UNIVERSITY OF ABERDEEN

SFC 2013-14 Outcome Agreement

(Approved by Court, 26 March 2013
Additional text incorporated 26 April 2013)

Contents

1 Introduction

1.1 The University's Strategic Objective relating to these themes is to deliver a high-quality student experience, growing the population where there are opportunities to do so through the recruitment of students with outstanding potential. Long-term targets in support of this objective include aspirations to:

- achieve National Student Survey satisfaction levels that place us within the top 10% of institutions
- attract high-quality students with entry qualifications that equate to entrants to the top 20% of institutions
- improve our retention rates to better than our benchmark figure
- achieve graduate-employability rates that place us within the top 10% of institutions

2 Patterns of participation

Related SFC Impacts:
- More even patterns of participation by learners from areas of deprivation
- More even patterns of participation by learners from different protected characteristic groups

Related SFC Outcomes (AY 2011-12 baseline):
- To increase the proportion of entrants of Scottish domiciled learners from the 20% and 40% most deprived postcodes
- SFC Outcome (AY 2011-12 baseline): To increase, where they are under-represented, the proportion of Scottish domiciled learners by different protected characteristic groups

2.1 *Admissions policy*

2.1.1 Admission to the University of Aberdeen is entirely on merit and on the basis of ability to achieve and we are committed to treating all applicants within the admissions cycle fairly. Applications for admission to all courses are considered without regard to any inappropriate distinction e.g. ethnicity or national origin, nationality, disability, sexual orientation, gender, religious or political beliefs, marital status or socio-economic background.

2.1.2 Our admissions selectors are all academic subject experts, who will be guided by personal statements, references and any other information provided. This allows selectors to consider the applicant's future ability to achieve when making admissions decisions. Where making decisions about individual applications, particularly where academic qualifications may be less strong, contextual information from applicants, for example that on care leavers, parental education and ethnicity may be used to supplement the overall picture of a candidate, and, for the first-time in 2013, the home postcode of an applicant in accordance with SFC guidance.

2.1.3 Our admissions policy is available at: http://www.abdn.ac.uk/undergraduate/admissions-policy.php. This is currently under review to reflect the terminology of the Equality Act 2010.

2.2   *Attracting students from the most deprived postcodes in the Scottish Index of Multiple Deprivation*

2.2.1   We have received an additional 75 places for entrants from most deprived 40% of postcodes (MD40 students), giving us an MD40 intake target of 250 (75 plus the actual 2010/11 intake of 175). We anticipate that around 65 entrants will be from the most deprived postcodes (MD20).

2.2.2   As at February 2013, we have around 11,000 applicants for 2013/14 who have an SIMD postcode, 2,000 of whom are from an MD40 postcode (18%). We intend to consider the applicant's postcode background as an additional contextual factor at the selection stage.

2.2.3   In order to achieve our MD40 intake target of 250, we are targeting our Summer School towards these potential entrants. Around 100 MD40 applicants will be invited to attend Summer School in preparation for 2013 entry.

2.3   *Low Progression Schools*

2.3.1   Groups that we are targeting through our widening participation strategies include those from state schools and specifically those from low participation schools, particularly those seeking to enter the professions. Although some of these school-leavers will be from the most deprived SIMD postcodes thus contributing to this indicator directly, not all will be.

2.3.2   For 2013/14, in order to increase participation from these groups, our activities include the following:

- Schools for HE programme: Aim4Uni
- S6 Enhancement
- Improving Access in HE Professions: REACH

2.3.3   Through **Aim4Uni** we co-ordinate activities with the schools in Aberdeen City and Aberdeenshire that have the lowest rates of progression to higher education. The aim is to give these school pupils the opportunity to learn about, and become familiar with, higher education, in order that they view it as a realistic possibility for them, and feel comfortable with University life when they join as a student.

2.3.4   We continue to work with Schools to extend the range of options available to Senior Phase pupils through the delivery of academic content via our flexible science program and have also introduced an initiative through which we deliver academic content to S6 pupils in subjects to which they might not otherwise be exposed (e.g. Law).

2.3.5   We continue to support ASPIRENorth, with whom we have a SHEP progression agreement. Regular activity includes:

- S5 Visits - departmental visits, Student Association workshops, student panels, campus tours, etc
- S3 – Try It Out Days – pupils take part in a range of subject sessions
- S4 Residential Events – Subjects sessions, workshops and tours

2.3.6   In relation to REACH, we have seen an increase in applications to medicine and law from target areas reflecting the progress and impact the REACH project has made, both nationally and through the work that we continue to develop at the University. We are required to report on REACH applicants according to the SIMD, and applications from the most deprived postcodes have risen to 101 (14.8%) for medicine and 83 (12.3%) for law.

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2.4 *Protected characteristic groups*

2.4.1 The University collects equality and diversity data on students. Until 2012/13 we collected data on age, race/ethnicity, gender and disability. This year we have requested data on religion/belief, sexual orientation and gender identity.   Providing this information was optional but we hope that it will allow us to develop future dataset for monitoring and informing future action.

2.4.2 We work proactively to improve disabled student access to our programmes, facilities, buildings and social life. 6% of our full-time undergraduate population are in receipt of Disabled Students Allowance, compared to our benchmark of 4.8% and a Scotland-wide figure of 4.3%. In 2013/14 we anticipate that our actions will allow us to continue to maintain a figure higher than benchmark.

2.5 *Access routes and flexible entry*

2.5.1 Access routes to degree studies not only allows those without formal qualifications to achieve entry to higher education, they also provide a first-hand experience of being a university student, the teaching methods used, and of working with staff from various academic disciplines.   Throughout, the aim is to develop the study skills and knowledge base appropriate to study at degree level. The part-time **Access to Degree Studies** programme can be studied over one or two years, either on campus or off campus via weekly classes by audio and video-conferencing at various centres across the North of Scotland. Around 200 (headcount) students are currently registered on these courses. In 2012/13, 50 students progressed to degree study at a Scottish higher education institution.

2.6 *Monitoring and review*

2.6.1 We are constantly reviewing the best mechanisms to target our identified low participation groups and this will be reflected in future Outcome Agreements. As reported in our 2012/13 agreement, we are in the process of reviewing our main access programmes, including the Summer School, to explore how these programmes can be more effective in targeting low participation groups. This includes work to ensure that we are using the most appropriate statistical indicators in relation to widening access, and developing partnership working to engage with school pupils at an earlier stage in their school career. This developmental work is being directed by the Vice-Principal for Learning and Teaching facilitated by a new Working Group for Widening Participation.

Summary of 2013/14 Outcomes: Patterns of participation:
In 2013/14 our outcomes will include the following:
- An entrant population that has been fairly and transparently selected within the terms of the Equality Act 2010 and the University's Equality and Diversity policy
- 250 entrants from MD40 postcodes, including an expected 65 MD20 entrants
- A targeted Summer School (in 2013) for MD40 applicants
- An increase in the number of applications for medicine and law from target groups
- Updated Widening Participation policies, based on work carried out in 2012/13
- A higher-than-benchmark figure for students in receipt of Disabled Students Allowance
- Improved data on students with protected characteristics
- A new Summer School programme (Summer 2014).

Longer-term performance indicators and milestone
By 2015/16 we aim to:
- have increased our MD40 student population by 300 (baseline: 2011/12 population)
- increased the percentage of state school applicants by 2% (baseline: March 2013 HESA performance indicator: 81.7%; 2014 milestone 82.5%; 2015 milestone 83%; target 83.7%)

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3   Retention

Related SFC Impact: More even patterns of retention and achievement by different groups of learners

Related SFC Outcomes:

(1) To increase the retention rate of first year undergraduate full-time Scottish domiciled students from target groups
(2) To increase the completion rates of Scottish domiciled students from these groups

3.1   Students are more likely to complete their studies successfully if they feel part of a community. The University of Aberdeen is fully committed to supporting all its students and creating a culture of inclusivity and has a clear vision, policy and action plan for Equality and Diversity which aims to mainstream and embed equality and diversity. The entire community of undergraduate students has access to a number of support mechanisms including:

- initiatives to encourage social and academic integration, which include events, co-curriculum opportunities and the appointment of Student Resident Assistants in Halls
- specific types of academic support in relation to numeracy and writing skills in particular.

3.2   We will also be implementing a personal tutor system with effect from September 2013 to provide significantly increased support for undergraduate students in relation to pastoral support, feedback, graduate attributes, employability, and course choice.

3.3   Following a successful pilot in 2012, in 2013/14 we will also be implementing student peer mentoring schemes in each academic School, in collaboration with the Students' Association.

3.4   As set out in our 2012/13 Outcome Agreement, we have identified particular groups of students who are more at risk of non-continuation than others, and have introduced a number of initiatives which we believe will help to support these students. We have not had the level of data necessary to look at particular SIMD groups, but the majority of students from the most deprived postcodes according to the SIMD will be local students which has historically been one of our key at-risk groups. However, there are signs that this balance is changing and we will continue to develop our intelligence in this area.

3.5   At Risk Cohorts, are, at Aberdeen, local students, students with lower entry tariffs, and second year entrants students from non-traditional backgrounds (e.g. direct entrants, articulating students, and students from the summer school). Initiatives include:

- bespoke events e.g. events for mature students; the local students event pre-Freshers' week for those not in halls to engender greater sense of belonging; tailored induction for direct entrants to years 2, 3 and 4; and
- enhanced monitoring procedures to improve the identification and support of at-risk students.

3.6   In relation to articulation places, in addition to the mechanisms above, we will identify specific Personal Tutors to support articulation students, thus ensuring that these students have access to support tailored for those entering part-way through the programme.

3.7   Overall, our investment in student support has had a positive impact on our retention rates, and our strategy and action plans have resulted in the following improvements:

- The non-continuation rate of full-time undergraduate students is at a 6-year low of 6.4% (November 2012)
- Level 1 non-continuation and local students non-continuation is decreasing
- Fewer students are withdrawing in the first month of study.

3.8   We have no set targets for improvement in relation to other groups such as part-time and mature students as the numbers involved mean that trends are not clear, however, we will continue to monitor and report on continuation rates for these groups.

3.9   We are in the process of training all of our staff in equality and diversity following the launch of e-training modules. There are two modules available, one of which focuses on practical guidance on embedding equality and diversity in teaching and learning. Face-to-face training on Equality and Diversity is delivered to new lecturers particularly around course design.

3.10   Cultural awareness sessions are also available to staff to support them in providing an excellent service to all students and in particular to enhance the Internationalisation agenda. We also work closely with the Students Association to identify areas where the University can further support its students. A recent example of partnership working is the involvement of the Students Association in the University's Mainstreaming Equality programme and we are currently exploring the possibility of a targeted piece of work on mental health issues.

3.11   The University's Student Learning Service provides confidential one-to-one study advice sessions for undergraduates and taught postgraduates, and also has a specialist adviser who supports students with dyslexia and other specific learning differences.

Summary of 2013/14 Outcomes: Patterns of retention:

In 2013/14 our outcomes will include the following:

- Implementation of a personal tutor system
- Student peer-mentoring in each Academic School
- Improved monitoring of at-risk students

Through these activities, we aim to achieve a non-continuation rate for full-time undergraduate students of close to 6% by 2014.

Longer-term performance indicators and milestones

By 2015/16 we aim to improve the percentage of students projected to continue (i.e. graduate; exit with another award; or transfer) to our benchmark figure of 90%. (baseline: March 2013 HESA performance indicator: 86.2%; 2014 milestone 87.5%; 2015 milestone 88.8%; target 90%).

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4   **Articulation**

Related SFC impact: More efficient learner progression from Colleges and accelerated entry into undergraduate programmes from school

Related SFC outcomes:
- To increase the number and / or proportion of Scottish domiciled learners articulating from college and from employer apprenticeships with advanced standing
- More even patterns of retention and achievement by these groups of learners

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4.1   We have made significant progress in recent years in our work with college partners and are committed to growing our work in this area, having signed a new agreement with Angus College in 2012/13.

4.2   Under our new Personal Tutor scheme, we intend assigning specific responsibility for articulating students to a small number of Tutors, who will receive appropriate support in order to improve retention of these students.

4.3   *Articulation within the region*

4.3.1   A total of 52 students from Aberdeen College progressed to year 2 or year 3 of a University degree programme in 2012/13. In 2013/14, we wish to increase the percentage of students who progress into year 3.

4.3.2   Our articulation agreement with Aberdeen College includes programmes in the disciplines of accountancy; management; biological sciences; medical sciences; IT and computing sciences; engineering; music; and social sciences. All students who achieve the conditions stipulated in the agreement will be offered a place.

4.3.3   We have a Joint Liaison Group with Aberdeen College and Banff and Buchan College, and liaise regularly with other local providers to exploit any opportunities for collaboration that arise.

4.3.4   Other events in partnership with Aberdeen College include:

-   "taster" days on campus for potential students, and attendance at University lectures.
-   University talks at Aberdeen College
-   discipline-based academic links and networks; and an annual joint staff event.
-   focus groups to obtain feedback from students going through the process of applying to the University; and with students in their first year at the University.
-   all Aberdeen College students are associate students of the University of Aberdeen and therefore have automatic access to facilities including library and sports.

4.4   *Edinburgh College*

4.4.1   In 2013/14, the recruitment of an additional 10 articulation students will be facilitated by a new collaboration with Edinburgh College in respect of Energy. These students will receive tailored support from the time that they start their studies at Edinburgh College to the completion of their degree at the University of Aberdeen.

Summary of 2013/14 Outcomes: Articulation

In 2013/14 our outcomes will include the following:

-   An arrangement with Edinburgh College around the recruitment of 10 students, with the intention that these students will articulate into University of Aberdeen degrees in 2015/16.
-   New and improved partnerships with Colleges, specifically a new arrangement with Motherwell College.
-   Personal tutors with specific responsibility for articulating students

Longer-term performance indicators and milestones

The University's first (2013/14) cohort of 10 students from Edinburgh College will articulate into University of Aberdeen degrees in 2015/16.

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5   Pattern of provision and graduate skills

> Related SFC impacts:
> - Provision that best meets the needs of national, regional and local needs
> - National and regional economic development through the utilisation of a highly skilled workforce
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> Related SFC outcomes:
> - In relation to pattern of provision, different outcomes will be appropriate for different institutions
> - To increase the number of undergraduates and postgraduates, regardless of their discipline, who are exposed to business methods, ideas and practices
> - To increase the number of undergraduates and postgraduates with substantial placements in business and industry
> - To increase the number of undergraduate and postgraduate business start-ups
> - To increase and enhance the international experiences of Scottish undergraduates and postgraduates

5.1   *Personal development and employability*

5.1.2   Our curriculum is about more than just academic development. It is also about providing our students with the opportunities to participate in activities that will help them enhance their personal development and skills. The Co-curriculum complements the degree programme and includes work placements, voluntary activities, enterprise, study overseas and the STAR (Students Taking Active Roles) Award initiative. In 2013/14 STAR Awards will reward the contribution our students make to the wider University community and recognise the Aberdeen Graduate Attributes developed through involvement in co-curricular activities such as sports, societies and volunteering, and acting as a class representative. The STAR Award is one way that students can demonstrate skills and competencies to employers. Around 80 students completed the STAR award assessment in 2012/13 and we anticipate growth in this number in 2013/14.

5.1.3   The review of our curriculum in 2008 included a wide range of stakeholders including employers. We also engage with employers in number of other ways and in 2013/14 we will:

- ensure employer representation on our Degree Programme Advisory Boards;
- involve employers in developing, deliver and assessing our co-curricular award to students through the Students Taking Active Roles (STAR) initiative;
- enhance the Careers Service and Alumni Relations Office career mentoring programme through which alumni mentor current students and provide advice and support on future career development; and
- implement the employer engagement model launched in 2012/13.

5.1.4   The University also operates a summer intern programme, placing third year students in academic departments to work on specifically designed projects.

5.2   *SFC skills places*

5.2.1   For 2013/14 we have been allocated an additional 50 undergraduate skills places and 71 postgraduate taught skills places.

5.2.2   Our additional undergraduate places are around the area of science and engineering. We expect to maintain a buoyant population in these areas and will continue with recruitment initiatives and programmes such as our flexible science programme with local schools in support of STEM more generally.

5.2.3   Application data for the University of Aberdeen in recent years strongly indicates that there is high student demand for additional places in Life Sciences and the Energy sectors, which has

been increasing year on year against the national trend. For example, the University saw a 13.3% increase in applications to Group C (Biological Sciences) for academic year 2012/13, against an increase of 8% to competitor institutions and a national decrease of -4.5%. Similarly, there was a 7.4% annual increase in undergraduate UCAS applications to Engineering for academic year 2012/13 (as at June 2012), compared to a 5.7% increase in our competitor institutions and a 2.5% decrease nationally.

5.2.4 We are therefore confident that we can fill 50 additional funded student places in the areas of Life Sciences and Energy.

5.2.5 We welcome the opportunity to grow our fundable postgraduate taught population, with the additional places from SFC targeted at skills needs, and in addition to fee waivers, have introduced a bursary scheme in support of recruitment.

Summary of 2013/14 Outcomes: Pattern of provision and graduate skills

In 2013/14 our outcomes will include the following:
- 50 student places targeted to skills needs in Energy; and the Life Sciences
- 71 student places targeted to skills needs in Energy; Creative Industries; Life Sciences; Food and Drink; and Forest and Timber Technologies
- Register 200 students to undertake the STAR Award in 2013/14 and seek a 75% rate of students completing STAR Awards
- Source 125 student career mentorships using Alumni connections.
- Build and sustain the newly established employer Programme Advisory Board network to enhance employer engagement activity

Longer-term performance indicators and milestones

By 2015/16 we aim to:

- have filled 150 additional undergraduate funded student places targeted to skills needs in Energy; and the Life Sciences (50 in 2013/14; 100 in 2014/15; 150 in 2015/16)
- improved the percentage of graduates in graduate employment by 10% (baseline latest figures 69%; 2012/13 73%; 2013/14 76%; 2014/15 78%; 2015/16 80%)

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1 Introduction

1.1 The University's Strategic Objective relating to these themes is to improve our competiveness as an international research-driven university, and to be at the forefront of setting and delivering the research agenda, nationally and internationally. As well as encouraging blue sky investigator-led research, we are also using out broad disciplinary base to focus on a small number of multidisciplinary themes which fit with our institutional values and characteristics.

1.2 Our research strategy also sets out how we enable and ensure compliance with good research governance and external requirements, such as the RCUK open access mandate.

2 Research competitiveness

Related SFC Impacts:
- Scottish university sector to be world leading in research excellence
- More even representation of staff from different protected characteristic groups (extends to all staff within an institution)

Related SFC Outcomes (AY 2011-12 baseline):
- To secure the highest possible ratings in submissions to the Research Excellence Framework (REF2014)
- To increase the amount and percentage share of income from Research Councils, major research charities and the European Commission
- To sustain the benefits of research pooling
- To increase the diversity of the Scottish research base, including the proportion of women in professorial positions in SET subjects
- To work toward increases, where there is under representation, in the proportion of staff by different protected characteristic groups

2.1 Research Excellence Framework (REF)

2.1.1 Detailed preparations for the REF 2014 are ongoing. The outcome of the internal review process about to conclude will allow the University to begin to put action plans into place for the next REF assessment period, even before the current REF submission is made.

2.1.2 We have undertaken a staff recruitment campaign which is linked to both our interdisciplinary research themes and REF aspirations.

2.1.3 We intend to further develop our research information system (PURE) to ensure that this holds details of all outcomes of research, beyond research outputs.

2.2 Research funding

2.2.1 Our strategy aims to enable increases in research funding. This will be achieved through focussing on excellence within the University, particularly within the four institutional interdisciplinary themes, as well as supporting established centres of excellence. We have a specific action plan directed at increasing EU funding and positioning the University for Horizon 2020. In support of our plans, we operate peer review schemes for research grant applications, mentoring, and deliver research training through our Researcher Development Unit. We monitor and review the impact of these initiatives, and also monitor our own performance through benchmarking with comparator institutions and key performance indicators.

2.2.2 These measures will help to sustain recent positive performance. Research awards received during the first half of the current financial year, August 2012 to January 2013, have increased by 29.3% compared to the same period 2011/12. A total of £36.2m has been received compared to £28.0m in 2011/12. The total amount awarded during 2011/12 was £64.3m (including the £11m award from the Scottish Government for RINH). With research grant application levels remaining high (about 12% higher than 2011/12) and new staff bringing grants with them, we expect to exceed last year's total.

2.3 *Sustaining the benefits of research pooling*

2.3.1 Research pools have enabled Scottish universities to come together to collaborate on research themes of national and international importance. We will continue to build on these partnerships wherever there is the opportunity to do so. Recent initiatives include Health Science Scotland, and developments under discussion include RCUK doctoral training schemes, and an alliance relating to food security.

2.3.2 Our contribution to the research pools also informed the development of Aberdeen's four major research themes (http://www.abdn.ac.uk/research/13078.php) which will play a significant role in ensuring the long term sustainability of the University's SRDG investments:

- Energy
- Environment and food security
- Pathways to healthy living
- The North

To further support the Energy theme we are creating an Institute of Energy and will be appointing an Institute Director.

2.4 *Global Excellence Initiative*

2.4.1 In 2013-14, the University intends to invest £2.35 m in development of its strategic research themes. An additional £1.2m resource from the SFC Global Excellence Initiative will allow us to make this strategic investment. In total, the University plans to make 30 new academic appointments and 30 new postgraduate research studentships, in support of excellence in each of the Themes as summarised below:

- Energy   £764,000
- Environment and food security   £905,000
- Pathways to healthy living   £309,000
- The North   £372,000

2.5 *Broadening representation*

2.5.1 Building on our Athena SWAN Bronze award, the University has developed a phased action plan for the achievement of Athena SWAN Silver accreditation at University level by 2015. The Plan includes actions to support Colleges/Schools to submit applications. Phase 2 is programmed for 2013-14 and includes ongoing activities to improve the profile of women in STEMM subjects including: further development of a mentoring programme; increased networking opportunities; progress on the Physics JUNO project; engaging with the Scottish Women's Resource Centre for Science, Engineering and Technology to enhance feedback mechanisms for women in STEMM subjects; and increasing the profile of women and creating role models by encouraging women to publicise findings and results through press releases.

2.5.2   We collect information on staff protected characteristic groups through a monitoring form at the recruitment and selection stage and an annual staff survey, the process and results of which are overseen by the University's Advisory Group on Equality and Diversity. This Group also receives and monitors Equality Impact Assessments, including monitoring the Equality Impact of the REF.

2.5.3   The University is committed to mainstreaming equality and diversity into all of its functions and therefore ensuring it is an integral part University business.

Summary of 2013/14 Outcomes: Research Competitiveness

In 2013/14 our outcomes will include the following:

- Development of action plans following the internal review exercise carried out for the REF
- Athena Swan silver submission in respect of one academic area
- Research income of £61M (£58M 2011/12 baseline)
- Increase EU awards and income (£4.1M 2011/12 baseline) and prepare for the launch of Horizon 2020
- Review usages of PURE and increase value beyond simply recording outputs
- Establish the Institute of Energy and appoint a Director.
- 30 new postgraduate research studentships across the Themes
- Over 30 posts in support of Themes (itemised above)

Longer-term performance indicators and milestones

By 2015/16 we aim to:
- Have 60% of our submitted research rated 3* or 4* in the REF
- Be among the top 20 UK universities in terms of competitively-won research income

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3 University and industry KE collaboration

Related SFC Impacts:
- National and regional economic development resulting from university and industry collaboration on the application of research findings

Related SFC Outcomes (AY 2011-12 baseline):
- To deliver easy access IP
- To continue to work with the Scottish KE organisation
- To increase licensing income and industry investment
- To increase the number and quality of CPD opportunities for business and industry
- To increase the level and enhance the quality of engagement with business and industry and particularly Scottish SMEs
- To increase the level and enhance the quality of engagement with public policy and service providers, third sector and Government
- To enhance Scotland's low carbon economy
- To increase the engagement of research pools with KE activities
- To engage actively with Interface
- To enhance the contribution of the Scottish research base to the key sectors / to support the key sectors

3.1 KE with business and industry including engagement with SMEs

3.1.1   We actively participate in the development, and the use of standardised agreements through www.university-technology.com and promote Easy Access IP via the web site.

3.1.2   We continue to engage with the discussion round setting up a Scottish KE organisation, and await details of the final arrangements following the consultation.

3.1.3   We will attain at least a 90% response rate to inquiries provided by Interface, and this will provide one of the main sources of partnerships for the SFC Innovation Voucher Scheme. We aim to secure at least 8 new Innovation Vouchers for 2013/14.

3.1.4   In addition to the Innovation Voucher scheme, the University runs an internal competition using a proportion of the KTG funding to promote new relationships with industry, pump priming new projects and to support new CPD events. We would aim to continue with the programme next year and make 15 awards in the £5-20K range. We are a partner in Encompass to promote SME engagement, as well as leading components in other sector specific projects (Scottish Sensor Centre for Subsea, Interface Food and Drink).

3.1.5   We will work in partnership with industry through our involvement with Innovation Centres (IC). We are members of the three existing ICs (Stratified Medicine Scotland; Digital Health; Sensors and Imaging Systems) and are leading on a bid for an Oil & Gas IC.

3.1.6   In 2013/14 we will engage with SMEs across all our activities, including SME involvement in research networks, University hosting of industry-facing events, visiting lecturers, and SME representatives on advisory groups.

3.1.7   We will host at least a further two industry-facing events in 2013/14 and will review the number of events we hold in response to demand. In addition to hosting events at the University, we will attend a number of external industry facing events, e.g. Offshore Europe, All Energy and the Scottish Technology Show.

3.1.8   Our Scottish Government funding to Rowett Institute of Food and Drink provides opportunities to engage with many stakeholders, in particular policy makers, and we will hold events aimed at stakeholders.

3.1.9   We are expanding our partnerships in key industry sectors to support companies' R&D and training needs. In 2012/13, these have included a new PhD programme with Halliburton and a strategic training partnership with S-energy.

3.1.11 We will continue to support a range of activities to enhance the impact of our research to external stakeholders. In particular as a result of the recent award of £100,000 from BBSRC to accelerate the impact of their funded research we will be expanding our support, through small awards, additional training and a new impact competition.

3.2   Investment

3.2.1   The University is a project partner (along with Edinburgh, Strathclyde and SDI) to market research and intellectual property opportunities to the US markets. Recently, the project increased its membership by Heriot-Watt's inclusion. We aim to continue this investment for 2013/14.

3.2.2   We are also an investor in a venture fund to support the gap in equity funding for early stage spin-outs in the Life Science sector, a key economic industry sector for Scotland, together with Universities of Edinburgh and Glasgow, Scottish Enterprise, the European Investment Fund, and RockSpring Ventures.

3.2.3   University investment in spin-out and subsidiary companies is overseen by the Strategic Business Ventures Group, which comprises senior staff and external membership. This group advises on decisions regarding company creation and the sale of equity.

3.2.4   We are committed to supporting the Converse Challenge Competition, and will be supporting this through investment, membership of the judging group, and providing support to Aberdeen entries.

3.3   Supporting KE strategies

3.3.1   Three out of our four interdisciplinary research themes (see previous section), each of which has a KE strategy, relate to key economic sectors. energy; life sciences (health and well being); and food and drink.

3.3.2   The work under two of these themes in particular (Energy; and Environment and food security) have a contribution to the enhancement of Scotland's low carbon economy. Other specific examples include the work of the Aberdeen Centre for Environmental Sustainability, which is centred on the environmental impact of the energy industries, climate change, bioenergy, carbon turnover in soils, greenhouse gas, and the implications of land-based wind power. The University is also a founder member of the Aberdeen Renewable Energy Group (AREG), established to promote the development of renewable energy.

3.3.3   We continue to contribute to the Knowledge Exchange strategies of the 10 research pools in which we are a partner. . In particular, engaging in their new programmes aimed at training and KE opportunities for early career researchers.

Summary of 2013/14 Outcomes: University and industry KE collaboration

In 2013/14 our Outcomes will include the following:

- Increased opportunities to engage with companies by providing industry-facing events twice a year
- Six licensing deals and two new spin-outs
- £4M in partnership in industry
- A 90% response rate to inquiries provided by Interface
- Participation in three Innovation Centres, and leading a bid for the Oil and Gas IC
- Increase the number of KTP awards received, in line with TSB's increased portfolio
- Increase the number of strategic partnerships with industry in key sectors

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> **_Longer-term performance indicators and milestones_**
>
> By 2015/16 we aim to:
> - Create 10 spin-outs
> - Conclude 25 new licenses and generate £1.5m million licensing income (including fees for patent spend)
> - Have 70 new Knowledge Transfer partnerships awarded
> - Increase consultancy income by 40%
> - Receive £20 million of income from industry

Outcome Agreement between the University of Aberdeen and the Scottish Funding Council for academic year 2013-14

On behalf of the Scottish Funding Council

Signed:

Print name: Laurence Howells

Position: Interim Chief Executive

Date: 3 June 2013

On behalf of the University

Signed:

Print name: Professor Stephen Logan

Position: Senior Vice-Principal

Date: 5 June 2013