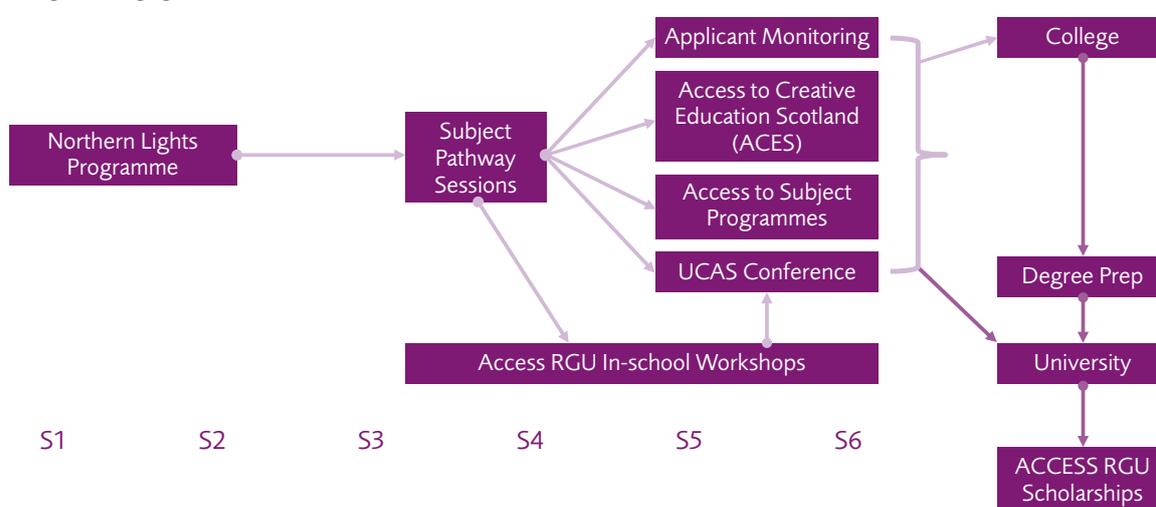
Council	Partner School	SHEP school
Aberdeen City	Northfield Academy	Y
	Torry Academy	Y
	Kincorth Academy	Y
	St Machar Academy	Y
	Hazlehead Academy	N
Aberdeenshire	Fraserburgh Academy	N
	Mintlaw Academy	N
	Peterhead Academy	N

Joint work with these schools and with ASPIRENorth (the project that delivers the Scottish Higher Education Programme [SHEP] in the North of Scotland) has resulted in the delivery of a range of activities that reach right through the senior phase, from S1 to S6 that aim to:





The range of engagements undertaken are summarised below:



Student support – application through to graduation

The university has developed a comprehensive suite of support for widening access students (i.e. those from MD20 or MD40 postcode, care experienced backgrounds, at partner schools or those who have completed one of the 'Access To' programmes). This includes:

- applicant engagement - one to one engagement with applicants, eligibility for contextualised admissions, travel support for applicants' days and selection visits;
- contextualised admissions – a longstanding process that gives specific consideration to applications and can result in a reduced academic offer (see below for further information); and
- scholarships – applicants are eligible to apply for a growing number of scholarships that have been provided specifically for this group of students by local businesses and philanthropic donations. We are working together with RGU Foundation to increase such donations as their impact is so positive.

In addition an enrolment pack – financial support with a value of £200 for travel, course texts and groceries – is provided to each entrant from an MD20 postcode and those with a care experienced background.

Support arrangements have been enhanced further for entry in 2017/18 – all MD10 applicants will be offered a 10% discount on the cost of RGU Halls of Residence.



Engagement with the Scottish Higher Education Programme (SHEP)

Our work with the SHEP schools in the North East takes place on progression from 'Northern Lights' to ASPIRENorth provision. The university's Access Pathways Lead is the Vice Chair of the ASPIRENorth Programme Management Group, ensuring strong links with the SHEP programme at a local and national level.

The university tracks entrants from SHEP schools. Abiding by the principle of embedding efficient and effective learner journeys through secondary and tertiary education, this tracking includes direct entrants from SHEP schools and entrants who come via college, of which there are a significant number. The majority of these entrants will come to university with advanced standing ensuring that their prior qualifications are recognised appropriately.

For this Outcome Agreement period, the university has set a target for direct entrants from SHEP schools (measure 3) to rise to 110 by 2019/20. This represents significant growth from the baseline of 81 in 2014/15, especially given that the number of SHEP schools in the region was reduced by six at the beginning of 2015/16.

Measure 3: The number and proportion of Scotland-domiciled undergraduate entrants from the SHEP schools

Performance 2011/12 – 2016/17 and targets 2017/18 – 2019/20

	Academic session								
	Performance						Targets		
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Number of SDUE direct from SHEP schools	106	106	111	109	85	95	100	105	110
Total SDUE	2197	2338	2333	2222	2259	2291	2291	2291	2291
Proportion of direct entrants from SHEP schools	4.8%	4.5%	4.8%	4.9%	3.8%	4.1%	4.3%	4.6%	4.8%

Contextualised admissions

The university introduced contextualised admissions for entry in 2013/14. The scheme is reviewed after each enrolment cycle and each year enhancements are made. The scheme provides increased opportunity to secure a place at RGU by taking into account the context within which the applicant has achieved their qualifications. Reduced offers recognise the impact of difficult circumstances on academic potential.

For entry in 2016/17 the scheme was applied to all applicants who were from:

- an MD20 or MD40 postcode;
- a care-experienced background;
- a partner school (including all SHEP schools in the region); and
- the participants in the university's Access To programmes.



Future enhancements of the contextualised admissions scheme are under discussion. These include extending it to applicants from any SHEP school and the further improvement of the offer applied to MD20 and care experienced applicants. Valuable sector-wide context has been provided to these discussions as a senior member of the DELTA team is on the Universities Scotland Working Group on Admissions.

Recruit those from care experienced backgrounds and ensure that transitional and support arrangements exist to assist them complete their programmes of study

Again, the university is proud of the significant steps that have been taken with regard to the recruitment of and support given to care experienced students. We were awarded the Buttle UK Quality Mark in early 2014 (which has been renewed to 2017), in recognition of this progress and commitment.

The programme of involvement with schools gives us the opportunity to engage with these individuals in that environment, before they are considering university. Care experienced pupils have access to a package of support including financial, pastoral and educational assistance throughout the whole cycle (i.e. from visiting the university, application, enrolment, study support and graduation). Enrolment data shows this support is having a positive impact, with the number of care leaver entrants rising to 17 in 2016/17 (as at 3rd December 2016). Further information about the retention of care-experienced students is given below.

The university is pleased to have been invited to be a member of the national Governance Group for the National Ambition for Care Experienced Individuals and, within the region, we are a member of the Champions Board for the Care Experienced.

In 2016/17 the university will publish its Corporate Parenting Plan, which sets out our ambition to fulfil our duties as a Corporate Parent and improve the outcomes for those with care experience.

Following the small but steady growth in the number of Scotland-domiciled entrants with care experience (measure 4) the university has committed to targets for this group for the period of this Outcome Agreement. These targets are designed to match the SFC's national aspiration to raise the number of care-experienced entrants to the HE sector by 5% per annum.



Measure 4: The number and proportion of Scotland-domiciled undergraduate entrants with care experience

Performance 2011/12 – 2016/17 and targets 2017/18 – 2019/20

	Academic session								
	Performance						Targets		
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Number of Scotland-domiciled care experienced entrants	9	6	12	18	16	18	19	21	22

Commitment to students and staff who are carers

The university is committed to working with Carers Trust Scotland and to supporting the 'Going Higher in Scotland' campaign. Since 2015, opportunities for young carers to engage in our pre-entry outreach engagement activity have been prioritised.

In terms of our future commitment to students who are carers, the priorities are:

- the introduction of a question regarding carer status as part of enrolment from 2017/18 so that the scale of this issue can be assessed;
- joint activity between DELTA and RGU:Union to identify current student carers and publicise the support available; and
- extension of the model of support for care experienced students (described above) to student carers.

The university has a flexible working scheme that allows employees to request working arrangements or leave to suit individual circumstances such as caring responsibilities. The scheme recognises that in many cases such responsibilities may involve individuals who are not close blood relatives.

Proactively address gender balances in programmes, specifically those subject areas with severe imbalances (i.e. >75%)

In 2015/16 the SFC awarded the university £75,000 to support work relating to identification of gender inequalities and identification of potential measures to tackle these inequalities. The final project report made a series of practical recommendations to the SFC that took into account school years along with entry and completion of HE study:

- develop an engagement strategy, with schools as partners, to tackle gender imbalance from an early age. Key elements of this strategy will include:
 - *targeted activities at key stages / decision making points across the learner journey to address barriers to the uptake of non-traditional subjects*
 - *intensive support and activity at initial subject choice stage to challenge gender stereotypes and address unconscious gender bias*



- *support for teachers and parents to positively influence decision making*
- *a move away from one-off events to a longer term ambition for gender equality which makes links across partnerships and provides continuity of support for pupils*
- *information, advice and guidance to better inform and encourage pupils to consider courses and careers irrespective of gender;*
- continuity of support for pupils who select gender imbalanced subjects to build confidence and support progression in their chosen subject;
- embed an approach to tackling gender imbalance across all widening participation activity and prioritise gender equality in wider access strategy that will involve students to increase the visibility of males/females in non-traditional roles and act as positive role models for younger learners; and
- build on regional partnerships to work jointly to tackle gender imbalance at a local level, maximising the effective use of resources and developing coherent pathways for learners.

In line with the SFC Gender Action Plan, RGU seeks to achieve proportionate improvement in gender participation in the subject areas with a severe gender imbalance and to extend the approach to other subject areas as appropriate. The university will work towards meeting the SFC's aspiration that the number of subjects with extreme gender imbalance is halved by 2025/26. Alongside this, the university will also work towards the SFC's aspiration to reduce the gap between male and female participation in undergraduate study to 13.6% by 2019/20.

At RGU, the subject areas with a severe gender imbalance are Engineering, Computing, Nursing and Midwifery and Social Sciences. The university has taken on board development work to tackle its own incidence of gender imbalance. The first step was to translate the learning from the project. Actions being undertaken include:

- recruitment of a Project Co-ordinator to work with partner schools and academic departments to drive this work forward, in line with the SFC's Gender Action Plan;
- delivery of a new workshop by RGU, to S2 pupils to tackle gender stereotyping. This approach was agreed by all partner schools and is currently underway;
- pilot of the schools engagement strategy with Mintlaw Academy that will roll out to other partner schools;
- development of action plans with the Schools of Engineering, Nursing and Midwifery and Computing and Digital Media to tackle gender imbalance. The Schools of Engineering and Nursing and Midwifery have prioritised engagement with primary schools and again, this is underway and will be evaluated; and
- pilot of the introduction of STEM homework clubs with senior phase pupils in partner schools.

In addition, we are working with the Equality Challenge Unit as part of their 'Attracting Diversity' project.

Support learners from disadvantaged and under-represented groups to complete their programmes of study

The retention data for SDUE published by the SFC (latest date 2014/15) demonstrates success in comparison to the Scottish sector in terms of the retention of students from all backgrounds with the exception of BME. The completion rates of BME students will be considered further by the Equality and Diversity Advisory Group. The



university's performance in the majority of these groups goes further and meets or exceeds the Scottish sector average for all SDUE. For example, these figures demonstrate that the university has already met the SFC ambition for the retention of care experienced entrants to be within 5% of the sector average by 2018/19:

	Retention 2014/15 (full time SDUE)			
	RGU ¹		Scottish sector average ²	
	For specific group	For all SDUE	For specific group	For all SDUE
MD20/40	90.8%	92.1%	88.1%	90.5%
Care experienced	90.0%		82.7%	
Gender:				
Male	90.5%		88.8%	
Female	93.0%		91.8%	
Age:				
Under 21	92.6%		91.8%	
21 and over	90.2%		87.1%	
Disability	94.2%		89.3%	
Ethnic group:				
BME	89.7%		90.7%	
White	92.2%		90.5%	

¹ SFC March 2016

² SFC November 2016 (single year comparative analysis of national measures – all institutions)

The university's target is that the success rate of all Scotland-domiciled undergraduate entrants (SDUE) from protected characteristic groups and those with care-experience (measure 5) will equal that of SDUE as a whole, i.e. 92%.



Priority 2: High Quality Learning and Teaching

Excellence in teaching and learning

In the last Enhancement-led Institutional Review (ELIR), which was completed in 2016, the university received confidence in the current and likely future management of academic standards and quality of the student learning experience. In addition, the panel commended many aspects of our practices and approaches.

On an annual basis, through the course appraisal process, the university monitors a wide range of information relating to the quality of the student learning experience. The appraisal process is undertaken at course, school and university level with the aim that at each level the process identifies areas of strength and weakness and develops actions to address any shortcomings. The outcome of the process forms the basis of an annual report that the Board of Governors receive in December, which assures them of the steps being taken to enhance the student learning experience.

In addition, the university has a formal system of Institution Led Reviews, which covers all academic disciplines on a cyclical basis. The outcome of these reviews is reported by the Board to the SFC annually, as part of the Quality Enhancement Report.

The university's annual monitoring of academic quality involves detailed analysis of learner feedback and performance across a wide range of factors including student recruitment, satisfaction, attainment, retention and employability. In order to further enhance the use of data analytics across the institution, the university is investing in a new business intelligence system.

Supporting a successful economy with students who are well prepared and skilled with the ability, ideas and ambition to make a difference

The university's consistently high employability and graduate employability rates demonstrate achievement of its aim to provide qualifications that meet the needs of employers. In practice, this means that:

- careful consideration is given to sector Skills Development Plans through the Academic Development Committee and taught postgraduate developments in key Scottish Government priority areas such as computing, life sciences, fashion have been funded by the SFC;
- business and professional bodies are involved in the design of our courses and in the regular review of course content and materials;
- the involvement of professional bodies means that students have the most efficient route to professional body membership;
- mechanisms to accredit prior experiential learning and qualifications from outside the UK;
- a wide range of career development opportunities such as continuing professional development courses and bespoke course offers that accommodate the need to study whilst in employment;



- specific support for those who are unemployed and looking to take the opportunity to extend their range of learning and skills;
- on course employability skills training through work-related experiences, placements, real-life business projects; and
- provision of soft-skills enhancement for all students through My Career Toolkit.

Retention of students

Consideration of the retention of students is embedded within the annual course appraisal process and is overseen by the Quality Assurance and Enhancement Committee, a standing committee of Academic Council. The university has a record high of retention rates and in the last published data the university's retention rate was higher than both the Scottish sector average and the HESA benchmark for the university. It is included in the range of key performance indicators overseen by the Board of Governors.

The target set for the university is to meet or exceed its benchmark. The influencers of retention are complex and recruitment practices will be a factor, with the university entering clearing for some subjects for the first time in a number of years for entry in 2016/17.

Regular monitoring demonstrates that the retention of MD20/MD40 learners, entrants with care-experience, male entrants and entrants aged 21 and over is lower than the university's average for SDUE (see figures above). Additional support has, therefore, been introduced for this group. Management information has been updated to allow specific consideration of the achievement of different groups of students at School/Department and institutional level. Priority 1 (above) refers to the retention of students from other particular backgrounds.

The university's engagement in the Enhancement Theme on student transition has included a focus on early leavers, with specific emphasis on identifying at risk groups and providing these with targeted support. This work has resulted in new support being made available during the first 10 weeks of the academic year, which aims to tackle early withdrawal in particular. 'RGU Here for You' is designed to support wider access and articulating students. Eligible students receive targeted emails offering support prior to enrolment and during the first few weeks of the academic year. The service provides a named point of contact in the Study Skills Team who can respond to queries and concerns either via email or face to face. A further email shot is sent prior to the first exam diet.

From session 2017/18 a peer mentoring programme will be piloted with MD20 students during their first semester. Peer mentors will offer support with all aspects of settling in to student life.

The university participates in the SFC funded 'Back on Course' retention programme and has adapted its management information reporting to meet the needs of this programme.



Measure 6: The number and proportion of full time first year Scotland domiciled undergraduate entrants returning to study in year two

Performance 2011/12 – 2014/15 and targets 2015/16 – 2019/20

First year SDUE returning in year two	Academic session								
	Performance				Targets				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Number returned	1716	1770	1837	1974	1816	1816	1816	1816	1816
Number in previous year	1874	1927	1964	1818	1974	1974	1974	1974	1974
Proportion	91.6%	91.9%	93.5%	92.1%	92%	92%	92%	92%	92%

Student satisfaction

The university's performance over the last 4 years in the overall satisfaction question within the NSS has been consistently high and has exceeded both its NSS benchmark and the Scottish average, although its overall satisfaction score has declined slightly in the last two years.

The university is determined to prevent any further reduction in the score, indeed, as set out in the targets for this measure, the aim is to increase the results so that we meet 90% by 2019/20.

Detailed analysis of the survey results demonstrates that there are particular issues in relation to assessment and feedback and organisation and management. These have been identified as being institution level enhancement priorities and will be acted upon during 2016/17.

It is important to note that a number of subject areas including Health Sciences and Applied Social Science have consistently high satisfaction rates and are amongst those with the highest scores in Scotland and the UK. It is also worth noting that two subject areas (Art & Design and Computing) where there has been a sustained focus on improving engagement with students have seen the largest increases in student satisfaction in the last two years. This good practice will be extended to the subject areas where the scores are lower, with aim of enhancing the on course learning experience.



Measure 7: The difference between the individual institution's UK benchmark figure for students satisfied with the overall quality of their course in the National Student Survey (NSS)

Performance 2011/12 – 2015/16 and targets 2016/17 – 2019/20

	Academic session									
	Performance					Targets				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	
RGU benchmark	84%	84%	84%	85%	84%	TBC	TBC	TBC	TBC	
The difference (+/-) from the RGU benchmark figure	+3%	+3%	+3%	+1%	+2%	+3%	+3%	+3%	+3%	
Overall satisfaction score	87%	87%	87%	86%	85%	88%	89%	90%	90%	

STEM provision

The university has a wide range of STEM courses at undergraduate and TPG level. Alongside engineering, architecture and computing and digital media subjects, it provides a full range of health and social care pre- and post-registration courses. These graduates are in high demand from employers.

Performance as at December 2016 demonstrates that the university has met its target for SDUE enrolment onto STEM subjects, for the first time since the Outcome Agreement process started (this measure uses the SFC definition of STEM subjects). This is a significant achievement because the SFC's definition of STEM subjects is narrow, for example it does not include Pharmacy, Nursing or Architecture, all of which are included by the definition used originally by, for example, the ECU's Athena SWAN Chartermark. The university's proportion of SDUE to STEM subjects as per the SFC's definition in 2016/17 was 20.9%. If the wider definition is used, the proportion rises to 49.5%.

The university sees the number of entrants to STEM subjects remaining broadly stable over the period of the Outcome Agreement although, if a wider definition of STEM is considered, there are indications that nursing numbers may rise.

Moreover, it should be noted that many of the university's non-STEM graduates start employment within industries that have a strong STEM element, for example the oil and gas industry.



Measure 8: The number and proportion of Scotland-domiciled undergraduates to STEM courses

Performance 2011/12 – 2016/17 and targets 2017/18 – 2019/20 (FT and PT headcount) using SFC definition of STEM

	Academic session								
	Performance						Targets		
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Number of SDUE on STEM courses	414	506	526	418	432	479	452	452	452
Total SDUE	2197	2342	2,337	2255	2214	2290	2261	2261	2261
Proportion	18.8%	21.6%	22.5%	18.5%	19.5%	20.9%	20%	20%	20%

Employability - responding to current and future skills requirements

As already stated, the university is committed to providing the appropriate portfolio of courses for the region and beyond and to ensuring the currency and validity of those courses. The university's success is evidenced through a wide variety of actions and outcomes, including:

- high demand of the university's courses both by school-leavers and those articulating from college courses (see Priority 1);
- accreditation of such courses through professional and statutory bodies;
- close involvement of industry representatives in developing new courses and shaping current course changes;
- involvement of visiting lecturers from relevant sectors in the teaching of courses;
- active policy of recruiting academic staff from industry to ensure course relevance;
- extensive range and depth of staff networks within their sector/s;
- incorporation of work related experiences within the majority of the university's courses, which have been enhanced further through embedding Talent Exchange activity within the overarching employability and placement framework;
- new models of involving students with business, such as Business Connect;
- cognisance of the Skills Investment Plans produced by Skills Development Scotland;
- the university is the first in Scotland to confirm the structure of its Graduate Level Apprenticeships, which have been established with funding from Skills Development Scotland to address the national digital skills shortage with 30 fully funded places. The courses are planned to begin in May 2017; and
- the model used for the Access to Law programme, which was designed and is provided jointly with Ledingham Chalmers.

A significant feature of the university's course portfolio is the high demand for our graduates by employers. As noted above, this is due to a number of features of the university's provision, including the:

- close engagement with employers in the design and approval of all courses;
- high priority given to the provision of work-related experiences (including formal placements);



- involvement of industry practitioners including the close engagement with employers in the design and approval of all courses;
- involvement of industry practitioners, including professional bodies, in course delivery and assessment;
- provision of state-of-the-art teaching and training facilities;
- development of key transferable skills through the teaching and assessment practices involved in course delivery; and
- provision of effective careers education and support.

The university has developed its portfolio in areas relating to national skills priorities, for example the successful recruitment to the additional, fully funded taught postgraduate (TPG) places, the annual review of courses through the Course Portfolio Analysis process and the regular update of course content and titles overseen by the Academic Development Committee. 2016/17 will see enhancements to the Computing the Digital Media TPG courses and there are plans to extend Masters level provision for creative industries in 2017/18. We are working with the Chief Nurse's Office and NHS Grampian to spearhead a drive to improve recruitment to adult nursing in response to an acute skills shortage within the region.

For a number of years, RGU has been the highest performing non-specialist university in the UK for graduate level employment. The significant local impact of the worldwide reduction in the oil price has had a negative effect on the university's most recent (2014/15) DLHE score and we recognise that the change in the regional economy and the long term challenges that face the oil and gas sector in the UK Continental Shelf are likely to result in significant challenges for graduates to find local employment. The City Region Deal and other factors (see Priorities 3 and 4 below) mean that the university is working with external agencies to tackle these issues regionally. In addition, focussed activity has taken place within the university to enhance employability prospects inside and outside the region.

For these reasons, the decision has been taken to retain the target for graduate employability and/or further study (measure 9a) at 97%, recognising that this will be challenging. This reflects our determination to return to the previous level of employment and/or further study and to maintain this over future years.

For the first time, the SFC has established a separate measure (9b) relating to graduates entering professional occupations, i.e. graduate level employment (NB. this does not include further study). The 2014/15 DLHE results show that 67.3% of our Scotland-domiciled respondents to the DLHE survey secured a professional occupation six months after graduation. Again, this percentage has reduced slightly compared to previous years' performance, however, RGU remains the top performing non-specialist university in Scotland.



Measure 9a: The number and proportion of Scotland-domiciled graduates entering positive destinations (ie employment and/or further study)

Performance 2011/12 – 2014/15 and targets 2015/16 – 2017/18

	Academic session								
	Performance				Targets				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
HESA Employability PI	97.1%	97.7%	97.2%	96.5%	97%	97%	97%	97%	97%
Position in Scotland	1	1	1	3	1	1	1	1	1
Position in UK	1	1	1	=6	1	1	1	1	1

Measure 9b: the number and proportion of Scotland-domiciled graduates entering professional occupations (ie graduate level employment)

Performance 2012/13 – 2014/15 and targets 2015/16 – 2019/20

	Academic session					
	Performance			Targets		
	12/13	13/14	14/15	15/16	16/17	17/18
Proportion of SDUE entering professional occupations	73%	74%	67.3%	67%	70%	74%

Internationalise the student experience and enhance student mobility

As part of an integrated focus on work-related experiences, the opportunity for student exchange within the course portfolio will be actively investigated and expanded. The university participates actively in the Erasmus programme and the implications of Brexit for are being monitored closely, whilst action is being taken to increase the opportunity for exchanges outside the EU.

Support the training and development of the health and social care workforce with the skills and values to deliver high quality care in Scotland

The university provides courses across the a wide range of health and social care provision, including adult, children's and mental health nursing, midwifery, diagnostic radiotherapy, physiotherapy, occupational therapy, nutrition and dietetics, social work and applied social sciences.

Nursing and Midwifery

The School is delighted to receive additional funded places for nursing courses in 2017/18 and is working actively with NHS Grampian to promote nursing to young people.



The School of Nursing and Midwifery has worked closely with its NHS partners in Grampian, Orkney, Shetland, Highland and the Western Isles is supporting the development of advanced nurse practitioners. This has included the delivery of a number of non-medical prescribing and advanced clinical examination courses both of which are central to the development of 'out of hours' services. The school is in a good position to respond to the government's initiative to train 500 additional advanced nurse practitioners. In addition the school has received additional commissions for health visiting and district nursing the former directly related to government policy 'getting it right for every child'. The school continues to work with its NHS board partners to address the ongoing education and training needs of NHS nursing and midwifery staff, against the challenging backdrop of health and social care integration.

In acknowledgement of the higher than average non-continuation rate, the School has appointed dedicated staff to address issues relating to student experience and retention and this has already resulted in significant improvements in the retention of students.

Allied Health Professions

The undergraduate portfolio covers Diagnostic Radiography, Occupational Therapy, Physiotherapy and Nutrition and Dietetics at Honours level. The continuum of education is addressed through the work based Dip HE Radiographic Studies, offered to radiography support workers who have the option to transfer into year 3 of the Honours route; MSc Physiotherapy (pre-registration) which is open to students with a first degree and has been designed specifically to further support the Scottish skills requirements; and the the first UK doctorate of physiotherapy, which has been designed to support and build research capacity in practice.

The courses are all practice focussed with placements integrated at each stage and students can be placed in any of the 14 NHS regional boards, local authority, third sector and private organisations to give them a broad range of practice experiences to reflect the changing and integrated nature of health and social care. Employability and student satisfaction are high across the board. The challenges facing the health of the population are extensive, therefore, the MSc Public Health and Health Promotion is offered as a full time on campus course or online for those health professionals wishing to study while in employment. The CPD portfolio has been designed through extensive stakeholder engagement to meet not only the needs of service but to address current policy drivers with flexible, mainly online, modular delivery focussed around public health, vocational rehabilitation and Radiographic Reporting.

Applied Social Studies

The School of Applied Social Studies is the largest provider of Social Work education in Scotland and is regularly ranked highly in the National Student Survey and other national surveys such as League Tables. The relevance of the content of the School's Social Work programmes is based upon current practice and is designed to meet the Standards in Social Work Education and Key Capabilities in Child Care and Child Protection. Our close working partnerships with a variety of Social Work agencies, employers and practitioners ensure that courses are kept in line with changes in Social Work practice and remain up-to-date and relevant to the needs of the workplace. Academic staff are qualified and experienced Social Workers who have specialised knowledge of a wide range of Social Work settings.



Social Work courses must be approved by the Scottish Social Services Council (SSSC). The SSSC requires courses to meet the requirements of the Standards in Social Work Education (SiSWE) contained within the Framework for Social Work Education in Scotland document and the Scottish Credit and Qualification Framework (SCQF). The SiSWE prescribes the key elements of Scottish Social Work courses with regard to skills, abilities, knowledge, understanding and ethical standards. They incorporate significant elements of the Quality Assurance Agency for Higher Education's Benchmark Statement and the National Occupational Standards. In addition, approval is dependent upon the institution meeting the SSSC's Rules for Social Work Training.

British Sign Language

The university is aware of the British Sign Language (Scotland) Act and will participate fully in the development of the Scottish Government's action plan. To support this, a sub group of the Equality and Diversity Advisory Group is developing the university's own action plan. The main priorities of this plan will be access to the university (through its various information platforms) and to the curriculum.

Promote credit rating for provision on the SCQF

The consideration of the efficiency and effectiveness of the learner journey is central to RGU's approach to all of its academic provision, be it in the form of advanced articulation or bespoke continuous professional development for businesses.

The university has a well-established process for the accreditation of prior learning (including qualifications gained abroad) and the accreditation of experiential learning. These are an integral part of our admissions processes.

Recent significant developments have included:

- securing funding from the SCQF to investigate the options for credit rating the university's 'Access To' programmes; and
- the integration of the principle of advanced entry and accreditation of work-based learning is an inherent design characteristic of the new Graduate Apprenticeships in computing, which put the learner at the centre of course design and require minimum time to be spent in the university.

Changes to provision

Given the fact that the university's portfolio is in strong demand from applicants and employers, the university has no strategic plans to significantly alter the balance of its current provision.



Priority 3: World Leading Research

RGU has a strong track record of conducting impactful research on the fundamental questions facing society and in so doing, providing solutions that benefit business, industry, the economy and the people of Scotland and beyond.

World class facilities

RGU is home to world class research and training facilities including the Drilling and Rig Training (DART) facility (established with support from the SFC) with a DrillsIM-6000 simulator which will be complemented by the DrillsIM-5000 simulator, the world's first simulator designed for well decommissioning training; a state-of-the-art full metal laser sintering machine which completes our comprehensive suite of modern rapid-prototyping technologies; and an additional investment has been made in high performance computing to enhance capacity and capability in 'Big Data'.

International research leaders of tomorrow

To ensure that RGU is a place that trains, nurtures and develops the research leaders of tomorrow, major changes have been made in the way that postgraduate researchers are trained and supported. In 2015-16 a single Graduate School was established to replace the previous three schools.

The Graduate School now has a high profile location in the heart of the Garthdee Campus and is leading on the development of a new programme of training and support activities for postgraduate students and early career researchers which will be implemented progressively from 2017-2019. The intention is to provide both generic skills training and state-of-the-art discipline-specific training across all areas of the University's research portfolio.

RGU is engaged actively in the pan-Scotland AHRC and ESRC Graduate Schools. In addition, our ongoing commitment to supporting participation in the Aurora programme has been supplemented by RGU's own internal leadership programme. Researchers in Aberdeen Business School have had a significant influence on training in both the Accounting and Auditing professions.

Enhancing development and diversity

Closely coupled with the plans to develop leadership are plans and ambitions to tackle equality and diversity issues. RGU is in the process of applying for the Athena SWAN institutional bronze award for STEM and AHBLS (Summer 2017). All Heads of School have formally signed their commitment to supporting the post-May 2015 Athena SWAN principles. The recently established Women's Network is expected to play a key role. The priority is to achieve the institutional Bronze Award. Once that is secured, careful consideration will be given to an application for the HR Excellence in Research award.



Aberdeen City Region Deal

Together with Opportunity North East (ONE), and the University of Aberdeen, RGU will help shape and support the development of the Aberdeen City Region Deal (ARCD) and the 10-year investment in innovation, internationalisation, digital connectivity and infrastructure across the region.

One of the main goals of the ACRD is to support the region's position as a global oil and gas hub and to exploit the expertise in the company base and the region's two universities to create, develop and deploy innovative and transformative technology solutions to increase productivity and cut costs for the industry. At the same time, ACRD is intended to support the development of research capacity and capability in the two universities. Support for the oil and gas sector will be delivered through the Oil and Gas Technology Centre (*theogtc.com*) which was launched in February 2017. RGU will contribute to the OGTC in a variety of ways but a priority is to work with the OGTC and the University of Aberdeen to scope and deliver a Centre of Excellence in Late Life Extension and Decommissioning by the end of 2017 and a Memorandum of Understanding has been signed to that effect.

In addition, RGU is working on the economic diversification component of the ACRD, supporting the development of research and innovation in Life Sciences, Agri-Food and Data Analytics and the university has representation on the appropriate Boards.

A country of discovery

Throughout 2015/16 a range of measures were implemented to enhance research performance for any future REF exercise. In parallel with the restructuring of the university that has delivered a more accountable school-based structure, there has been an extensive exercise geared towards targeting staff resources to research activity, with the stated intention of building capacity and capability around the most able research leaders. By freeing time for focused research activity and providing improved facilities for research, REF has been targeted towards those with a track record of delivering research excellence. At the same time this strategy provides an improved research environment and support for early career research training and development.

Growing research income and enhancing REF performance

A more robust internal review of draft grant applications and manuscripts has been put in place with the intention of increasing the number of successful applications and delivering more high quality publications.

This internal review process has been complemented by a change in the support for research within RGU with the establishment of the Research Strategy and Policy Office, which reports to the Vice Principal (Research). The Research Strategy and Policy Office will support the identification and preparation of research grant applications to all major UK, European and International funding bodies. The intention is to provide targeted and bespoke support to individual researchers and to provide coordination support to major institutional projects (See the 'Orkney Project': a project for public benefit, below).

A notable development in supporting research excellence is the introduction of research sabbaticals. This programme started in January 2017, with two leading research professors starting a nine month sabbatical. During this time they will make significant contributions to major research initiatives in their own areas that will also bring benefits across the wider university including the 'Orkney Project' and, in conjunction with the Construction Scotland Innovation Centre, the Building Information Modelling (BIM) Hub (see Priority 4 below).



Research collaboration and interdisciplinary research

We make significant contributions to some of the Research Pools, notably SICSA and ETP. We would like to make contributions to other research pools where we have appropriate expertise but find the exclusive nature of some of the pools to be problematic. This is particularly the case with SULSA, where we believe we have much to gain from more direct involvement but also much to offer. In contrast, we have extensive and significant engagement with Scotland's Innovation Centre Programme (see Priority 4 below).

As part of our developing strategy RGU has committed itself to supporting and developing opportunities for interdisciplinary research, best articulated through reference to the developing 'Orkney Project'.

The 'Orkney Project': a project for public benefit

Following a number of smaller scale interactions between RGU and various stakeholders on the Orkney Islands, a wider collaborative effort has been launched with the help and support of both Highlands and Islands Enterprise and Orkney Islands Council.

Representatives from Orkney Islands Council, Highlands and Islands Enterprise and researchers from across all schools at RGU have defined a number of areas where RGU research expertise may be harnessed specifically with the intention of translating our research for the direct benefit of the people and businesses of Orkney. This programme of work is at an early stage with the current focus being on 'smart' buildings, health, transport and tourism.

The proposed collaboration received a significant boost in January 2017 with the announcement that Highlands and Islands Enterprise (HIE) and Orkney Islands Council (OIC) have entered into a partnership agreement and agreed to invest £6.5m in developing a 3.75 acre research and innovation campus in Stromness with the intention of growing research activity and support for companies on the Orkney Islands.

This project is at an early stage of development. Our expectation is that the collaborative research and innovation projects will be developed over the coming 18 months, in parallel with the development of the research and innovation campus, so that a portfolio of projects have been implemented by the time the campus is opened.

Another key strand of interdisciplinary research and collaboration is the Offshore Renewables Institute (www.offshorerenewables.ac.uk) which is a joint collaborative programme bringing together research expertise and facilities from RGU, the University of Aberdeen and the University of Dundee.

UK Concordat to Support Research Integrity

The university has taken cognisance of the provisions of the Concordat to Support Research Integrity within its *Research Governance and Integrity Policy*, which was approved by the University's Board of Governors in March 2016. In addition, in February 2016, the University published a *Statement on the Concordat to Support Research Integrity*. The Research Integrity and Ethics Sub-Committee has a remit to "maintain a watching brief of national initiatives, concordats, codes of practice and legislative requirements in respect of research governance, research integrity and research ethics, and advise the Research Committee as appropriate". Oversight of our compliance is monitored by the University's Research Committee, a standing committee of the University's Academic Council.



Enhance public and cultural engagement and contribute to public policy and public sector delivery

The university has a significant cultural engagement within the North-East of Scotland. It organises the region's visual arts and design festival, Look Again, now in its third year of operations. This festival has attracted significant funding from Creative Scotland and significant artists from around the world and aims to provide career pathways and development for local artists. Additionally the university is a key partner in the development of Aberdeen City's new cultural strategy and a key partner with Aberdeen City Council in the delivery of the existing strategy, most notably through operating MAKE (the North-East Scotland digital fabrication laboratory) on behalf of the Council.

Measures associated with Priority 3

The university is predicting a gradual growth in research postgraduate student numbers (measure 10) and will keep these targets under review depending on funding developments.

The targets for the total amount of income from UK Research Councils (measure 11) reflect a steady growth, as do those for the total research income from all sources (measure 12).

Measure 10: Number of research postgraduate students

Performance 2011/12 – 2015/16 and targets 2016/17 – 2019/20

	Academic session								
	Performance					Targets			
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Research students (FTE)	161	189	182	182.2	157	165	175	185	195

Measure 11: Total income from UK Research Councils

Performance 2014/15 – 2015/16 and targets 2016/17 – 2019/20

	Academic session					
	Performance		Targets			
	14/15	15/16	16/17	17/18	18/19	19/20
Total income from UK Research Councils	£385k	£295	£333k	£350k	£400K	£500K

Measure 12: Total research income from all sources

Performance 2014/15 – 2015/16 and targets 2016/17 – 2019/20

	Academic session					
	Performance		Targets			
	14/15	15/16	16/17	17/18	18/19	19/20
Total research income from all sources	£2,298k	£2,421k	£2,930k	£3,100k	£3,300k	£3,500k



Priority 4: Greater Innovation in the Economy

Scotland's economy is stronger

RGU is known as a business-friendly university. It works closely with business and industry across the whole spectrum of its activities from undergraduate and postgraduate teaching through to continuing professional development, research and innovation. The university is committed to its role in contributing to a stronger economy and helping to boost Scotland's innovation performance to match the levels of the best performing countries in the OECD.

As evidenced below, and elsewhere in this Outcome Agreement, RGU already has a well-established culture of collaboration with other universities, with North East Scotland College and with a wide range of businesses. Over many years RGU has made significant contributions to research commercialisation, which has helped improve productivity, competitiveness and growth of local, national and international businesses. Such activities are a core component of RGU's innovation portfolio and will remain central to its strategy.

Engaging with the innovation landscape in Scotland: City Region Deal

A wide range of efforts are underway to support the Innovation agenda within the developing Aberdeen City Region Deal. RGU is involved with other stakeholders including the University of Aberdeen in several key areas and notably the development of the Oil and Gas Technology Centre, Life Sciences, Agri-Food and Data Analytics. At this stage the major commitment is staff time to help scope the key aspects of the programmes to be developed in each of these areas and the identification of key intellectual assets and facilities that can support activities in each of the areas. A parallel exercise is underway to identify the contribution that the university can make to skills provision in these areas (see also Priority 3 above).

Engaging with the innovation landscape in Scotland: Innovation Centres

The focus on industry relevant research places the university in an excellent position to engage effectively with Scotland's Innovation Centres and contribute directly to the Innovation Scotland Action Plan. For an institution with a relatively small research base, the extent of engagement is significant. RGU is the Oil and Gas Hub for DataLab, and has contracts or projects with OGIC, DHI, IBioIC and CSIC, is in the process of increasing the engagement with CENSIS and is exploring options for closer links with SAIC.

Through the partnership with CSIC, the university is in the process of establishing a Building Information Modelling (BIM) Hub to be located at RGU. BIM is both a core opportunity and challenge for the architecture, engineering and construction (AEC) industries. The BIM Hub will contribute to the national agenda to establish a Digital Built Britain.

This sits within the context of national debate, where the recent Farmer review of innovation in the construction labour market ('Modernise or die') stresses that the industry needs to embrace new technology, but within the context of a willingness to collaborate.



Notably the university delivered a first for the sector by securing an OGIC and DataLab joint award for a project, reflecting the needs of the industry for an interdisciplinary approach which is supported through the university's renewed focus on interdisciplinary research.

The university is committed to working with SFC and the Enterprise Agencies to help implement the recommendations of the Reid review of the Innovation Centres. The level of engagement with the majority of the Innovation Centres demonstrates our commitment to engaging as much of the RGU base as possible in their work. RGU is convinced of the scope for additional Innovation Centres and would wish to explore the extent to which the engagement of colleges, and in particular North East Scotland College, in the Innovation Centres Programme can be facilitated.

Engaging with the innovation landscape in Scotland: Interface and Innovation Vouchers, Knowledge Transfer Partnerships

In addition to hosting the DataLab Hub, the university hosts staff from Interface, the national knowledge connection for industry, and provides support to CENSIS' business development staff. RGU also hosts the North of Scotland KTP Centre. These initiatives will help to increase RGU's interaction with industry and in particular the SME community in Scotland.

The university will explore ways to benefit from the recently established sector approach by Interface. This approach acknowledges the particular structures of the sectors, supporting engagement with the Food and Drink, Creative, and Tourism sectors using 1-1 collaborative relationships as well as other forms of collaboration. These sectors are all key to the economic development of the Aberdeen and Aberdeenshire region.

The targets for innovation vouchers (measure 13) reflects the university's aim to grow this area and to extend the options available to include Follow On IVs and H2020 IVs.

Delivering the Innovation Scotland Action Plan

The Scottish Government has recently updated the Innovation Action Plan for Scotland, which is being delivered through the SCOTLAND CAN DO framework, Boosting Scotland's Innovation Performance: An Innovation Action Plan for Scotland (www.gov.scot/Publications/2017/01/5181). The key components of this plan are to:

- directly encourage more businesses to innovate;
- use public sector needs and spend to catalyse innovation;
- support innovation across sectors and places; and
- make best use of University research knowledge and talent to drive growth and equip Scotland's people with the tools and skills needed to innovate.

Priority 3 above and the narrative within this section of the Outcome Agreement make it evident that the university is engaged actively in actions to deliver on the Innovation Scotland Action Plan, some of which are being delivered within the context of the Universities' Scotland five point Innovation Action Plan. RGU is engaged directly in a sustained dialogue with Scotland's priority economic sectors. Working through the Universities Scotland Research and Commercialisation Directors' Group (RCDG), contract negotiations are harmonised and simplified and through close engagement with Interface and contributions to the Aberdeen City Region Deal (ACRD) RGU



has been simplifying business access to university knowledge. Similarly, RGU has been raising awareness of the opportunities for business arising from university knowledge, particularly in the context of the ACRD.

To date RGU has had limited success in spin-out company formation. Licensing and spinout company activity will be pursued whenever opportunities arise. The university will renew its efforts to grow the number of Knowledge Transfer Partnerships in collaboration with key SME partners. KTPs are seen as a significant area of growth for RGU and we will seek to expand the number of schools across RGU that contribute their expertise to the company base through KTPs. This will enhance the university's position as one of Scotland's most successful institutions in securing funding in this key collaborative translational research programme. The university is achieving planned growth in the uptake of Innovation Vouchers to support university-SME interaction. The focus on expanding the number of new partnerships established with SMEs through contributions to Innovation Vouchers will continue, along with the successful conversion of Innovation Voucher projects into continued university-SME collaborations by making more pro-active referrals.

University Innovation Fund (UIF)

RGU is engaged in delivering on the key priorities identified by the SFC for the UIF and where appropriate has been working with the sector, through RCDG, on the collaborative national activities. Specific actions being taken by RGU that will continue to form a major part of our focus in the next three years are highlighted below:

University Innovation Fund: Enterprise and Entrepreneurship

The university is committed to the promotion of entrepreneurial opportunities to students during their studies through co-ordination and the development of the entrepreneurial activities across the campus in schools; along with collaborative, cross-disciplinary projects to define and develop our north east enterprise ecosystem. Ways of capturing the undergraduate and postgraduate student start-up activity are improving. The university is looking at ways to maintain and enhance a sustained student entrepreneurship society.

The university has increased the development opportunities for and uptake of entrepreneurial training and education by actively connecting to the national support network (SIE, Enterprise Campus, Converge Challenge, Scottish Enterprise) and tracking this progress by capturing relevant metrics. The intention is to further increase this interaction over the next three years. Promotion of the Converge challenge has resulted in a top 30 place for a start-up company, SEIN CLLN, that is linked to the university. The university will continue to host an annual public Entrepreneurship Lecture and support delivery on various taught entrepreneurship modules.

The North East Articulation Hub brought together staff from RGU and North East Scotland College to share experiences of approaches and activities which support the development of students' entrepreneurship skills. A number of specific actions have been agreed to augment existing activity.

Further support for enterprise and entrepreneurship is being delivered through the university's digital incubator which was launched in April 2015 as a part of Aberdeen City Council's Accelerate Aberdeen programme, alongside the hubs run by the University of Aberdeen (ABVenture Zone) and Elevator (previously ENET), using £1.5m of funding from the Department of Culture, Media and Sport's (DCMS) Super Connected Cities



programme. The university provides tenants with access to a network of mentors and physical space equipped with cutting edge digital technology. A growing list of tenants, a mix of young SMEs and pre-incorporation undergraduate and postgraduate student ventures, have been using the incubator to develop business ventures in areas such as the optimisation of the scheduling of offshore supply vessels; development of apps; tourism; and the development of a VoIP technology venture. The university actively encourages the tenants to benefit from the national enterprise support that is available by engaging with organisation such as Enterprise Campus, SIE, Converge and Scottish Enterprise. The incubator also has a central role in university teaching and forms an integral part of a module on Entrepreneurialism in the Digital Economy with a view to supporting the university's graduate employability metrics and building industry links. The incubator hosts the undergraduate students who carry out a hands on enterprise project to fulfil the requirement of the 3rd year Business curriculum for engagement with an employer (Connect to Business).

MAKE, the digital fabrication Hub, was established by Aberdeen City Council at the request of the UK Department of Culture, Media and Sport to deliver such a centre within the City. The MAKE Digital fabrication Hub is managed and run by RGU and is an open access centre that offers high-end, digital manufacturing processes and expertise. The model supports hi-tech SMEs in advanced manufacturing, digital production, software and hardware development and designer/makers. MAKE contributes to the implementation of the Scottish Government's Manufacturing Action Plan (www.scottish-enterprise.com/knowledge-hub/articles/insight/scotlands-manufacturing-action-plan) and the Innovation Scotland Action Plan by supporting innovation in product design and SMART manufacturing, in part by encouraging and supporting more manufacturing businesses to invest in product, process, service and workplace innovation.

RGU runs MAKE and its goals align closely with other funded initiatives aimed at supporting the development of a wider eco-system in the Aberdeen region. It also links directly to the enhancement of the university's outreach programme with schools that underpins our commitment to achieve the Outcome Agreement targets related to widening participation. The hub also provides exciting opportunities for staff to engage in wider scholarship and public engagement associated with their work. The hub has further potential to support SMEs with their design and digital manufacturing needs, either directly or through referral. In this respect, it is worth noting the connection that is being made with the High Value Manufacturing Catapult.

As articulated above RGU is using the UIF to underpin its strong commitment to supporting the Innovation Scotland Forum's action plan and Universities Scotland's 5-point action plan and to work collaboratively to support the design and adoption of innovative new approaches to exploiting the research base. We are collaborating with the sector to assist step change both regionally and nationally.

University Innovation Fund: Priority Actions

In respect of the UIF Priority Actions the University has made good progress in a number of areas, notably:

- using Auril's tools an analysis of the skills gap of Enterprise and Innovation officers was completed and will now be mapped against the professional development available to University Enterprise & Innovation officers;
- RGU continues to engage with the SME community through a wide variety of mechanisms including Interface. The SFC funded Talent Exchange project delivered a large amount of new SME interactions, most notably in the form of placements and work related experiences but it also opened up opportunities for the use of Innovation Vouchers;



- the transition from transactional to strategic relationships between universities and business/industry sectors is being addressed through continued emphasis on KTPs, Innovation Vouchers, the delivery of the ACRD and optimal alignment of capabilities to allow maximum benefit from the ACRD implementation;
- the university is committed to match the funding it receives through the Platform Grant to enable a supporting infrastructure in business development and research and enterprise support; and
- identification of UIF progress measures: significantly improved connectivity with the local and national enterprise support network including SIE, Converge, Enterprise Campus and Scottish Enterprise; improved visibility of student enterprise activity through our digital incubator; and enterprise activity and SME interaction through MAKE and other activities.

Measure 13: The number of SFC innovation vouchers (IVs), Follow on IVs and H2020 IVs

Performance 2014/15 – 2015/16 and targets 2016/17 – 2019/20

	Academic session					
	Performance		Targets			
	14/15	15/16	16/17	17/18	18/19	19/20
Number of SFC IVs	0	3	7	8	8	10
Number of follow on IVs	0	0	0	0	1	1
Number of H2020 IVs	0	0	0	0	1	1

Measure 14: Individual HEI UIF measures – the number of knowledge transfer partnerships secured

Performance 2014/15 – 2015/16 and targets 2016/17 – 2019/20

	Academic session					
	Performance		Targets			
	14/15	15/16	16/17	17/18	18/19	19/20
Number of KTPs secured	11	10	7	8	8	10



Priority 5: High Performing Institutions

The Board of Governors has clear ownership of institutional sustainability through its approval of the university's strategy, associated strategic statements (which outline the university's ambitions around particular themes) as well as the business plan, which provides details and milestones for the implementation of the strategy. The current strategy of the university is measured through ten key performance indicators, against which an annual report of progress is compiled. Four national performance from the Outcome Agreement are included within these indicators (student success, proportion of SDUE from MD20/40 backgrounds, student satisfaction and graduate destinations).

An update on progress against the major milestones and their associated actions within the business plan is considered by the Board at each of its meetings. The Board also receives information about progress against the university's operating plan, which contains detail on activities to achieve specific milestones.

Active promotion of sustainability to meet or exceed targets for reduced carbon as set out in legislation

The implementation of the second Phase of the Garthdee Masterplan (the relocation of the Scott Sutherland School of Architecture to Phase 2 of the Sir Ian Wood Building) and other smaller scale energy saving initiatives resulted in a 9% reduction in electrical consumption and 3% reduction in gas consumption for the campus with a resulting in a saving of 796 tonnes CO₂ emissions.

As part of the university's ongoing commitment to carbon reduction/energy efficiency a range of campaigns have been running consistently for the past two academic years, many of which were developed jointly with the Students' Association. Examples include:

- the annual halls of residence energy challenge (monitors installed in all flats with the challenge to have the lowest energy usage during the year);
- staff and student transport initiatives (car share scheme with reduced permit charges and dedicated parking spaces in all car parks, reduced fares on public transport, bike to work, and cycling initiatives on site); and
- poster campaigns across the university highlighting the potential to save energy by simply remembering to "switch off equipment when not in use" and a campaign to promote sustainable travel.

RGU continued its development of a feasibility study into the use of a Combined Heat and Power, renewable energy package and has identified savings of 1400 tonnes CO₂ per annum (based on current grid carbon levels). A formal proposal will be developed during 2016/17 to seek approval for further development of this project.

Reductions in waste, business travel and supply chain (scope 3 emissions) have been achieved through the relocation of all academic activities to the Garthdee Campus and the consequent vacation of older, less energy efficient buildings within the city centre.



Plans for coming years include the ongoing development of recycling and re-use initiatives in all current "waste streams" (including food waste) by increasing staff/student awareness and through expansion of the current recycling bin network.

During 2016 RGU took delivery of two electric vehicles via the local Co-wheels car club on a trial basis in order to assess whether this would reduce the CO₂ emissions created by staff undertaking car travel for business purposes. Should the trial be successful, the fleet will be expanded and developed. Two electric vans are in use for local transport requirements for mail, facilities and materials distribution.

In addition there will be continued initiatives in relation to reducing 'lone car' travel to and from the University, with the aim being to increase the number of car shares by reviewing subsidies and/or car parking charges. Active promotion of use of public transport and co-operation with local bus companies will also be undertaken to try and increase public transport use.

Due to major changes in the RGU Estate (disposal of older, high energy use property and development of new facilities), the university will review and update its baseline for carbon emissions in 2016/17.

The university is not involved in any of the 3 HE Carbon Reduction Programmes.

Measure 15: Gross carbon footprint (3 year period)

Performance 2011/12 – 2014/15 and targets 2015/16 – 2019/20

	3 year period ending						
	Performance		Forecasts				
	13/14	14/15	15/16	16/17	17/18	18/19	19/20
Gross carbon footprint – tonnes	23,818t	22,498t	20690t	20,085t	19,281t	18,477t	17,723t

Address statutory requirements to eliminate discrimination, advance equality of opportunity and foster good relations

As part of the development of revised equality outcomes, the university's Equality and Diversity Advisory Group has reviewed progress against its existing outcomes. In light of this and a range of evidence arising from its annual monitoring exercises over the last four years, revised outcomes have been agreed. The revised equalities outcomes are aligned with the university's new strategy:

- **Our university:** actively embrace diversity and equality through the student and staff experience;
- **Breaking down barriers:** increase access for learners traditionally facing greater barriers to higher education;
- **Achieving graduate employability:** shape creative, professional and engaged individuals;
- **Supporting student success:** support learners through each step of their educational pathways; and
- **Enriching the student experience:** unleashing individual potential through a complete RGU experience.



The Board of Governors is committed to achieving a broad gender-balanced and recent appointments have increased the number of female members to 40% of the Board.

The Board has held a joint briefing session with the Court of the University of Aberdeen and the Board of Management of the North-East Scotland College on equality and diversity duties, which was led by the Equality Challenge Unit. Following this briefing the Board undertook its first anonymous equality and diversity monitoring. In addition, members of the Board and the Executive have received training in unconscious bias.

The university has undertaken a gender pay audit most recently based on data from 3 February 2017. This shows that the university's current gender pay gap when using the mean average hourly rate of pay is calculated as 15.98% which is a decrease of 2.06% when compared against data from 2016, although the figure is 1.88% higher than the 2014/15 average across the UK higher education sector. The university remains committed to improving the gender pay gap and the new Equality Outcomes covering the period 2017-21 will include a number of actions aimed at reducing this gap further, these include:

- make available to staff and job applicants, information on the university's approach to equality and diversity and any specific services available;
- provide unconscious bias training to staff involved in the recruitment and selection process;
- undertake biennial reviews on the justification for, and level of, individual attraction and retention premiums;
- continue to review the use of gender neutral language during the recruitment process; and
- continue to identify and address anomalies within historic pay arrangements.

Use data and consultation processes to evidence and address under-representation of protected characteristic groups

In its equality and diversity monitoring, the university uses the following sources of evidence:

- statistical data on the demographics of the student body including the changing demographics of that body with new cohorts of students;
- quantitative and qualitative data from a range of student experience questionnaires, including the National Student Survey, the university's own survey and the international and distance learning student barometers;
- student achievement data (this measures overall student transition between academic years at undergraduate level and stages at postgraduate level and also examines good honours degree outcomes);
- student employability data from the university's data submission to the HESA (Higher Education Statistics Agency) destination of leavers in Higher Education survey;
- a range of statistical data on the demographics of the staff body examining range of staff at different levels within the organisation and in different disciplines as well as representation amongst the senior management team and the university committee structure;
- the university's equal pay audit information which has examined the pay of staff by gender since 2006 and by disability, age and race since 2010; and
- a specific question concerning student and staff experiences of discrimination contained within the annual student experience questionnaire and the biennial staff commitment survey.



These data are supplemented by a number of other mechanisms for capturing staff and student feedback on their experiences on a more ad hoc basis:

- student complaints and appeals;
- staff grievances and disciplinary issues; and
- Students' Association meetings with the Principal.

Annually the university considers the whole range of its equality monitoring data through two main processes:

- a central review of the data is undertaken by a sub-group of the university's Equality and Diversity Advisory Group which draws out the main themes from the previous year's data set and, where appropriate, recommends appropriate actions to address any areas for particular concern; and
- individually, the university's Schools and Departments review the data sets that relate to their specific activity. In the academic areas of the university this is referred to specifically in the annual appraisal process. In the professional support departments this is reported to the appropriate monitoring group within the university, for example staffing issues are monitored through the Staff Governance Committee and research matters through the Research Committee.

Are securing value for money in the use of public funding (including through joint activities, shared services and better procurement)

The university's Value for Money strategy is reviewed annually by the Executive and approved by the Audit Committee, which receives an annual VfM report in each June. The strategy underpins and supports many of the activity reviews that the university has undertaken. Some of the major initiatives that were undertaken during the course of the last academic session included:

- benchmarking of support services: a periodic benchmarking exercise undertaken by Tribal Consultants suggested that support services are to a large extent not over invested or overly resourced with staff, but that in academic areas there was significant over resource of staff when the revenue base was compared to benchmark groups;
- voluntary severance scheme: the university's recent voluntary severance scheme resulted in around 100 staff leaving the university at a recurrent saving of £4.5m. It is likely that during the coming academic session there will be further re-profiling of staff, particularly in some of the support service areas;
- portfolio analysis: through the Academic Development Committee, the university periodically reviews the coherency of its academic portfolio. This process ensures that new course development and course cessation maximises the university's efficiency and effectiveness of learning and teaching delivery. During the course of the 2015/16 academic session 12 courses were ceased and 9 courses were suspended pending review with effect from the 2016/17 academic session;
- campus development: one of the major drivers of the campus development has been to increase effectiveness of academic provision and increased energy and space efficiency due to co-location of all university activity on one campus. During the course of the 2015/16 academic session the new Scott Sutherland School of Architecture and the Built Environment opened. Over the course of the 2016/17 academic session, it is planned that the remaining support services will be relocated from Schoolhill to the Garthdee House Annex;



- energy management: between August and February of this year, as a result of a variety of mechanisms, an 18% reduction in energy usage has been observed leading to an approximate £150k saving to the university. A pilot energy awareness campaign ran for a month in the Central Services Building and resulted in a 40% reduction in electricity usage (a 33% revenue saving). This positive result has led plans to replicate such campaigns across the rest of the campus;
- procurement and APUC: all the university's procurement effort is aimed at ensuring value for money is obtained from our purchases of goods and services. The university and college sectors have also centralised resources in the form of APUC (Advanced Procurement for Universities and Colleges) for major procurement needs. The university is engaged fully in APUC; and
- internal audit: part of the remit of the internal audit service is to review the value for money aspects of the activities audited. This involves ensuring that testing for the economy, efficiency and effectiveness of particular management or systems controls is part of the scope of all internal audits.



Annex

Robert Gordon University Outcome Agreement 2017/18 – 2019/20: Summary of targets for the national performance measures

NB. The university has set particular targets for the measures below, which are expressed in bold type. The figures derived from these targets are provided in italic type.

National Measure	2014-15 (Actual)	Target 2017-18	Target 2018-19	Target 2019-20
Measure 1: Articulation - The number and proportion of Scottish-domiciled learners articulating from college to degree level courses with advanced standing				
Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes	734	593	593	593
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with advanced standing	490	400	400	400
Proportion of Scottish-domiciled HN entrants articulating with Advanced Standing	66.8%	67.5%	67.5%	67.5%
Measure 2: Deprivation - The number and proportion of Scottish-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes				
Total number of SDUEs with known postcode	2260	2245	2245	2245
SDUEs from 20% most deprived postcodes	163	154	167	180
SDUEs from 40% most deprived postcodes	396	423	436	449
Proportion of SDUEs from 20% most deprived postcodes	7.2%	6.9%	7.4%	8%
Proportion of SDUEs from 40% most deprived postcodes	10.3%	12%	12%	12%
Measure 3: SHEP Schools - The number and proportion of Scottish-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)				
Total SDUEs	2261	2245	2245	2245
Number of SDUEs from SHEP schools	81	100	105	110
Proportion of SDUE from SHEP Schools	3.6%	4.3%	4.6%	4.8%



National Measure	2014-15 (Actual)	Target 2017-18	Target 2018-19	Target 2019-20
Measure 4: Care-Experienced – the number and proportion of Scotland-domiciled undergraduate entrants with care experience				
Total SDUE		2245	2245	2245
Number of SDUE with care experience	18	19	21	22
Proportion of SDUE with care experience		0.85%	0.94%	0.98%
Measure 5: Retention by Protected Characteristics - The number and proportion of full-time first year Scottish-domiciled entrants from different characteristic groups returning to study in year two				
Deprivation				
MD20 full-time first year SDUE	127	120	130	140
MD20 full-time first year SDUE Retained	115	110	119	128
Proportion MD20 retained	90.6%	92%	92%	92%
MD40 full-time first year SDUE	327	330	340	350
MD40 full-time first year SDUE Retained	297	303	313	322
Proportion MD40 retained	90.8%	92%	92%	92%
Gender				
Male entrants	707	707	707	707
Males Retained	640	650	650	650
Proportion of Males retained	90.5%	92%	92%	92%
Female entrants	1267	1267	1267	1267
Females Retained	1178	1166	1166	1166
Proportion of Females retained	93.0%	92%	92%	92%
Age				
Under 21 Entrants	1537	1537	1537	1537
Under 21s Retained	1424	1414	1414	1414
Proportion of Under 21s retained	92.6%	92%	92%	92%
21 and over Entrants	437	437	437	437
21 and over Retained	394	402	402	402
Proportion of 21 and over retained	90.2%	92%	92%	92%



National Measure	2014-15 (Actual)	Target 2017-18	Target 2018-19	Target 2019-20
Ethnicity				
Entrants - White	1858	1858	1858	1858
White - Retained	1714	1709	1709	1709
Proportion retained - white	92.2%	92%	92%	92%
Entrants - BME	116	116	116	116
BME - Retained	104	107	107	107
Proportion retained - BME	89.7%	92%	92%	92%
Entrants - Ethnicity not known	0			
Not known/refused - Retained	0			
Proportion retained - Ethnicity not known				
Disability				
Entrants - No Known Disability	1683	1683	1683	1683
No Known Disability - Retained	1544	1548	1548	1548
Proportion retained - No Known Disability	91.7%	92%	92%	92%
Entrants - Disability	291	291	291	291
Disability - Retained	274	268	268	268
Proportion retained - Disability	94.2%	92%	92%	92%
Entrants - Not known/refused	0			
Not known/refused - Retained	0			
Proportion retained - not known/refused				
Care experienced				
Entrants - Care experienced	10	11	12	13
Care experienced Retained	9	10	11	12
Proportion retained – Care experienced	90.0%	92%	92%	92%
Measure 6: Retention - The number and proportion of full-time first year Scottish-domiciled undergraduate entrants returning to study in year two				
Total number of full-time first year SDUE	1974	1974	1974	1974
Number of full-time first year SDUE retained	1818	1816	1816	1816
Proportion retained	92.1%	92%	92%	92%



National Measure	2014-15 (Actual)	Target 2017-18	Target 2018-19	Target 2019-20
Measure 7: Satisfaction - The difference (+/-) from the individual institution's benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	86	86	88	90
% Benchmark	85	85	85	85
+/-	1	+1%	+3%	+4%
Measure 8: STEM - The number and proportion of Scottish-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	18.6%	20%	20%	20%
Number of SDUE to STEM courses	421	452	452	452
Info: Total SDUE	2261	2261	2261	2261
Measure 9a: Graduate Destinations - The number and proportion of Scottish-domiciled graduates entering positive destinations				
Info: The number of Scotland-domiciled respondents	1375	1375	1375	1375
Proportion of graduates in positive destinations	96.5%	97%	97%	97%
Number of graduates in positive destinations	1327	1334	1334	1334
Measure 9b: Graduate Destinations - The number and proportion of Scotland-domiciled graduates entering professional occupations				
Info: The number of Scotland-domiciled respondents	1375	1375	1375	1375
Proportion of graduates entering professional occupations	67.3%	68%	70%	72%
Number of graduates entering professional occupations	926	935	963	990
Measure 10: The number of research postgraduate students	183	175	185	195
Measure 11: Total income from the UK Research Councils	£385k	£350k	£400k	£500k
Measure 12: Total research income from all sources	£2,298k	£3,100k	£3,300k	£3,500k
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs and H2020 IVs				
Innovation Vouchers (IVs)	0	8	8	10
Follow-on IVs	0	0	1	1
H2020	0	0	1	1
Measure 14: UIF - Individual HEI UIF progress measures and sector wide reporting				
Number of Knowledge Transfer Partnerships	11	8	8	10
Measure 15: Carbon - Gross carbon footprint (3-year period)	22498t	19,281t	18,477t	17,723t

