Universities Scotland

Delivering for Scotland 2013/14

The second round of university outcome agreements

Preface

"We are building on firm foundations of achievement from our many years of commitment to Scotland's success"

Scotland's universities[1] are looking towards the next academic year with a high level of ambition for the outcomes they will deliver in return for Scottish Government funding.

Institutions' outcome agreements, the product of constructive and stretching negotiation with the Scottish Funding Council (SFC), set out commitments that reflect an innovative, diverse sector that is committed to a step change in the opportunities it offers to learners and in its impact in the economy and society. We are building on firm foundations of achievement from our many years of commitment to Scotland's success, and from the initial round of outcome agreements published last year.

I am pleased that, as we look towards its third year, the outcome agreement process now offers a process for 19 different institutions to agree and demonstrate their unique contributions to Scotland. This summary provides highlights from the rich and diverse range of achievements and commitments that the sector's agreements represent.

Overall, the sector can look ahead to the coming academic year with pride in its commitment to:

- deliver a step change in widening access, with additional places created to facilitate an increase of as much as 15 per cent in recruitment of students from the most challenged backgrounds;
- create opportunities for an additional 1,020 college students to articulate directly into year two or three of university;
- deliver stretching ambitions to ensure that learners from the most challenged backgrounds successfully complete their studies;
- establish additional, innovative links with schools that will transform choice and opportunity for learners;
- Support the needs of care leavers;
- have over 1,100 additional students on courses targeted specifically at the skills needs of key sectors of the economy;
- continue to innovate in teaching and learning to ensure that employability and entrepreneurship are an important element of all students' learning;
- create new and innovative approaches to providing students with an international experience, including study overseas;
- maintain an international reputation for excellent, impactful research, as evidenced in the Research Excellence Framework, in the face of strong and growing global competition;
- deepen and broaden engagement with Scottish business, including the 'game-changing' opportunities presented by Innovation Centres across Scotland's key industrial sectors.

Looking further ahead, the outcome agreement process needs to be allowed to evolve to allow a multi-year perspective that demonstrates the step changes we seek. Our approach to target setting must both demonstrate national outcomes and support institutions in responding to the particular needs of individual learners and businesses. To achieve this it needs to be based firmly on the initiative of institutions, suitably challenged by SFC, to work out how best they can contribute to priorities for the nation's success.

Professor Pete Downes
Convener, Universities Scotland
Principal & Vice Chancellor, University of Dundee

[1.] Scotland has 19 higher education institutions of which 16 are universities and three are higher education institutions. The term "university" is used throughout this document as shorthand but should be understood to mean all 19 higher education institutions for these purposes.

Background

Scotland's higher education institutions (HEIs) are a key sector in Scotland's economy, delivering sustainable economic growth, effective public services and a vibrant cultural and civic life.

The sector works in a global setting, creating an annual economic impact of £6.7bn GVA[2] including £1.3bn of export earnings from outside Scotland. The sector's excellence in teaching and research supports indigenous business and is a regularly cited reason for companies choosing to locate in Scotland.

Outcome agreements between the Scottish Funding Council and individual HEIs have been introduced as the main process in delivering and demonstrating universities' impact from Scotland's public investment in the sector. The publication of a second year of agreements has demonstrated that the process itself is evolving positively and is becoming a robust approach for the 19 different Scottish HEIs to set out their distinct contributions to the Ministerial priorities identified in 2011:

- access for people from the widest possible range of backgrounds;
- efficiency of the learner journey and improved retention;
- excellence in research
- improved university and industry collaboration and the exploitation of research;
- equality and diversity;
- the coherence of the pattern of provision; and
- the entrepreneurial and employability skills of graduates.

The second round of outcome agreements follows on very closely from the publication of first round in December 2012. This has left a very short period for universities to develop further initiatives. Institutions have risen to that challenge, and the outcome agreements published today represent a significant advance in universities' commitments.

[2] Biggar Economics research for Universities Scotland May 2013.

In order to provide as concise an overview of 19 different outcome agreements as possible, we have grouped these priorities into three different sections within this document as below:

Opportunity and inclusion **pg7**

- access for people from the widest possible range of backgrounds
- equality and diversity
- efficiency of the learner journey and improved retention

Innovation **pg27**

- excellence in research
- improved university and industry collaboration and the exploitation of research

Successful graduates, relevant skills **pg33**

- the coherence of the pattern of provision
- the entrepreneurial and employability skills of graduates.

Children participate in the Glasgow Science Festival of which the University of Glasgow is a major supporter

Opportunity

Opportunity

University should be equally open to any learner with the appropriate academic potential to benefit, regardless of their social or economic circumstances.

Universities are a vital source of opportunity for individual Scots to pursue personal development and build successful careers. The sector is firmly committed to providing these opportunities regardless of an individual's social or economic circumstances. This section reviews the significant measures in this year's outcome agreements relating to widening access, student retention, college-university articulation and the learner journey.

Where do Scottish universities start from?

All universities in Scotland are committed to providing opportunities for learners from all backgrounds. Last year every university in Scotland agreed to the following commitment:

"I strongly believe in widening access to our universities. University should be equally open to any learner with the appropriate academic potential to benefit, regardless of their social or economic circumstances. It is of equal importance that those learners are properly supported to complete their studies successfully and fulfil their potential. Each university is able to point to its own distinctive and considerable achievements already made in these areas.

"I am committed to delivering progress in the next few years and, in so doing, contributing to an improvement in the university sector in Scotland's record on widening access and retention. Principals share the determination that universities should play the fullest role possible in the pursuit of these goals, working in partnership with schools, colleges and others. This is the spirit in which I will lead work within my institution to meet the outcomes on access and retention that have been agreed with the Scottish Funding Council."

Progress on widening participation and improving retention to date

Outcome agreements are about individual institutions but in a document such as this, which looks to summarise 19 different outcome agreements, it is practical to look at the picture for the sector as a whole.

The university sector has made progress with widening access in recent years as shown below using the metric of the Scottish Index of Multiple Deprivation (SIMD) which is favoured by the Scottish Government and Scottish Funding Council.

The number of Scottish students from SIMD20 postcodes has increased by 11.3 per cent or more than 2,000 students, over recent years as shown in table 1.

Table 1:
Increase in number of Scottish domiciled SIMD20 students in Scotland's universities 2004 - 2011

Year	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
students from most deprived quntile (SIMD20)	18,073	18,966	19,992	19,800	20,752	20,808	21,126	20,114
Increase in number of SIMD20 students over a seven year period							11.3%	2,041

Source: Scottish Funding Council

Articulation from college to university is a relatively new and growing area of activity for the sector as a whole. The data in table two shows the number of students articulating from college to university with advanced progression has grown by over a quarter in the last five years, with over 16,000 students entering university through this alternative route since 2006.

Table 2: Growth in students articulating into university between 2006/07 and 2010/11

Year	2006/07	2007/08	2008/09	2009/10	2010/11	Total number of students articulating
All articulating students	2,850	2,882	3,169	3,538	3,601	16,040
Change over the period					26.3%	

Source: National Articulation Dataset

Scotland's universities are firmly of the view that widening participation and retention have to go hand-in-hand. It is not enough to simply admit students from more disadvantaged backgrounds into university. They need to be supported in order to finish their studies with a successful outcome. The sector's overall retention levels have also been showing steady progress for the last five years as shown in table 3.

Table 3: Progress in undergraduate retention rates 2006 - 2011

Year	2006/07	2007/08	2008/09	2009/10	2010/11
Proportion of all students continuing after first year (%)	89.4	90.1	90.7	90.6	91.1

Source: adapted from HESA Performance indicators

In their outcome agreements, universities are looking to make progress against a number of metrics at institutional level. It is hoped that progress at institutional level will translate into progress on a national level over the coming years.

How is the sector approaching the challenge to do more?

Scotland's universities have diverse missions and that means that different universities will use different blends of methods to deliver their commitment to widen access. Looking across the sector, the coming year will see a range of further measures for:

- recruitment of students living in disadvantaged areas measured by the Scottish Index of Multiple Deprivation;
- recruitment of students from schools with a track record of low progression to higher education;
- enhancement of retention, progression or completion rates, working to ensure that students stay on their course, move on to the next level of their course and finish the course;
- recruitment of students from colleges via articulation arrangements; and
- student recruitment across the protected characteristics defined in the 2010 Equality Act.

What do the outcome agreements say?

Scottish universities have made significant further commitments to increase the diversity of their student populations and provide opportunities for able students regardless of background.

Although different institutions concentrate on different actions and priorities, there are a number of common themes. As in the other sections, the following draws only from the commitments made in this year's outcome agreements, and is additional to the extensive work which is already in hand.

Widening access using the Scottish Index of Multiple Deprivation (SIMD)

Nine universities have bid for an additional 727 undergraduate places ring-fenced specifically for students from SIMD40 postcodes. The places start in academic year 2013/14 and those universities are actively recruiting to fill the places.

These additional places help universities to aspire to deliver a 15 per cent increase in entrants from SIMD40 postcodes[3].

[3] Figures from the SFC show that there were 4,676 entrants from SIMD40 areas in 2011/12. The additional 727 places ring-fenced specifically for SIMD40 entrants is projected to increase the number of entrants to 5,376 which would be a 15 per cent increase in entrants between 2011/12 and 2013/14. Data for 2011/12 had to be used in this calculation as data for 2012/13 is not yet available.

The additional SIMD40 places see universities aspiring to deliver a 15 per cent increase in the number of Scottish entrants from the most deprived areas in the next academic year

The additional places sit on top of pre-existing commitments made by several universities in the first round of outcome agreements to widen access to students from SIMD20/40 backgrounds. Where this is the case, they are concrete targets aimed at increasing the number of SIMD20/40 students as a proportion of the total number of Scottish-domiciled students by no later than 2015/16.

Goals for additional SIMD20/40 students, and the way they are described, differ from institution to institution with some specifying the target in terms of percentage growth rather than student numbers. Based on the seven institutions that do specify student numbers, universities are aiming to recruit approximately another 230 SIMD20/40 students by 2015/16 in addition to the newly created ring-fenced SIMD40 places.

This is a necessarily conservative estimate of projected growth in SIMD students as it is not possible to draw out the student numbers involved in percentage-increase based goals in another five institutions.

Three universities that excel in the recruitment of SIMD20 students, with more than 20 per cent of their Scottish domiciled students drawn from postcodes in the most deprived quintile, have committed to maintaining those proportions.

Other access goals and "protected characteristics"

In many cases universities have set goals to widen access using measures in addition to or other than SIMD. This broad and all-encompassing approach will ensure a focus remains on leavers from state-schools, mature entrants and pupils from low-income backgrounds or those who are the first in their family to go to university.

A solid majority of universities have identified care leavers and those from looked after backgrounds as another priority group for access and factor this into contextualised admissions or tailored support packages. In addition, seven universities either hold or are seeking the Buttle Quality Mark for support for care leavers with one additional university aligning itself to Buttle's standards.

Outreach and access initiatives

Seven universities make direct reference in their 2013/14 outcome agreements to the creation of new or expansion of existing access programmes and initiatives.

Table 4: Institutions looking to develop access initiatives

	Developing or expanding access programmes & initiatives	Of these, number focussed on schools	Number focussed on pre-entry support	Numbers focussed on adult learners
Number of institutions	7	3	2	2

New projects will sit in addition to a significant number of access and outreach programmes that already exist within the sector including: REACH, LEAPS, ACES, SHEP, SWAP. In addition, many universities run their own schemes.

On page 16 four students, Connor McKenzie, Lesley Bryce, Michael McLaggan and Ashley Meikle give their perspective on how such programmes have benefited them.

A strong emphasis on research, analysis and evaluation

There is a strong theme of analysis and evaluation running through this year's set of outcome agreements. More than half of institutions commit themselves to review and revise their overall strategies for access or to monitor and evaluate the impact of recent initiatives, such as new or adapted contextual admissions processes or the effectiveness of summer schools, to ensure they are having the desired effect.

The majority of institutions are making better use of data, at a greater level of detail, for the purposes of evaluation and delivery.

Articulation

Across the sector, 14 institutions have successfully bid for an additional 1,020 places for articulating students.

These students will start their HN qualification in college in 2013/14 and are expected to articulate into university in 2014/15 or 2015/16. Whilst studying at college, the learners will have "associate student" status at university. This entitles them to full use of the university facilities and will help to support the transition between college and university as the students will have had opportunities to familiarise themselves with the university environment before they move from an HN on to a degree.

Examples of this model already working in practice can be found on page 16 in the first-person accounts from students Abbie Granger and Seanaid Heeps.

Eighteen of Scotland's 19 HEIs now either have, or are working to create, firm partnerships with colleges to allow articulation into university in the "true" sense, as defined by the Scottish Funding Council[4].

The outcome agreements for 2013/14 outline plans for new articulation agreements, the development of new articulation routes and increases in the number of articulation places as shown in table 5. New activity is in addition to high levels of articulation that already exist at some universities.

The one institution that has not made a specific commitment around articulation from college is a small specialist institution which has an alternative model for entry available.

4. The Scottish Funding Council defines "true" articulation as that which recognises previous credit by admitting students with HN qualifications direct into the second or third year of a degree.

Table 5: Institutions looking to create or expand options for articulation in 2013/14

	Establishing new agreements with colleges	Establishing new routes	Recruiting to additional articulation places
Number of institutions	5	4	14

Equalities

In addition to socioeconomic disadvantage, universities are also looking at protected characteristics as defined in the 2010 Equality Act. Some universities are seeking specifically to increase the proportion of Scottish-domiciled entrants with protected characteristics. Others are providing staff training and some are focussing on particular issues such as age or women and science.

Retention and progression

More than half of institutions have made commitments to increasing retention and progression of students. A further seven institutions have committed to maintaining retention at least at current high levels.

Several institutions will be introducing new monitoring arrangements for retention and in particular will look at retention patterns for different student characteristics with a view to addressing any gaps in retention. Seven institutions are already seeking to enhance retention for students from socioeconomically disadvantaged backgrounds and three have included a commitment to further improving retention rates for articulating students in their outcome agreement.

Learner journey

Six institutions have made a commitment to working with schools in provision of Highers, Advanced Highers or level 7 material for pupils in the senior phase of school. These commitments build on and are in addition to existing support that the sector is giving to schools. Three institutions are specifically looking at part-time students – offering evening courses or widening the range of courses available to part-time students.

Cumulative impact of two rounds of o

The second round of outcome agreements builds on the significant measures to widen access that were announced in the first round as published in November 2012. Cumulatively, the actions outlined in both rounds are wide-reaching and indicate the priority attached to widening participation right across the sector.

2013/14

- Nine universities are actively recruiting to fill 727 additional places for students from SIMD40 backgrounds.
- All universities are focussing on recruiting students from SIMD40 backgrounds with the goal of delivering progress on this measure.
- 14 universities are actively recruiting to fill 1,020 additional articulation places from college into year two or three of university. Whilst at college, these learners will have full “associate student” status at the university meaning they will have access to all university facilities.
- Eighteen universities make a commitment to partner with their regional colleges to increase the diversity of routes of entry into university based on true articulation which gives recognition to prior attainment.
- Every institution is explicitly committed to diversifying the student population, particularly with regard to underrepresented groups and those with protected characteristics.
- Seven institutions directly mention new or expanded access initiatives for 2013/14 or onwards.
- The majority of institutions have committed to greater analysis and evaluation of their widening access strategies and initiatives to ensure they are reaching the intended groups, that they are delivering results and that they are the best use of resource.

outcome agreements

2012/13

- Seventeen of the eighteen institutions that set entry requirements either already have a contextual admissions process or have committed to introduce or expand such a process in 2013-14. The one university that does not explicitly refer to contextual admissions has the strongest access record in Scotland. The Open University in Scotland has no need of one as it does not set entry requirements.

- A solid majority of universities have identified care leavers and those from looked after backgrounds as another priority group for access and factor this into contextualised admissions or tailored support packages. In addition, seven universities either hold or are seeking the Buttle Quality Mark for support for care leavers with one additional university aligning itself to Buttle's standards.

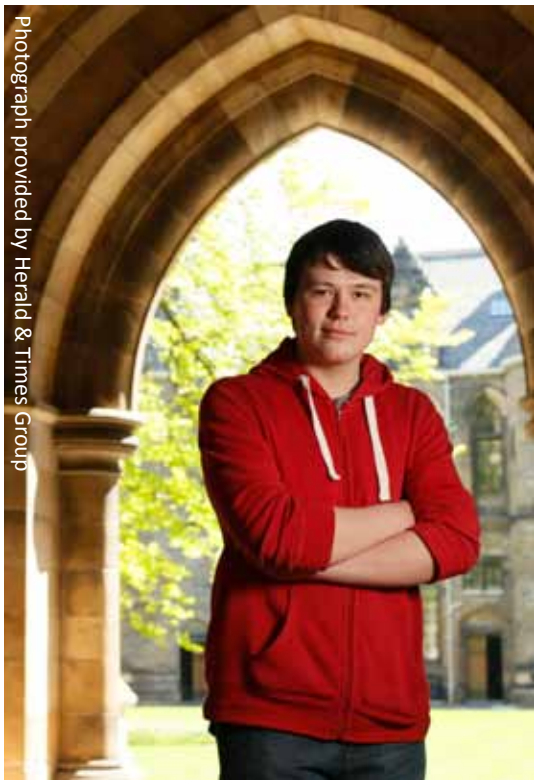
- All institutions are committed to outreach activity with schools, in order to raise aspirations to HE level study, particularly amongst Scottish pupils in schools where the progression rates to HE are low.

- Where retention rates for particular groups of students are lower than the average, universities have committed themselves to narrowing or closing this gap.

What results are we starting to see?

Although we are still very early in the new approach of outcome agreements there is already evidence that actions taken by universities over this period are starting to deliver. The actions universities are taking are already making a real difference to people's lives, opening up opportunities that would not otherwise have been there.

University of Glasgow


Photograph provided by Herald & Times Group

The number of students from economically disadvantaged backgrounds accepted on to medical degrees at the University of Glasgow has almost doubled in the last year. The number of students from SIMD40 backgrounds has increased from 10 per cent last year to 25 per cent. There have also been increases in applicants from SIMD40 neighbourhoods to veterinary medicine and law. This success is entirely attributable to the university's engagement in the widening access programme REACH, a national programme which the university delivers in the West of Scotland.

Connor McKenzie, from Kilmarnock, took part in REACH and is now studying medicine at the University of Glasgow. He said:

"It was a real turning point. Attending the project gave me the confidence to know I could do it and I really applied myself and worked really hard to get the grades I needed. When I started the course I was a bit intimidated but I have settled in well and I am really enjoying it."

The Open University in Scotland

The Open University (OU) in Scotland has been developing its outreach work with community partners and currently supports more than 30 active community partnerships. The *Openings* suite of short access modules are designed for people to get a taste of HE level study and of a subject area, develop new skills and build their confidence. The group at The Princess Royal Trust Dumfries & Galloway Carers Centre were provided with additional support and mentoring from a local OU study adviser.

Lesley Bryce (44) is one of a group of carers who successfully completed an Openings access course, as part of an OU partnership with The Princess Royal Trust Dumfries & Galloway Carers Centre. Lesley studied Making sense of the arts. She explains:

"I wanted to gain self confidence, as I hadn't studied for years. I gained a sense of achievement after passing and a boost to my personal confidence regarding learning skills. I also developed a feeling of opportunities and possibilities that may open up to me through further study."

University of Stirling

The University of Stirling launched two new honours degrees in partnership with Forth Valley College as part of its outcome agreement for 2013/14. The new programmes in Applied Biological Science and Heritage and Conservation are already attracting interest from enthusiastic students and have beeen supported by industry partners such as Scottish Life Sciences and Historic Scotland. Both degree courses are linked to key growth areas for Scotland.

In years one and two, students mostly study at the college before starting at Stirling in year three to complete with an honours degree. The students have full access to university facilities during the first two years they spend at college.

Abbie Grainger (17) from Falkirk has been offered a place on the applied biological science course. She said:

"I think that studying for two years at college, followed by two years at university is a great idea. I personally don't feel that I'm ready to go straight from school to university and think that this course will give me opportunities to become familiar with the University of Stirling, making me better prepared when I eventually make the transition. It's an ideal stepping stone!"

University of Edinburgh

The University of Edinburgh's *Pathways to the Professions* project gives information, advice and guidance for Law, Medicine, Vet medicine and Architecture courses and careers to school students who are first in their family to go to university or who are from low socio-economic backgrounds. Ninety-six per cent of widening participation students registered with the project entered degree level study in Scotland in 2012 or have a deferred place for 2013 entry. Initially funded by the Sutton Trust, the project is now embedded and funded by the University of Edinburgh.

Ashley Meikle from Bathgate, currently in S6, will be the first in her family to go to university. She joined the project in fifth year. Ashley has recently accepted a place at Edinburgh to study medicine from September 2013. Ashley says:

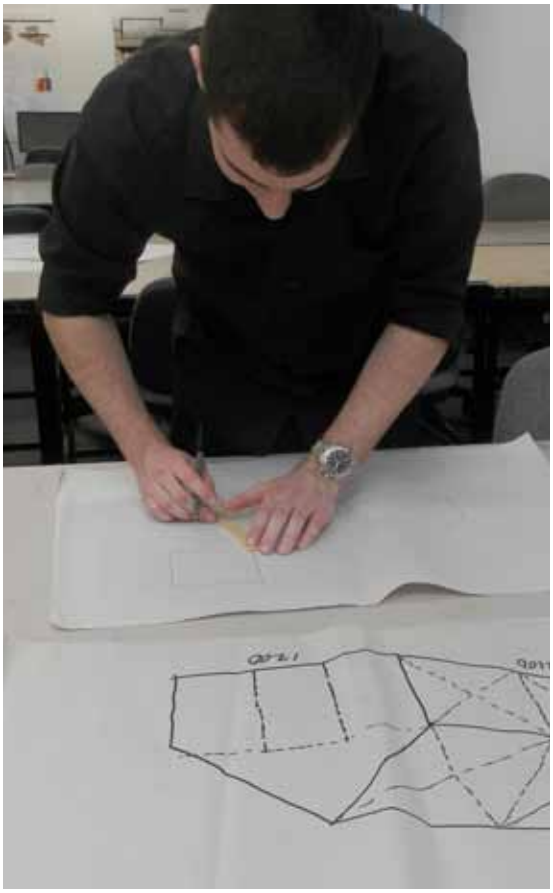
"*Pathways helped so much on the practical side with hands on events, mentoring with current medical students and lectures on topics ranging from neuroscience to neonatal health*." Her mum, Sally-Anne, says: "*Ashley always comes home buzzing with enthusiasm from Pathways events.*"

Queen Margaret University Edinburgh

Queen Margaret is already a key provider of articulation routes in the Edinburgh area with approximately 15 per cent of entrants undertaking "true" articulation. The University's outcome agreement for 2013/14 will establish curricular pathways and guaranteed places on degrees in Hospitality, Tourism, Business and Events Management for 60 students who will articulate from Edinburgh College. The QMAssist programme offers tailored support to students entering the University from particular articulation routes, providing an orientation to Higher Education during the student's pre-entry semester at college and home.

Seanaid Heeps studied an HNC in Communications and Media before joining the second year of a BA (Hons) Media in September 2012. Seanaid said:

"Going straight into second year I was worried about the class having learned things last year which I had never covered before, leaving me behind academically. Any gaps in my knowledge from skipping first year weren't a worry because the lecturers made last year's material available to me via the Hub so I was able to revise anything I had missed when I had the time. The Direct Entrant Induction week was actually very helpful and most definitely made starting university much easier."



Robert Gordon University

RGU has just completed its first year in a scheme called ACES which is targeted at S5 and S6 pupils interested in finding out what it is like to study art, design and architecture. ACES is a national programme, which aims to encourage and support pupils who are often underrepresented in art, design and architecture courses at university. Robert Gordon worked with 16 school pupils from across Aberdeen in this first year's pilot.

The ACES Project evaluation exercises undertaken to date have been extremely positive, and there will be a progression of the ACES action from the pilot year in 2012/13 to an expanded Subject Focussed Programme in 2013/14. The Outcome Agreement process has embedded support for the ACES project and associated widening access initiatives across the University, enabling additional opportunities to be developed.

Michael McLaggan, an S6 student currently studying for his Highers and Advanced Highers at Kincorth Academy, Aberdeen, participated in ACES after his teacher suggested the project to him. He has applied to the Scott Sutherland School of Architecture and has received a conditional offer. Michael said:

"Being able to work in the university's environment and in the style of an architect student was extremely helpful. Attending sessions at RGU made me certain that I wanted to pursue a course in architecture."

Opportunity: selected commitments from the outcome agreements

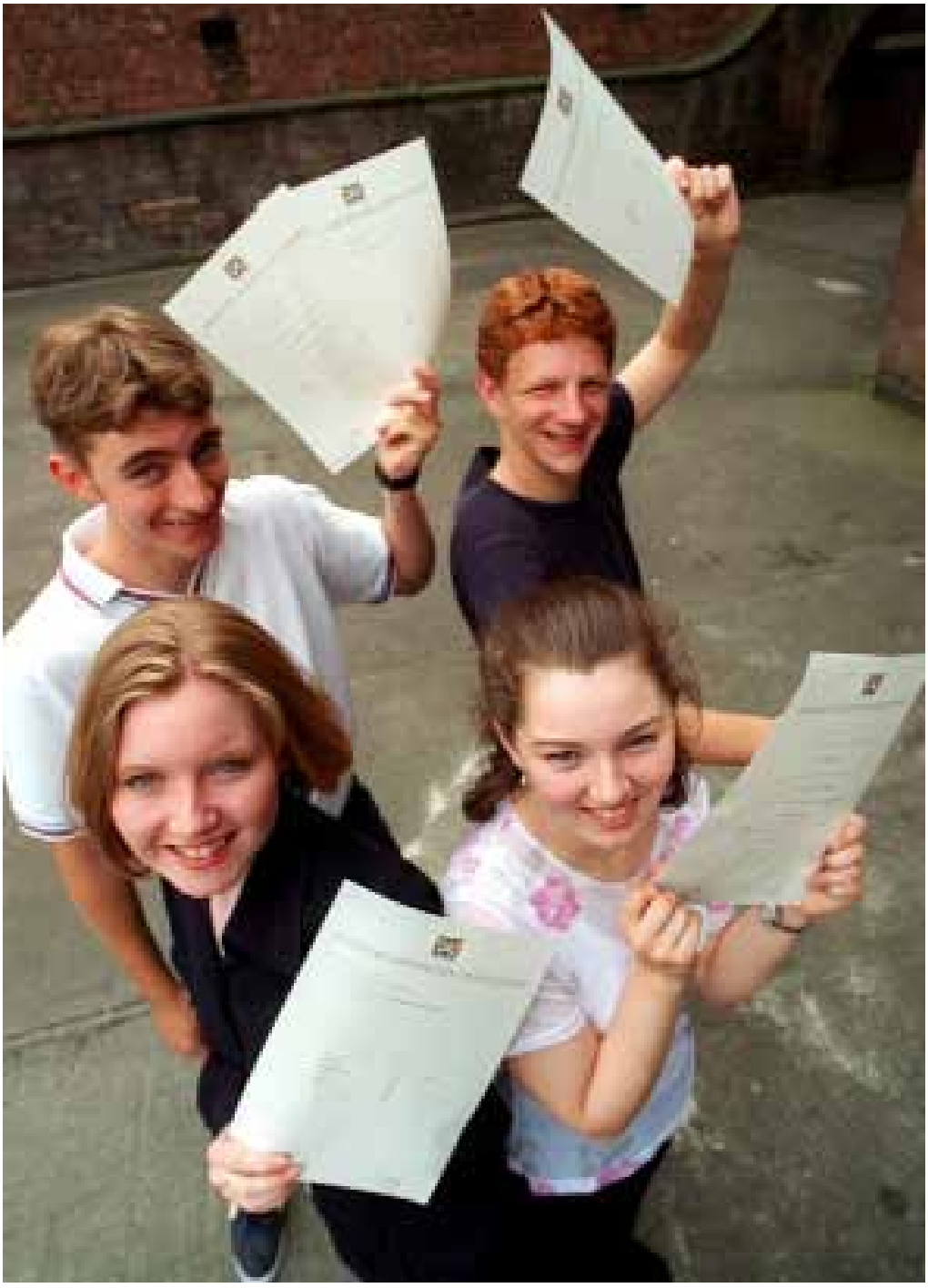
University of Aberdeen	Initiate a new summer school programme in summer 2014. Through this and other measures to widen participation, increase the MD40 student population by 300 by 2015/16. Introduce a new personal tutor system which will include tutors with specific responsibility for students articulating from colleges.
University of Abertay Dundee	Increase recruitment into the AHEAD access programme, for students from the local region who either have no prior direct family experience of HE or who have low prior educational achievement, to 38 (from 35 in 2012/13). In line with the university's Regional Coherence agreement with the SFC, ensure that a minimum of 150 students articulate from HNC/D into year 2/3.
University of Dundee	Develop a formal Widening Participation & Access Strategy using scholarships, bursaries, credit transfer and excellent student support arrangements to enable those who are challenged by circumstance to access and benefit fully from their time at Dundee. Increase the number of students articulating into the University with advanced standing from 65 in 2011/12 to 115 in 2013/14 and deliver a more than 5% increase in the total proportion of students admitted who are from the most deprived 40% of Scottish postcode areas in 2013/14.
University of Edinburgh	Provide a guaranteed Scotland Accommodation Bursary of £500-2,000 to every undergraduate entrant from households whose income is less than £34,000 and who is relocating to Edinburgh to study. Develop an enhanced pre-arrival orientation package.
Edinburgh Napier University	Increase the percentage of all entrant students who are female in the School of Computing and the School of Engineering & the Built Environment through increasing the applications from well qualified female candidates and improving rates of acceptance of offers. Retain the Buttle UK Quality Mark for Care Leavers and maintain current level of recruitment.

University of Glasgow	Increase MD20 student numbers by 1% of total intake with a specific emphasis on increasing numbers in professional degrees. Over 5 years, increase MD20 retention rate to 94%.
Glasgow Caledonian University	Further strengthen the commitment to ensuring access for a broad diversity of students, through developing the *College Connect Strategy* and through the launch of *Advanced Higher Hub*, targeting 15 schools in Glasgow across 9 subject areas for 150-200 school pupils. Better prepare students for a global marketplace and enhance the internationalisation of the University through several measures, including: capitalising on opportunities for collaborative teaching involving London and New York satellite capsule campuses, establishing new research and education partnerships in key geographic locations, and increasing participation in student exchange (target: 3% of home undergraduate student population participating in formal exchange).
Glasgow School of Art	Implement the Professional and Continuing Education Strategy including the development of credit rated programmes and courses and further develop portfolio preparation programmes that support widening access to higher education in fine art, design and architecture. Progress the outcomes from the Learner Journey project with specific reference to the effective transitions from school to GSA, articulation from FE to HE and our widening participation strategy.
Heriot-Watt University	Gather and review data on choices made by students entering with Advanced Highers, for example into year one or year two. Develop completion/achievement tracking for demographic groups.

University of the Highlands and Islands	Develop strategies for strengthening links with regional secondary schools, particularly in relation to post-16 education. This includes a target of 3% growth from 2012/13 in the number of pupils engaging in UHI credit bearing study as part of their senior phase curriculum. Increase the number of young and mature entrants who were, or are looked after. This will involve establishing baseline metrics by the end of 2013/14 and running a project to identify appropriate interventions and set targets for future years, which will report by the end of 2013/14.
The Open University in Scotland	Build on partnerships which pilot the incorporation of OU modules in support of the wider access targets of other Scottish universities, including advanced entry into the second year of degree programmes. Expand the college campus-based scheme across the college sector in Scotland, enabling students with HN qualifications to progress onto a part-time undergraduate degree whilst continuing to use their college facilities.
Queen Margaret University Edinburgh	Launch the Children's University, which aims to promote social mobility by providing high quality, exciting and innovative learning activities and experiences outside school to children aged 7 to 14, for the South East of Scotland, commencing with the Musselburgh Children's University and the Mayfield Children's University. Expand the East Lothian Hospitality and Tourism Academy model (a collaboration between the university, local authorities, Edinburgh College and employers with a programme for pupils in S5 and S6 leading to a recognised qualifications and routes into work, college or university) to the areas of Health Care, Cultural Industries and Food Industries.

Royal Conservatoire of Scotland	Develop pre-HE provision through the introduction of programmes targeted at young people from SIMD 20 and SIMD 40 areas to improve opportunities over time to apply to undergraduate programmes. Engage with the Scottish Government, Creative Scotland and other partners in the development of a national youth arts strategy for Scotland.
Robert Gordon University	Increase the number of MD20 entrants from schools from 87 students in 2009/10 to 142 students by entry 2013-14. Increase the retention rate of articulating students from 77% in 2008/09, to within 5% of the University's overall retention rate by 2013/14.
University of St Andrews	Provide tailored support for those entering through the SWAP and Gateway programmes. For all SWAP places, guaranteed bursaries for living costs of between £500 and £2,000 will be available, in addition to SAAS funding. Allocate 50 student bursaries to students from targeted backgrounds (each worth £2,000 per annum over 4 years).
SRUC	Provide relevant web-based programmes, for courses such as Higher grade biology and geography, with a view to supporting Curriculum for Excellence and reducing the barriers to achievement for students in rural or isolated areas. Increase progression to degrees both from within SRUC and from a range of partner institutions for 2013/14 entry and beyond. This will include focussed activities to encourage HN students to progress to degree level and greater sharing of curriculum delivery, enabling HN and degree students across SRUC campuses to learn together.

University of Stirling	Develop and deliver joint undergraduate degree programmes in partnership with Forth Valley College and industry partners. Increase the proportion of women studying in sport, science, engineering and technology subjects in line with our equality outcomes and increase the proportion of men studying nursing, education and social science subjects.
University of Strathclyde	Increase the number of undergraduate entrants from SIMD 0-40 areas by a minimum of 15% by 2015/16. Monitor the proportion of SIMD 0-40 entrants that are from SIMD 0-20 backgrounds, and maintain at a minimum of 46.6% Increase the number of undergraduate entrants from colleges by 30 per cent by 2015/16, subject to agreement being reached with individual colleges.
University of the West of Scotland	By the end academic year 2014/15, 85% of learners will successfully complete their first year of study and 80% of full-time first degree entrants will complete to degree level. Deliver a maximum total of 1,200 FTE articulation with advanced standing (encompassing all articulation with advanced standing to levels 8, 9 and 10). This represents a significant extension of the 2012/13 outcome agreement commitment to deliver 1,015 FTE articulation with advanced standing.



Innovation

The Power Networks Demonstration Centre is a collaborative research, development and demonstration venture focussed on shaping the electricity industry of the future. Founded by the University of Strathclyde, ScottishPower Energy Networks and SSE Power Distribution with support from Scottish Enterprise and the Scottish Funding Council.

Innovation

Where do we start from?

All of Scotland's universities produce world-leading research as confirmed in the 2008 Research Assessment Exercise. The Scottish sector attracts £610 million of funding annually from non-SFC sources such as the UK Research Councils, EU research funds, UK and EU government contracts, industry and charitable organisations[5], significantly outperforming expectations for a country of Scotland's size. The impact and efficiency of this research is also exceptional, producing more citations per researcher, per research paper and per £1 invested in higher education than any G8 country, and far outstripping all competitor nations in the number of research papers produced relative to GDP.

This internationally-excellent research base contributes substantially to the Scottish economy, and in multiple ways. In the academic year 2011/12, Scotland's universities worked with nearly 27,000 organisations to commercialise research and provide consultancy or high-level CPD [6]. Of these organisations, more than 17,000 were Scottish companies and 12,000 Scottish small and medium sized enterprises (SMEs) – this broadly matches the enterprise agencies' estimation of the total population of Scottish SMEs that can benefit from university-based innovation. The Scottish HE sector and its staff also created 225 spin-out companies, primarily graduate start-ups[7].

How is the sector tackling the challenge?

Each institution has its own infrastructure to support the development of relationships between the academic community, on the one hand, and business, public and third sectors, on the other. The Scottish university sector also has a strong and distinctive culture of collaboration to maximise impact, through both research pooling and collaborative approaches to developing the infrastructure and processes that support successful knowledge exchange.

All Scottish HEIs have now joined *university-technology.com*, an online database of technology licensing and technology transfer opportunities originating from Scotland's universities. All institutions are committed to providing technology under the "Easy-access IP" model pioneered by the University of Glasgow and a growing number of opportunities are being publicised by individual institutions and through the *UT.com* portal. The sector has come together to share best practice and template contracts to make it easier for business to benefit from universities' intellectual property.

HEIs are also collaborating to develop novel, shared structures with industry such as the Technology Strategy Board 'Catapult Centres' and the SFC Innovation Centres.

The first of these centres was been agreed last year and was welcomed by the First Minister in the following terms:

"Innovation centres offer game-changing opportunities for collaboration between our academic and business base".

[5] HESA Financial Returns 2011-12.
[6] SFC Knowledge Transfer metrics (most recent available figures).
[7] HESA data for 2011-12.

Institutions are directly supporting commercial projects at Proof of Concept stage and are using 'seed corn' funding such as Innovation Vouchers to allow them to initiate collaborations with small and medium enterprises.

What do the outcome agreements say?

Key to knowledge exchange is the creation of strong relationships between the academic and business communities and the sector is working to simplify the pathways for business. Institutions have used their outcome agreements to express their support for, and active participation in, the development of sector-wide standards for contracts and the implementation of 'easy access' IP. All institutions are engaging with the SFC's work to develop a collaborative knowledge exchange organisation for the sector, to strengthen support for the key sectors of the economy. The development of this organisation over the coming year will meet ministerial guidance for the sector, in partnership with business and the enterprise agencies, for enhanced innovation support.

As the outcome agreements show, institutions are growing their work with business. The outcome agreements include specific measures to increase engagement with SMEs, recognising the crucial role of these companies in driving growth in the Scottish economy. These measures range from detailed targets for working with a greater number of SMEs to the formulation of entire institutional strategies for SME engagement. Universities are also committed to making full use of the SFC's Innovation Voucher scheme for work with Scottish SMEs.

More generally, a sector-wide commitment to further intensify engagement with industry is clear in the outcome agreements, the majority of which contain targets to increase income from licensing, consultancy, provision of CPD or other knowledge exchange activity and/or to expand portfolios of licensable technologies.

This commitment extends to engagement with government, the public and third sectors and the wider public: the outcome agreements feature a range of targets and initiatives to sustain and enhance public engagement and achieve extensive policy impacts.

The whole university sector is committed to building on Scotland's world-class research base. This is reflected in specific targets for achievement in the 2014 Research Excellence Framework assessment and beyond. Institutions have also set ambitious targets for increasing research income, levering additional resources into Scotland whether overall or from particular funding sources, such as EU Horizon 2020 funds. Several institutions commit to taking specified measures to further improve Scotland's research outcomes, such as increasing numbers of research-active staff and/or PhD students and concentrating strategic investment in areas of international excellence.

The outcome agreements also demonstrate the universities' commitment to gender equality in science and beyond, with institutions committing to particular achievements within the Athena SWAN programme to promote opportunities for women in STEM disciplines.

"Innovation centres offer game-changing opportunities for collaboration between our academic and business base"

First Minister, Alex Salmond

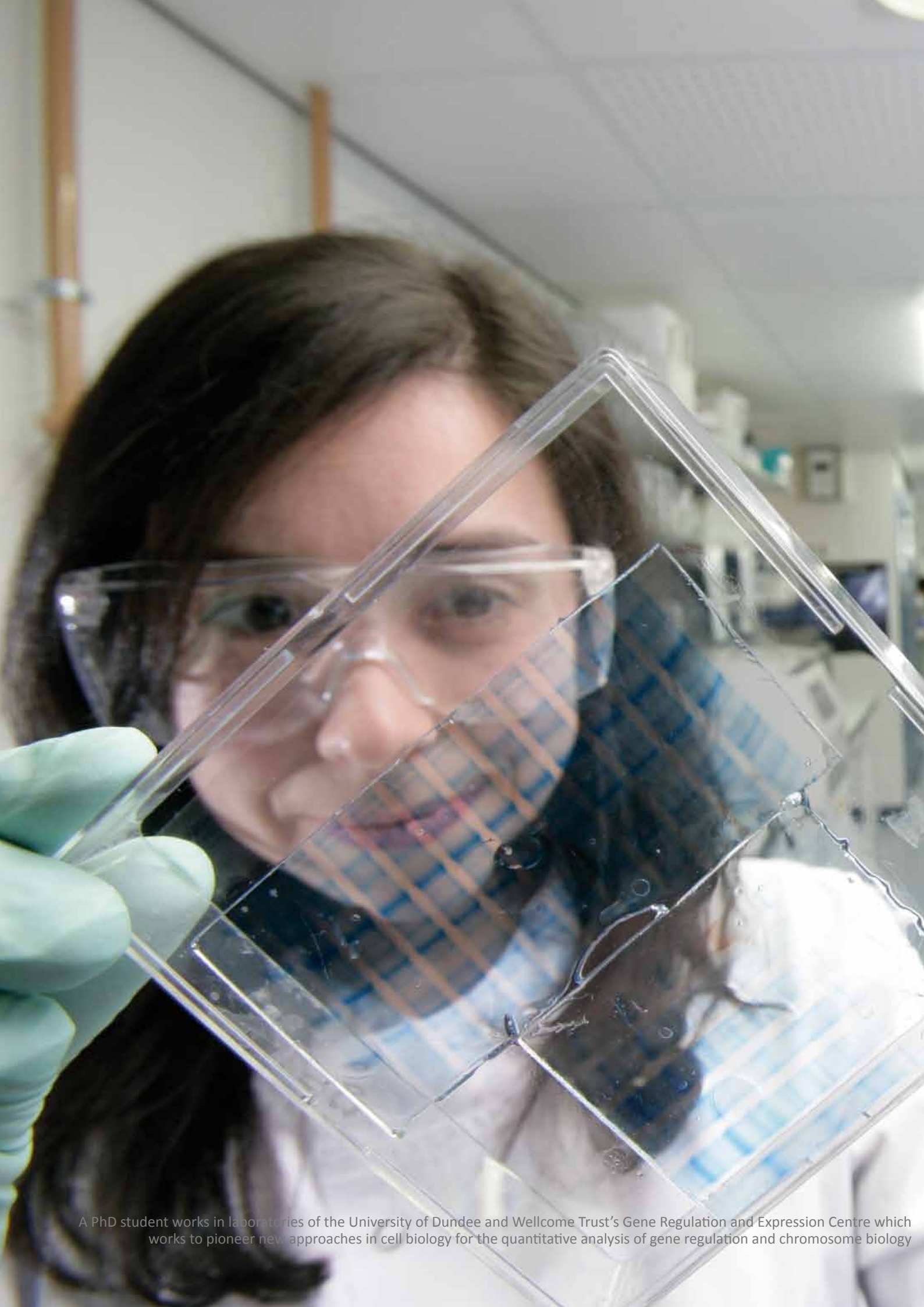
Innovation: selected commitments from the outcome agreements

University of Aberdeen	60% of submitted research rated 3* or 4* in the REF by 2015/16. Participation in three Innovation Centres, and leading a bid for the Oil and Gas IC.
University of Abertay Dundee	Further develop the network of contacts with SMEs in the key sector of Food and Drink, through increasing the number of Interface projects carried out by Food Innovation at Abertay. By October 2013, increase the proportion of academic staff that hold PhDs to 60%.
University of Dundee	Increase the number of staff holding personal fellowships, investigator awards or programme grants from 75 in 2010/11 to 126 by 2016/17. Work with partners to ensure active marketing and full utilisation of the Innovation Portal, a gateway for SMEs to access the expertise and facilities of the University of Dundee, the University of Abertay Dundee and the James Hutton Institute, and of the associated BioPortal for the Biosciences industry. Consider on an annual basis any opportunities for expansion, aiming to target a 10% growth in both the number of engagements with companies and number of projects funded over the period to the end of 2016/17 for both portals.
University of Edinburgh	Further strengthen the excellence of the research base and further boost the University's international standing and contribution to Scotland, through the Global Excellence Initiative. The University will use and match fund the £5 million investment from the SFC, in 120 high calibre early career academics and around 40 per annum four-year PhD studentships. Aim to achieve the institutional Athena SWAN Silver award by 2016. To contribute towards the institutional award, the University aims to achieve Athena SWAN silver awards in 2013 in the School of Informatics and aims to achieve Athena SWAN bronze awards in Engineering, Maths and Geosciences in 2013 and 2014.

Edinburgh Napier University	Continue the upward trend in capturing EU Framework and non-Framework funding (now within the Horizon 2020 Programme). Continue to work with the University of St Andrews and Queen Margaret University Edinburgh in supporting businesses to become more competitive through innovation and developing and sharing good and best practice.
University of Glasgow	Increase international (including EU) research income, to be in the third quartile of the Russell Group. Manage a portfolio of 2-3 potential high growth companies per year.
Glasgow Caledonian University	Continue research into the impact of social business and microfinance provision on the health and well-being of disadvantaged communities in Scotland, the UK and overseas, through the Yunus Centre for Social Business and Health. Deliver on existing strategic collaborations with FMC Technologies and Doble Inc and identify similar bespoke industry-focused partnerships, particularly within Health & Life Sciences.
Glasgow School of Art	Contribute to Glasgow's "Future Cities" project and to the development of the Research and Knowledge Exchange strategy in Rural Development in the Highlands and Islands. Progress the Digital Health Innovation Centre, in collaboration with the University of Edinburgh and other partners.
Heriot-Watt University	Target for external research funding: £40m by 2017/18 (from 2011/12 baseline of £22.75m). Interim target of 10% or more increase in 2012/13. Increase the number of staff and student companies supported: 2011/12 baseline: 18 originating from HWU; 25 either originating from HWU or supported by Converge Challenge in Scotland 2012/13 target: 22and 30 respectively 3-5 year Target: c.30 c.50 respectively

University of the Highlands and Islands	Increase FTEs submitted to the REF 2014 by 25% relative to 2008 RAE. Increase knowledge exchange income by 15% (pro rata for 3 years).
The Open University in Scotland	Utilise our institutional expertise in big data, transport and smart cities to engage with the City of Glasgow in its role as a Future City Demonstrator. Increase knowledge exchange activity through development of ongoing partnerships including strategic collaboration with STUC and Scottish Union Learning.
Queen Margaret University Edinburgh	Increase gross research and knowledge exchange income from £2.9m (in 2010-11) to £3.4m (in 2013-14). Establish QMU's position as a significant provider of KE to Scotland's SMEs in the area of Food and Drink, expanding the number of SMEs provided with advice or support from 89 in 2011-12 to 159 in 2013-14.
Royal Conservatoire of Scotland	Maximise the impact and legacy for the Conservatoire of the Commonwealth Games Cultural Programme through working with a range of partners and agencies, beginning in session 2013/14. In partnership with the University of Edinburgh, the development of a relationship with the Edinburgh International Festival.
Robert Gordon University	Secure the highest possible rating in REF 2014 by doubling the number of staff at 3* or 4* who are returned, using the baseline of around 50 staff returned in RAE 2008. Grow outreach activity by building the KTP portfolio from £373k to £420k.
University of the West of Scotland	On an annual basis from AY 12/13, increase by 10% per annum the number of staff producing quality research outputs, at each of level 1* to 4* equivalent. Target a 20% reduction in carbon emissions by 2014, based on a 2008 baseline.

University of St Andrews	Increase the value of research awards by 5% over three years from a base level of £37.3 million research income from all sources in 2011-12, noting the present financial climate and the level of support for research infrastructure, and within this increase research grant income year-on-year from UK research councils, charities, and the European Commission. Over the next 3 years, increase reportable formal and informal engagements with SMEs from 40 to a "steady state" of around 60-80 companies per annum.
SRUC	Make a joint submission with the University of Edinburgh to the Research Excellence Framework 2014 (Sub-panel 6: Agriculture, Veterinary and Food Science). By 2018, double enrolments of PGR students registered with research degree-awarding partner universities (from current level of 75) and aim to increase enrolments of PGT students by 75% over the same time period.
University of Stirling	Contribute to the successful establishment of Scottish Innovation Centres in aquaculture, tourism and informatics. Double the level of research grant and contract income to £16 million by 2015/16. Build on Stirling's position as Scotland's University for Sporting Excellence by providing world-class research and sporting facilities. Achieve a reduction in carbon emissions of 2,944 tonnes per annum from installation of CHP on main campus in 2013/14 and achieve an overall reduction in carbon emissions of 38% by 2020 compared to the 2007/08 baseline.
University of Strathclyde	Increase the university's postgraduate research student population from approximately 1,000 to 1,600 by 2016. Increase licensing agreements from 20 (£0.5 million) to 40 (£2 million) in five years.



A PhD student works in laboratories of the University of Dundee and Wellcome Trust's Gene Regulation and Expression Centre which works to pioneer new approaches in cell biology for the quantitative analysis of gene regulation and chromosome biology

Successful graduates relevant skills

Successful graduates, relevant skills

Equipping graduates and the Scottish economy with the skills they need is a fundamental purpose of all of Scotland's HEIs. This section covers universities' commitments to ensure this outcome and that the sector maintains coherent and relevant provision of the highest quality in a world where the demands of the labour market are ever changing.

Where do Scotland's universities start from?

Graduates from Scotland's universities make a crucial contribution to the economy and society and experience high levels of success. Over 90% move quickly into employment or further study[8], the best levels of positive destinations in the UK. Employers' satisfaction ratings are also very high, and rising from already impressive levels – 90 per cent of employers in the latest Employers' Skills Survey figures found Scotland's graduates to be well prepared for work, up from 81 per cent in 2006[9].

This success is no accident. Every one of Scotland's universities has embedded the importance of graduate employability at a strategic level, in contrast to higher education sectors elsewhere in the UK and Europe[10].

A wide array of measures is already in place to ensure that students develop the skills that employers need[11]. For example:

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

[8] HESA, DLHE survey. Published July 2012.
[9] UKCES Employer Skills Survey 2011: Scotland Results, p.13. Published December 2012.
[10] BIS Research Paper 44, *Supporting Graduate Employability: HEI Practice in Other Countries,* 2011.
[11] As detailed in Universities Scotland's recent report, *Taking Pride in the Job*. Published April 2013.

How is the sector approaching the challenge to do more?

This year's outcome agreements reflect universities' ambition to further accelerate progress in what is already an area of intensive activity. While each university has made its own commitments, in line with its particular mission and particular areas of current activity, there are common themes:

- significant expansion of provision in subject areas that meet skills needs in, and help to stimulate, key sectors of the economy;
- HEIs' creation of 1,200 extra places in STEM (Science, Engineering, Technology and Mathematics) subjects, backed by SFC funding between AY 2012-13 and AY 2015-16.
- cross-institutional collaboration to create centres of excellence for key industries and to ensure coherent provision across the sector;
- creating still more opportunities to prepare for the workplace: growing the number of student internships and work placements, expanding employer mentoring schemes, and introducing work-related learning to more and more programmes of study;
- enhancing support for entrepreneurs with the sector's graduates creating almost 400 start-up firms[12].
- enhancing and expanding skills acquisition and skills awareness schemes, such as Personal Development Planning and employability awards;
- fresh evaluation of institutional learning and teaching strategies, with a view to further enhancing skills and employability; and
- creating new opportunities for students to acquire international experience and intercultural skills that employers increasingly seek, backed by support for language learning.

What do the outcome agreements say?

As in other areas, the forward-looking commitments made in this round of outcome agreements are in addition to a wide range of existing relevant activity[13]. They demonstrate the high priority that universities attach to the skills and employability agenda and their high levels of ambition in seeking continual and substantial enhancements to provision.

Skills for key sectors of the economy

The sector has pressed for, and is delivering, the Scottish Funding Council's funding schemes Skills for Growth and A Highly Skilled Workforce, which create extra places for students in areas of strategic importance for the economy, at undergraduate and taught postgraduate levels respectively. Universities have collectively committed to recruiting and teaching 1,192 additional Scottish domiciled students to meet skills needs in key sectors, 342 at undergraduate level and 850 acquiring advanced specialist skills at postgraduate level. In several cases, the new additional places have enabled the creation of new courses that meet specialist skills needs. Some institutions have also committed to the expansion of STEM provision above and beyond these newly funded places.

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[12] HESA HE-BCI 2011-12

[13] See Universities Scotland's report, *Taking Pride in the Job*, for an overview and many relevant examples.

International experience and global skills

Institutions' outcome agreements contain explicit commitments to increasing or enhancing opportunities for students to gain experience of studying or working abroad, which can be vital in a globalised economy and also often contribute substantially to individuals' personal development. Among the various aims that universities have committed to are:

- the creation of new international exchange programmes;
- specific targets for expanding participation in international programmes;
- wider availability of language courses, in one case through collaboration between universities; and
- making courses in global citizenship available as part of most degree programmes at one university.

Collaboration to ensure excellence and coherence of provision

Universities are committed to collaborative working to produce the highest quality provision. HEIs are involved in setting up centres of excellence or academies to serve particular sectors of the economy, often involving collaboration between universities and further partnership with FE colleges, regional health boards, and/or other bodies. These include academies for Engineering, Oil and Gas, Sport, and Mental Health Nursing. Other universities are committed to developing or creating strategic partnerships to ensure coherence of provision in areas such as nursing and to maximise opportunities to pool expertise for teaching, research and knowledge exchange.

Enhancing graduate employability

The outcome agreements feature a variety of specific commitments to further enhance the transferable skills and personal attributes that employers seek in graduates, including:

- commitments to expand or enhance employer involvement in learning and teaching provision, including an undertaking by one university to include employer engagement in the delivery of every degree programme.
- commitments to expand internships and work placements.
- commitments to further develop support for enterprise, including the creation of an Enterprise Hub providing extensive integrated support, the development and implementation of institutional enterprise strategies, and developing or widening the availability of enterprise education.
- targets for levels of graduate employment, including in one case a specific target to increase the number gaining graduate-level employment in SMEs.
- commitments to further develop particular learning and teaching techniques that enhance employability, including one commitment to provide work-related learning to all students on credit-bearing courses.
- action to enhance particular personal development opportunities for students, which stimulate the acquisition, awareness and articulation of key skills.
- expansion of employer mentoring, drawing on the expertise of alumni.
- commitments to reviewing or newly implementing learning and teaching strategies, with a view to enhancing skills and employability.
- commitments to improvements in data collection in relevant areas, to inform future enhancements.

Successful graduates, relevant skills: selected commitments

University of Aberdeen	Source 125 student career mentorships using Alumni connections. By 2015/16, improve the percentage of graduates in graduate employment by 10%.
University of Abertay Dundee	By September 2014, ensure that every degree programme features employer engagement in delivery. Develop the Centre for Excellence in Mental Health Nursing, in consultation with the Fife and Tayside Health Boards and other providers.
University of Dundee	Increase the proportion of students engaged in activities related to employability, enterprise and entrepreneurship to 50% by 2016/17. Building on existing successes in this area, establish in 2013/14 an on-campus 'Enterprise Hub' that will bring together all of the relevant professional support services and provide a 'one-stop-shop' for enterprise and employability activities.
University of Edinburgh	Create at least 800 new opportunities for students to gain an international experience as part of their Edinburgh degree, over the period 2012-16. These will include enhanced opportunities for widening participation students, including a study abroad programme for first year widening participation students in partnership with the University of Virginia, USA. Increase the range of circumstances in which students can achieve an Edinburgh Award to recognise students' extra-curricular activities. Roll out the pilot Edinburgh Award (Work Experience) and pilot an Edinburgh Award in the area of Enterprise and Entrepreneurship during 2013/14, and develop an Edinburgh Award (Internationalisation).

Edinburgh Napier University	Expand employer mentoring for wider access students, with a target of an additional 100 third and fourth years from disadvantaged groups and an additional 50 employer mentors participating in employer mentoring, up from 86 employer mentors in 2011/12 to 136 in 2015/16. Increase the number of Edinburgh Napier students embarking on student mobility programmes from a baseline of 107 in 2011/12 to 140 in 2015/16.
University of Glasgow	Over the next three years, and subject to variation depending on the economic environment in key regions, aim to grow the employer membership of the Club 21 Business Partnership Programme by 100 per year, generating around 180 additional internships locally, nationally and internationally by 2016. Raise awareness of, and interest in, entrepreneurship as a viable career option and offer comprehensive support to students to develop their ideas. Working closely with the university's Enterprise Managers and other networks, including the Scottish Institute for Enterprise, aim to increase the volume of students entering competitions and improve their success rate through better support.
Glasgow Caledonian University	Implement a new Career Development and Employability Strategy and develop a strategy and implementation plan to embed student enterprise activity. Enhance opportunities for all students through delivering a refreshed teaching portfolio that meets current market demands and student expectations.
Glasgow School of Art	Develop the institutional strategy for work-based and work-related learning and implement outcomes of the Professionalism and Entrepreneurship project. Implement Year 2 of the School's 2012-2015 Internationalisation Strategy.

Heriot-Watt University	Increase number of SFC-fundable (Scottish and EU) STEM students, both in absolute terms and as a proportion of all SFC-fundable (Scottish and EU) students: 2012/13 baseline: UG: 2,932; PGT: 294 2013-14 target: UG: >3,000; PGT: c.365 3-5 year target: UG: >3,250; PGT: sustain c.400 Conduct a complete review of L&T strategy during 2012/13, including strategies to enhance the professional profile of HWU graduates and strategies to increase/enhance the international experience of HWU graduates.
University of the Highlands and Islands	Develop new placements/internships. Target 5% growth in placement/internship uptake, in-course or co-curricular, compared to 2012/13 baseline when available in May 2013. Increase UHI's overall portfolio of academic awards and the number available at each Academic Partner site, ensuring that (i) the range of awards remains appropriate to regional need and (ii) there is demonstrable growth in academic provision available at SCQF levels 9-11.
The Open University in Scotland	Launch and implement the Evidence Hub for Work and Learning and foster its use across the whole HE sector. Launch a range of new open educational resources, with content of particular relevance to Scotland: on rural entrepreneurship, devolution, poverty, energy management, fuel poverty and to complement the 2014 Commonwealth Games.
Queen Margaret University Edinburgh	Development of at least three graduate start-ups in the creative industries and allied health. Launch the INSPIRES European Research project to research and evaluate local economic development, the interface between higher education and the Business Innovation Zone, and the experience of students accessing the Business Innovation Zone, particularly in relation to employability, employer engagement and graduate attributes.

Royal Conservatoire of Scotland	Continue to roll out the Conservatoire's new undergraduate curriculum introduced in 2012/13 in a proto-professional environment Develop an International Strategy which will encompass all aspects of the Conservatoire's international activity and will ensure international relevance of its provision.
Robert Gordon University	Oil and Gas Academy for Scotland to be established in 2013 to work with the industry to ensure that further and higher education skills needs are met. Implement the developments arising from the 'Employability Plus @ RGU' project from August 2013.
University of St Andrews	Foster opportunities for students in business placements, internships and work-related activities as well as professional development courses and student enterprise programmes, including business start-up support, the last under the auspices of the University's Student Enterprise Officer in collaboration with the Scottish Institute for Enterprise. Foster international experiences through opportunities for placements or internships abroad for all students, as well as study abroad and fieldwork opportunities.
SRUC	Develop SRUC's new Teaching and Learning strategy, in which employability and business, industry and international experience will feature strongly. Benchmark activity from 2012/13 and set appropriate targets for outcomes for 2014/15 and beyond. Further evaluate the many examples of good practice and enhancement across programmes of exposing students to business methods, ideas and practices and offering placements in industry, with a view to dissemination across the institution.

University of Stirling	Among other measures to develop and grow student placement opportunities, by 2013/14 achieve a 25% increase in the number of masters students placed with employers under Making the Most of Masters (from a baseline of 35 in 2011/12) and identify a support framework to enable the continuation of employer networks developed through MMM. Support the growth of key economic sectors by increasing the number of undergraduate students studying STEM subjects from a baseline of 1,442 FTE in 2012/13.
University of Strathclyde	Launch the Engineering Academy in September 2013. Introduce innovative approaches to skills development across 50% of programmes.
University of the West of Scotland	All learners on award-bearing programmes will be given the opportunity to engage in work-related learning assessed as part of their qualification by 2015. By AY 2013/14, learners will be given at least one “open” choice per level to undertake a University-wide module that can count toward their final named award during a period of programme registration. Modules in global citizenship and languages will be introduced within that portfolio.

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